

# UNIVERSITY GRANTS COMMISSION

**REPORT OF THE YEAR  
1985-86**

NIEPA DC



D06264

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

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New Delhi-110002  
(INDIA)

Sub. National Systems Unit,  
National Institute of Educational  
Planning and Administration  
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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

### Chairman

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

### Vice-Chairman

2. Dr. Rais Ahmed@

### Members upto 6.4.1986

3. Shri Anand Sarup
4. Shri R. Ganapati
5. Prof. V.C. Kulandaiswamy
6. Prof. H.C. Khare
7. Mr. Justice M.H. Beg
8. Dr. B.C. Parekh<sup>§</sup>
9. Prof. Anita Banerjee\*
10. Prof. R.C. Mehrotra\*
11. Dr. Ramesh Mohan\*
12. Shri Kireet Joshi\*

### From 7.4.1986

### Vice-Chairman

2. Prof. K. Satchidananda Murty @@

### Members

- Shri Anand Sarup \*\*
4. Shri R. Ganapati \*\*\*
  5. Prof. V.C. Kulandaiswamy
  6. Prof. H.C. Khare
  7. Mr. Justice M.H. Beg
  8. Prof. Suresh Dalal
  9. Prof. (Mrs.) Archana Sharma
  10. Prof. G. Padmanaban
  11. Dr. M. Aram
  12. Shri Kireet Joshi

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# Prof. Yash Pal took over as Chairman w.e.f. 7.3.1986

@ Retired on 22nd June, 1985.

§ Resigned on 9th October, 1985

\* Retired w.e.f. 30.5.1985.

@@ Appointed w.e.f. 29.5.1986

\*\* Replaced by Shri Anil Bordia w.e.f. 3.4.1987

\*\*\* Replaced by R.R. Gupta w.e.f. 1.12.1986

**UNIVERSITY GRANTS COMMISSION  
ANNUAL REPORT**

April 1985-March 1986

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 1985-86 to be laid before both the Houses of Parliament.

**SECTION 1**

**QUANTITATIVE GROWTH OF INSTITUTIONS,  
ENROLMENT AND STAFF STRENGTH**

1.01 In recent years, efforts have been made by the Commission 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. As envisioned in the New National Policy on Education (1986), institutions of higher education are expected to possess a modicum of facilities by way of basic infrastructure such as class rooms, libraries, laboratories, hostels, staff quarters, teachers' hostels and other inputs like technical and research support and resources for purchase of equipment, books and journals etc. and the Commission's endeavour in this regard is in harmony with the New Education Policy.

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\* The University Grants Commission Act 1956 (Act No.3 of 1956) as amended upto 1st October, 1984.

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 inspite 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 to the social, cultural and humanistic aspects of education.

The development of higher education in India thus faces the challenge of quantity versus quality and a strategy has to be evolved to arrive at an acceptable balance between the two demands. An adequate realization of this objective requires concerted efforts, careful educational planning and coordination of resources and constant vigil as well. This calls for identification of priorities and regional needs and, above all, determination of relevance and excellence in higher education. This section reflects the higher education scenario of the country of the past decade as well as the establishment of new institutions during the year under report.

## 1.02 New Universities

The following seven universities came into being during the year 1985-86, raising the total number of universities in the country to 132.

S.NO.	Name of the State/ Union Territory	Name of the University
1.	Arunachal Pradesh	Arunachal University, Itanagar.
2.	Tamil Nadu	Alagappa University, Karaikudi
3.	Goa	Goa University, Panaji.
4.	Pondicherry	Pondicherry University,* Pondicherry.
5.	Delhi	Indira Gandhi National Open University, New Delhi.
6.	Himachal Pradesh	Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Solan
7.	Andhra Pradesh	Telugu University, Hyderabad.

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\* Central University

The Commission, on the recommendations of the Standing Committee on New Universities and University Post-graduate Centres, also agreed 'in principle' to the proposal of the Government of Tripura for the establishment of a university in Tripura State. The State Government was requested to send the draft bill for the establishment of the university to the UGC before it was finalised by the State Government.

The following universities were declared fit to receive Central assistance including assistance for institutional development interms of the rules framed under section 12(B) of the UGC Act.

<u>S.No.</u>	<u>Name of the State</u>	<u>Name of the University</u>
1.	Tamil Nadu	1. Tamil University, Thanjavur. 2. Bharathiar University, Coimbatore. 3. Bharatidasan University, Tiruchirapalli.
2.	Jammu & Kashmir	Sher-e-Kashmir University of Agricultural Science and Technology, Srinagar.

In addition, the Universities of Gulbarga and Mangalore (both in Karnataka State) were declared fit to receive central assistance for all approved schemes except for Institutional Development in terms of the rules framed under Section 12(B) of the UGC Act. The general



development grant to these universities will be given when the Acts of these universities have been amended and vacant teaching posts are filled as per UGC suggestions.

1.03 New Institutions Deemed to be Universities under Section 3 of the UGC Act.

The Government of India, on the recommendation of the UGC, declared the following institutions as institutions deemed to be universities under Section 3 of the UGC Act.

1. International Institute for Population Science, Bombay.
2. Thapar Institute of Engineering and Technology, Patiala (Panjab).

With these the number of institutions deemed to be universities rose to 17 as on 31st March, 1986.

During the period under report, the Commission, in consultation with the standing Committee on New Universities and University Post-Graduate Centres, also recommended to the Government of India, Ministry of Human Resource Development, the conferment of 'deemed to be university' status on the following institutions on the basis of the recommendations of the committees which visited these institutions:-

1. Birla Institute of Technology, Mesra, Ranchi.
2. Central Institute of Higher Tibetan Studies, Saranath, Varanasi.

3. Kalakshetra, Madras.
4. Tilak Maharashtra Vidyapeeth, Pune.
5. Deccan College, Post-Graduate and Research Institute, Pune.
6. Rajasthan Vidyapeeth, Udaipur.

The matter is under consideration of the Government of India.

A chronological list of Universities and Institutions deemed to be universities is given in Appendix-I.

1.04 Colleges under Section 2(f):

At the end of 1985-86, 3784 Colleges affiliated to various Universities had been included in the list maintained under Section 2(f) of the UGC Act. Of these, 1206 were post-graduate Colleges. The corresponding number for 1984-85 was 3762 and 1152 respectively.

1.05 Student Enrolment:

In terms of absolute numbers, there has been a consistent increase in enrolment as well as institutions over the year as reflected in table 1.1 below. It will be seen that in 1976-77, the number of students enrolled was 24.31 lakhs spread over 105 universities, 10 institutions deemed to be Universities and 4,317 Colleges whereas in 1985-86

there were as many as 35.71 lakh students enrolled in 130 Universities, 17 institutions deemed to be Universities, and 5,723 Colleges.

TABLE 1.1

Year	Number of universities	Number of	Number of
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	5,039	31,33,093
1983-84	124+15 institutions deemed to be universities	5,246	33,22,939

1984-85	125+15 institutions deemed to be universities	5,590	34,04,096
1985-86*	132+17 institutions deemed to be universities	5,723	35,70,897

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Note: 1. The number of colleges given above excludes junior colleges and those offering diploma/certificate courses.

2. Enrolment for 1985-86 is in respect of 130 universities and 17 institutions deemed to be universities as two new universities were set up only towards the end of 1985.

\* Estimated

#### 1.06 Growth Rate of Enrolment:

The growth of student enrolment in the University System over a 20-year period from 1966-67 to 1985-86 is given in Appendix-II. The average decadal growth rate of enrolment during 1976-77 to 1985-86 was about four percent. This was less than half of the average decadal growth rate of 8.7 percent recorded in the earlier period viz. 1966-67 to 1975-76. A look at the year-wise growth rates of enrolment during the ten-year period 1976-77 to 1985-86 also brings out the fact that there were wide fluctuations in the growth rate year after year. While the growth rate was a mere 0.2 per cent in 1976-77, it was 7.3 per cent

in 1981-82. There was a gradual decline thereafter till 1984-85 when the growth rate fell to 2.9 per cent. It rose again to 4.9 per cent in 1985-86.

The all-India average annual compound rate of growth of enrolment during the five year period 1981-82 to 1985-86 was 4.9 per cent as indicated in Appendix-III. It will also be seen from the Appendix that there were wide deviations from this average growth rate between different States. Bihar, for instance, recorded the highest average annual compound rate of growth of enrolment of 11.8 per cent during the period while, on the other extreme, Meghalaya/Nagaland recorded a negligible average compound growth rate. In addition to Meghalaya/ Nagaland, ten other States and the union territory of Delhi had average growth rates lower than the all-India average. Among these, Gujarat and Uttar Pradesh had average growth rates of 1.4 and 1.6 per cent respectively and Delhi, Punjab and Rajasthan had growth rates of 3.7, 3.8 and 3.4 per cent respectively. On the otherhand, eight States (including Bihar) had average growth rates higher than the all-India average, with Assam recording 8.0 per cent, Maharashtra 7.7 per cent and West Bengal/Tripura/Sikkim 7.6 per cent following Bihar in the descending order.

#### 1.07 Stage-wise Enrolment:

Stage-wise enrolment at the graduate, post-graduate, research and diploma/certificate levels during 1981-82 to 1985-86 given in Appendix-IV shows that percentage enrolment at these different levels in 1985-86 was almost the same as it was in 1984-85. Over the five-year period also, there have been only marginal variations, with

percentage enrolment at the graduate level remaining in the range of 87.7 per cent to 88.1 per cent during 1981-82 to 1985-86. The post-graduate and research enrolment together remained 10.6 per cent during 1982-83 to 1985-86 and was 10.9 per cent in 1981-82. Enrolment at the diploma/certificate level remained stationary at 1.4 per cent all through the five-year period.

Appendix-V gives stage-wise enrolment separately in the university departments/university colleges and affiliated colleges during the four year period 1982-83 to 1985-86. It will be seen that enrolment in the affiliated colleges as percentage of total enrolment for all the stages taken together remained in the vicinity of 83 per cent in all the years. Affiliated colleges accounted for 87.7 per cent of the total enrolment at the graduate level, 56.5 per cent at the post-graduate level, 14.9 per cent at the research level and 43.2 per cent at the diploma/certificate level during 1985-86. The remaining enrolment at these different levels was accounted for by the University departments/University Colleges. The position in the earlier years was almost similar.

#### 1.08 Faculty-wise Enrolment:

Faculty-wise distribution of student enrolment for the five-year period 1981-82 to 1985-86 given in Appendix-VI shows that enrolment in the faculty of Arts (including Oriental Learning) as percentage of total enrolment has been the highest, followed by the faculty of Commerce, Science and Law in that order. Year to year variations in the percentage of enrolment in each faculty to total enrolment in all the faculties taken together have been of

a very marginal nature. For example, enrolment in the faculty of Arts has varied between 40.2 to 40.4 per cent. In 1985-86, it was 40.3 per cent - the same as it was in 1984-85. Similarly, in the faculty of Commerce, the enrolment percentage has remained between 21.3 and 21.7, with the year 1985-86 recording 21.5. Percentage share of the faculty of Science was 19.7 in 1985-86 while year to year contribution ranged between 19.6 and 19.9. Enrolment trends in other faculties present a similar picture except that percentage shares of these faculties in total enrolment have been far too small as compared to the faculties of Arts, Commerce and Science.

1.09 Establishment of New Colleges:

The number of new colleges set up during 1985-86 was 133, thus raising the total number of affiliated colleges to 5,723 in 1985-86 as compared to 5,590 colleges in 1984-85 (Appendix-VII). Of the 133 newly established colleges, 63 were arts/science/commerce colleges while the remaining were professional colleges belonging to different faculties as follows:

Oriental Learning(21), Medicine/Pharmacy/Ayurveda/Nursing/Dentistry/Homoeopathic (17), Physical Education/Education (14), Engineering/Technology(13), Agriculture(2) and Veterinary Science, Law and Music/Fine Arts one each.

1.10 State-wise Growth of Colleges:

State-wise distribution of the newly established colleges during the period 1981-82 to 1985-86 is given in Appendix-VIII. The total number of colleges in the

country increased by 837 during this five year period. Of this, Maharashtra alone accounted for an increase of 226. Other States which recorded substantial additions to the number of colleges during the period were as follows:

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Karnataka	116
Madhya Pradesh	103
Andhra Pradesh	94
Bihar	87
Orissa	86

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These six States taken together accounted for 85 per cent of the increase in the total number of colleges during the period. In one State viz. Jammu and Kashmir, the number of colleges over the five-year period actually declined by one while in someother States there were just marginal increases.

It will also be seen (Appendix-IX) that out of a total increase of 837 in the number of colleges during 1981-82 to 1985-86 increase in the arts/science/commerce colleges was 545 accounting for 65 per cent of the total increase.

#### 1.11 Staff Strength:

Appendix-X shows the strength and distribution of teaching staff in the university departments/university colleges during the period 1981-82 to 1985-86. In 1985-86, there



were 49,088 teachers in the university departments/ university colleges. Out of these, 5792 were Professors, 12,026 readers, 29,241 lecturers and 2,029 tutors and demonstrators. The proportion of senior teachers viz. Professors and Readers to the total teaching staff has gone up from 31.9 per cent in 1981-82 to 36.3 per cent in 1985-86. The teaching staff in the university departments/ university colleges increased by 1706 in the year 1985-86 as compared to an increase of just 523 in 1984-85 over the preceding year. Teaching staff in the affiliated colleges (Appendix-XI) totalled 1,77,901 in 1985-86 which included 23,921 senior teachers, 1,46,235 lecturers and 7,745 tutors and demonstrators. There was an increase of 5,182 in the total staff strength in the affiliated colleges in 1985-86 over the year 1984-85 as compared to an increase of 3,078 in 1984-85 over 1983-84.

#### 1.12 Doctorate Degrees Awarded:

The faculty-wise position of doctorate degrees awarded during 1980=81 to 1984-85 is given in Appendix-XII. During the year 1984-85, 7,171 doctorate degrees were awarded. As in earlier years, the number of doctorate degrees awarded was highest in the faculty of science followed by that in the faculty of arts. Among professional faculties, the faculty of agriculture topped

in the number of doctorate degrees awarded followed by the faculty of Education, Engineering/Technology and Commerce in that order. The total number of doctorate degrees awarded for all the faculties taken together increased by 18.0 per cent during the period 1980-81 to 1984-85. This was in sharp contrast to the increase of 36.6 per cent recorded in the five-year period (1979-80 to 1983-84) and 40 per cent during 1978-79 to 1982-83. It may also be seen that the absolute increase of 237 in the number of doctorate degrees awarded in 1984-85 over 1983-84 was the smallest increase recorded on a year-to-year wise basis for the period 1981-82 to 1984-85.

## SECTION 2

### MAINTENANCE AND COORDINATION OF STANDARDS

2.01 Section 12 of the UGC Act lays down that "It shall be the general duty of the Commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and coordination of University education and for the determination and maintenance of standards of teaching, examination and research in universities." Accordingly, all efforts of the Commission have been directed towards the maintenance and coordination of standards in regard to development as well as special programmes. Senior academicians have been appointed in the Commission on deputation basis to advise the Commission on various academic matters like designing of courses, selection of research projects/schemes, planning of academic policies etc.

Simultaneously, efforts have been made to bring about coordination between the need for maintaining quality through a proper consolidation of the existing facilities and the need for expansion in order to meet the developmental requirements of the country, especially the need for the trained personnel produced by universities for shouldering position of responsibility in various fields. The twin problems of quality and quantity would, no doubt, continue to exist in the wake of general upsurge for higher education by different sections of the society.

2.02 The Ministry of Education and Culture, Government of India in February 1985 observed that 'grants are given and conditions are attached to each grant but U.G.C. has no mechanism to ensure fulfilment of the conditions; money given for specific schemes are diverted to other purposes and UGC is satisfied with mere utilisation certificates and even these are heavily in arrears, indicating considerable sub-optimal use of funds'. As a sequel to this, the U.G.C. at its meeting held on 16th February, 1985 decided to set up a Monitoring and Evaluation unit in view of the importance and urgency of the matter with the following broad functions:

- i) To keep a watch on the progress of a scheme from inception to the end, in relation to objectives, physical targets, financial implication, reports, publications etc.
- ii) To make on-the-spot verification or to undertake case studies.
- iii) To make detailed analysis of schemes on a regional or discipline basis and related considerations.
- iv) To review the schemes and assess their impact.
- v) To analyse problems and difficulties and to make suggestion for more effective implementation and improvement.

The unit was created in April, 1985.

An Advisory Committee has been constituted with representation of N.C.E.R.T., N.I.E.P.A., I.A.M.P. and C.S.I.R. One consultant has been appointed to supervise the work. The modalities of operation are being worked out.

This unit has already taken up a review of the performances of the Central Universities.

- 2.03 Regulations Under clause (f) of sub-section (1) of Section 26 of the UGC Act, 1956 regarding minimum standards of instruction for the grant of first degree through formal education and non-formal/distance education in the faculties of Arts, Humanities, Fine Arts, Music Social Sciences, Commerce and Science:

The Commission reviewed the regulations framed under clause (f) of sub-section (1) of Section 26 of the UGC Act, 1956 regarding minimum standards of instruction for the grant of first degree through formal and non-formal/distance education in the faculties of Arts, Humanities, Fine Arts, Music, Social Sciences, Commerce and Sciences and with the help of a Committee drafted fresh regulations keeping in view the 10+2+3 pattern of university education. These revised regulations were accepted by the commission at its meeting held in October, 1985. A copy of these regulations which have been notified in the Gazette of India is enclosed (Appendix-XIII).

These regulations are effective from 1st June, 1986. However considering the difficulties expressed by some States to switch over to 3 year degree course with effect

from June 1986, the Commission through subsequent notification laid down that it shall have the right to grant relaxation to a University in regard to the date of implementation or for admission to the first or second degree courses or to give exemption for a specified period in regard to other clauses in the regulations on the merit of each case, both for formal as well as non-formal education.

2.04 Regulations under clause (h) of Sub-Section (1) of Section 26 of the UGC Act (as amended upto 1st October, 1984) regarding establishment of institutions:

These regulations empower the Commission to "establish in accordance with the regulations made under this Act, institutions for providing common facilities, Services and programmes for a group of universities in general and maintain such institutions or provide for their maintenance by allocating and disbursing out of the funds of the Commission such grants as the Commission may deem necessary". A copy of these regulations as notified in the Gazette of India is enclosed (Appendix-XIV).

2.05 Regulations Under Section 26 (1) (i) of the UGC Act specifying the matters in respect of which fees and scales of fees may be charged by a college under Sub-Section (2) of Section 12 (A) of the UGC Act.

The UGC (Amendment) Act which came into force from 1st October, 1984 incorporates as one of its major amendments a provision which will enable the commission to prescribe through regulations, matters in respect of which fees may be charged, and the scales of fees in accordance with

which fees shall be charged by any college providing for various courses of study. The work of the Committee which was constituted by the Commission to draft suitable regulations in this regard was in progress during the year. The Committee has since finalised its report and also drafted regulations regarding fees that may be charged by any college providing for first degree courses in Engineering/Technology, Architecture and Pharmacy.

#### 2.06 National Educational Testing:

The details of this scheme are spelt out in the Annual Report for 1984-85. During the year 1985-86, two junior research fellowship examinations were held, one on 16th June, 1985 and the other on 29th September, 1985.

The examination in June, 1985 was held at 76 university test centres in subjects like Anthropology, Commerce, Education, Statistics, Linguistics, various Indian and foreign languages and certain other subjects such as Population Studies, Buddhist Studies, Law etc. As many as 5,599 candidates were registered for this examination out of which 3,475 appeared and 412 were declared successful. Subject-wise break-up of successful candidates is given at Appendix-XV.

The other junior research fellowship examination, held on 29th September, 1985 was conducted at 77 university test centres in 12 subjects viz., Physics, Chemistry, Mathematics, Life Sciences (Botany, Zoology, Bio-Chemistry, Micro-Biology and Genetics), Geology, Geography, Economics, Political Science, Philosophy, Psychology, Sociology and History. These are the

subjects in which the first examination was held on August 26, 1984. Out of 20,898 candidates registered for this examination, 11,267 appeared and 1,287 were declared successful. Subject-wise break up of the successful candidates is given at Appendix XVI.

Most of the candidates who were declared successful at the June 1985 examination had been awarded junior research fellowships by universities under various schemes supported by the Commission. The Commission would consider the award of fellowships as personal to those candidates who would not be able to get adjusted against the existing vacancies of fellowships in the universities by 31st March 1986. As regards the examination held in September 1985, the universities initiated the process of selecting the candidates for the award of fellowships to those who were declared successful at this examination, the result of which was declared only at the end of January, 1986.

Necessary steps have also been initiated during 1985-86 for the organisation of the JRF examination proposed to be held in August, 1986 in all the subjects in Humanities, Social Sciences, Sciences and Indian and Foreign languages in which the examinations have been held so far.

#### 2.07 Restructuring of Courses:

The scheme of Restructuring of Courses was initiated by the Commission during the fifth Plan Period with a view to making the first degree courses more relevant to the rural environment and to the developmental needs of the community and to link education with work/field/practical



experience and productivity. The key concept underlying the restructuring of courses is to remodel the existing conventional three-subject courses together with a third subject which is oriented towards field/practical work or which has a bearing on and direct relevance to the local/regional needs and requirement. Assistance provided under the scheme is limited to Rs. 5 lakhs for a period of five years and is available to the universities for : (a) seed money; (b) orientation of teachers and (c) preparation of course materials, teaching aids, etc. Universities are also assisted for offering some courses on an experimental basis.

On a reference received from a university regarding restructuring of university education specially at the undergraduate level, a meeting of the committee of the conveners of panels in humanities, social sciences and sciences was held in early, 1986 to consider various aspects of it. The committee, inter alia, made the following recommendations:

- (i) The Seventh Plan Visiting Committees may be requested to give priority for the introduction of restructured courses so that there will be a meaningful interaction between theory and its application to the needs of the region.
- (ii) Such courses which are envisaged under the scheme should be relevant for development and jobs.
- (iii) The university/college concerned must have the core staff and facilities for starting these courses.

(iv) Keeping in view that there is need for flexibility in the pattern of assistance which is provided to the universities/colleges for introduction of such courses, they may have the freedom of utilising the grant of Rs. 1 lakh per annum for a period of five years on various items, as indicated by the Commission, depending upon their needs.

Fresh proposals received from universities/colleges under the scheme are being examined in the light of the above recommendations.

As on 31-3-1986, eight universities and 107 colleges had introduced restructured courses in Arts, Science & Commerce disciplines.

#### 2.08 College Science Improvement Programme (COSIP)

The programme initiated by the Commission in the year 1970-71 aimed at bringing about qualitative improvement in the teaching of science subjects at the undergraduate level. The purpose of the programme is to accelerate the capabilities of undergraduate science students and initiate a process of continuous self renewal. This is brought about through an integrated approach comprising of simultaneous improvements in subject matter, methods of instructions, syllabi, curriculum, laboratory exercise, workshop, library and teaching aids.

The programme has been taken up at two levels a) in Selected Colleges including the entire science faculty and b) by way of University Leadership Project (ULP) in one science subject in all colleges affiliated to a university.

As on 31st March, 1986, COSIP was implemented in 252 colleges and 40 university departments (by way of ULPs).

2.09 College Humanities and Social Science Improvement Programme (COHSSIP):

The objectives of this programme, introduced in 1974-75, are given in the UGC Annual Report for 1984-85. Like COSIP, this programme which is aimed at improving the quality of humanities & social sciences learning is also taken up at two levels viz., in selected colleges and in university departments by way of University Leadership Project.

Assistance under this programme was provided to 40 Arts and Commerce Colleges and 35 Teacher's Training Colleges during the period under report. The total number of colleges assisted under the programme upto 31st March, 1986 was 401 in the first phase and 74 in the second phase.

The number of University departments participating under this programme remained the same viz., 10 during 1985-86 as it was during 1984-85. However, during the year, the Panels identified some more departments which could be selected for participation under this programme. These recommendations of the Panels are being examined.

2.10 National Accelerator User's Committee

An Expert Committee constituted by the Commission has been co-ordinating the utilisation of Variable Energy

Cyclotron Centre (VEC), located at Calcutta, by the university scientists. Such of the research projects which require use of Cyclotron are considered by this Committee. On the recommendations of the committee, the Commission provides assistance to the university scientists for research staff, procurement of targets, contingencies and for their T.A./D.A. to visit VEC.

## 2.11 Panels in Humanities and Social Sciences:

Panels of experts in various disciplines in the Humanities & Social Sciences were set up in February, 1974 with a view to advise the Commission on various academic matters. These are generally reconstituted once in two years. They were reconstituted last in 1985. As in 1985-86, Panels in the following 16 subjects were functioning viz.: i) English and Foreign Languages, (ii) Classical Languages, (iii) Modern Indian Languages, (iv) Linguistics, (v) Law, (vi) Art history, (vii) Philosophy, (viii) History, (ix) Economics, (x) Political Science & Public Administration (xi) Sociology and Social Anthropology, (xii) Anthropology, (xiii) Commerce, (xiv) Psychology (xv) Social Work Education and (xvi) Education.

Important recommendations made by these Panels during 1985-86 are summarized in the following paragraphs:

## 2.12 Panel on English & Foreign Languages:

The Panel recommended that four regional workshops on research methodology may be organised so as to orient the teachers of English language with the methodology of formulating research proposals as also to acquaint them

with research methodology for promoting research of a high standard in English. The Panel recommended that these workshops be organised at the Meerut, Osmania, Poona and Manipur universities.

The Panel also recommended the setting up of a sub-committee to (a) consider the question of the teaching of English and Foreign languages, their role and place, the aim and thrust that should be given to them in the context of the new education policy and (b) formulate guidelines in this regard.

#### 2.13 Panel on Political Science:

The Panel on Political Science recommended that regional workshops/advanced institutes in research methodology may be organised with a view to, orienting the teachers of political science with the methodology of formulating research proposals and acquainting them with research methodology in order to promote research of a high standard in Political Science/Public Administration. The Panel recommended that these workshops be organised at the universities of Poona, Gauhati, Osmania, Banaras Hindu and Punjab.

#### 2.14 Panel on Sociology:

The Panel recommended the organisation of Summer Institutes on Research Methodology and Sociological Theory in selected substantive areas of research in order to

improve the quality of research guidance, particularly in colleges offering Sociology as a special subject. In this connection, the Panel requested one of its members to prepare a working paper for the consideration of the Panel.

2.15 Panel on Psychology:

The Panel recommended that four Summer/Winter/Vacation Institutes may be organised in different zones viz. East, West, North and South for developing basic skills and sensitising research students with the tools of analysis and research methodology. In this connection, a member of the Panel was requested to prepare a working paper\* on the core syllabus and basic skills as also a list of books and other reference material to be used for these Institutes.

2.16 Panel on Classical Languages:

The Panel considered the draft report on the status of teaching and research in Prakrit, Pali and Sanskrit and felt that adequate attention was not being paid by the universities for promoting research in Pali and Prakrit languages. The Panel felt that it was necessary to introduce courses in these languages at the M.Phil level.

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\* This has since been received by the Commission and accordingly the universities are being requested to organise the Institutes during the academic year 1986-87.

The above recommendation of the Panel was considered by the Commission which was of the view that introduction of courses in Pali and Prakrit in universities at the M.Phil level was essentially a matter for the universities themselves to decide although the Commission will have no objection to such courses being introduced.

Another recommendation made by the Panel was that some departments may be considered for special assistance for undertaking research in Pali and Prakrit. This recommendation of the Panel is being examined by the Commission.

#### 2.17 Panel on Philosophy:

The Panel recommended that summer courses for the talented post-graduate students in Core areas, already identified by it may be organised on an All-India basis in different universities. To start with, such courses could be conducted through the medium of English and later on, if necessary, in other regional languages. In order to organise such courses successfully, it was suggested that a background note may be prepared spelling out the broad contents of the courses, their duration and the modalities of organisation of such courses.

The Panel also recommended that regional seminars for research scholars in Philosophy may be organised and scholars on an All-India basis be invited to attend these seminars. This recommendation will be considered after a note is received from a member of the Panel regarding the various details of the seminar.

#### 2.18 Panel on History:

The Panel on History considered the proposal of the Burdwan University for the establishment of an Archival Cell and recommended that assistance for the same may be provided for a period of five years. The inputs agreed to for the cell are Archivist, photographer, Conservation/Preservation Officer, Technical Assistants, etc. In addition, a non-recurring grant for equipment was also agreed to. The Panel also opined that the proposal of the M.S. University of Baroda for the setting up of an Archival Cell be accepted 'in principle'.

The panel also recommended that the proposal of Gujarat Vidyapith for the introduction of a diploma course in Archival Studies be supported by the Commission.

#### 2.19 Panel on Social Work Education:

In pursuance of the recommendations made earlier by the Panel on Social Work Education, the proposals received from the following schools/departments of Social Work for under-taking programmes on 'Exeriments in field training for social development' have been accepted by the Commission for providing assistance for a period of three years in the first instance.

1. Department of Social Work, Ahmednagar College, Ahmednagar.
2. Tata Institute of Social Sciences, Bombay.



3. Indore School of Social Work, Indore.
4. Madurai Institute of Social Work, Madurai.
5. Madras School of Social Work, Madras.
6. Loyolla College, Madras.
7. Udaipur School of Social Work
8. Department of Social Work, Jamia Millia Islamia, New Delhi.
9. Shri Rama Krishna Mission Vidyalaya, Coimbatore.

The items for which support has been recommended include Project Officer, Social Worker, programme activities, contingencies etc.

#### 2.20 Development of Performing Arts:

As mentioned in the UGC Annual Report for 1984-85, the Commission had agreed to provide assistance to ten selected university departments in Performing and Visual Arts for such purposes as appointment of additional staff, strengthening of studios, purchase of material and equipment, etc. The names of these departments are given in the report for 1984-85. During the year 1985-86, Visiting Committees were sent to two of these 10 departments viz., the department of Music and Fine Arts, Delhi University and the department of Performing and Visual Arts, Rajasthan University. On the recommendations of the Visiting Committee which visited the department of

Music and Fine Arts, Delhi University, the Commission agreed to strengthen the department. The report of the Visiting Committee to the department of Performing & Visual Arts, Rajasthan University is yet to be considered by the Commission.

## **PANELS IN SCIENCE SUBJECTS**

### **2.21 Panel on Geography:**

During the year, the Panel recommended that Post-graduate students in Geography (M.A./M.Sc.) may be considered for employment by the National Remote Sensing Agency, Survey of India, National Atlas and Thematic Mapping Organisation, Indian Meteorology Department etc. The Panel is preparing a monograph giving the perspectives of Geography in 2001 A.D. Sub-committees have been constituted to prepare the working paper and budget for the monograph.

### **2.22 Panel on Statistics:**

The Panel desired that the following instructional Seminars may be held in 1986-87:

- (a) Seminar on "Computer Intensive Methodologies in Statistics" at the Indian Standards Institute, Calcutta.
- (b) "Probabilities and Stochaistic processes" at Annamalai University.

(c) "Operational Research and SQC" at Kurukshetra University.

The Panel also reviewed the scheme of Career Award.

#### 2.23 Panel on Mathematics:

The Panel identified the Instructional Conferences to be held by University departments in Mathematics. The Panel also recommended that Summer Schools for talented students may be held at selected universities.

Sample Survey and Core studies on Mathematics teaching in colleges is being undertaken by the panel. The setting up of a 'National Institute in Applications of Mathematics' for promoting co-operative research and training programmes is under the consideration of a sub-committee of the Panel.

On the recommendations of the panel, a sub-committee has been constituted to identify the emerging areas in Mathematics.

#### 2.24 Panel on Physics:

The Panel recommended that Inter-disciplinary programmes involving Biologists, Chemists and Material Scientists be conducted by the Nuclear Science Centre which has since been established. Training programmes for the Nuclear projects may also be undertaken at the Nuclear Science Centre. Four regional instructional conferences on

"Experimental Nuclear Physics" were recommended by the Panel out of which two conferences have already been held at Poona and Bangalore universities. The Panel also reviewed the implementation of the scheme of Career Award.

#### 2.25 Panel on Chemistry:

The Panel is preparing a Status report on Chemistry and has also decided to explore the possibility of providing facilities for mass production of indigenously developed equipment by some Universities, so that these could be made available to other university departments.

The Panel recommended that collaboration between the university departments and the industry may be further encouraged.

The Panel also examined the departmental profiles received from the university departments with a view to identify good departments to avail the facilities of special assistance programme of the Commission and reviewed the scheme of Career Award.

#### 2.26 Panel on Earth Sciences:

The Panel suggested that there was an urgent need for further strengthening the programmes relating to the 'Exchange of Scientists/Technologists' between the university departments and other academic institutions. The implementation of the scheme of Career Awards was also reviewed by the Panel. It also considered various departmental profiles and recommended that the department of Earth Science at Aligarh Muslim University and

Karnataka University could be supported by the Commission through special assistance programme. The Core Curriculum for Post Graduate courses in Geology/Geophysics prepared by the Panel has since been circulated to the universities.

#### 2.27 Panel on Biophysics:

The Commission constituted the Bio-physics Panel during the year. The Panel prepared a status report on "Bio-physics in India" which interalia contains recommendations for development of teaching and research in the subject. Considering that Biophysics is a newly emerging area, the panel recommended that Summer Schools in basic Biophysics be organised in selected universities.

#### 2.28 Panel on Bio-technology:

The Commission, in collaboration with the National Bio-Technology Board (NBTB) Department of Bio-Technology, has undertaken a teaching and training programme at M.Sc./M.Tech. level to generate trained manpower and to provide training to the existing personnel through integrated workshops, refresher courses and seminars etc. in the different areas of Bio-technology. Under this programme, six centres viz., Banaras Hindu University, Jawaharlal Nehru University, Poona University, M.S. University of Baroda, Madurai Kamraj University and Jadavpur University, have already been identified. A total allocation of about Rs.7 crores has been made for these centres with the condition that common facilities may be shared by different departments. While the basic infrastructural facilities like equipment and staff at

these centres will be provided by the NBTB, the Commission's assistance will be utilised to meet other recurring expenditure and building provisions.

The maximum intake of the students at M.Sc./M.Tech. level at each centre will be 20. The selection of such students for the session commencing from 1986 was made through a joint examination on all-India basis held at the Jawaharlal Nehru University.

#### 2.29 Panel on Bio-Sciences:

The Panel recommended major research projects for financial support from the Commission in various areas of bio-sciences. It also reviewed the implementation of the scheme of Career Award and recommended that the ceiling of equipment grant under the scheme may be raised to Rs.1,50,000/- in addition to two or three fellows alongwith contingency grant. It was also suggested that the summary of the work done by the awardees may be published in the UGC Science Journals.

Follow up action regarding organisation of Instructional Conferences for training of young scientists in laboratory experiments in "Developmental Biology" and 'Morphogenesis and Differentiation' is being taken.

#### 2.30 Panel on Home Science:

The Panel has finalised the guidelines for undergraduate and postgraduate courses and the same have been circulated to the universities/colleges. A comprehensive report of the regional workshops organised in selected universities

on thrust areas of research in Home Science is under preparation. The Panel has recommended that "Home Science Update Courses" for college teachers in different regions may be organised in view of the revised guidelines prepared by the Panel.

2.31 Panel on Engineering and Technology:

During 1985-86, the Engineering and Technology panels recommended 4 research projects involving an estimated expenditure of Rs.3,55,000/-. At present there are 25 research projects in active operation.

The Engineering Panel has observed that there should be clear demarcation over the responsibilities between AICTE and UGC with regard to the policy formulation and laying down of guidelines and norms for development. Considering the fact there is no uniformity of standards at the undergraduate levels in different States and different institutions, the Panel suggested that an entrance examination as prevailing in the Indian Institute of Technology may be held to bring about uniformity of standards. A national pattern may be evolved for the purpose and examinations may be conducted by the states. It also felt that, for bringing about closer inter-action between universities and the industry, universities could take up the matter with the concerned industrial units at the functional level.

The Panel further desired that norms for evaluation of courses/departments covering items such as teaching, testing process, staff and other infrastructural facilities may be laid down.

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## 2.32 Panel on Electronics and Instrumentation:

The Panel was reconstituted in September, 1985. The work done by the earlier Panel was reviewed. It was suggested that research in Material Science needs to be strengthened in the universities and for this purpose relevant areas need to be indentified which could be supported by the Commission.

The Panel recommended that a national Seminar 'Relevance of Electronics Science in Indian Universities' may be organised with a view to develop the modalities for interaction between the universities and the industry.

On the basis of the recommendation of the panel, Master's Course in Electronics has been started in the universities of Delhi and Poona. The Department of Electronics is contributing towards equipment and books whereas the Commission is providing assistance to these universities for building and staff. The University of Calcutta would be starting the course from the year 1986-87 and universities of Bombay, Cochin and Kurukshetra have also been identified for starting the said course from 1987-88.

The Panel also recommended that the monitoring of the students who qualify the courses may be done jointly by the Department of Electronics and the University Grants Commission with a view to assessing the potential of the students in the context of their suitability for teaching/research and for employment in the industry and other agencies.



2.33 Provision of 3" telescope to University Department of Physics and Mathematics and selected Colleges:

On the recommendations of the Instrument Advisory Committees of the Department of Science and Technology, the Commission provided telescopes to 452 University Departments in Physics and Mathematics and some selected Colleges to observe the Comet Halley. The telescopes enabled the University and College Teachers in Science subjects, particularly in Physics and mathematics, to observe the Halley's Comet. The telescopes which were supplied through the Central Scientific Instruments Organisation, Chandigarh have immensely helped in generating excitement among students & teachers to observe various celestial bodies and for their systematic studies.

2.34 Nuclear Science Centre:

The Nuclear Science Centre was set up in the campus of Jawaharlal Nehru University with a view to generating research in the frontier areas of Nuclear Physics, Atomic Physics and Solid State Physics. The Centre is expected to provide research facilities to the university community and would also cater to the needs of the scientists of the country in general, depending upon the specific needs.

The Centre is at present functioning in the campus of Jawaharlal Nehru University and being organised through a Project Steering Committee. Consequent upon the amendment of the UGC Act, the Centre would function as an autonomous institution with financial assistance from the Commission. The Centre is in the process of obtaining

heavy ion accelerator where the energy can be varied over a wide range with the highest possible polarised beam facilities. This will be comparable to the accelerators of international standard of the coming decades and will complement the existing national facilities.

The Centre has deputed seven young scientists for undergoing a course in Accelerator Physics at the University of Manitoba, Canada.

2.35 Relativity and Cosmology:

The Commission has constituted a National Co-ordinating Committee to promote teaching and research in the areas of Relativity and Cosmology in the universities. Eight summer/winter institutes have so far been organised in selected universities during the years 1984-85 and 1985-86. Three winter institutes have been approved to be held during the year 1986-87. A pilot scheme for holding summer courses for gifted school students in Relativity and Cosmology is being contemplated.

2.36 Indian Middle Atmospheric Programme (IMAP):

The Commission has been providing financial assistance to university scientists for undertaking multi-department/agency, co-operative and integrated scientific programme called the Indian Middle Atmospheric Programme for a period of five years from 1980-81 to 1985-86. Such projects are processed by the IMAP Co-ordinating Committee and the details are communicated to the Commission by the IMAP.

A mid-term review of the programme was made in January, 1985 and on the basis of the recommendations of the review committee the Commission approved the continuance of IMAP for a further period of three years beyond March 1986.

### 2.37 Environmental Sciences:

The Commission, considering the importance of environmental education and the role of the University System in developing an adequate level of environmental awareness and training manpower in the newly emerging area of importance, constituted an expert committee in 1982 to advise on matters relating to development, teaching, research and extension work in Environmental Sciences, including Forestry and Ecology education in the universities and colleges. The Committee has suggested that specialized programmes such as undergraduate/post-graduate Diploma Courses in Environmental Sciences be started with a view to obtaining trained manpower. With the help of a sub-committee, necessary details with regard to specific programmes in Environmental Engineering and Pollution Control have also been worked out.

On the recommendation of the Committee, the Commission has invited proposal from Banaras Hindu University, Indian Institute of Science (Bangalore), Roorkee University, Saurashtra University, Kerala University, Kashmir University and Jawaharlal Nehru University for starting programme on Environmental Sciences during the VII Plan. The Commission has also decided to approach the Department of Environment, Government of India for special assistance to launch these programmes. The operationalisation logistics of programmes like Environmental Engineering and

Pollution Control have been worked out in consultation with Central Board for the Prevention and Control of Water Pollution.

2.38 Development of Ocean Science and Technology:

The Commission is collaborating with the Department of Ocean Development for the development of Ocean Science and Technology in the university sector. The need for such collaboration and joint funding by the Commission and the Department of Ocean Development has arisen because the maritime universities are responsible to train manpower and develop human resources for the user agencies. The Commission has also agreed to collaborate with the O.N.G.C. for achieving excellence in specific fields in Marine Sciences. Selected universities are likely to be supported for implementing programmes which have interdisciplinary and multi-institutional approach. It is also proposed to undertake training programmes in Marine Engineering, Geophysics, Geology, Physical Oceanography and Marine Chemistry.

2.39 Centres for Material Research:

A committee has been constituted to consider the steps to be taken for strengthening the Materials Research in the universities. It is also envisaged to establish a few national centres in selected universities for promotion of materials Research. Training programmes/workshops are proposed to be organised to enable the university scientists from the departments of Physics, Chemistry and Biology to interact with a view to developing Materials which are of vital importance to industry.

#### 2.40 Laser and Fibre Optics:

Considering the growing importance of Laser and Fibre Optics, the Commission has constituted an expert committee to suggest steps to be taken by the Commission for promotion of teaching and research in Laser and Fibre Optics. The committee has recommended that training programmes and workshops be organised in the area of Laser and Fibre Optics in the Universities.

#### 2.41 Astrophysics and Astronomy:

The Commission has constituted an expert committee for the promotion of education and research in the fields of Astronomy and Astrophysics. A national workshop was also organised on "Future developments in Astronomy Education" at the Osmania University.

#### 2.42 National Centre for Astronomy:

The Commission has approved the setting up of a National Centre for Astronomy at the Rangapur Observatory, Osmania University, Hyderabad. This observatory will be developed as a National Centre which will be used by astronomers from universities and outside.

#### 2.43 University Centre for Science Information:

The Commission has approved the establishment of the University Centre for Science Information at the Indian Institute of Science, Bangalore. The Centre would offer a current awareness service through computerised monthly

abstracts in various subjects of Science and technology to the Indian Universities. It would also provide authentic and upto date abstracting services to the users of papers and educate the users in generating queries for their need for optimal utilisation of the information services. The centre is functioning as a national facility to cater to the needs of researchers. The centre is also utilising appropriate computer software for retrieval and dissemination of information.

2.44 University Science Instrumentation Centre (USIC) and Regional Instrumentation Centre (RIC):

The programme was initiated during the year 1976 with the following main objectives:

1. to repair and service instruments
2. to design and fabricate attachments or modification to the existing equipment.
3. to train instrument scientists and technicians to develop instrument R & D and to provide analytical services by pooling together major equipment in the different departments under the common instrumentation centre.

The Commission has so far approved proposals of 57 universities for setting up of the USICs. The Commission has also agreed to provide assistance to the Regional Instrumentation Centre at the Indian Institute of Science, Bangalore and the Western Regional Instrumentation Centre, Bombay University, to monitor the functioning of USICs and

train resource personnel, provide service and maintenance facilities, design and develop new teaching aids etc. Regional Centres for the Northern and Eastern regions are yet to be identified.

The implementation of the programme was reviewed by the Standing Committee. It is now proposed to initiate research activities in instrumentation and to start M.Sc. course in Instrumentation in selected universities.

The Commission has decided that the period of assistance of the USICs approved during the sixth Plan may be extended up to 31st March, 1990.

2.45 Development of Multi-disciplinary Teaching and Training in Bio-technology: (National Bio-technology Board - UGC Collaborative Programme):

At a joint meeting of the National Biotechnology Board (NBTB), (Department of Science and Technology, Government of India) held on 7th February, 1983 it was suggested that universities which have active research groups in the area of Biotechnology may be strengthened on a selective basis for purposes of training manpower required at different levels as well as for undertaking research in well-defined areas of Biotechnology.

The following six universities have been identified for the implementation of the programme over a period of five years:

1. Banaras Hindu University.
2. Jawaharlal Nehru University.

3. Jadavpur University.
4. Poona University.
5. M.S. University of Baroda.
6. Madurai Kamraj University.

The NBTB is providing financial assistance for equipment, building, books and journals, contingencies, academic staff salaries and studentships and the Commission will pay for the salaries of administrative and technical staff and a part of building construction cost for implementation of the scheme.

#### 2.46 Science Education Journals:

The Commission has arranged for the publication of quarterly journals in Physics, mathematics, Biology and Chemistry Education. The journals publish articles on education in respective subjects and provide a forum for exchange of ideas on innovation in teaching, new curricula, products- software and hardware. The journals are being brought out regularly. Colleges have been requested to subscribe to the journals out of the UGC assistance provided for books and journals.

#### 2.47 Hari Om Ashram Trust Awards:

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

1. The Sir Raman Award for Experimental Research in Science.



2. The Homi J. Bhabha Award for Research in Applied Sciences.
3. The Meghnad Saha Award for research in Theoretical Sciences
4. The Jagdish Chandra Bose Award for Research in Life Sciences.

The Awards for the year 1981 and 1982 have been given away and the nominations for the year 1983 & 1984 have been received and are under consideration of the Commission.

2.48 Swami Pranavananda Saraswati Awards:

These awards were instituted by the Commission in 1984. The number of awards, the amount of award and other details are given in the UGC Annual Report for 1984-85.

On the recommendations made by an Expert Committee, the Commission selected 5 scholars for these awards for the year 1985 in the fields of Education, Sociology/Social Anthropology, Economics, Political Science and Ecology/Environmental Science.

2.49 Panel on Mass Communication:

The Sub-Committee appointed by the panel on Mass Communication for restructuring of the curriculum in Mass Communication at different levels of competence recommended a two-year master's degree course in Mass Communication which may comprise 5 core-compulsory papers,

optional groups, case studies/project report and sessional work. Keeping in view the dearth of relevant teaching materials suited to Indian conditions in an emerging area like communication the Sub-Committee recommended that the Commission should support (a) Orientation programmes for faculty improvement and (b) Development of teaching materials and aids. The Sub-Committee further suggested that the Commission should advise the universities to offer only those areas of specialisation for which they have the necessary infrastructure, basic equipment and expertise. There should also be a specific provision for part time faculty drawn from the various media agencies. The universities having departments of Mass Communication and Journalism have been advised accordingly.

#### 2.50 Mass Communication and Educational Technology:

(a) There is an increasing awareness in India that Communication can catalyse social change which in turn can promote national development. Over the years a massive expansion has taken place in the communication infrastructure in the country. Radio has extended its reach to the farthest corners of the country. The expansion of T.V. net work has been phenomenal with the launching of INSAT-1B. A large number of low power/high power transmitters have been installed all over the country to relay television programmes from the Satellite to urban areas, while direct reception sets which would receive signals directly from the Satellite are being installed in clusters of villages. The Commission has taken advantage to spread higher education through Electronics Media like the Radio and T.V. as it has

an unlimited potential to carry the teaching-learning process.

- (b) In principle everyone desirous of receiving some kind of education can do so through community viewing. With this facility the whole country can be unified by some common educational thrusts and at the sametime each region can be served according to its needs.
  
- (c) The Commission has taken the initiative to utilise the one-hour transmission time assigned to Higher Education in the INSAT-1B Satellite TV programmes. Telecast of the UGC programme in Higher Education titled "country-wide class room" began on 15th August, 1984 on an experimental mode. The TV programmes are beamed daily between 12.45 p.m. to 1.45 p.m. (except 2nd Saturdays and Sundays and other notified holidays) with repeat telecast from 4.00 to 5.00 p.m. All those colleges which are covered within the transmission range of the Doordarshan Kendras have been asked to buy colour TV sets with partial assistance from the U.G.C. The response and the reaction to the programmes have been over-whelming.

The Commission has set up four Educational Media Research Centres (EMRCs) at the universities of Poona, Gujarat, Jamia Millia Islamia and the Central Institute of English and Foreign Languages (CIEFL) and four Audio-Visual Research Centres (AVRCs) at the universities of Roorkee, Osmania, Anna and Jodhpur.

Minimal facilities viz., Studio equipment and staff needed for the purpose of training and programme production have been provided to these Centres. The four Educational Media Research Centres are now operational while the four Audio Visual Centres are in different stages of being equipped with necessary facilities.

- (d) The Commission has constituted a high-level Programme Committee to advise it on the scope, nature and schedule of the software. It was decided in the Programme Committee that the programmes should be in English in the first instance and that they may not be related to a definite curricula but should be in the nature of enrichment programmes at the undergraduate level. Accordingly, topics in different disciplines are being chosen so that the largest number of students and indeed any educated person may benefit from them. There are some topics relating to national development and national concerns also such as agricultural development, industrial development, national integration, scientific temper etc. There is also a provision for special programmes for teachers in higher education to enable them to acquire up-to-date knowledge, familiarise them with educational goals of their profession and enable them to handle their job more effectively.
  
- (e) Some of the UGC Media Centres are already producing educational TV programmes which are being televised

through INSAT-1B and Doordarshan net work. To supplement the production of software at the media centres, proposals are invited from various potential departments of universities and colleges to participate in the programme. Such departments may either produce the T.V. programmes with the help of private studios on contractual basis or by the use of facilities available at the UGC Media Centres.

(f) The programme production has to be supplemented by the use of first rate educational material which is available from various institutions/organisations within the country and abroad. Some educational video programmes have been purchased under agreed terms and conditions for telecast. Programmes in English offered by some foreign embassies are also being used for telecast. In addition, suitable programmes produced by the Films division of India and of some private agencies in India are also being used for telecast.

(g) Manpower development and training is an important component in the use of educational media. The Educational Media Research Centres have organised workshops to expose the academics and persons associated with the Media Centres, for programme production, use of equipment, effective utilisation of the broadcasting medium as well as to motivate them in software experimentation.

Two Workshops of three weeks duration involving Scientists, Educators and Media Specialists were organised during 1984 at the Space Applications Centre, Ahmedabad for the preparation of TV programmes on Science and Technology at the undergraduate level. These workshops were organised as part of the activities of the International Centre for Science and Technology Education in India, which is in the process of being set up.

#### 2.51 Buddhist Studies:

The Commission has been providing assistance to selected universities on cent per cent basis outside the plan allocation for the promotion of Buddhist Studies. Assistance is provided mainly for the appointment of Staff and purchase of books with a view to strengthening teaching and research related to Buddhist Studies.

On the recommendations of experts, it has been decided to provide assistance to the Gujarat Vidyapith for introducing Buddhist Studies as an optional subject at the M.A. and M.Phil levels as part of courses in Gandhian Studies and Peace Research.

The panel on Philosophy recommended that the proposal received from the Nagarjuna University for the establishment of a Centre for Buddhist Studies may be accepted and that the details of assistance to be provided to the University for the purpose may be examined with the help of an expert Committee. The Expert Committee has since been constituted for the purpose.

## 2.52 Gandhian Studies:

The Commission continued to support the universities for the introduction of courses in Gandhian Thought and values, strengthening of Gandhi Bhavans and starting of programmes by way of peace research and other related activities. The Standing Committee of the U.G.C. on Gandhian Studies made the following recommendations for the promotion of Gandhian Studies which are under the consideration of the Commission.

- (i) It would be desirable to promote, strengthen and expand the programme of Gandhian Studies in the Universities. The lines and directions in which this will be done will be based on the review of the ongoing programmes of Gandhian Studies.
- (ii) Guidelines on Gandhian Studies programmes be brought out for wider dissemination among the Universities.
- (iii) U.G.C. may institute (a) Visiting Professorships, National Lecturships and (b) Research Associateships, Teacher Fellowships, and Junior Research Fellowships etc. for the promotion of Gandhian Studies and culture in Indian Universities. Each category may have normally 10 positions each year.
- (iv) Summer Institutes, Workshops, seminars in different aspects of Gandhian Studies be organised for faculty members, researchers etc.

- (v) It may be desirable to hold a national seminar for students and youth to discuss "Gandhian values and Youth".
- (vi) It would be helpful to strengthen the existing centres on Gandhian Studies for documentation and dissemination facilities besides the utilisation of distance education technology for the teaching programmes of Gandhian Studies.
- (vii) Strengthening of activities of Gandhi Bhawans may be done in a planned manner.

### 2.53 Value-Oriented Education:

The University Grants Commission has given high priority to value-oriented education as this is considered essential for the development of personality of the individual. A well developed personality can contribute significantly towards social development. The students should know how to discriminate between right and wrong and good and bad. This process of thinking demands freedom to think and express what is found to be true. The teachers are also to be made conscious regarding their role in imparting value to the students while teaching their respective disciplines.

The Commission has constituted a Working Group to advise it regarding various steps that may be taken for promoting value-oriented education. The Commission has accepted the recommendations of the Working Group and underlined the need for discussion of values and significance of value-oriented system in the universities and desired that a



scheme may be prepared to provide thrust and direction for the programme. In this connection, a proposal submitted by Prof. T.K.N. Unnithan, Professor of Sociology, Rajasthan University for undertaking a pilot project relating to value-oriented education at an estimated cost of Rs.4.5 lakhs has been approved by the Commission. This project will include activities like organising teacher training programmes/workshops/seminars, arranging discussions on the gamut of values, presentation of films to the students and teachers, etc.

#### 2.54 Publication of Journals in Humanities & Social Sciences:

The Scheme was initiated by the Commission in 1985-86. On the recommendations made by an expert Committee with regard to the several programmes to be taken up in humanities and social sciences for purposes of improvement of standards, the Commission, inter alia, agreed to provide financial assistance for the publication of journals in humanities and social sciences on a selective basis so as to strengthen some of the existing journals and for starting new ones of high standard. Assistance will be provided by the Commission to meet the annual deficit subject to a maximum of Rs.5,000/- per annum for a period of five years. Keeping in view the recommendations made by Experts, the Commission agreed to provide assistance for publication of five journals during the year 1985-86.

#### 2.55 Information Centre in Humanities and Social Sciences:

The University Grants Commission accepted the recommendations made by an expert committee with regard to the

setting up of two information centres in the fields of humanities and social sciences. The objective of these Centres would be to make available to research scholars and teachers the latest documentation available in their fields of specialization. Accordingly, two Information Centres, one at the SNDT Women's University (Bombay) and the other at the M.S. University of Baroda (Baroda) have been set up. The Centre at Bombay covers disciplines like Sociology, Gujarati, Women's Study, Home Science, Library Science and Special Education, while the Centre at Baroda covers Economics, Political Science, Education and Psychology.

2.56 Centres of Advanced Study, Departments of Special Assistance and Departmental Research Support Projects in Humanities & Social Sciences (CAS/DSA/DRS)

During the period under report, two Centres of Advanced Study in Philosophy - one at the Banaras Hindu University and the other at the Visva Bharati University, which were de-recognised in 1974, were reviewed and on the recommendations made by the Visiting Committees it was agreed to support these two departments through the scheme of Departments of Special Assistance (DSA) for a period of five years with effect from 1985-86.

On the basis of a review of ten departments and on the recommendations made by the Visiting Committees in respect of such departments which earlier merited support under the scheme of Department of Special Assistance, the Commission upgraded the following four departments to the status of Centre of Advanced Study, viz., the department of Philosophy, (Jadavpur University), Department of

Psychology (Allahabad University), Department of Anthropology (Ranchi University) and the Department of Linguistics (Osmania University). Thus the total number of Centres of Advanced Study in Humanities and Social Sciences at the end of 1985-86 stood at 14 as against 10 in 1984-85. During 1985-86, the number of departments under the programme of Departmental Research Projects continued to remain four. A list of the departments participating in the scheme of CAS, DSA and DRS in humanities and Social Sciences as on 31.3.1986 is given at Appendices XVII, XVIII, and XIX respectively.

2.57 Centres of Advanced Study, Departments of Special Assistance and Departmental Research Support Projects in Science Subjects: \_\_\_\_\_

As on 31st March, 1986 there were as many as 21 centres of Advanced Study, 72 Departments of Special Assistance and 42 Departmental Research Support Projects in Science subjects. A list of these is given at Appendices XX, XXI and XXII respectively. During the year, two Departments of Special Assistance viz., the department of Chemistry, Calcutta University and the department of Geology, Jadavpur University were upgraded as Centres of Advanced Study. Similarly, the Departmental Research Support Project in Geography at the Banaras Hindu University was upgraded to the Department of Special Assistance during the year.

2.58 Strengthening of Infrastructure of Science and Technology:

The Planning Commission has made a special allocation to the University Grants Commission through the Ministry of

Human Resource Development (Development of Education) for strengthening the infrastructure for postgraduate education and research in Science and Technology Departments at Universities/Colleges. The basic objective of this programme is to get the best out of the already available good academics by providing such inputs which will usher in imparting good quality post graduate education and research of high standard. Through a special committee called Committee for Strengthening of Infrastructure in Science and Technology, the departments are selected on a highly selective basis and through another expert committee in the concerned discipline the quantum of grant that has to be provided to a department is finalised. In 1985-86, 12 departments of Science and six departments of Engineering have merited support under the programme.

The process of monitoring is an important aspect of this scheme and this is a built-in component of the programme. Out of 12 departments supported in the first phase, preliminary monitoring of three departments was made during 1985-86, with the help of one or two subject experts.

A list of the 18 departments which are supported through the programme alongwith other details is given in Appendix-XXIII. During the year 1985-86, a sum of Rs.3,80,34,250/- has actually been released to the COSIST supported departments.

2.59 Major Research Projects (Humanities and Social Sciences):

Under this scheme, assistance is provided by the Commission to teachers, both in Service as well as superannuated, in the universities and colleges for undertaking research or learned works in their fields of specialisation. Research projects under the scheme may be undertaken by an individual teacher or a group of teachers or by a department as a whole. Priority is accorded to such topics of research which have an inter-disciplinary bias, specially in fields which have hitherto remained neglected but which are of immense value from a socio-economic point of view. Commission's assistance is available for appointment of junior research fellows, research associates, visits for the field work, apparatus, equipment, postage, stationery, computation work, books & journals, printing of questionnaires, contingencies and such other items needed for the project.

During the period under report, the Commission approved 99 major research projects in different disciplines of Humanities and Social Sciences at a cost of Rs. 62.95 lakhs as per details given below:-

Sl. No.	Subject	No. of projects approved	Amount approved
1	2	3	4
(in lakhs of Rs.)			
1.	History	14	16.48
2.	Philosophy	5	4.49
3.	English & Foreign Languages	3	1.97

4.	Classical Languages	11	8.20
5.	Linguistics	4	2.74
6.	Modern Indian Language	18	9.08
7.	Law	1	0.80
8.	Education	10	4.69
9.	Psychology	4	2.03
10.	Political Science	5	2.82
11.	Sociology	3	1.64
12.	Anthropology	1	0.53
13.	Social Work Education	2	0.35
14.	Economics	6	2.18
15.	Commerce	12	4.95
<hr/>			
	Total:	99	62.95
<hr/>			

#### 2.60 Minor Research<sup>m</sup> Projects (Humanities and Social Sciences):

Under this Scheme, a university or college teacher wishing to undertake, alongwith teaching work, a short-term research project or an investigation for a doctoral degree under approved supervision, is provided financial assistance upto a ceiling of Rs. 15,000/- by the Commission. Assistance is available only for field work, preparation of questionnaires, computation work, equipment, books and journals etc which are specifically needed for the proposed project but are not normally available in the institution where the teacher is employed.

During the year under report, the Commission approved 682 minor research projects at an estimated cost of Rs. 46.97 lakhs in Humanities and Social Sciences as per details given below:

Sl.	Subject	No. of Projects approved	Amount approved
1	2	3	4
		(in lakhs of Rupees)	
1.	Modern Indian Languages	78	6.12
2.	Linguistics	3	0.22
3.	Philosophy	8	0.35
4.	Classical Languages	29	2.48
5.	Law	5	0.21
6.	History	48	3.47
7.	English & Foreign Languages	108	5.73
8.	Art History	13	1.19
9.	Commerce	109	8.82
10.	Education	62	3.55
11.	Psychology	35	2.73
12.	Sociology	14	1.00
13.	Political Sciences	78	5.44
14.	Economics	88	5.30
15.	Anthropology	1	0.06
16.	Mass Communication	3	0.30
	<b>Total</b>	<b>682</b>	<b>46.97</b>

## 2.61 Major Research Projects (Science):

Financial Assistance is provided to the faculty members in the universities/colleges as well as to the retired teachers to enable them to take up well defined time bound research projects in pure and applied science related to national R & D effort or in new fields and interdisciplinary areas of importance. During the year, the Commission approved 216 projects at a cost of Rs. 283.81 lakhs as detailed below;

Subject	No. of Projects	Amount approved ( in lakhs )
1	2	3
Physics	12	9.29
Chemistry	53	48.72
Geology	1	2.02
Geography	7	4.81
Mathematics	6	4.36
Statistics	3	4.92
Home Science	1	1.06
Biological Sciences	133	208.63
<b>Total:</b>	<b>216</b>	<b>283.81</b>

## 2.62 Minor Research Projects (Science):

The objectives, modalities and pattern of assistance of the scheme are the same as for minor research projects in Humanities and Social sciences.



During the year the commission approved 716 projects at a cost of Rs. 56.72 lakhs as detailed below:

Subject	No. of projects	Amount approved (in lakhs of Rs.)
1	2	3
Physics	107	12.53
Chemistry	146	8.96
Botany	146	11.39
Zoology	150	11.53
Mathematics	70	4.07
Home Science/Pharmacy	10	1.08
Medicine	10	0.08
Geology	25	1.51
Geography	30	4.72
<b>Total</b>	<b>716</b>	<b>56.72</b>

2.63 Preparation of University level books by Indian Authors:

The Commission initiated in 1970-71 a scheme of providing financial assistance to outstanding academics in the universities, colleges and other institutions of higher learning and research in the country for preparation of high quality books, monographs and reference material for use in the universities and colleges.

During the year under report, the Commission accepted 57 fresh projects for preparation of university level books

in various fields of 'sciences, humanities, social sciences, engineering and technology. During the same period, 14 manuscripts have been completed under the scheme. The progress of the scheme upto 31st March, 1986 is as under:

(a) Projects initially accepted	:	889
(b) Projects cancelled due to non- implementation	:	91
(c) Projects where the manuscripts have been completed	:	263
(d) Projects in different stages of implementation	:	535

#### 2.64 Examination Reform :

The Commission's programme of Examination Reforms is based on the report, "Examination Reform - A Plan of Action" prepared by a Working Group constituted by the Union Ministry of Education. 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 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 to make examinations an educational experience. The main emphasis is on (i) continuous internal evaluation, (ii) development of question banks, (iii) introduction of grading system and (iv) introduction of semester system.

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. Accordingly, the Commission constituted a working 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 be taken for the implementation of the various measures suggested in this document. The Commission has also constituted a working group to prepare a monograph on grading system.

The Commission has constituted an Implementation Committee to advise it on various matters for implementing the examination reform programme. Information collected from the universities/institutions deemed to be universities from time to time regarding progress made by them in implementing the programme of examination reforms is also reviewed by the Implementation Committee.

The Commission is providing support to a few selected universities/institutions deemed to be universities towards core staff and other facilities such as workshops, seminars, printing of question banks, purchase of books and equipment, contingencies etc. on 100 per cent basis

for establishment of Examination Reform Units within an overall ceiling of Rs. 75,000/- per annum besides actual expenditure on core staff. The grants paid to these universities/institutions have enabled them to introduce specific measures of examination reforms and to monitor the programme. At present, the following 10 universities and 3 institutions deemed to be universities are receiving assistance from the Commission towards establishment of Examination Reform Units:

1. Mysore University, Mysore.
2. Poona University, Poona.
3. SNDT Women's University, Bombay.
4. South Gujarat University, Surat.
5. Sardar Patel University, Vallabh Vidyanagar.
6. Jammu University, Jammu.
7. Kanpur University, Kanpur.
8. Gorakhpur University, Gorakhpur.
9. Anna University, Madras.
10. Jawaharlal Nehru Technological University, Hyderabad.
11. Indian School of Mines, Dhanbad.
12. Gandhigram Rural Institute, Gandhigram (Madurai).

13. Shri Sathya Sai Institute of Higher Learning,  
Prasanthi Nilayam (Andhra Pradesh).

Proposals of the following 16 universities and one institution deemed to be university for financial assistance towards establishment of Examination Reform Units are under consideration:

1. Aligarh Muslim University, Aligarh.
2. Annamalai University, Annamalainagar.
3. Bharathiar University, Coimbatore.
4. Indore University, Indore.
5. Kalyani University, Kalyani.
6. Kurukshetra University, Kurukshetra.
7. Marathwada University, Aurangabad.
8. Nagpur University, Nagpur.
9. Patna University, Patna.
10. Punjabi University, Patiala.
11. Rabindra Bharati University, Calcutta.
12. Saurashtra University, Rajkot.

13. Sambalpur University, Sambalpur.
14. Sri Krishna Devaraya University, Anantapur.
15. Vikram University, Ujjain.
16. Gurukul Kangri Vishwavidyalaya, Hardwar.
17. Dayalbagh Educational Institute, Agra.

According to information available with the Commission continuous internal evaluation at different levels is being carried out in 41 universities, 11 institutions deemed to be universities and 22 agricultural/technological universities. Question banks have been or are being developed in 21 universities, two institutions deemed to be universities and two agricultural universities. Grading system is in operation in 18 universities, 8 institutions deemed to be universities and 19 agricultural/technological universities and the semester system is being followed in 46 universities, 10 institutions deemed to be universities and 15 agricultural/technological universities.

## SECTION 3

### DEVELOPMENT OF UNIVERSITIES

3.01 The Commission's approach towards the development of universities in the Seventh Plan is based on the following considerations:

- a) The need for university development for 'on going' programmes and inputs for strengthening the existing courses with a view to meet the challenges of areas which are crucial for national development.
- b) The need to replenish infrastructural facilities; and
- c) Provision for growth for higher education by way of new institutions where absolutely necessary, and increase in the intake capacity of existing institutions in order to have optimal utilisation of available resources.

Taking into account the Plan allocation of Rs. 370 crores which has been made available to the Commission for the development of universities during the seventh plan, it has been tentatively decided to allocate funds to State universities, institutions deemed to be universities and central universities for general development during the Seventh Plan period as per ceilings indicated in Appendix-XXIV.

3.02 Proposals for General Development during 7th Plan:

The Commission at its meeting held in February 1986 approved the guidelines to be issued to the universities for preparing their VII Plan Development proposals for the period 1985-90. However, these guidelines were not circulated to the universities as these were to be

reviewed in the light of the National Policy on Education - 1986.

Pending the finalisation of these guidelines, the Commission with the help of a committee fixed the ceiling of grants (Appendix-XXIV) to be provided to universities and institutions deemed to be universities during the 7th Five Year Plan for general development programmes.

The Commission also agreed to allocate upto Rs. 50 lakhs outside the development grants to such universities located in Bombay, Calcutta and Madras for housing facilities for teachers, Vice-Chancellors' lodges etc. and upto Rs. 10 lakhs to other universities in smaller cities where the need for housing was acute. It was also decided that 40% of this accommodation be reserved for new appointees and for teachers from outside the state.

The Commission's assistance for the above purpose will be outside the development grant of the university and will be on the usual sharing basis of 50:50 to be shared by the UGC and the University/State Government.

The Commission also decided to allocate and release basic grants to universities and deemed to be universities for the purchase of books, journals and equipment, pending assessment of their requirements to the VII Plan Visiting Committees, on receipt of utilisation certificate for the grant paid for the above purpose during the VI Plan period ending 31st March, 1985 in the light of the recommendations of the VI Plan Visiting Committees.



In addition, the Commission also agreed to provide assistance to the extent of 30% of the VII Plan allocation to the universities for meeting their urgent requirements for building, staff, books and equipment in the first year of the VII Plan (1985-86) after discussions with the university officials and on receipt of utilisation certificate etc. duly signed by the Registrar/Finance Officer in the prescribed form for the grants paid during the VI Plan period upto 31st March, 1985.

3.03 Extension of the Period of Assistance for Schemes Approved during the VI Plan:

During the year the Commission also decided as follows:

1. The posts which were approved during the VI Plan Period in the light of the recommendations of the Visiting Committees in respect of State Universities may be filled up by 31st March, 1988 subject to conditions that:
  - i) expenditure in respect of these posts will be taken over by the university/State Government concerned after 31st March, 1988.
  - ii) the University will supply a quarterly report in respect of filling up of these posts.
  - iii) expenditure after 31.3.1985 upto 31.3.1988 on these posts will be a first charge on the VII Plan allocation of the university concerned.
2. Expenditure incurred by universities upto 31st March, 1986 on approved items of development i.e. books and

journals, equipment, building, FIP and other miscellaneous items will be reimbursed and the same will not be treated as a first charge to the VII Plan allocation for universities and colleges. However, expenditure on these items from 1.4.1986 will be treated as a first charge on the VII Plan allocations.

3.04 Campus Development in Central Universities and Institutions deemed to be Universities:

The Commission continued to provide assistance for campus development of Central Universities and Institutions deemed to be universities in accordance with the guidelines laid down in 1984-85 and reported in the Annual Report for that year. During the year 1985-86, grants amounting to Rs. 69.34 lakhs were paid by the Commission for campus development.

3.05 Grants under Plan Development Schemes to Medical Colleges and Hospitals of Central Universities:

The Commission continued to provide grant under Plan development schemes to Aligarh Muslim University, Banaras Hindu University and Delhi University for medical education. During the year 1985-86, the Commission allocated a total grant of Rs 2 crores to these universities for development of medical education including hospitals attached to the Aligarh Muslim University and Banaras Hindu University. The Commission released during 1985-86 grants to the tune of Rs. 63.55 lakhs and Rs. 20.00 lakhs for Medical colleges and hospitals respectively as given in Table 3.1 below.

The Commission, during the year, approved the establishment of Immune-diagnostic training and Research

Centre at the Banaras Hindu University and agreed to provide non-recurring and recurring grant to the University in this regard.

On receipt of a reference from the Ministry of Human Resource Deevlopment, the Commission gave concurrence for the arrangements suggested by the Ministry for sharing of expenditure for the maintenance of University College of Medical Sciences, New Delhi which is one of the maintained colleges of Delhi University.

The Commission also appointed an Expert Committee to suggest allocation of funds to the Central Universities during the VII Plan period and also for the sub-plan 1986-87, for which a total provision of Rs. 60 crores was earmarked by the Commission for the VII Plan period. On the recommendations of the Committee, the Commission has decided to allocate an amount of Rs. 210 lakhs to Aligarh Muslim University, Rs. 270 lakhs to Banaras Hindu University and Rs. 120 lakhs to Delhi University (for University College of Medical Sciences) during the VII Plan period i.e. 1985-90 for Medical Education in these Universities.

Table 3.1

Name of the University	Medical Colleges	Hospitals
	(Rupees in lakhs)	
Aligarh Muslim University	47.30	20.00
Banaras Hindu University	4.95	-
Delhi University College of Medical Sciences	11.30	-
<b>Total:</b>	<b>63.55</b>	<b>20.00</b>

**Table 3.2**  
**GRANTS FOR THE DEVELOPMENT OF SCIENCE**

Sl. No.	Item of Expenditure	1981-82	%	1982-83	%	1983-84	%	1984-85	%	1985-86	%	Total	%
1	Staff	136.71	15	64.09	11	35.99	2	88.62	6	76.24	4	401.65	6
2	Equipment	483.24	52	232.21	39	894.36	46	357.29	25	330.57	17	2297.67	33
3	Books & Journals	109.30	12	75.38	13	354.74	18	145.12	10	141.84	7	826.38	12
4	Buildings	51.30	6	58.18	10	51.98	3	88.68	6	105.40	5	355.54	5
5	Centres of Advanced Study *	38.95	4	63.29	10	24.96	1	176.03	12	271.85	14	575.08	8
6	Special Asst. to selected Departments	93.78	10	93.30	16	590.34	30	224.22	15	442.02	22	1443.66	21
7	Nuclear Sc. Centres	-	-	-	-	-	-	-	-	393.00	20	393.00	6
8	Other Schemes	9.12	1	8.82	1	11.76	-	378.00**	26	221.99	11	629.69	9
<b>Total***</b>		<b>922.40</b>	<b>100</b>	<b>595.27</b>	<b>100</b>	<b>1964.13</b>	<b>100</b>	<b>1457.96</b>	<b>100</b>	<b>1982.91</b>	<b>100</b>	<b>6922.67</b>	<b>100</b>

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

\*\* Includes project support, departmental/institutional support, financial assistance to teachers for research, fellowships, establishment of nuclear science centre, research scientists, meritorious scholarships for B.Sc. students and other schemes.

\*\*\* Includes payment made by adjustment

Note: A statement showing grants paid to universities during 1985-86 (major Head-wise) under Plan and Section III is given in Appendix XXV.

Table 3.3

## GRANTS FOR THE DEVELOPMENT OF HUMANITIES AND SOCIAL SCIENCES

Sl. No.	Items of Exp.	1981-82	%	1982-83	%	1983-84	%	1984-85	%	1985-86	%	Total Grant	%
1	Staff	183.83	35	89.25	22	45.31	6	103.05	15	120.80	14	542.24	17
2	Equipment	26.77	5	13.69	4	200.44	25	83.16	12	129.33	15	453.39	14
3	Buildings	35.62	7	42.93	11	35.03	4	209.29	30	187.48	22	510.35	16
4	Books & Journals	161.51	30	129.06	32	404.01	51	138.78	19	242.00	29	1075.36	33
5	Centres of Advanced Study *	15.88	3	22.89	6	29.46	4	24.71	4	13.05	2	105.99	3
6	Special Assistance to selected Departments	61.28	12	54.95	14	47.25	6	51.07	7	63.42	8	277.97	8
7	Area Studies	17.25	3	24.12	6	5.16	7	11.38	1	12.32	1	70.23	2
8	Other Schemes	25.26	5	21.06	5	20.45	3	82.91**	12	74.69	9	224.37	7
Total ***		527.40	100	397.95	100	787.11	100	702.35	100	843.09	100	3259.90	100

\* Includes staff, buildings, books/equipment etc.

\*\* Includes project support, financial assistance to teachers for research work, research fellowships and other schemes.

\*\*\* Includes payment made by adjustment.

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 grants of the University, whereas in the case of College of Medical Sciences, Delhi University, the maintenance grant was paid directly to the institution.

3.06 Grants for the Development of Science:

Grants given to the universities for science education and research during 1981-82 to 1985-86 are indicated in Table 3.2.

3.07 Grants for the Development of Humanities and Social Sciences.

Grants paid to the universities during 1981-82 to 1985-86 for the development of humanities and social sciences are indicated in Table 3.3.

3.08 Development of Museums:

On the recommendations made by the Panel on Art History, the Commission appointed an Expert Committee to consider the question of providing assistance for strengthening museums on a selective basis. In accordance with the recommendations made by the Expert Committee, the Commission agreed to provide assistance outside the Plan allocation for strengthening of Museums located in the following nine institutions viz. the Universities of Sardar Patel, Aligarh Muslim, Kashmir, Gauhati, Indira Kala Sangeet, Kurukshetra, Marathwada. Poona (Department of Anthropology) and the Deccan College (Pune).

The pattern of assistance is identical to that of the VI Plan Development Schemes.

3.09 Development of Performing Arts:

As mentioned in the UGC Annual Report for 1984-85, the Commission with the help of an Expert Committee, had agreed to provide assistance to ten selected University departments of Performing and Visual Arts for such purposes as appointment of additional staff, strengthening of studios, purchase of material and equipment etc. These departments are listed in the Annual Report for 1984-85. During the year 1985-86, Visiting Committees were sent to two of these ten departments viz. the department of Music and Fine Arts, Delhi University and the department of Performing and Visual Arts, Rajasthan University. On the recommendations of the Visiting Committee to Delhi University, the Commission agreed to strengthen the department of Music and Fine Arts while the report of the Visiting Committee to the Rajasthan University was yet to be considered by the Commission.

The Commission at its meeting held in July, 1985 also accepted the recommendations of the committee appointed by it on Performing Arts and desired that the universities be requested to include proposals for development of Performing Arts in their VII Plan Development proposals. It was further agreed that there is need to introduce courses in Theatre, Drama and Music at the undergraduate level. These decisions of the Commission were communicated to the universities for necessary action.

### 3.10 Development of Area Studies:

The programme for the development of Area Studies was initiated by the Commission in 1963. Under this programme the Commission provides financial assistance to selected universities for undertaking in depth studies relating to History, Economy, Culture, Geography and Language of different countries and regions of the world. The objectives of this programme are spelt out in the Annual Report for 1984-85. The countries/regions for study allocated to various universities/institutions so far are indicated below:

Sl.No.	University	Country/Region for study
1.	Aligarh Muslim University, Aligarh	Egypt, Saudi Arabia, Iraq, Yemen, Oman, Iran and other gulf countries
2.	Delhi University, Delhi	China and Japan with main emphasis on China
3.	Banaras Hindu University, Varanasi.	Nepal
4.	Sri Venkateswara University, Tirupati.	Vietnam, Laos, Kampuchea.
5.	Bombay University, Bombay.	i) East Africa, ii) Soviet Union



- |     |   |   |
|-----|---|---|
| 6.  | Gokhale Institute of<br>Politics and Economics,<br>Poona. | Economics of East<br>European countries   |
| 7.  | Rajasthan University,<br>Jaipur.                          | South Asia with main<br>focus on the study of<br>Government and Politics              |
| 8.  | Madras University,<br>Madras.                             | Malaysia, Sri Lanka,<br>Singapore, and Indonesia.                                     |
| 9.  | North Bengal University,<br>Darjeeling.                   | Himalayan Studies   |
| 10. | Jawaharlal Nehru University,<br>New Delhi.                | i) Gulf Studies.<br>ii) Soviet Studies.   |
| 11. | Calcutta University,<br>Calcutta.                         | Bangladesh, Burma and<br>Thailand.  |
| 12. | Osmania University,<br>Hyderabad.                         | Urban and Regional<br>Planning in developing<br>countries around the<br>Indian Ocean. |
| 13. | Kashmir University,<br>Srinagar.                          | Central Asian Studies.  |

The Commission has been providing assistance to these centres for additional academic staff, fellowships/scholarships, strengthening of library facilities, inviting scholars, field grant for Research scholars to enable them to visit areas of their interest for collecting

source material, etc. The assessment of centres of Area Studies is done periodically and this was completed in 1984-85. Financial allocation for the five-year period beginning 1983-84 was also communicated to all the centres.

The Commission, as reported in the Annual Report for 1984-85, had accepted the recommendations of an expert committee for the establishment of a centre of Latin American studies at the University of Goa. The Goa University have also agreed to implement this programme, and assistance to the university for the establishment of the Centre will be provided as soon as the university is declared fit to receive assistance under section 12(a) of the UGC Act.

The Third Conference of the Directors of Areas Studies Centres was held in Srinagar under the aegis of the centre of Central Asian Studies, Kashmir University from October 11-13, 1985, for which the Commission provided financial support. The conference reviewed the programme of Area Studies and inter-alia made the following recommendations:

1. The Area Studies Centres should be treated as centres of excellence and their development should primarily be a national concern and maintained fully by the UGC.
2. The Centres should keep close touch with the Ministry of External Affairs and send them regularly their publications and research material. The Ministry of External Affairs should also be invited to send their

representative on the seminars, symposia, lectures organised by the centres.

3. The Ministry of External Affairs should set up a consultative committee to which scholars from Area Studies Centres should be invited.
4. The Foreign Service Officers should be attached to Area Studies Centres periodically as Visiting Fellows.
5. The UGC may provide funds for the deputation of scholars to their respective regions of interest where they may get associated with a University/Department/Institute for undertaking in - depth studies.
6. The Ministry of External Affairs may encourage the Area Studies Centres to undertake research projects on problems of interest to the Government and may provide adequate financial assistance for undertaking these projects.
7. The IFS Probationary Officers may be attached to the Centres of Area Studies as a part of their probationary course.
8. The ICCR should help the scholars of the Area Studies Centres to go abroad under their normal programmes and associate area expert in their international seminars. Similarly, the Council should also consult the Centres with regard to the affiliation of scholars to be invited under their programmes.

9. The ICSSR should also fund liberally for the research projects undertaken by the Area Studies Centres and also provide funds for the field visits to such scholars who have to go abroad.
10. The programmes to be undertaken by the Centres should be of national relevance and problem-oriented. The Centres should encourage country-based studies and the thrust should be around carefully chosen themes of contemporary relevance.
11. Efforts should be made to organise international seminars jointly by the Ministry of External Affairs, Area Studies Centres and the ICCR.
12. The Ministry of External Affairs may consider the possibility of attaching scholars at appropriate level and status commensurate with the status in respective centres from the Area Studies Centres to Indian missions abroad for a specified period to enable them to undertake an intensive study of the region.
13. The UGC may provide financial assistance to the Centres for intensive language training of the scholars and staff in India and abroad, if necessary.

The above recommendations would be considered by the UGC Advisory Committee on Area Studies and by the Commission.

During the year, the Commission also agreed to provide financial support to the Centre of East African Studies,

Bombay University for organising an International Seminar on 'India-Africa Economic Relations -Issue and Policy options'.

### 3.11 Development of Engineering & Technology:

The Commission provides financial assistance to university maintained institutions in engineering and technology for the development of higher education and research. At present, there are 34 such university maintained institutions which are getting financial assistance. Some of these institutions are of national importance such as the Indian Institute of Science (Bangalore) and the Indian School of Mines (Dhanbad).

The Commission is also providing financial assistance for the award of PG Scholarships / Research Fellowships in Engineering & Technology.

During the year 1985-86, the Commission released grants amounting to Rs.551.95 lakhs to various University maintained institutions.

### 3.12 UNESCO Coupons:

The Commission continued to provide Unesco Coupons to the Universities for the import of books or replacement of spares for scientific equipment. For major items, universities are making use of the policy laid down under Open General Licence.

### 3.13 Management Courses:

The Commission is providing financial assistance to 25 universities/institutions for conducting M.B.A. courses. An amount of Rs.14.52 lakhs was paid for the purpose during 1985-86. This amount is included in the total amount of Rs.551.95 lakhs released for the Development of Engineering/Technology as mentioned in para 3.11 above.

### 3.14 Development of Computer Facilities and Computer Education for Manpower Training:

The Commission is providing Computers to every university which has teaching and research departments. Assistance is also to be provided to some of the good colleges, for micro processors/small computer systems under the scheme of restructuring of courses. As many as 35 universities have already set up Computer Centres under the scheme. A list of these Universities is given in Appendix-XXVI. Installation of computers is in progress in 37 more universities to which approval for the purpose has been conveyed. In addition, 26 universities have been further identified for providing assistance to procure computer systems.

Four levels of Computers are installed in the universities. The financial requirements for level 'A' Computers including site preparation etc. is within Rs.8 lakhs, for level 'B' Rs.14-15 lakhs, for level 'C' Rs.20-25 lakhs and for level 'D' Rs.40-45 lakhs. Computer Science Courses either at the Master's level or degree level or both were being run by 32 universities during 1985-86.

3.15 Inclusion of Anthropology at the Undergraduate and Post-Graduate Levels:

On the recommendation of the Panel on Anthropology and the Indian Anthropological Society, the Commission at its meeting held in December, 1985 desired that Anthropology should be introduced as a subject of study at the undergraduate and postgraduate levels and all universities be informed accordingly. However, it felt that inclusion of Anthropology in the faculty of Science/Humanities or its treatment as a unified discipline was a matter to be decided by the universities in the light of the contents of courses. Views of the Commission in this regard were brought to the notice of the Universities.

3.16 Jubilee Grants:

The Commission continued to provide assistance during the Seventh Plan to Universities and institutions deemed to be universities on the occasion of their Golden/Diamond Jubilee celebrations on the same terms and conditions as in the Sixth Plan. During 1985-86, grants to the tune of Rs.22.50 lakhs were provided for the purpose.

3.17 Unassigned Grants:

The Commission places 'Unassigned Grants' at the disposal of the universities to enable them to meet the cost of approved travel by university teachers as well as for exchange of teachers. Teachers working in the university teaching departments including those appointed for correspondence courses, distance education as on 15th

August, 1984 were taken into account for determining the quantum of assistance under 'Unassigned grant' during 1985-86 (Teachers working in colleges and institutions affiliated to universities are not taken into account).

The amount of 'Unassigned grant' for 1985-86 was determined on the following basis:

- (a) Rs.30,000 for a university having upto 100 teachers.
- (b) Rs.45,000 for a university having between 101 and 200 teachers.
- (c) Allocation to a university having 201 teachers and above would be determined on the basis of Rs.225 per teacher and Rs.75 per full time research scholar in the university departments subject to a maximum of Rs.2.25 lakhs.

Expenditure on providing assistance to teachers/technicians for participation in international conferences held abroad should not be less than 40 per cent and should not exceed 60 per cent of the unassigned grant allocation for the year 1985-86. If in a particular year a University does not utilise at least 40 per cent of the unassigned grant on this account, the amount falling short of 40 per cent will have to be refunded to the UGC. It has also been emphasised that the other two schemes viz. travel grant to teachers/scholars/technicians for attending academic conferences and visiting centres within India and Exchange of teachers should also be provided adequate resources out of the "unassigned grant".



The Commission at its meeting held in December, 1985 generally accepted the recommendations made by the Committee constituted by it to review the guidelines for unassigned grants. In this connection, the Commission desired that it may be specified in the guidelines that the UGC share for participation in conference abroad will be limited to 50% of the total expenditure on admissible items. The Commission further desired that in exceptional circumstances university/college teachers be allowed to bear the balance of travel expenses and airport tax from their own resources if they have approached and failed to get the required amount from other approved sources\*.

3.18 Publication of Learned / Research Work including Doctoral Theses:

The Commission continued to provide assistance to universities under the scheme of Publication of learned/research work including doctoral theses. A grant of Rs.6.15 lakhs was released for the purpose during 1985-86.

3.19 Special Education to Teachers for Teaching Handicapped Children:

The details of this programme and the steps taken by the Commission to promote it are spelt out in the Annual Report for 1984-85. As part of its Seventh Plan programmes, the Commission has decided to strengthen about

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\* These decisions of the Commission have been incorporated in the guidelines for 'Unassigned grants' revised by the Commission for the year 1986-87.

10 university departments for B.Ed. in Special Education. These departments/Colleges will be selected keeping in view the need for regional spread and concentrated resources on certain growth points. Upto 31st March, 1986 the Commission had Selected three University departments and two colleges under this programme.

### 3.20 Wild Life Studies:

A Committee for promoting studies and research for Wild Life Biology was constituted during 1981. The Committee has made recommendations for preparation of reading material for undergraduate students to be covered in 10-12 lectures containing basic principles regarding ecology, wild life conservation and techniques for wild life studies, to be used as part of foundation courses at the first degree stage. The material is being prepared alongwith the syllabus and textbooks required for undergraduate teaching. The Committee has also suggested that specific research proposals may be invited from the universities.

Lecture notes prepared by Professor madhav Gadgil of the Indian Institute of Science, Bangalore for the introduction of Wild Life Studies as a subject of specialization at Master's level have since been circulated to the universities.

The Committee has also identified 10 universities for initiating teaching programmes in Wild Life Studies in collaboration with nearby Field Stations, and Wild Life sanctuaries for project work.

## SECTION 4

### DEVELOPMENT OF COLLEGES

4.01 During the year, the Commission finalised the guidelines for development of Colleges for undergraduate and postgraduate education in the VII Plan. However, these guidelines were not circulated to the universities/colleges as these were being reviewed by the Coordination and Policy Group of the UGC in the light of the National Policy on Education - 1986.

The Commission, however, circulated the guidelines for basic assistance to arts, commerce, science & multi-faculty colleges in the VII Plan (1985-90). These guidelines are detailed below:

#### 4.02 GUIDELINES FOR BASIC ASSISTANCE:

The Commission would provide basic assistance for development during the VII Plan period to such arts, science, commerce and multi-faculty colleges which have at least 150 students in degree classes and above (beyond +2 stage) on 15th October of the preceding year or the same year whichever is later and five permanent teachers including Principal and Physical Training Instructor/Director of physical education on 100% basis for (a) Faculty Improvement (b) Books & Journals including Book Banks and (c) equipment, as per details given below:

##### (a) Faculty Improvement Programme

With a view to providing opportunities to the teachers

working in the colleges to keep themselves afresh with the development in their fields of study and research and to enhance their professional competence as teachers, the Commission would provide basic assistance for the following Faculty Improvement Programmes:-

i) Teacher Fellowships:

With a view to enabling the teachers to avail themselves of teacher fellowships in a planned manner, the colleges may sponsor teachers for purposes of pursuing M.Phil. course in a university department during the VII Plan as under:

<u>Teaching strength</u>	<u>No. of teachers that could be sponsored</u>
Upto 5	1
Between 6 and 12	2
Between 13 and 20	3
Between 21 and 30	4
31 and above	5

Only permanent teachers below the age of 45 years (50 years in the case of women teachers) with atleast a II class in M.A./M.Sc./M.Com may be deputed for pursuing M.Phil. course. The college may prepare a phased programme for the period ending 1989-90 so that not more than two teachers are away on deputation for M.Phil course in any year. The teacher fellowship will be available for a period of one year only and the salary and allowances to the teacher will continue to be paid by the college.

Proposals for giving Teacher Fellowship for a maximum period of one year for completion of Ph.D. thesis may also be considered in special cases.

The Commission's assistance to the college concerned would be (1) to meet the salary at the initial of the prescribed lecturer's scale of a suitable substitute if appointed in place of the teacher deputed for M.Phil course and (b) towards payment of outstation living allowance @ Rs.500/- p.m. to the deputed teacher in case the institution he/she joins is in another place beyond a distance of 40 kilometers from the present college, and (c) by way of a contingency grant of Rs.1,500/-p.m. for meeting expenditure on books and chemicals etc. needed for the course. The living allowance and contingency grant will be paid to the University or institute where the teacher pursues M.Phil course.

ii) Participation of teachers in academic conferences in India.

With a view to encouraging presentation of papers and participation of college teachers in academic conferences in India, the Commission would assist the college upto a maximum limit of Rs.5,000/- for meeting T.A. and D.A. (as per college rules) of the teacher concerned and for registration fee and membership fee, if any, for such conferences. The college may indicate in its proposal the particulars of teachers who are likely to attend such conferences, with relevant details and the amount which would be needed by it each year during the VII

Plan period for consideration by the Commission. Normally a teacher would be assisted only once in a two-year period to attend such conferences.

iii) Orientation Courses and short-term training programmes

The universities and institutions of higher learning in the country would be organising orientation courses, short-term training programmes of four to six weeks duration and sequential programmes for in-service college teachers during the VII Plan period, for which assistance would be provided by the Commission. Details in this regard would be intimated to the colleges by the universities/institutions which organise such programmes.

(b) Books and Journals

The Commission would provide assistance for purchase of Books and Journals and establishment/strengthening of Book Banks which would be calculated @ Rs.60/- per student subject to a maximum of Rs.50,000/- to a college in a Plan period.

The college will have to utilise a minimum of 30% but not more than 50% of the book grant for setting up Book Banks and/or augmenting facilities in the existing Book Banks. An amount upto 10% of the grant can be used for appointment of temporary professional staff needed for accession, processing and cataloguing of books and/or for stacking purposes.

(c) Equipment

Grant for equipment including Audio-Visual material and reprographic facilities, needed for strengthening teaching at the undergraduate level will be provided to all colleges which are offering degree and/or postgraduate courses. Assistance for equipment will be calculated at the rate of Rs.150/- per student subject to a maximum of Rs.1,00,000/- to a college. The college may meet requirements of equipment of all its departments out of the sanctioned grant. An amount upto 15% of this grant could be utilised, if necessary, for providing storage and for maintenance of the equipment including spares etc.

The grant for equipment is to be utilised for enhancement of facilities for existing courses only, improving teaching and laboratory work but not for meeting running expenses of laboratories, purchase of consumables like chemicals or glass-ware or items like refrigerator, cooler, furniture or for administrative and other expenses which would continue to be provided by the college from its own budget. It is not intended to meet the conditions of affiliation for opening of new courses.

4.03 Extension of the period of Assistance:

It has been decided that assistance for academic and other posts (technical staff including professional staff for library) approved under the development schemes in colleges may be provided upto 31st March, 1988 on the condition that the colleges give an undertaking that the posts created on a permanent basis would be maintained by them after the Commission's assistance ceases. The

expenditure beyond 31st March, 1985 on these posts would be a first charge on the VII Plan allocation of the colleges.

It has also been decided that the grants for construction/extension of buildings, purchase of books and journals, equipment and teacher fellowships under general development grants and grants under basic assistance to undergraduate colleges and also for such assistance to the colleges given for the development of post-graduate studies and for single-faculty colleges approved or sanctioned upto 31st March, 1985 could be released to the colleges before 31st March, 1986 and would not lapse with the close of the financial year 1984-85. These grants-in-aid would be allowed as spill over from the VI Five Year Plan in addition to VII Five Year Plan allocation which may be approved for the colleges under the various schemes of assistance.

The expenditure incurred by the colleges from 1.4.1986 on approved items will have to be met by them out of the Basic/Development grant of the VII Plan.

#### 4.04 Developmental Assistance to Colleges of Music and Fine Arts:

The University Grants Commission had appointed a Committee to review the question of existing eligibility conditions for providing Basic & Developmental assistance to colleges of Music and Fine Arts in the VII Plan. The Commission at its meeting held in January, 1986 generally accepted the recommendations made by the Committee but desired that for the purpose of determining the eligibility only the



enrolment beyond plus two stage be taken into consideration. Guidelines laid down in this regard are given below:

1. Basic Assistance:

- i) An affiliated single faculty college of music should have an enrolment of at least 40 students in I.Mus. and B.Mus. courses, and also five teachers (including the Principal and the accompanists, and part-time teachers on the basis of normal work-load of a full time teacher), for being eligible for Basic Assistance from the U.G.C.
- ii) Basic Assistance of rupees two lakhs may be provided to each eligible affiliated single faculty college of music during the VII Plan period, irrespective of the maximum student enrolment, provided it has a minimum of 40 students in the concerned classes.
- iii) Basic Assistance may be provided by the UGC on 100% basis for utilization by such a college for (a) Faculty Improvement; (b) Purchase of Books and Journals including Book Banks; and (c) Scientific and Musical equipments including TV receivers, VCR/VCP audio-visual aids, audio and video cassettes/tapes, films/film strips, audio and video discs, zeroxing machine etc.
- iv) The Basic Assistance may be utilised by such a college on any or all items mentioned in (iii) above as per its judgement and requirements. It will, however, be conducive to the development of the

faculty, if the college utilises a portion of this assistance for teacher fellowships, participation of teachers in academic conferences in India, and for deputing teachers to orientation courses and short-term training programmes organised by the universities and institutions of higher learning in the country.

2. Assistance for Development of Undergraduate Education in Single Faculty Colleges of Music

- i) The UGC may provide during the VII Plan period further assistance upto Rs. two lakhs for development of undergraduate education only to such of the affiliated single faculty colleges of Music which have a combined enrolment of at least 70 students in I.Mus. as well as in B.Mus. courses, and at least 5 teachers (including the Principal and the accompanists, and part-time teachers on the basis of normal work load of full time teachers). The items and the pattern of assistance may be the same as in the case of general developmental assistance for arts, science, commerce and other multi-faculty colleges (Appendix XXVII).
- ii) Assistance from the Commission for all the building proposals will be considered only if these are part of the composite development plan of the college and, if approved, are taken up simultaneously with the other approved schemes. It is expected that the college would propose utilization of at least 20% of the total grant for books and journals including schemes for improving reading habits among the

students), another 20% for scientific and musical equipment including TV receivers, VCR/VCP, audio-visual equipments, audio and video cassettes/tapes, films/film strips, audio and video discs, zexxing etc. and the remaining 25% for creation of additional teaching and technical posts, faculty improvement programmes, extension programmes, remedial courses and other innovative programmes.

iii) Assistance for all categories of posts approved during VII Plan will be available only upto the end of the Plan period or upto the period specified, on the specific condition that the posts are created on permanent basis and firm commitment is given to meet full expenditure on these posts by the college/State Government as committed expenditure, after the UGC assistance ceases.

#### 4.05 College Development Councils:

The Commission at its meeting held in June, 1985 considered the recommendations of the committee appointed by it to review the functioning of the College Development Councils set up in the universities and agreed that the scheme be extended for another five years ending March, 1990 as per the revised guidelines on the condition that the State Governments would take over the responsibility thereafter. The revised guidelines are given in Appendix-XXVIII.

The Commission further desired that the post of Director/Dean/Coordinator of the College Development Councils should be filled w.e.f. 1.10.1985 through open

advertisement on an All-India Basis. In the new set up of the Council the Director/Dean/Coordinator may be appointed afresh by a selection committee consisting of the following:

1. Vice-Chancellor (to preside)
2. A nominee of the UGC
3. A nominee of the Syndicate of the University.

The tenure of the Director/Dean/Coordinator may be three years. He may be re-appointed for another term of three years but not beyond the age of 65 years.

The Director/Dean/Coordinator may be appointed in the scale of pay of Rs.1500-2500 plus other admissible allowances as per university rules. Persons on deputation will be eligible for deputation and other permissible allowances.

As regards present incumbents to the post of Dean/Director/Coordinator in the Councils, the Commission on receipt of representations from various universities agreed to extend their period upto 31st January, 1986. It was also decided that in such cases where the appointment of Dean/Director/Coordinator has already been made by the University as per norms in force at that time, the revised procedure may be made applicable only after the term of appointment of the present incumbent expires.

Grants amounting to Rs.13.65 lakhs were released for the College Development Councils during 1985-86.

4.06 Grants paid for General Development:

Grants paid to colleges for general development and other schemes during the period 1981-82 to 1985-86 are detailed in table 4.1 which also indicates the number of colleges assisted under these programmes during 1985-86.

Table 4.1

**Grants paid to Colleges for General Development and other Schemes\***

Sl. No.	Name of the Scheme	1981-82	1982-83	1983-84	1984-85	1985-86	Number of Colleges assisted during 1985-86
1.	Development of affiliated colleges	239.14	416.29	1,237.67	1,778.59	1,159.28	3180
2.	College Science Improvement Programme	29.83	26.87	26.53	22.52	50.15**	47
3.	College Humanities & Social Sciences Improvement Programme.	52.82	36.44	80.39	87.87	76.91**	132
4.	Centenary Grants	2.35	-	-	0.50	1.75**	2
5.	Development of Post-graduate studies in Humanities and Social Sciences.	8.61	2.54	17.83	73.27	15.00***	-
6.	Development of Post-graduate studies in Science	12.42	24.21	39.80	138.57	144.59)	included ) in 1 ) above

\* A statement of development grants to colleges(Statewise) is given in Appendix XXIX.

\*\* 1985-86 figures of COSIP/COHSSIP include ULP also

\*\*\* Includes assistance for strengthening of undergraduate teaching institutions.

#### 4.07 Number of Colleges Assisted:

Table 4.2 below gives information regarding the number of colleges assisted during 1985-86 for (a) Basic Grants (b) Development of Undergraduate education in colleges, and (c) Development of Postgraduate education in colleges:

Table 4.2

Scheme	Number of colleges assisted during 1985-86.
Basic Grants	1046
Development of undergraduate education in colleges	65
Development of postgraduate education in colleges	7

#### 4.08 Autonomous Colleges:

The Commission has requested the universities in the country that they should set up autonomous colleges which will have 'Freedom' in the framing of rules of admission, structuring of various courses of studies and the formulation of methods for evaluation.

**Twentyone** colleges all over the country have been granted autonomy so far. University-wise break-up of these colleges is as follows:

Bharathidasan University (2), Bharthiar University (5), Madras University (5), madurai Kamraj University (4), Ranchi University (1), Osmania University (2), Saurashtra University (1) and Jiwaji University (1).

A Committee has been appointed by the Commission for making recommendations for larger involvement of colleges in the stream of autonomous colleges. Steps have also beentaken to promote awareness in the university system about the need for autonomous colleges.

The programme of autonomous colleges has not made much headway. One of the major reasons for this has been the lack of provision of autonomy in the Acts of the universities. The Commission has again requested the universities to suggest names of colleges which may merit consideration as autonomous colleges.

#### **4.09 Plan assistance for Delhi Colleges:**

During the year 1985-86, assistance was provided to Delhi Colleges as follows:

- (a) An amount of Rs.9.75 lakhs was provided to 43 colleges for the implementation of the scheme of 'Restructuring of Undergrauate Courses'.

(b) An amount of Rs.16.49 lakhs was provided under the Scheme of 'Development of Undergraduate Education' (Rs. 5 lakh scheme) for books and journals, equipment and buildings as detailed below:

Books and Journals	: 6.05 lakhs
Equipment	: 8.44 lakhs
Buildings	: 2.00 lakhs

(c) An amount of Rs.200.26 lakhs was provided to 15 colleges for construction/extension of buildings and other specific purposes.

(d) An amount of Rs.1.46 lakhs was provided to 13 colleges for meeting 50 per cent of the expenditure incurred by 21 teachers towards international air passage, TA/DA and other purposes for attending international Conferences/Seminars/Symposia abroad.



## SECTION - 5

### DEVELOPMENT OF INSTITUTIONS DEEMED TO BE UNIVERSITIES

5.01 Section 3 of the UGC Act provides for declaring such an institution of higher education, other than a university, as an 'institution deemed to be university' which is for historical and other reasons having more specific and limited functions and scope and yet which is doing work of a high standard in an academic field. An institution deemed to be a university enjoys the academic status and privileges of a university and 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 Indian Institute of Science, Bangalore was the first institute which was granted the status of a deemed university in the year 1958. During the year 1985-86, two institutions viz. (a) International Institute for Population Science, Bombay and (b) Thapar Institute of Engineering and Technology, Patiala (Punjab) were granted the status of 'deemed universities', thus raising the total number of such institutions in the country to 17 as on 31.3.1986. A list of these institutions giving their enrolment, year of establishment and the year of their

recognition as 'institutions deemed to be universities' is given in Table 5.1 below:

Table 5.1

Sl. No.	Name of the Institution	Year of Establi-ment	Year during which reco-gnised	Enrolment during 1985-86
1	2	3	4	5
1.	Indian Institute of Science (Bangalore)	1909	1958	513
2.	Indian Agricultural Research Institute (New Delhi)	1905	1958	515
3.	Gurukul Kangri Vishwa- vidyalaya (Hardwar)	1900	1962	525
4.	Jamia Millia Islamia (New Delhi)	1920	1962	1566*
5.	Gujarat Vidyapith (Ahmedabad)	1920	1963	380*
6.	Tata Institute of Social Sciences (Bombay)	1936	1964	97
7.	Birla Institute of Technology and Science (Pilani)	1964	1964	2346
8.	Central Institute of English and Foreign Languages (Hyderabad)	1958	1973	347

9. Indian School of Mines (Dhanbad)	1926	1967	598
10. Gandhigram Rural Institute (Gandhigram)	1956	1976	648
11. School of Planning and Architecture (New Delhi)	1959	1979	448*
12. Dayalbagh Educational Institute (Agra)	1973	1981	1197
13. Sri Sathya Sai Institute of Higher Learning (Prasanthi Nilayam)	1981	1981	423
14. Banasthali Vidyapith (Banasthali)	1935	1983	1174
15. Indian Veterinary Research Institute (Izatnagar)	1913	1983	145**
16. International Institute for Population Science (Bombay)	1956	1985	47
17. Thapar Institute of Engg. and Technology (Patiala)	1956	1985	895

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\* Provisional

\*\* Pertains to 1984-85

### 5.03 MAINTENANCE GRANTS:

The quantum of grants paid to institutions deemed to be universities during 1981-82 to 1985-86 is given in Table 5.2 below:

Table 5.2

	1981-82	1982-83	1983-84	1984-85	1985-86
	(Grants paid in lakhs of Rupees)				
Institutions deemed to be Universities	788.79	839.58	1037.98	1290.50 26.12*	1614.25 97.89

\* By adjustment

### 5.04 MAJOR ACHIEVEMENTS:

Major achievements and programmes of the deemed universities as reported by them during the year under report are given below:

#### a. Central Institute of English and Foreign Languages (CIEFL):

- i) The Institute, entrusted with the responsibility of devising and implementing academic programmes aimed at improving the standards of teaching of English and Foreign Languages and their literature in the country, has been serving as a strong national centre for specialised teacher education, research, production of instructional materials and extensior services in the field of English and foreign

languages. It has two regional centres viz., the Shillong Centre which caters to the specific needs of the North-Eastern region and the Lucknow Centre which caters to the needs of the Northern region.

- ii) The Institute is offering extension and consultancy services to various educational authorities for (a) designing suitable syllabus (b) adopting/preparing suitable text books and other teaching materials (c) devising tests (d) identifying and training resource persons for teacher training, and (e) ensuring that the pre-service and in-service teacher training programmes are suited to current needs and are based on sound linguistic and pedagogic principles.
- iii) Research at the Institute during the year was geared chiefly to the inputs for developing suitable methodologies, improved curricula, instructional materials and evaluation procedures for teaching English and foreign languages efficiently and effectively.
- iv) The Institute organised refresher course-cum-seminar for ex-participants of CIEFL during July, 1985. 29 ex-participants who had completed the PGDTE course during the year 1970-80 and were working as teachers in colleges and universities attended the course.
- v) In the year 1985 the UGC-CIEFL-British Council Summer Institute programme was revived after a gap of 10 years and seven summer institutes of 4 weeks' duration were held at different universities between July and November, 1985.

- vi) The XVII All-India Conference of English Language Teaching Institutes, Education Secretaries and Directors of education was held at the institute in January, 1986 where topics such as teaching of English language at the secondary level, teacher training at the school level, strengthening of the English Language Teaching Institutes, teacher training and new media mode etc. were discussed.
  
- vii) During the period under report, the Regional Centre at Shillong organised 11 refresher courses for 117 teachers of English, majority of whom were school teachers from the States of Assam, Arunachal Pradesh, Manipur, Meghalaya and Mizoram. The Regional Centre at Lucknow also organised a few refresher courses for 47 teachers from the Northern States.

(b) Dayal Bagh Educational Institute:

- i) During the period under report the Institute introduced 'Office Management and English Secretarial Skills' as work-based courses in the Department of English.
  
- ii) To facilitate the programme of learning and motivate the young learners, the Institute conducted several seminars such as Music seminar-cum-concert, National seminar on Behaviour Modification and Mental Health, Seminar on the New Education Policy and Seminar on Psychology during the year.

- iii) Rural development being a compulsory component of the educational system of the Institute, the programme of rural development during the year was carried out and diversified mainly through the activities of the National Service Scheme, National Adult Education Programme, Tree Plantation Programme, Campus Beautification, Sanitation drive, Agricultural Operation, Removal of illiteracy, Continuing Education and Extension Programme and Population Education.
- iv) The Education Faculty of the Institute introduced the programme 'Each one teach one' during 1985-86 to expedite the literacy drive. Besides providing literacy skill to learners, lectures and film shows were also organised from time to time on topics like health and hygiene, child health care, population education, balanced diet, first aid, rights and duties of citizens in democracy and eradication of social evils etc. to generate social awareness among the rural masses. Emphasis was laid on imparting training to the learners in vocational skills like tailoring, knitting, embroidery, handicrafts and preparation of candles and detergents.
- v) Under the scheme of Adult and Continuing Education and Extension Programme, short term courses were organised for weaker sections of the society and the educated unemployed youth.
- vi) During the period under report, extension lectures on 'Food Nutrition', 'Hygiene', and 'Family Planning'

etc. were organised to (a) develop an awareness of the benefits of family planning among the rural population and (b) develop healthy attitudes.

vii) The faculty members participated actively in academic conferences/seminars, workshops and training courses etc. and published a number of papers, articles and books during the period under report.

(c) Gurukul Kangri Vishwavidyalaya:

i) Micro-biology teaching at the post-graduate level was started at the Vishwavidyalaya during the academic session 1985-86. In addition, one-year diploma course in Commercial Methods of Analysis was also introduced during the year, keeping in view the manpower needs of BHEL, Hardwar and the adjoining ancillary industries.

ii) Intensive extension work was taken up by the Vishwavidyalaya under the newly started Ganga Integrated Study Project. A remarkable job was done by the Ganga Study team during the Kumbh Mela by examining the level of pollution of Ganga water and suggesting remedial measures.

iii) The existing Adult Education Programme was strengthened as a result of which the total number of active Adult Education Centres in the surrounding rural areas increased to 55.

iv) During the period under report the Vishwavidyalaya organised a three-day All-India Debate Competition in



three languages viz. Hindi, Sanskrit and English to promote the art and skill of public speaking amongst the students. About 60 teams from different Universities took part in the debate competition.

- v) Extra-mural lectures of eminent scholars in the country were arranged in various departments of the Vishwavidyalaya through-out the academic session.
- vi) The Vishwavidyalaya held two conferences and two seminars during the period under report. The national conference on a vital and exclusive theme "The original Homeland of the Aryans" was attended by many eminent scholars of the subject from 11 over the country.

(d) Indian Institute of Science:

- i) A new course viz. M.E. programme in systems Science and Automation was started jointly by the Department of Electrical Engineering and Computer Science and Automation at the Institute during the year under report.
- ii) Under the PROFICIENCE programme evening courses are offered in topics of current interest for the benefit of professional, technical, research and academic community in the city. 57 such courses were conducted during the year by the Institute in three semesters. More than 2600 persons from Industries, R & D organisations and other establishments participated in these courses.

- iii) During the year under report, a micro-computer laboratory and a microprocessor laboratory were set up.
- iv) The Centre for Continuing Education took up a study on 'Issues on Engineering Education' to identify and evaluate the relative importance of various issues on Engineering Education. The Centre undertook a pilot study of a few colleges for indepth analysis of some of the vital issues concerning standards of undergraduate engineering education.
- v) In November, 1985 the Institute conducted Mathematics Olympiad test at six centres in karnataka. More than 550 students selected by 110 schools all over Karnataka took part in this test.
- vi) The ASTRA stove, whose technology was invented at the Institute, has been disseminated all over karnataka and about 40,000 stoves have been built in rural homes. Twenty diploma holders in engineering have been trained by ASTRA to organise and supervise stove building in various districts of the State.
- vii) A new single-pan portable metal stove called SWOSTHEE was designed and developed during the year to burn small sticks of wood for cooking. The first batch of these stoves which is capable of an efficiency of the order of 45% is now undergoing field trials.
- viii) A wood gasifier designed to fuel 250 cc spark-ignition engine for water pumping has undergone extensive laboratory trials. The field version of

the gasifier engine system was tested for about 200 hours in the field and showed encouraging performance.

- ix) Nearly 250 members of the faculty participated in various conferences, symposia and workshops both at the national and international levels, of which about 65 went to foreign countries.
- x) About 850 papers on scientific and technical subjects were published by the faculty of the Institute in various national as well as international journals during the period under report.

(e) Jamia Millia Islamia:

- i) A new Faculty of Engineering and Technology was established from the session 1985-86 for admission to B.Sc. Engineering courses in civil, electrical and mechanical branches. The Jamia also introduced the following new courses from the academic session 1985-86:

- (a) M.Sc. Mathematics with Computer Science
- (b) M.Sc. Physics (Material)
- (c) M.Sc. Chemistry (Material)
- (d) M.Sc. Bio-Sciences and
- (e) Ph.D. programme in Geography, Commerce, Physics and Mathematics with Computer Science.

A new self-financing course in B.Lib. and Information Sciences was also introduced as an evening course from the academic session 1985-86.

- ii) A regular Coaching and Career Planning Centre was established to organise lectures, training and provide reading materials and guidance for candidates preparing for competitive examinations. A Child Guidance Centre was also set up as a voluntary organisation to provide counselling for the handicapped or problem children.
- iii) The National Service Scheme of the Jamia organised camps, cultural programmes and social work in and around Jamia Millia. The Centre of Adult, Continuing Education and Extension also ran a number of programmes including adult education centres in a radius of 8 kms. of Jamia and covered 26 localities comprising slums, re-settlement colonies and villages.
- iv) Various programmes for women were organised by the Centre of Adult, Continuing Education and Extension during the year 1985-86. Besides providing literacy inputs, the Centre also organised several knowledge and skill-based courses for women with a view to enable them to earn at home along with their household work. The courses organised for the purpose were (a) food preservation (b) tie and dye (c) Mehndi application (d) soap and detergent making (e) tailoring (f) skin-care (g) leather work and (h) women and law. More than 170 women participated in these courses. In addition, extension lectures on topics such as health and hygiene, developmental

needs of children, methods of family planning, environmental pollution etc. were also organised for the benefit of women.

- v) Faculty members participated in academic conferences, seminars and workshops and published books and research papers/articles during the period under report.

(f) Sri Sathya Sai Institute of Higher Learning:

- i) During the period under report a post-graduate course in English Literature at the Prasanthinilayam Campus and a post-graduate course in Home Science at the Anantapur Campus were introduced.
- ii) Research work was initiated during the year in the area of medicinal chemistry involving the departments of Chemistry and Bio-Sciences and in Eco-System model building involving the departments of Mathematics and Bio-Sciences.
- iii) Introduction of a semester system and continuous internal evaluation, revised pattern of question papers, analytical and scientific method of evaluation of answer scripts and providing opportunities for interaction between students and faculty members were some of the measures taken by the Institute during the year to improve standards of higher education.
- iv) During the year the Institute set up a modern planetarium the 'Spitz Space System 512'. The

Planetarium instrument employed in the theatre provides a star field of 4054 images including 88 recognised constellations and 57 navigational stars, besides globular clusters and open clusters the Milky way galaxy, the Magellanic clouds and several nebulae of different types, with computer control and over 30 special effect projectors.

- v) The students visited six villages of Sri Sathya Sai Taluk in may, 1985 and undertook such items of work as road repairs, laying of new link roads, digging of soak pits, near bore wells and cleaning of temples and surroundings. The girl students concentrated on cleaning of villages and attended to sanitation work and health education through slide shows and talks. Students also participated in the general medical camps and special Eye and Dental camps organised in November, 1985.
- vi) During the period under report the Institute introduced 'Awareness Courses' meant to provide an awareness of the culture and heritage of the country, its current social/economic problems, world literature and fine arts as well as the ideas and methods of the leading men of sciences.
- vii) In order to interact with the society and the neighbourhood a limited number of adult literacy schools were organised by the students and faculty members in the neighbourhood.
- viii) Faculty members also participated in academic conferences, seminars and workshops etc. and

published a number of research papers/articles in learned journals and monographs/books.

(g) Tata Institute Of Social Sciences:

- i) The year 1985 was the golden jubile year of the Institute during which it introduced seven new courses viz. (a) Administration of Social Welfare Organisation (b) Social Welfare Administration (c) Family Social Work, (d) Social Work intervention with the families of the disabled (e) Communications theories and applications in the field of health (f) Health & Development and (g) Social Work in the field of Mental Health. In addition, the course on Psychiatric Information for Social Workers was also restructured during the year.
- ii) As an innovative programme, the Institute started a Mobile Training Programme in Social Work to reach the underserved areas of Maharashtra and, subsequently, other States of India where such facilities are lacking.
- iii) During the year, the Institute set up (a) unit for women's study for the welfare of women (b) a cell for the riot-affected persons and (c) a marriage counselling cell at the city civil court.
- iv) Members of the faculty participated actively in academic conferences, seminars and workshops etc. and published a number of research papers/articles in learned journals during the period under report.

(h) Gujarat Vidyapith:

During the period under report, the Vidyapith undertake the following:

- i) It further reviewed the Master's Course in Social Work with a view to strengthening its rural thrust
- ii) Organised a special symposium for presentation of a research paper on 'Pollution of Sabarmati river in terms of occupational health'. This was later followed by several programmes of linking education and research with the study of environmental problems.
- iii) Further revised the restructured under-graduate courses in Home Science and Agriculture with a view to intensifying the contents of home science extension, nutrition, child development, clothing and textile, agronomy and animal husbandry with reference to cross-breeding of cows. Participation of under-graduate students in Adult Literacy classes has been made obligatory in the restructured courses.
- iv) Completed new studies in tribal research on tribal landless labour, evaluation of tribal development projects, milk co-operative societies in Dang and Micro-profiles of 13 blocks and data banks on 32 tehsils. The students of Agriculture and Home Science of the restructured undergraduate courses were actively associated in the Lab-to-Land programme.



In addition, the faculty members participated actively in academic conferences/seminars and orientation courses.

(i) Indian School of Mines:

- i) The School, which is the premier institution in the country, offers bachelor's and post graduate degree courses in Mining Engineering, Petroleum Engineering, Mining Machinery, Opencast Mining, Mineral Engineering and Industrial Engineering & Management. In the area of basic earth sciences (Applied Geology & Applied Geophysics) the School offers two advanced programmes at M.Sc.(Tech) level.
- ii) The School has established itself as a model for industry-academic interaction. During the period under report it has undertaken various research projects funded by organisations such as the Departments of Coal, Mines, Environment, the CSIR, ONGC, Electronics Commission etc.
- iii) The expertise built at the School has been made available to the industry through an institutionalised system of Consultancy and Testing Services.
- iv) Besides carrying out all academic activities as per pre-determined schedules, the School is also getting poised for adoption of new technologies in higher education. Various audio-visual means are increasingly being utilised for teaching-learning process and the School's computer facilities have been augmented by acquisition of three more micro-computers.

- v) During the period under report the School hosted the first-ever East Zone Inter-University Youth Festival in September, 1985 in which 18 teams with about 550 students participated.\* The School also hosted the Inter-University Tennis Meet - North Zone and Inter-Zonal Meet during January, 1986.
  - vi) During the year, some senior professors of the School were honoured with distinctions/awards in various fields.
- (j) The Gandhigram Rural Institute:
- i) The special feature of the Institute lies in its strength in identifying relevant areas of felt-needs of the village community and designing tailored programmes to fill in the gaps either directly or through co-ordinated efforts both with governmental and non-governmental agencies. As all courses offered in the Institute are inter-disciplinary in nature and content, the students of both undergraduate and post-graduate courses submit project dissertations in part fulfilment of their degrees which are inter-disciplinary in character.
  - ii) The Government of Tamil Nadu sanctioned Rs.3 lakhs for starting the Centres for Life Oriented Education at the Institute. One of the tasks entrusted to the centre is to finalise syllabi in three broad areas viz., Home Science, Agriculture and Technical Education. Committees have been constituted to carry out this task and prepare the syllabi.

- iii) The Faculty of Agriculture under Lab-to-Land Programme sponsored by the ICAR conducted the training programmes in (a) Cultivation of TNS 27 Cholan (b) Plant protection measures and (c) Fodder Crops cultivation.
- iv) During the period under report brief orientation programmes were arranged for the visiting voluntary groups in the area of Rural Development, Peoples Participation, Communication Techniques and Extension Education. The rural women, youth, potential leaders and other members of the community were given orientation in the area of the small family norm, nutrition, health, kitchen gardening and small savings etc.
- v) Under the ICAR Lab-to-Land Programme the Institute conducted training programmes in mat weaving, wire bag making, kitchen gardening and tailoring for women to enhance their income through subsidiary occupation during their leisure time.
- vi) Since more than 70 per cent of the students on rolls in the Institute are drawn from backward and scheduled caste/tribe communities, the reservation norms of the Government are strictly applied to them. The Central and State Government scholarships are awarded to the scheduled caste and scheduled tribe students.
- vii) During the period under report periodical meetings of the Faculty Members of the Institute were held and ways and means of improving the standards of

teaching, research and extension were worked out for implementation.

viii)The Faculty Members participated actively in academic conferences, seminars, workshops and camps etc. They also published a number of research papers/books during the period under report.

5.05 A statement indicating the grants paid to institutions deemed to be universities during 1985-86 under Non-Plan and Plan is given in Table 5.3 below:

Table 5.3

	Non-Plan	Plan	Total
	(Rupees in lakhs)		
1. Banasthali Vidyapith	40.00	11.26	11.66
2. Birla Institute of Technology and Science	-	31.53	31.53
		0.01*	0.01*
3. Central Institute of English and Foreign Languages	72.09	34.09	106.18
	35.00*	0.34*	35.34*
4. Dayal Bagh Educational Institute	11.12	26.48	37.60
5. Gandhigram Rural Institute	76.94	26.71	103.65
	0.74*		0.74*
6. Gujarat Vidyapith	75.37	20.53	95.90
	0.81*		0.81*

7. Gurukul Kangri Vishwavidyalaya	46.54	25.07	71.61
8. Indian Agricultural Research Institute	0.33	0.02	0.35
9. Indian Institute of Science	859.54	386.13 0.15*	1245.67 0.15*
10. Indian School of Mines	220.60 26.82*	4.20	224.80 26.82*
11. Indian Veterinary Research Institute	-	0.58	0.58
12. Jamia Millia Islamia	170.23 34.52*	84.64	254.87 34.52*
13. School of Planning and Architecture	0.20	0.50	0.70
14. Sri Sathya Sai Institute of Higher Learning	-	36.76 0.10*	36.76 0.10*
15. Tata Institute of Social Sciences	80.89	40.94	121.83
16. Thapar Institute of Engineering and Technology	-	7.00	7.00
<hr/>			
Total:	1614.25 97.89*	736.44 0.60*	2350.69 98.49*
<hr/>			

\* By adjustment

## SECTION-6

### NON-PLAN GRANTS TO UNIVERSITIES

- 6.01 The maintenance grants are paid to the central universities in terms of the statutory provision under section 12(b) of the UGC Act to meet the deficit after taking into account salaries of teaching and non-teaching staff, maintenance of laboratories, libraries and other day-to day requirements of the universities including funds for the retirement benefit of the employees. It also includes the institutions for professional education, i.e. Aligarh Muslim University for technical and medical education; Banaras Hindu University for technical, medical and agricultural education and Visva Bharati for agricultural education. In addition, the maintenance of the hospitals attached to medical colleges at the Aligarh and Banaras Hindu Universities is also met out of the maintenance grants.
- 6.02 Table 6.1 shows the break up of non-plan grants paid to the universities during the year 1981-82 to 1985-86. It may be mentioned that Non-Plan grants include scholarships and fellowships under engineering and technology, teacher fellowships, national fellowships, national associateships, national lectures, junior research fellowships, research associateships 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.

Table 6.1

	1981-82	1982-83	1983-84	1984-85	1985-86
1. Block grant to Central Universities	3651.00	4493.58	5329.74	6074.37	7220.71
2. Grants paid to State Universities <sup>1</sup> for specific purposes	11.50	30.47	37.27	32.84	23.12
3. Maintenance <sup>2</sup> grants to constituent/affiliated colleges of					
a. Delhi University	1380.01	1629.01	1975.14	2155.51	2376.48
	60.69*	24.68*	57.85*	67.48*	170.19*
b. Banaras Hindu University	-	-	2.00	14.42	3.90
				0.19*	
4. Schemes not Covered under block grants**	60.92	150.00	148.00	171.50	338.95

5. Scholarships and fellowships	493.49	368.47	279.99	272.42	460.09
	0.04*	0.01*	1.97*	0.15*	0.40*
<hr/> Total <sup>3</sup> :	5596.92	6671.53	7772.14	8721.06	10593.84
	60.73*	24.69*	59.02*	67.82*	0.40*
<hr/>					

\* By adjustment

\*\* These include health service scheme and house building advance to central universities and institutions deemed to be universities upto 1983-84, only house building advance during the year 1984-85 and grant to Delhi University for import of equipment from Japan as well as house building advance to Central Universities/ institutions deemed during 1985-86.

1. Roorkee and Anna University
2. The Commission pays 95 percent 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 pay grants for the mess staff of the hostels attached to some of the Delhi colleges on sharing basis of 75:25.
3. This does not include the administration charges of the UGC amounting to Rs. 105.11, 120.80, 141.31, 186.20 and 218.48 lakhs during the years 1981-82, 1982-83, 1983-84, 1984-85 and 1985-86.



.03 Grants to Central Universities:

Grants paid by the Commission towards the maintenance of central universities for the years 1981-82 to 1985-86 are indicated in Table 6.2. It will be seen that there has been an increase in the quantum of grants paid year after year. During 1985-86, grants amounting to Rs. 7220.71 lakhs were released towards maintenance of the central universities which is almost double the amount provided during 1981-82.

Table 6.2

No.	University	1981-82	1982-83	1983-84	1984-85	1985-86
.	Aligarh Muslim University	915.00	1162.83	1322.25	1496.85	1621.37
.	Banaras Hindu University	1212.00	1602.75	1790.58	2188.93	2479.45
.	Delhi University	657.00	785.71	983.33	1060.49	1166.31
.	Hyderabad University	133.50	137.51	173.42	206.87	297.36
.	Jawahar Lal Nehru University	358.00	407.82	495.83	523.32	621.43
.	North Eastern Hill University	104.00	118.00	176.75	188.82	549.20
.	Visva Bharati	271.50	278.96	387.58	409.09	485.59
	<b>Total:</b>	<b>3651.00</b>	<b>4493.58</b>	<b>5329.74</b>	<b>6074.37</b>	<b>7220.71</b>

6.04 Sub-Plan for the Development Schemes of the Central Universities:

The Commission is making separate allocation under the Sub-Plan for the development of central universities, medical colleges of central universities and hospitals attached to them and the Delhi colleges buildings under the annual budget of the UGC. During the year 1985-86, a sum of Rs 1500 lakhs was allocated under the Sub-Plan for the Central Universities. Against this, the actual grants released to the Universities were as follows:

<u>Grants released during 1985-86</u>	
(Rs. in lakhs)	
Aligarh Muslim University	8.59
Banaras Hindu University	56.55
Delhi University (including South Delhi Campus)	69.68
Hyderabad University	118.44
Jawaharlal Nehru University	101.82
North Eastern Hill University	84.46
Pondicherry University	36.00

Visva Bharati	56.19
Medical colleges of Aligarh Muslim University, Banaras Hindu University and Delhi University	83.55
Delhi Colleges buildings	151.06
	766.34

6.05 Cadre Review of Central Universities on Non-Teaching Staff:

The Commission with the help of Cadre-Review Committees of Central Universities was able to rationalise the pay scales of the Non-Teaching staff of the Central Universities.

It was also able to remove most of the disparities in pay scales for different categories of staff in all the central universities.

6.06 Monitoring Committee to Review the Performance of Central Universities:

As a follow-up of the Public Accounts Committee report on Jawaharlal Nehru University, the Commission appointed a committee to review the performance of the central universities. In the first year it is proposed that the universities of Hyderabad, Jawaharlal Nehru and North-Eastern Hill will be visited for in-depth evaluation.

6.07 Maintenance Grants to Central Universities, Institutions Deemed to be Universities and State Universities:

In compliance with the observations made by the Public Accounts Committee in its 73rd Report, a statement showing maintenance grants (Non-Plan) in respect of Central Universities, institutions deemed to be universities and such of the State Universities which have furnished the information for the years 1982-83, 1983-84 and 1984-85 is given in Appendix XXX and XXX (a).

## SECTION-7

### FACULTY IMPROVEMENT PROGRAMME

7.01 The University Grants Commission attaches great importance to faculty improvement by providing opportunities to teachers to keep in touch with the modern developments in their fields of study and research and to exchange ideas with experts in their subject areas and related fields. The focus of the programme centres around improving the professional competence of teachers to make them better equipped so that they can offer high quality instructional programmes and thus maintain high standards. With these objectives in view the Commission has been providing financial assistance to universities and colleges to enable them to improve their faculty through various programmes/schemes. A resume of these programmes supported by the Commission during 1985-86 is given below:

#### 7.02 Seminars, Symposia, Refresher Courses, Workshops etc.

The scope and coverage of Seminars/Symposia/Workshops and Summer Institutes, as defined by the Commission, has been spelt out in the Annual Report for 1983-84. The Commission continued to provide financial assistance to universities and colleges for organising such activities in accordance with approved norms. The programmes have been extensively utilised by the universities and colleges as is evident from the fact that as against 294 proposals accepted by the Commission for financial assistance in 1983-84 and 386 in 1984-85, the number of proposals accepted during 1985-86 was 444. The details of the

proposals accepted in 1985-86 are given in table 7.1 below:

Table 7.1

Proposals for Seminars, Symposia, Workshops,  
Refresher Courses accepted during 1985-86

Sl. No.	Programme	Humanities & Social Science	Sciences	Total
1.	Seminars	204	68	272
2.	Symposia	14	42	56
3.	Workshops	24	21	45
4.	Refresher Courses	14	9	23
5.	Short-term Institutes	23	25	48
Total:		279	165	444

In addition to the programmes organised by universities and colleges, the Commission also provided TA/DA to university & college teachers to participate in similar activities organised by non-university institutions during the year.

### 7.03 Conferences:

The Commission provides a token contribution to universities and colleges for organisation of conferences at the state, regional, all-India and international levels. The purpose of these conferences is to provide an opportunity to faculty members and researchers to discuss their research findings. The number of conferences at various levels for which the Commission provided token contribution during 1985-86 was as follows:-

State level	20
Regional level	14
All-India level	102
International level	16

### 7.04 English Literature Seminars:

The Commission provided financial assistance to the Universities of Bombay and Burdwan for organising English Literature Seminars on 'Contemporary literary criticism' during 1985-86. The seminars were organised in collaboration with the British Council.

### 7.05 Strengthening the Teaching of English Language:

The steps initiated by the Commission for strengthening the teaching of English have been spelt out in the Annual Report for 1984-85. With financial support from the Commission, seven universities organised specialised Summer Institutes for English Language Teaching in 1985-86

in collaboration with the British Council and the Central Institute of English & Foreign Languages, Hyderabad as under:

<u>Coverage</u>	<u>University/Venue</u>
B.Ed. college teachers	Department of Education, Delhi University.
For Agricultural Science, Engg. & Technological Institutions	M.S. University of Baroda
For teachers of affiliated colleges	Lucknow University Gauhati University Sardar Patel University Madras University Meerut University

The British Council provided Experts for these Seminars while the Central Institute of English and Foreign Languages, Hyderabad organised pre-institute workshops for the resource persons in connection with these Seminars.

An evaluation of the programmes of the specialised Summer Institutes for English Language Teaching was undertaken in a meeting of the UGC-ELT Advisory Committee to which Directors of the seven specialised Summer Institutes organised during the year were also invited. The Committee endorsed the utility of the programmes and recommended their continuation. It has been decided that the universities which organised Summer Institutes for English Language Teaching in 1985-86 may organise similar



institutes in 1986-87 also so as to cover particular area/region intensively. In addition, it has been decided that the University of Kashmir may also organise a similar institute for teachers of affiliated colleges of Jammu & Kashmir universities.

It was mentioned in the Annual Report for 1984-85 that a UGC Committee had recommended the setting up of two or three English Language Teaching Centres in each State, keeping in view the areas and number of universities in the State. The aims and objectives of such centres were also spelt out therein. In the light of the basic information collected from universities and on the recommendations of an Expert Committee the Commission has agreed to provide financial support to 13 universities as indicated below for the establishment of an English Language Teaching Centre:

1. M.S. University of Baroda
2. Gauhati University
3. Kerala University
4. Utkal University
5. Kashmir University
6. Vikram University
7. Bhagalpur University
8. Panjab University
9. Burdwan University
10. Shivaji University
11. Osmania University
12. Lucknow University
13. Meerut University

The Commission's assistance to these universities would cover additional faculty positions, purchase of books and journals and contingent expenditure. The question of providing assistance to some more universities for the establishment of English Language Teaching Centres is under consideration.

#### 7.06 Orientation Programmes:

It is necessary that a person entering the teaching profession is adequately trained so that he is able to perform competently various functions expected from him. Various professions like law, medicine etc. require that their prospective recruits spend long years in training. In the teaching profession itself professional course like B.Ed./M.Ed. is considered to be a pre-requisite for entering the profession at the school level. In the light of the specificities of the teaching-learning interface at the tertiary level of education, a full-fledged training course for teachers has not yet been considered to be essential as for school teachers, though training and orientation programmes for tertiary level teachers are becoming common in many countries. It may be said that the preparation of teachers at the university level has shown little concern for pedagogy. Very few of those wishing to enter the teaching profession are "born teachers" who can dispense with training. For the large majority of the teachers some amount of training is considered essential so as to get the best out of them. In the present situation characterised by the absence of training opportunities, entrants to the teaching profession are supposed to learn from experience. As a result they are forced to copy mechanically methods and

procedures adopted by their own teachers and inflict them on their students so that the traditional system of teaching is passed on from generation to generation. If such a situation is to be remedied, it is necessary that suitable opportunities are provided for the training of teachers at the pre-induction stage itself. Before entering the profession the prospective teachers could take up some specialised course directly oriented towards teaching. Again, immediately after a person is inducted into teaching profession, facility should be provided for the teachers to undergo a training course relating to a proper orientation towards the profession and its value, skills in pedagogy, curriculum construction, use of audio-visual aids, communication skills, educational psychology, evaluation methods, as well as use of medium of instruction - the last being specially important for teachers whose mother tongue is different from the medium of instruction.

Considering that teaching is a life time profession and also that there is rapid explosion of knowledge, it is not enough to provide training to teachers on an 'once for all' basis. Facilities should be provided for retraining of teachers periodically throughout their career.

With the above objectives in view, the Commission is considering the question of providing financial support to universities for organising orientation programmes for teachers in universities and colleges. The programmes may cover fresh-recruited teachers as also those who have already been teaching. A committee constituted by the Commission is working out the details and modalities of this programme.

#### 7.07 National Fellowships:

The scheme of National Fellowships provides an opportunity to teachers of outstanding eminence to take a year or two off from their normal duties to devote themselves exclusively to research and writing the results of their study. Under the scheme, 30 fellowships are available at any point of time. The teachers who are awarded this fellowship receive their normal salary, allowances and fellowship allowance of Rs.500/- per month in addition to a non-lapseable grant of Rs.5,000/- per year for secretarial assistance, travel and contingent expenditure. During 1985-86, the Commission awarded national fellowship to seven teachers.

#### 7.08 National Associateships:

The scheme, initiated by the Commission in 1971-72, aims at assisting outstanding university/college teachers, generally below 35 years of age and engaged in research, to visit and work for short periods (not exceeding three months at a time) at other university centres/research institutions/national laboratories which have special facilities relevant to their respective field of work. The Commission meets the actual cost of travel of the National Associates. In addition, each Associate receives an allowance of Rs.500/- per month to cover his living expenses. An additional amount of Rs.500/- is also provided to such of the scholars who are required to under-take field work. The National Associateships are

available for one year, three years, and five years. The number of awards available for each category during 1985-86 is given below:

1.	One year award	100
2.	3 - year award	150
3.	5 - year award	150

The utilisation of these awards has not been very encouraging over the last few years. The Commission has constituted a committee to review this scheme, examine the causes for the low utilisation of these awards and make recommendations for their optimal utilisation.

#### 7.9 National Lectures:

This programme enables outstanding teachers and research scholars to visit universities/colleges for delivering a series of lectures in their fields of specialisation and to participate in academic programmes of the host institutions. The Commission provides to the identified teacher an honorarium of Rs.1500/- and a grant of Rs.250/- for preparing necessary materials for delivering lectures and preparation of teaching aids in addition to travel expenses. Local hospitality is provided by the host institution. During 1985-86 the Commission identified 125 scholars under the Programme.

#### 7.10 Emeritus Fellowships:

The scheme of Emeritus Fellowships was initiated by the Commission in 1983 with the object of utilising the services of highly qualified and experienced superannuated

Professors in universities upto the age of 65 years for special purposes by the universities where such expertise are required. The total number of such fellowships at any given time is limited to 25. The amount of fellowship under the scheme was raised from Rs.1500/- to Rs.2000/- per month with effect from 1.4.1985. The awardee gets this amount in addition to his usual superannuation benefits. The awardee is also provided a non-lapseable contingent grant of Rs.6,000/- p.a. for secretarial assistance, travel, stationery, postage, telephone rent, consumables etc. Additional financial support to a limited extent is also provided in deserving cases to enable the scholar to pursue his academic activities, be research or innovation in teaching. During 1985-86, eight scholars were working under the scheme.

#### 7.11 Visiting Professors/Visiting Fellows:

Under the scheme, Visiting professors and Visiting Fellows are appointed by the universities on the basis of the guidelines circulated by the Commission from time to time. The Commission at its meeting held in April, 1985 reviewed the guidelines and laid down revised guidelines according to which 'if a superannuated person is appointed as a Visiting Professor, the honorarium payable to him should not exceed Rs.3,000/- per month excluding any superannuation benefits'.

The enhanced honorarium would be effective from 1st April, 1985.

#### 7.12 Guest/Part-time Teachers in the Universities and Colleges:

Guest/Part-time teachers are appointed in the universities and colleges in accordance with the revised guidelines circulated to the universities as reported in the Annual Report for 1984-85. These guidelines provide, inter-alia, that guest/part-time teachers may be appointed initially for a period not exceeding one academic term which could be renewed after each term subject to the condition that the total tenure of appointment of an incumbent does not exceed five years. Such teachers are not entitled to the benefits of allowances, provident fund, pension, gratuity etc. normally admissible to regular teachers in an institution. They are, however, given leave benefits similar to those given to teachers appointed on ad-hoc/temporary basis. The rates of honorarium payable to such teachers are as under:

For work-load of 3-6 hours per week	Rs.500/-per mensem
For work-load of 7-10 hours per week	Rs.750/-per mensem

#### 7.13 Sabbatical Leave:

The facility of Sabbatical leave is admissible to Professors in Universities and, since last year, to Principals of colleges also for a period generally not exceeding six months and only twice during the entire period of service. Such leave is granted for increasing the professional/administrative competence of the beneficiaries (and not for obtaining a degree) thereby enhancing their usefulness to the institution concerned.

The question of extending the benefit of sabbatical leave to Readers in the universities had been under the consideration of the UGC for quite sometime. The Commission at its meeting held in February, 1986 considered the views received from the universities in this regard and felt that the question of extending sabbatical leave facilities to Readers may be decided by the universities concerned. The views of the Commission have accordingly been brought to the notice of the universities for necessary action.

7.14 Committee on Revision of Pay Scales of Teachers in the Universities and Colleges:

It was mentioned in the Annual Report for 1984-85 that a Committee was looking into the question of revision of pay scales of teachers in the universities and colleges. The terms of reference of this Committee were also spelt out in the report.

In October, 1985 the Commission informed the Committee that the revision of pay scales of Librarians and Directors of Physical Education in universities and colleges be also considered along with the pay scales of teachers.

The Committee decided to submit the first part of its report on the original terms of reference and to take up subsequently the second part of the report i.e. on pay scales of Librarians and Directors of Physical Education in the universities and colleges. The work of the Committee was in the final stages.



#### 7.15 Merit Promotion Scheme:

The scheme of Merit Promotion was introduced in January, 1983 for teachers in universities and colleges, with the object of providing them opportunities for career advancement in recognition of their contributions to teaching, research and allied educational activities. Under the scheme, a teacher is promoted to the next higher level at the end of a specified period after critical assessment of his work. The position thus held by him is treated as personal to the incumbent and no resultant vacancy is required to be filled. Detailed guidelines of the scheme are spelt out in the Annual Report for 1983-84. The scheme has helped meritorious teachers to reach higher positions rather than stagnate at the existing position. Since 1984-85, the scheme has also been extended to the Librarians, Documentation Officers, Directors/Instructors in Physical Education who, according to the university Acts/Statutes, have been declared as teachers.

The Scheme of Merit Promotion was to remain in operation till the end of the Sixth Plan. However, the Commission subsequently decided that the scheme may continue until the report of the Committee on Revision of Pay Scales of Teachers headed by Prof. R.C. Mehrotra is received and accepted for implementation. The terms and conditions of the scheme remain unchanged. All State universities and deemed to be universities were informed of this decision of the Commission.

## 7.16 Research Scientists:

The scheme of Research Scientists was initiated by the Commission in 1983-84 with the object of providing research as a Career to bright scholars whereby high quality of research would be expected in Science, Social Sciences and Humanities in the universities. Under the scheme the Commission has created 100 positions of Research Scientists in Science and 100 positions in the Humanities and Social Sciences in the grades of lecturers, readers and professors (Categories A, B and C respectively) in the ratio of 60:30:10. In addition to the scales of pay a contingency grant of Rs.5,000/- per annum is also provided to each awardee. Persons of outstanding merit are selected centrally through a rigorous process for these appointments which are for a period of five years in the first instance. The performance of an awardee is reviewed before the five year period ends, and if it is found to be in accordance with the initial promise and of a very high quality, the awardee is either allowed to continue for another period of five years or promoted to the next higher grade. These Scientists are provided all facilities to devote full time for research and, if they wish, may take up limited assignment of teaching .

A novel feature of this scheme is that a Scientist need not be competing for promotion with existing lecturers or readers since he draws his salary directly from the Commission. He will be competing with himself and it is believed that this will promote excellence and prevent many potential researchers from going abroad.

In the year 1984-85, 41 scholars were selected under Category 'A' (25 in humanities and 16 in science subjects). During the year under review, eight scholars in humanities and nine in science subjects under category 'B' were selected. However, the selections could not be announced as the matter remained sub-judice. However, applications were being invited for the award for the year 1986-87 for all the three categories.

#### 7.17 Career Awards:

The Commission initiated the scheme of Career Awards to young scientists in the year 1979-80. The purpose of the scheme is to identify young talented teachers in sciences/engineering subjects and in humanities and social sciences having proven ability of research in their areas of specialization with a view to promote their research career by enabling them to devote their efforts and energies early in their career for research and study with minimum teaching responsibilities. These awards have generally been given to lecturers/readers who are not more than 35 years of age.

The Commission reviewed the implementation of the scheme in 1983 and decided to enhance the age limit to 40 years and revise the number of awards from 50 at a given time basis to 35 each year (20 in science/engineering and 15 in humanities/social sciences). The Commission pays the awardees their full salary and allowances. In addition, the Commission provides each awardee a research grant upto rupees one lakh and two or three research fellows during the tenure of the award which is of three years duration. The awardees are also expected to take part in teaching

work of the department. During the year 1985-86, 10 awards have been made in Science/Engineering subjects and 15 in humanities and social sciences.

7.18 Travel Grants for Attending Conferences etc.:

The Commission has been providing financial assistance to the extent of 50 per cent to the college teachers for attending international academic conferences abroad for presenting papers on the findings of their research work. The details of the scheme are given in the Annual Report for the year 1983-84 (P.82). A grant of Rs.6.46 lakhs was paid by the Commission for the purpose during 1985-86.

7.19 Staff Quarters and Teachers' Hostels:

The Commission has also been providing grants on a limited basis for the construction of staff quarters and teachers' hostels. The norms of accommodation for staff quarters and teachers' hostels are indicated in the Annual Report for the year 1983-84 (P.83). Grants amounting to Rs.302.77 lakhs for staff quarters and Rs.2.75 lakhs for teachers' hostels were paid by the Commission during 1985-86.

7.20 Teacher Fellowships:

The Commission initiated the programme of teacher fellowships in the year 1975 in order to improve the competence of teachers and the methodology of teaching. The scheme enables the teachers particularly the young faculty members to acquire M.Phil./Ph.D. degree. The teacher fellowships are mainly meant for teachers working

in affiliated colleges offering instructions in subjects pertaining to the Humanities, Social Sciences and Sciences. Two types of teacher fellowships are awarded under the scheme at present viz. short term and long-term fellowship.

The Commission provides financial assistance to the colleges concerned for appointing suitable substitutes in place of teachers selected for the fellowship provided the college concerned makes a fresh appointment. The Commission is also providing a living expenses allowance of Rs.500/- per month to the teacher deputed by the college to join the teacher fellowship in case the place of research selected by the teacher fellow is more than 40 kilometers and is not situated in the same station or place. The teacher selected for the fellowship is also entitled to draw his total emoluments from the college concerned for the duration of his academic leave. The Commission also provides contingency grant of Rs.3,000/- per annum in respect of the teacher registered for Ph.D. and Rs.1500/- per annum in respect of the teacher fellow pursuing the M.Phil. course.

## SECTION-8

### STUDENTS

8.01 Over the years the Commission has been giving increasing attention to the well-being of the student community and to the creation of an environment conducive to their study, learning and research activities. Efforts of the Commission in this regard have a direct bearing on the maintenance and improvement of standards of higher education in the country. 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/or the promotion of congenial environment and conditions for pursuing academic programmes. Besides, the Commission has also initiated a number of programmes for needy and economically weaker students on the one hand and meritorious students on the other. These include the provision of scholarships and fellowships, hostel facilities etc. Various programmes under this are reviewed below:

8.02 Lump-Sum Grant to the Universities for Meeting Contingent needs of Research Scholars:

The Commission continued to provide lump-sum grant to the universities for meeting contingent needs of research scholars who are not in receipt of any fellowship/scholarship. Assistance for this purpose is provided at two levels viz. Rs. 25,000/- for universities having on an average 100 full-time research scholars during the last three years and Rs. 50,000/- for universities having more than 100 such scholars. During 1985-86, a grant of Rs. 10.57 lakhs was paid to universities for this purpose,

### 8.03 Junior Research Fellowships:

The Commission continued to provide assistance to the universities for the implementation of the scheme relating to allocation of Junior Research Fellowships at 'anyone given time basis'.

Starting from June, 1984 all awards of JRFs such as fellowships on 'any one given time basis' in the subject concerned as also those available in any project like Centre of Advanced Study, Department of Special Assistance, Departmental Research Support Project\*, Major Research Project\* etc. are being awarded only to those who qualify in the national level test for the selection of Junior Research Fellows conducted by the Commission. During the year it was also decided that candidates who were registered/enrolled for M.Phil/Ph.D. degree before 31st July, 1984 would be awarded fellowship in the concerned department at the enhanced rate (i.e. Rs. 1000/- as applicable to those who qualify the test) provided they had qualified in the national level test even though no vacancy existed in the scheme relating to 'at any given time' basis. Such fellowship would be 'Personal' to the candidates and would not be adjusted against fellowships to the universities.

In order to provide fellowship to all those candidates who had qualified in the National Test, the Commission allocated 705 additional fellowships (in addition to 2839

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\* The condition of awarding JRF to the NET qualified candidates in the schemes relating to DRS and Major Research Projects was relaxed in February, 1986. The University or the Principal Investigator could award JRFs under the schemes from outside the Panel of NET qualified candidates @ Rs.800/-p.m. if the NET qualified candidates were not available.

fellowships already allocated ) to the universities under 'at any one given time basis' scheme. During the year, grants amounting to Rs. 221.75 lakhs were paid under the scheme.

#### 8.04 Research Associateships:

These are post-doctoral awards meant to provide an opportunity to research scholars and teachers to undertake advanced study and research in their areas of specialisation. During the year 1985-86, 98 research associateships in science and engineering subjects and 56 in humanities and social science subjects were awarded on the basis of the recommendations made by the Selection Committees.

#### 8.05 Research Fellowships for Scheduled Caste/Tribe Students:

Ten per cent of the total number of Junior Research Fellowships available with the universities on 'any one given time' basis are reserved for students belonging to Scheduled Caste/ Tribe communities. Besides, the Commission is also awarding annually 50 Junior Research Fellowships exclusively to Scheduled Caste/Tribe candidates.

As stated earlier the Commission is conducting National Level Test for the award of Junior Research Fellowships to candidates for undertaking Ph.D. work. The same procedure is followed in the case of Scheduled Caste/Tribe candidates. During the year, against the annual allocation of 50 Junior Research Fellowships for the scheduled Caste/Tribe students, hardly any candidate could qualify the National Level Test. Hence, realising the poor



performance of the Scheduled Caste/Tribe candidates in the national level test the Commission has since decided that from the year 1986-87 applications may be invited for the award of fellowships to the Scheduled Caste/Tribe candidates as was being done prior to the introduction of the national level test. The Commission also relaxed the eligibility conditions for the award of these fellowships in the case of Scheduled Caste/Tribe categories. Efforts were also continued by the Commission for arranging special coaching classes for Scheduled Caste/Tribe candidates to improve their level of competence.

8.06 Research Associateships for Scheduled Caste/Tribe Students:

It was mentioned in the Annual Report for 1984-85 that despite repeated advertisements the utilisation of research associateships was poor. The position in 1985-86 was in no way better and the response to advertisement issued in November, 1985 was very poor. Accordingly the Commission issued another advertisement in January, 1986 in all the leading newspapers in response to which only 16 applications were received against a provision of 40 positions for the Scheduled caste/tribe candidates. These applications were being scrutinised.

8.07 Research Associateships for Disabled Students:

The Commission is awarding 30 research associateships to the physically handicapped students including the blind, deaf and the mute. During the year under review, the Commission, despite repeated advertisements, received 20 applications for these awards. These applications were being scrutinised.

8.08 Research Associateships in Gandhian Studies, Nehru Studies and National Integration :

The Commission is awarding research associateships in Gandhian Studies, Nehru Studies and National Integration. During the year 1985-86, the Commission awarded five research associateships in Gandhian Studies, two in Nehru Studies and six in National Integration.

8.09 Research Fellowships in Engineering and Technology:

The Commission is awarding 60 research fellowships every year in engineering and technology to enable the students to undertake advanced study and research in their fields of specialization. During 1985-86, 61 candidates were selected for these awards.

8.10 Border Hill Areas Scholarships:

The Commission has instituted 25 scholarships for meritorious postgraduate students belonging to scheduled castes/tribes and backward communities of border hill areas in order to promote channels of academic communication between students of these regions and the rest of the country. During the year 1985-86 the Commission selected 27 scholars for the award on the basis of the recommendations made by the Selection Committee.

8.11 Award of Junior Research Fellowships/Research Associateships to Talented Students of Developing Countries:

The Commission is providing assistance to the talented

scholars of developing countries for doing research in Indian universities in science, engineering, humanites and social science subjects. For this purpose, the Commission has instituted 10 junior research fellowships and five research associateships. During the year, the number of junior research fellowship was raised to 20 and of research associateships to seven.

The demand for these awards from the developing countries has been increasing. As many as 41 countries applied for assistance under the programme and nearly 50 applications were received during 1985-86. These applications were being scrutinised.

#### 8.12 Scholarships to Science Students pursuing B.Sc. Course:

The Commission is providing scholarships to 100 meritorious science students pursuing B.Sc. courses. Only those students are offered these scholarships who fall after the cut-off-list of the National Talent Search (NTS) Examination's merit list. Since the NTS examination has been decentralised by the NCERT w.e.f. 1985, no fresh scholarships for B.Sc. students have been awarded during the year under report. Such of the students who merited support during 1984-85 are continuing to receive the scholarship.

Assistance for the above scholarships is according to the NCERT rules viz. Rs.200 per month as scholarship and Rs.300 per annum as book grant.

### 8.13 Construction of Hostels:

The Commission has been giving high priority to the construction of hostels for students in universities and colleges. Provision of hostel facilities is one of the important items included in the general programmes of development of universities and colleges.

In the interest of social justice, the Commission has laid down 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 laid down that its assistance for construction of hostels in backward areas would be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas. The Commission has also been encouraging the construction of dormitories and/or double or triple seated rooms rather than single seated rooms in the hostels in order to keep the cost of construction low.

During 1985-86 a grant of Rs.404.38 lakhs was paid to universities and colleges towards the construction of hostels.

### 8.14 Three Year Degree Course in Physical Education, Health Education and Sports in Multi-Faculty Colleges:

It was mentioned in the Annual Report for 1984-85 that, on the recommendations of a committee, the Commission had approved the introduction and course content of a three-year degree course in Physical education, Health education and Sports in multi-faculty colleges affiliated to the

universities. During the year under report, the Commission at its meeting held in July, 1985 generally accepted the recommendations of a Committee constituted by it to work out the financial implications of the introduction of the course. These recommendations are given at Appendix-XXXI.

8.15 Bursary Scheme:

Under this scheme the awards are to be made to the students of Scheduled Caste/Scheduled Tribe category after passing the 12th Standard examination on the recommendation of the NCERT. During the period under report no recommendation was received from the NCERT and hence no award was made under the scheme.

## SECTION 9

### CULTURAL EXCHANGE PROGRAMMES AND INTERNATIONAL COLLABORATION

#### 9.01 Cultural Exchange Programmes:

Programmes of Cultural Exchange are intended to promote cultural, educational and scientific cooperation between India and other countries and are covered under specific agreements between the Government of India and Governments of other countries. Programmes connected with higher education are assigned by the Government of India to the UGC for implementation. These programmes relate generally to exchange of visits of teachers for study-cum-lecture, exchange of views, developing contacts, development of bilateral academic links between institutions in the two countries, organisation of joint seminars, assignment of foreign language teachers and award of scholarships/fellowships. Visits under these programmes normally range from four to 12 weeks. In specific cases, these visits could be for a period of upto six months. In the case of assignment of foreign language teachers and award of fellowships/scholarships, these visits are normally for one academic year. These programmes prove useful to the teachers in keeping themselves abreast of advances made in their fields of specialisation and in exploring possibilities of developing collaborative programmes. During 1985-86, such programmes were being implemented by the Commission with 42 countries. During the year, the Commission hosted the visits of as many as 84 foreign scholars from various countries and arranged their programmes at various institutions in India. The

corresponding number of Indian scholars who were deputed abroad under these programmes during the year was 69.

- 9.02 An important activity on which the Commission laid greater stress during the year was the development of bilateral institutional linkages in specific areas between identified departments of universities and institutions of higher education in the two countries. The Commission has not been in favour of comprehensive institutional linkages as these are not considered viable on account of different levels of development of teaching and research of the corresponding departments of the universities. As such, areas of bilateral collaboration have been identified under the Cultural Exchange Programmes with countries like the USSR, FRG; GDR, Bulgaria, Czechoslovakia, Hungary, Poland, France, Yugoslavia, Italy, etc. This programme of bilateral collaboration is reviewed from time to time and additional areas are identified for collaboration. An important development in this respect during the year was the agreement between the University Grants Commission and the Soviet Academy of Sciences and the Ministry of Higher and Specialised Secondary Education, USSR. for the identification of areas of mutual cooperation. These areas were subsequently examined by an expert committee constituted by the Commission. The Committee identified about ten areas which could be taken up for collaboration between Institutions in India and the Soviet Union in the first phase of the programme. The universities/institutions concerned in India have been requested to formulate programmes in this regard for onward transmission to the Soviet side. These programmes are proposed to be finalised for implementation only after exchange of exploratory visits by senior faculty members

from identified institutions in the two countries. The programmes would involve exchange of teachers, joint seminars, joint research projects, and exchange of material and data. The Commission is gradually shifting emphasis in the cultural exchange programmes from the general exchange of scholars to the programmes of developing institutional linkages in specified areas. It is felt that such linkages would strengthen collaboration between India and foreign countries in specified areas. Efforts are also being made to identify areas of possible mutual collaboration with other countries covered under the Cultural Exchange Programmes.

A resume of the various activities included under the Cultural Exchange Programmes for 1985-86 is given in the paragraphs which follow.

#### 9.03 Delegations:

- i) The Commission hosted the visit of a three member delegation from the People's Democratic Republic of Yemen in July, 1985. The purpose of this visit was to explore the possibility of developing cooperation between the University of Eden and Indian Institutions of higher education. The delegation visited the University of Roorkee and the Indian Institute of Science, Bangalore. The delegation also had detailed discussions with the UGC, arising out of which it agreed to send specific proposals to the Commission for developing cooperation. These are awaited.
- ii) An eight-member delegation headed by the Chairman, University Grants Commission, visited the USSR in



September, 1985 to hold discussions with the Soviet Academy of Sciences and the Ministry of Higher and Specialised Secondary Education, USSR for identifying specific fields of cooperation between institutions of higher education in the two countries. As a result of the discussions, agreement was reached with the Soviet agencies for developing cooperation in a number of areas as reported in Para 9.02. The implementation of the Indo-Soviet Cultural Exchange Programme relating to higher Education was also reviewed.

iii) On the invitation of the President, University of Phillipines, a four-member delegation headed by the Vice-Chancellor, Roorkee University, visited Phillipines in December, 1985 with a view to exploring the possibility of developing collaboration in the field of higher education between the two countries. The delegation had detailed discussions with the University of Phillipines and other universities in Manila. The proposal for the return visit of the delegation from the University of Phillipines is under consideration.

iv) A two-member delegation from the German Democratic Republic visited India in March, 1986 to hold discussions with regard to further development of German language and literature in Indian universities. The delegation had detailed discussions in the UGC and visited Jawaharlal Nehru University, Poona University and Central Institute of English and Foreign Languages. The proposals for further cooperation in these areas are awaited from the GDR side.

- v) A three-member team from USSR visited India to participate in the 20th Anniversary Celebration of the Centre of Russian studies, Jawaharlal Nehru University in December, 1985. Apart from participating in the academic programme organised by the Jawaharlal Nehru University, the delegation also had discussions with the University Grants Commission on the implementation of the Indo-USSR Cultural Exchange Programme.
- vi) The Commission deputed a four-member team to Tunisia in February, 1986 for participation in a Symposium on 'Informatics and the Teaching of Mathematics in Developing Countries'
- vii) A two-member delegation from Tunisia was scheduled to visit India in March-April, 1986. However, only one of the two members visited India and had detailed discussions with the University Grants Commission, Jawaharlal Nehru University, Delhi University, Indian Law Institute and some other institutions for the purpose of developing cooperation in the field of higher education between the two countries.

#### 9.04 Foreign Language Teachers:

Under the scheme, there is a provision for the assignment of foreign language teachers to universities in India for a specified period. The departments provided with this facility are generally those which have a proper infrastructure for teaching the foreign language(s) concerned. The Commission's thinking is that these foreign language teachers should support their Indian counterparts rather than replace them. During the year

1985-86, 35 teachers in Russian, 11 in German, 11 in French and one each in Polish, Serbo-Croatian, Rumanian, Bulgarian, Mongolian, Korean, Vietnamese and Hungarian languages were assigned to universities in India. The Commission also has under consideration a proposal from the German Academic Exchange Service for providing German language teachers for scientific and technical subjects to universities in India.

9.05 Joint Seminars:

Interaction of Indian and foreign scholars took place by way of the following Joint Seminars/Courses organised during 1985-86:

- i. A six member team from India participated in the Indo-USSR joint seminar on 'Rational utilisation, conservation and management of Hydro resources for integral and comprehensive regional development' held at Dushanbe (USSR).
- ii. An Indo-Canadian Seminar on 'Development of Canadian Studies ' was organised by the M.S. University of Baroda in December, 1985 in which four Canadian scholars participated. The seminar discussed threadbare the development of Canadian studies in Indian Universities. The M.S. University of Baroda has been identified as a Centre for Canadian Studies in literature.

In addition to these, Indian teachers participated in the Annual International Economic Seminar held in East Berlin, GDR and the Philology courses for German

Language teachers organised at the various centres of the German Democratic Republic.

The Commission has constituted a group to work out themes for joint seminars with USSR in terms of provisions of the Indo-Soviet Cultural Exchange Programme. Earlier, the Commission had been organising joint seminars with the Soviet Union on the recommendation of the Indo-Soviet Joint Commission of Social Sciences received through the ICSSR. The Commission would now implement this programme directly.

#### 9.06 Fellowships and Scholarships:

The following fellowships/scholarships were offered during 1985-86:

- i) The Soviet Government offered 35 scholarships for Russian language and literature. Nominations made by the Commission against these scholarships have been accepted by the Soviet Government.
- ii) The Commission nominated scholars against the 12 fellowships offered by the German Academic Exchange Service for advanced research in Natural Sciences, Mathematics, Geology, German Language and literature and some areas in Humanities and Social Sciences. Two of these fellowships are reserved for German Language and Literature. Seven nominations were accepted by the FRG side.
- iii) The German Academic Exchange Service offered six short term fellowships for teachers of German

Language and Literature for a period of three months each. These fellowships were all utilised.

- iv) Against three short term fellowships of three months' duration for teachers of German Language, offered by the German Academic Exchange Service, the Commission nominated three scholars.
- v) Against five short term fellowships, of the total duration of 20 man-months, offered by German Academic Exchange Service in German culture and related fields for Ph.D. scholars, two scholars visited the Federal Republic of Germany.
- vi) The Commission nominated teachers and students against the six fellowships and 13 scholarships offered by the French Government for French Language, Literature and Civilisation for 1986-87.

9.07 Academic Link Interchange Scheme:

This programme, which is being implemented in collaboration with the British Council, provides for the development of linkages in specified areas between institutions of higher education in India and the U.K. It involves the exchange of faculty from identified participating institutions for a period not exceeding 20 weeks each. The visits have the following objectives:

- (a) Joint Research;
- (b) Joint Publications;

- (c) Curriculum and Course Development;
- (d) Academic/Professional/Administrative staff exchange development.

Of the 25 areas identified for collaboration, programmes have been mutually agreed in 12 areas for implementation. During the year 17 Indian scholars visited the UK under the programme while the number of British scholars who visited universities in India was ten. The question of taking up collaborative programmes in additional areas identified is under consideration.

9.08 Collection of Source Material for Research Work in UK and other Countries:

Under the scheme, the Commission provides travel and maintenance expenses senior Indian scholars in Humanities and Social Sciences for their visit to UK for a period of 6-8 weeks to enable them to collect material for their research work which is ordinarily not available in India. The period of 12 man-months available under this programme was almost utilised and seven scholars were assisted under this programme.

As already reported in the Annual Report for 1984-85, the Commission initiated in 1984-85 a new programme of providing travel grant to not more than 20 teachers in a year for visit to foreign countries for collection of material for their research work or to avail offer of a fellowship or assistance from an agency from that country where the scholar has been offered partial or full financial assistance for his maintenance. Twelve teachers were provided assistance under this scheme.

#### 9.09 Development of Canadian Studies:

Under the scheme the Commission has identified some universities for the development of Canadian Studies in specific disciplines. Names of these universities are given in the Annual Report for 1984-85. Although these universities have been identified for a single discipline to start programmes in Canadian Studies, the intention is that in course of time they would be developed into multi-disciplinary centres of Canadian Studies. During the year, a scholar from Rajasthan University visited Canada to familiarise himself with teaching and research being done in Canadian universities with a view to introducing Canadian Studies in the area of Political Science in Rajasthan University.

It has been agreed with the Shastri Indo-Canadian Institute that there will be an exchange of scholars between the two countries for a period of two man-months per year. The Commission nominated two scholars for a period of two weeks each for visit to Canada to study problems relating to administration of universities. A Canadian Political Scientist also visited India under this programme during the year and had discussions with senior scholars in some universities.

A Seminar on 'Canadian Society in Transition since World War II' was organised in February, 1986 by the Department of English, M.S. University of Baroda which has been identified as a Centre of Canadian Studies in Literature. Three Canadian scholars participated in the Seminar. The Commission also agreed to support the participation of

a scholar in the Canada-India Conference on Public Economy held in February, 1986.

9.10 Indo-US Fellowships:

The Commission under this programme awards 15 fellowships of 10 months each to American scholars for their post-doctoral research work in India. Similarly, the American side also awards 15 fellowships to Indian scholars for pre-doctoral and post-doctoral work in the USA out of which the Govt. of India allocates 12 fellowships to UGC for the visit of teachers from universities/colleges and Indian Institutes of Technology to USA for post-doctoral work. The remaining three fellowships for pre-doctoral work by Indian scholars in USA are handled by the Government of India (Department of Education) itself. Against the 12 fellowships allocated to UGC for Indian scholars, the Commission converted five of these into 15 short-term visitorships of 13 weeks each and made nominations against seven long term fellowships of 10 months and 15 short-term visitorships of 13 weeks each. Against the 15 fellowships to be awarded to the American scholars, the Commission received nominations for 12 long-term fellowships of 10 months each and 6 short-term fellowships of two-three months each.

The Indo-US Exchange of Scientists Programme (coordinated by the CSIR in India and the NSF in USA) under which a period of 150 man-days per annum was being made available to the UGC for the visit of Indian scholars to USA was discontinued during the year.



9.11 CSIR-CNRS (France) Exchange of Scientists Programme:

Under this programme CSIR allocated 200 man-days for the visit of Indian scientists to France and similarly the UGC allocated 200 man-days to the CNRS for the visit of French scientists to India in connection with their research work during the year. Five Indian scholars visited France during the year while three French scholars visited India under this programme.

9.12 Commonwealth Academic Staff Fellowships & Scholarships:

Under this programme initiated in 1969-70, the Commission coordinates with the Commonwealth Scholarship Commission in UK and makes nominations for the Commonwealth Staff awards (fellowships and scholarships) to enable promising faculty members in universities and colleges in India to work at universities or other institutions in the UK. These awards are not available in the fields of Medicine and Surgery as Commonwealth Medical awards are available separately. During 1985-86, the Commission recommended 42 scholars for fellowships and 13 for scholarships. Out of these, the Commonwealth Scholarship Commission have finally selected 22 for fellowships and four for scholarships.

9.13 Specialised Programmes Organised by International Centres/Agencies:

The Commission provides one way air fare to teachers in universities and colleges for participation in summer/winter schools on specialised courses organised by centres run by International agencies or professional bodies like

the British Council. The remaining air fare and living expenses for the duration of the course are to be provided by the organisers of the programme or the institution where the teacher is working or the State Government or any other agency. During the year, the Commission agreed to provide financial assistance by way of one-way air fare to 12 teachers from universities/colleges.

9.14 Visits Abroad:

In pursuance of the decision taken on recommendation 3.8 contained in the 73rd report of the Public Accounts Committee (Sixth Lok Sabha) on University Grants Commission, the information in respect of the visits abroad of the Chairman, Vice-Chairman and Officers of the Commission during the year 1985-86 is given in Appendix-XXXII.

## SECTION - 10

### ADULT, CONTINUING AND EXTENSION EDUCATION AND DISTANCE LEARNING

#### 10.01 Adult Education:

The current involvement of universities in the adult and continuing education activities is the outcome of the recognition of the importance of extension education programme by the University Grants Commission as reflected in the Policy Frame of the Commission (1978).

The policy statement underlined the need for extension activity as an important dimension of higher education equal in importance with teaching and research.

The Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. It was intended to impart functional literacy with assured follow up and continuing education within a target-oriented and time-bound frame. Universities and Colleges also participated in this national task under the UGC scheme of Adult Education and Extension.

Adult literacy programme through universities was to be implemented in two phases. First phase covered the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase all affiliating type of universities and atleast 1,500 colleges were to be involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres is to be raised to atleast 50,000 by involving all the

universities/colleges in the country. While doing this, and in particular in the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and colleges in the rural/backward/ tribal areas were given priority so as to ensure priority in organising the programmes for women, scheduled castes/tribes and people from the rural and backward areas of the country.

The Commission during this period took some major decisions having considerable bearing on the strengthening and expansion of the programmes of Adult and Continuing Education in the universities, as given below:

- i) Universities were requested to establish Departments of Adult and Continuing Education and Extension.
- ii) The pay scales of Directors, Assitant Directors/ Coordinators and Project officers of Adult and continuing Education were rationalised.
- iii) The commission requested the Chancellors and Vice-Chancellors of universities all over the country for expeditious appointments of staff.
- iv) Post M.A. Diploma in Adult Education was introduced in a few universities with a view to provide trained manpower.

- v) The programmes of Adult and Continuing Education and Extension are to be implemented under one umbrella.
- vi) The Commission constituted a monitoring group consisting of experts to monitor the programmes all over the country.

A group appointed by the Commission to review the performance of the programme at University level made the following observations in its report:

- i) Receptivity on the part of the university system to concretisation of extension in terms of specific programme critical to the process of national development including the need for an early eradication of illiteracy has been noted by all institutions.
- ii) Some institutions have definitely emerged as leaders in extension programmes like eradication of illiteracy by a process of having adopted both area approach and the target group coverage approach.
- iii) The Sixth Five Year Plan perspective in terms of the extent of involvement of students and teachers holds out a great deal of hope for expanded involvement of these sections.

- iv) Universities have, by and large moved speedily in setting up infrastructure for the implementation of these programmes.
- v) Keeping in view the large, scale involvement of students and teachers, the universities have made a bold attempt to respond to the requirements of training functionaries.
- vi) The programme implementation process in the Sixth Plan has brought to surface many on-the-spot mechanisms of co-ordination.
- vii) The national programme of eradication of illiteracy has provided a unique opportunity for the universities to develop co-ordination mechanism with development departments.
- viii) The Sixth Plan programme implementation experience has generated a sizeable body of printed and mimeographed literature on extension in general and eradication of illiteracy in particular.
- x) The programme implementation process in the Sixth Five Year Plan indicates a positive movement growing in the universities reflecting institutional concern for the need to generate movements and agents for social change for the growth of a more egalitarian society.

The instrument use collect primary data has generated information as below:

- i) Work in pre-selected areas has been undertaken by universities and some universities also adopted groups of villages;
- ii) The communities covered under the programme have rural, urban, semi-urban, tribal and in selected universities people of the hill regions also.
- iii) Kerala and Rajasthan Universities have been bringing out journals in adult education. News-letters are being brought out by many universities. Over 25 books on different aspects of adult and continuing education were written and edited and published by university personnel.
- iv) Many universities have initiated and undertaken the preparation of films, film strips, audio and video cassettes transparencies, slide-cum-tape programmes, etc.
- v) The programme of adult education and extension has made the following impact on the educational system:
  - It has helped in making the system flexible and open
  - It has helped in introducing innovative and non-traditionl measures;

- It has helped in changing attitude of teachers and students towards their obligation to society. More and more teachers and students are coming forward to participate in the programme.
- It has accepted that extension programmes are a two-way process benefitting the academics as well as the community.
- Greater relevance and challenge are reflected in the restructured courses.
- The programme has expanded considerably in quantitative terms.
- Universities are thinking on the lines of restructuring their courses bringing in extension components in the curriculum.
- Adult education is emerging as a discipline and continuing education is laying its roots in the country.

The following problems were brought to the notice of the Commission in the implementation of the programmes of Adult Education:

- i) The Advisory Committees constituted by many universities for the purpose were found to be rather unwieldy and representatives of State Governments did not attend the meeting regularly.



- ii) Many universities have not appointed all the staff sanctioned so far. In colleges the work of adult education is still not considered a curricular work.
- iii) The students from the university system have to work in the midst of their heavy schedule of curricular and other activities, examinations and vacations.
- iv) There is a lack of motivation among the college students because (a) no adequate credit system has been worked out to evaluate and reward their adult education work and (b) satisfactory adjustment in the schedule of academic classes and of adult education programme has not emerged in many cases.
- v) There is a lack of awareness on the part of the university officials about the importance of this programme as an important input to socio-economic development of the country.
- vi) There is a lack of co-operation and co-ordination at the State/District level with the various agencies engaged in the programmes.

As on 31.3.1986, 92 universities and 2138 colleges were involved in the programme.

The work of the State Resource Centres in the Universities of Kashmir, Panjab and Osmania were reviewed and provided further assistance.

10.02 Programme of Continuing Education and Extension:

The Commission continued to provide financial assistance to the universities/colleges for their participation in the programmes of continuing education as per the following schemes of the Commission:

(a) Scheme of Continuing Education

(b) Scheme of Adult and Continuing Education and Extension.

(a) Scheme of Continuing Education:

Under this scheme 14 universities were assisted to organise programmes of Continuing Education particularly for the weaker sections.

(b) Scheme of Adult & Continuing Education & Extension

The objectives of this scheme, formulated in 1982, are spelt out in the Annual Report for 1984-85.

The universities/colleges have been advised to give priority to the programmes for women, in particular women of rural and slum areas, scheduled castes and scheduled tribes, drop-outs, unemployed and out-of-school youth, handicapped, workers in the unorganised/organised sectors, teachers teaching primary, secondary and handicapped children and university students from under-privileged rural groups and from slums.

During the year under report 64 universities and 37 colleges were assisted under this scheme. The universities/colleges were advised to adopt certain thrust areas for the organisation of their activities.

#### 10.03 Population Education:

The institutionalization of Population Education in the system of higher education is to convert the idea of seeking educational intervention towards promoting an understanding about the very critical relationship between population size, development and the quality of life of the people through curricular and co-curricular activities in University/College extension programmes in the community.

The Commission envisages the active involvement of the entire massive infrastructure of all the universities and over 5500 colleges in the country for inculcating an understanding of Population Education issues among students and the community at large through their extension work.

The Commission has already taken the following steps towards promoting the cause of Population Education through universities and colleges:

- i) Circulation of a set of 15 lecture series on various aspects of Population Education for use by the Universities and Colleges.

- ii) Inclusion of Population Education in the scheme of restructuring of courses at the undergraduate level in foundation and applied courses.
- iii) Strengthening of Population Education at the post-graduate level and provision of UGC assistance under its normal developmental programmes.
- iv) Assistance to the universities and colleges for surveys/research projects on Population Education to be undertaken by Universities/Colleges, with particular reference to small family norms, infant mortality, malnutrition, age composition, sex ratio, study of communicable and congenital diseases, indigenous practices of population control, knowledge, attitude and practice (KAP) etc.
- v) Inclusion of Population Education as one of the major activities under the programme of Adult and Continuing Education.
- vi) Promotion of television series on Population Education.
- vii) Institution of 'Population Education Clubs' through universities and colleges for the benefit of the students and the community at large with the following objectives viz., (a) to make the student community aware of the dynamics of population problem, (b) to make the students understand the population policies and programmes of the country

and appreciate the need for "small family norm" and (c) to educate the community about the consequences of rapid population growth at the family and national levels.

Population Education activities are being undertaken through Departments/Centres of Continuing Education and Extension in Universities/Colleges.

The Commission has agreed to involve all the Universities/Colleges in population education activities latest by 31.3.1990.

A UGC-UNFPA Project has been formulated in the realisation that population size and its quality have an inextricable link with the process of development in every country and that realisation of this critical linkage has to be promoted through an interaction and participatory learning process. The long-term goal of the project is to secure involvement of the entire higher education system in the country and link it with the developmental process of India with the following specific long range objectives:

- To make the students and teachers aware of the population situation in the country.
- To institutionalize population education in the formal curricular and co-curricular system of the universities.
- To institutionalize population education at the University and College level.

The project seeks to set up 12 Population Education Resource Centres (PERCs) in the University Departments of Adult, Continuing & Extension Education/ Centres of Adult, Continuing and Extension Education in a phased manner as follows with at least one of these specialising in programmes for women and another for rural population:

1986	6 PERC's
1987	3 PERC's
1988	3 PERC's

Each PERC would provide support service in Population Education Programme to universities/colleges in a specified area in terms of training, production and distribution of learning materials in print and audio-visual forms as part of a well-formulated curriculum, evaluation, action research, documentation, and integration of Population Education at the undergraduate level.

The following steps were also taken during the year for strengthening programmes of Population Education:

- i) Organisation of National Preparatory Workshop for the formulation of guidelines, strategies and work plan for the year 1986.
- ii) Identification of Universities to be developed as Population Education Resource Centres under UNFPA-UGC Project.

- iii) Identification of the jurisdiction of the 12 PERCs with a view to involve all the universities and colleges of the country in the programme.
- iv) UGC agreeing to provide financial support to all the 12 PERCs from January, 1986 irrespective of different assistance schedule of UNFPA i.e. 6 in 1986, 3 in 1987 and 3 in 1988.
- v) Sanctioning of additional staff consisting of Assistant Directors, Project Officers and Technical Assistants to all the 12 PERCs.
- vi) Sanctioning of funds to all the 12 PERCs for the purpose of training, learning materials, audio-aids, monitoring and research evaluation, research and contingencies etc.
- vii) Constitution of six task forces in order to undertake work relating to the following six tasks of the projects viz.,
  - a) Training
  - b) Curriculum Development
  - c) Learning Materials (print)
  - d) Learning Materials (Audio-Visual)
  - e) Monitoring and Evaluation
  - f) Research, documentation and dissemination

Steps have also been taken to finalise the details of equipment such as Xeroxing, Typing machines, vehicles fitted with audio-visual aids etc.

10.04 Planning Forums:

With a view to create an awareness of the need for planned development of the country among the student community and involve them in national development efforts right from the planning stage, the Commission continued to provide assistance to the universities and colleges for instituting planning forums on 100% basis. The scheme aims to develop plan consciousness among the educated youths in particular and through them among the general public.

During the year under report 40 universities and 23 colleges were participating in this scheme.

10.05 Review Committee on programmes of Adult Education, Population Education, Continuing Education and Extension etc.

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The Commission considered the recommendation of the Committee set up by it to review the programmes of Adult Education, Population Education, Continuing Education and Extension etc. and accepted the recommendations regarding



the participation of students and teachers in implementation of the programmes of eradication of illiteracy and post-literacy programmes etc. as per details given below:

- i) The programmes of eradication of adult illiteracy in the age group 15-35 should be planned keeping in view the national commitment in this regard.
- ii) Colleges in rural areas have sufficient close links to transform their area projects into community education centres. These centres should be run in the college premises on a whole time basis to provide access to all learners at their convenience and at their own pace.
- iii) Universities participating in this programme should provide for project report in lieu of one of the optional papers of their subject in degree courses, which should be evaluated on the lines of project report in faculties of social work etc. and its marks/grades added along with other subjects of examinations.
- iv) Support should be provided for mass movement through students and teachers to be launched from May, 1986 simultaneously in all universities.
- v) Every year two or three eminent persons should be invited to accept National Lecturership with a view

to inculcating through them basic understanding of the manifold dimensions of Adult and Continuing Education.

- vi) Services of experienced persons in this field as Consultants should be requisitioned to help UGC Secretariat in effectively monitoring the programmes and progress.
- vii) Documentation centres be established to work as Course Banks and Education Resource Centres. These centres should be equipped with audio-visual facilities, including cassettes etc.
- viii) The Commission's assistance for these programmes be extended upto the period ending 1995 instead of 1990 and that a whole-time project officer in the pay scale of lecturer may be allowed in colleges having broad-based programmes of Adult Education for coordination of such activities. The post would be a non-vacation academic one.

#### 10.0 6 Distance Education/Correspondence Courses:

Several Universities in India have instituted the programmes of distance education/correspondence courses 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/correspondence course 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, audio-visual aids etc. The objectives of the scheme are (a) to meet the increasing demand for education by utilising alternative system of delivery and (b) to bring about equalization of opportunity by providing facilities in backward regions, as also to the weaker sections of the community who have to take up jobs owing to their pecuniary circumstances and for women many of whom still find it difficult to go to a college as they belong to tradition-ridden families and communities.

The Commission continued to provide assistance towards staff, personal contact programmes, study centres, preparation of lessons and library facilities etc. to universities in this regard. The Commission has requested the universities that Institutes of distance education be given more autonomy both in their functioning and in academic programmes. They may be given the status of university department of an Institute with an open approach to admission of students, selection of courses for study by the students etc. Moreover, the functioning of the Centres of Distance Education should be regularly monitored at the national and state level with

a view to ensuring the quality and relevance of courses of study.

The Standing Committee appointed by the Commission on Distance Education made the following recommendations which are under the consideration of the Commission:

- i) Periodical review of the on-going programmes of correspondence education in the country is essential in order to evaluate their success as well as the drawbacks.
- ii) It would be desirable to set up the correspondence courses institutes to launch need-based/job oriented/vocational courses, as also some enrichment courses for people who need that sort of education for updating their knowledge or improving their skills.
- iii) A phased programme for the development of audio-visual media needs to be drawn up in order to make the teaching-learning process more effective and interesting. Steps should therefore be taken to provide adequate Radio and T.V. support to the institutes of correspondence courses throughout the country.
- iv) The question of coordination between the open universities/centres of correspondence courses in Indian universities etc. be worked out early.

- v) With a view to developing human resources in the field of distance education in the country it would be desirable to take the following steps viz:
- (a) Organise atleast one or two Intensive Summer Institutes for faculty members from the Centres of Correspondence education in the universities each year;
  - (b) Organise one-two workshops for key level people each year at the national level on different aspects of correspondence education, and
  - (c) Institute visiting professorships in distance education.
- vi) Material-print/audio-being used by the Institutes be reviewed and suggestions made for their improvement. A review and evaluation of material produced by the Institutes in the Indian context and its adoption by other countries.
- vii) There is a need to study different aspects of distance education in India. Areas of research in which UGC may assist through its various schemes and programmes of research in distance education.
- viii) It is essential to strengthen the on-going programmes of correspondence courses in the

university system on a continuing basis. For this purpose it would be desirable to institute a scheme of payment of developmental grants to the universities for their correspondence courses like other developmental efforts of the Commission.

- ix) State Governments should provide adequate maintenance grants to the centres of correspondence courses in order to ensure that they do not run into deficit at any stage.
- x) The guidelines of the UGC on correspondence education also need to be reviewed.
- xi) There is urgent need to provide adequate infrastructural facilities for the programme of distance education, in particular the network of study centres - well equipped with reading material and audio-visual aids etc. besides facilities for study and extra curricular activities throughout the country so as to help in promoting effective organisation of contact programmes of the institutes of correspondence courses throughout the country.

Some urgent decisions earlier taken, as listed below, were pursued during the year to ensure their implementation:

1. The Institutes/Schools of correspondence courses may be given the status of a department.

2. The Institutes will have adequate core staff. The staff will be treated like teachers except for their working hours and vacations. The strength of the core staff will be as per guidelines of the UGC.
3. There should be a system of subsidising the correspondence courses just like that of regular colleges/universities. The State Governments should take over the maintenance expenditure on posts etc. whenever the UGC assistance ceases.
4. The Institute of correspondence education should have sufficient autonomy in their functioning and in the developing of courses. It is extremely important to provide non-traditional courses which are need-based and innovative. It would be desirable to develop credit-based courses system.
5. It is extremely important to put a ban on private appearance so as to compel the students for making an effective use of distance education facilities. This will improve the quality of the distance education programme in the country.

#### 10.07 Coaching Classes for Competitive Examinations for Weaker Sections amongst Minority Communities

The Commission continued to provide assistance to universities and colleges for organising special coaching classes for socially and economically weaker section students belonging to minority communities. The coaching programmes are meant to prepare such students to compete in various competitive examinations for recruitment to

services under the Central and State Governments, public undertakings etc. at various levels.

While the main coaching centres are located at the universities the sub-centres are located in colleges. The universities are largely responsible for organising coaching classes for the All-India Services as well as State level services while the colleges are responsible for organising coaching classes for lower categories of examinations.

Suitable guidelines have been formulated in this direction. These have been circulated to the universities. There is a Standing Committee which advises the Commission on the scheme.

Twenty universities and 14 colleges were assisted during the year for instituting these classes.

Steps were taken to initiate a process of Review of the scheme during the year.

#### 10.C8 National Integration:

The Commission is of the view that University system be involved in promoting the process of national integration. The theme of national integration should find a place in the activities of universities and colleges relating to teaching, research and extension. A committee under the Chairmanship of Hon'ble Justice Mr. Beg, Chairman, Minority Commission has been constituted to make recommendations in this regard for consideration of the Commission. The report of the committee is awaited.



The Commission has agreed to the establishment of a Centre of National Integration at Visva Bharati. The major activities of the Centre would be as under:

- i) Studies and research;
- ii) Dissemination and propagation of the theme of national integration;
- iii) Training of teachers in regard to national integration;
- iv) Collaboration with national institutions devoted to national integration; and
- v) Collaboration with foreign and international institutions whose work may be conducive to the promotion of the theme of national integration.

The Commission has been supporting universities and colleges for organising seminars, workshops and undertaking research projects on issues pertaining to National Integration. Five Research Associateships on this theme are awarded each year by the UGC.

The Commission also circulated guidelines formulated by the Ministry of Home Affairs (Government of India) on the theme of National Integration for voluntary organisations for assistance to universities for their information.

Under the scheme of 'International Year of Youth' the Commission agreed to the organisation of 4 regional meets for youth in the universities all over the country to discuss interalia the theme of national integration.

10.09 Training and Orientation Centres of NSS:

The Department of sports in the Government of India had been providing ear-marked funds to the UGC for disbursement to such selected universities where centres of Training and Orientation for NSS officers are established. This task has since been handed over to the Department of Sports and Youth, Government of India which deals with the scheme of NSS in the universities.

## SECTION - 11

### FACILITIES FOR SCHEDULED CASTES AND SCHEDULED TRIBES

11.01 During the period under report, the University Grants Commission continued its efforts to ensure that Government of India's orders are followed in the spirit in which these were envisaged in regard to reservation of seats for various courses of studies, recruitment to teaching (upto lecturer's post) and non-teaching posts and posts to be filled by promotion. The Commission from time to time provides various incentives for the upliftment of scheduled Caste and scheduled tribe communities.

11.02 Sub-Plan and Special Component Plan:

As a part of its Seventh Five Year Plan Programme, the Commission has earmarked an outlay of Rs. 925 lakhs for the Sub-Plan for Scheduled Tribes and Rs. 1630 lakhs as the Special Component Plan for Scheduled Castes. The programmes/schemes included in the Sub-Plan and Special Component Plan for which the outlays have been made mostly consist of existing schemes of the Commission, modified to the extent suited to the needs of Scheduled Castes/Tribes as also the new schemes.

11.03 Reservation of Scholarships/fellowships :

50 Junior Research Fellowships are exclusively reserved for Scheduled Caste and Scheduled Tribe candidates in Science/Humanities (including Social Sciences) and these are directly awarded by the Commission every year. No fellowship could be awarded during 1985-86 due to

non-availability of NET qualified candidates. The Scheduled Caste/Tribe candidates have now been exempted from NET examination.

The Commission has also instituted 40 Research Associateships exclusively for annual award to Scheduled Caste and Scheduled Tribe candidates. During 1985-86, 12 such associateships were awarded.

The Commission has earmarked 25 scholarships to be awarded every year to the students belonging to Scheduled Castes/Tribes and Backward classes of Border Hill Areas for undertaking postgraduate studies in Science and Humanities including Social Sciences. 25 scholarships were awarded during 1985-86.

#### 11.04 Reservation of Teacher Fellowships:

The Commission has instituted 50 Teacher Fellowships (30 for M.Phil. and 20 for Phd.) annually to provide an opportunity to teachers of affiliated colleges belonging to Scheduled Caste and scheduled tribe communities for improving their qualifications by doing M.Phil. or Ph. D. During 1985-86, 51 Teacher Fellowships were awarded.

#### 11.05 Assistance to Arts, Science, Commerce and Multi-faculty colleges catering to the needs of Scheduled Castes and Scheduled Tribes under the Sixth Five Year Plan guidelines:

The UGC had decided to assist (upto a ceiling of Rs. 4 lakhs) colleges having a minimum of 100 students in undergraduate and postgraduate degree courses of whom

atleast 35 should belong to Scheduled Castes and Scheduled Tribes. Similarly, colleges with large enrolment were considered for assistance of Rs. 5 lakhs if the number of Scheduled Caste/Tribe students was not less than 25 percent of enrolment. During 1985-86 several institutions were assisted under these schemes.

11.06 Restructuring of courses vis-a-vis needs of Scheduled Caste/Tribe students:

The Commission had initiated the scheme relating to restructuring of courses during the Sixth Plan period with a view to making the first degree courses more relevant to the rural environment and to the developmental needs of the community and to link education with work/field/practical experience and productivity. The Commission, on acceptance of the recommendations made by its Standing Committee on facilities for Scheduled Castes/Tribes in so far as these related to contents of courses vis-a-vis needs of the Scheduled Castes/Tribes, advised the Universities/Colleges having a large proportion of Scheduled tribe students that, while submitting proposals for restructuring of courses, they may give special emphasis for such courses as would be relevant to the region concerned. 67 restructured courses were approved under this scheme, including those for Scheduled Caste/Tribe students.

11.07 Other measures:

The Commission has also taken the following measures in the interests of Scheduled Caste/Tribe students:

- (a) 2,870 Junior Research Fellowships have been allocated to universities/institutions at 'any one given time' basis and ten per cent of these fellowships are reserved for the students belonging to Scheduled

Caste and Scheduled Tribe communities. These awards are made by the Universities/Institutions themselves.

- (b) Out of 150 positions of Research Associateship under the general scheme of award of Research Associateship, 10 percent have been reserved for Scheduled Caste/Tribe candidates. There was no application under this category during 1985-86.
- (c) Out of 60 Research Fellowships in Engineering and Technology awarded annually on an all-India basis by the Commission, ten percent have been reserved for Scheduled Caste/Tribe candidates.
- (d) The Commission, on the recommendations made by the Working Group appointed to draw up Sub-Plan for Scheduled Tribes and Special Component Plan for Scheduled Castes, decided to provide to the Universities financial assistance for the creation of special cells. 65 universities had such cells upto the end of 1985-86.
- (e) Universities have been requested to give special consideration to Scheduled Castes/Tribes in programmes of Adult and Continuing Education. According to a study made by a group of the UGC, enrolment coverage for Scheduled Castes was 20.6 percent and Scheduled Tribes 8.2 percent.
- (f) Universities have been requested to make earnest efforts to increase the coverage of Scheduled Caste/Tribe candidates in admissions to various courses of study both at the undergraduate and postgraduate

levels upto the revised reservation percentages viz. 15% for Scheduled Castes and 7.5% for Scheduled Tribes.

- (g) With a view to organise a special Supplementary Remedial programme to make up for the deficiency of the earlier school education of the students from the weaker section of the society like Scheduled Castes and Scheduled Tribes, the Commission has formulated guidelines in this regard and communicated these to the universities/colleges for implementation. These guidelines have since been revised and circulated again.
- (h) The recommendations for providing reservation for Scheduled Caste/Tribe candidates for recruitment to the post of Lecturers in the universities/colleges have been communicated to the universities and the State Governments. It is, however, primarily for the State Governments to see that these are followed. The universities have also been advised to increase the coverage of Scheduled Castes/Tribes in their appointments to the posts of Lecturer upto the revised reservation percentage of 15% for Scheduled Castes and 7.5% for Scheduled Tribes. It has also been communicated to the universities that similar percentages would apply to non-teaching posts too.
- (i) Universities have been requested to reserve seats in the hostels for Scheduled Caste/Tribe students to the extent of 25 percent.

11.08 Reservations 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 shortfall wherever existing in the office of the Commission in accordance with the orders 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 Caste	Scheduled Tribe	Scheduled Caste	Scheduled Tribe
1.	Education Officer	-	1	-	-
2.	Section Officer	-	-	1	-
3.	Statistical Assistant	1	-	-	-
4.	Assistant	-	-	2	1
5.	Library Assistant	1	-	-	-
6.	Upper Division Clerk	-	-	2	1
7.	Lower Division Clerk	2	-	-	-
8.	Peon	1	1	-	-
9.	Chowkidar	1	-	-	-
10.	Safaiwala	1	-	-	-



## SECTION - 12

### HIGHER EDUCATION AND WOMEN

12.01 It is 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. It is equally satisfying to note that women have responded with alacrity and availed of various opportunities which has accounted for increasing enrolment of women in all faculties and at all levels of education. In response to the needs of the society and the demands of the public and private sectors, there has been re-orientation in the education of women at the University and College levels. The highly specialised and professional courses offered by Universities have no longer remained a prerogative for men as more and more women year after year are found competing for entry to these courses. The ensuing paragraphs give an account of the numerical expansion of women participation in higher education as also efforts made by the Commission for promoting women studies in the universities and colleges.

#### 12.02 Growth of Enrolment:

There has been a spectacular growth in the number of women enrolled in institutions of higher education as shown in Table 12.1.

TABLE 12.1

## NUMBER OF WOMEN PER HUNDRED MEN

	1950-51	1955-56	1960-61	1965-66	1975-76	1981-82	1982-83	1983-84	1984-85	1985-86*
Total women enrolment (in thousands)	40	84	150	271	595	817	880	940	992	1059
Number of women per hundred men	14	17	23	24	33	38	39	40	41	42

\* Estimated

It will be seen from the table that since 1950-51, enrolment of women has gone up twenty six times while the number of women per hundred men has increased threefold.

Table 12.2. shows the enrolment of women as a proportion of total enrolment during the period 1974-75 to 1985-86. It will be seen that enrolment of women as percentage of total enrolment increased progressively from 23.4 per cent in 1974-75 to 27.2 per cent in 1980-81 and 29.6 per cent in 1985-86. In absolute terms, the number of women enrolled almost doubled during the period.

Table 12.2  
Total enrolment and enrolment of Women

Year	Total Enrolment	Women Enrolment	Percentage of women
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	31,33,093	8,80,156	28.1
1983-84	33,07,649	9,40,253	28.4
1984-85	34,04,096	9,92,139	29.1
1985-86*	35,70,897	10,58,612	29.6

\* Provisional

### 12.03 Women's Colleges:

Table 12.3 shows the number of colleges meant exclusively for women. This number has gone up by about 47 per cent over the period 1974-75 to 1985-86. In absolute terms the number increased from 506 in 1974-75 to 741 in 1985-86.

Table 12.3

#### Women's Colleges

<u>Year</u>	<u>Number of colleges for women only</u>
1974-75	506
1975-76	528
1976-77	543
1979-80	577
1980-81	609
1981-82	624
1982-83	647
1983-84	676
1984-85	712
1985-86*	741

\* Provisional

### 12.04 State-wise distribution:

Statewise distribution of enrolment of women for the years 1981-82 to 1985-86 is given in Appendix-XXXIV. It will be seen that enrolment of women as a percentage of total enrolment has gone up in 1985-86 as compared to

1984-85 in all the States except Himachal Pradesh, Jammu and Kashmir and Manipur. As in earlier years, Kerala (48.7 per cent) continued to lead in terms of women enrolment as percentage of its total enrolment in 1985-86 followed by Panjab (43.7), Delhi (41.9) and Haryana (37.2). On the other hand, as before, Bihar remained at the bottom with women enrolment only 14.4 per cent of its total enrolment in 1985-86.

#### 12.05 Stage-wise Distribution:

Women enrolment at different stages of study is given in Appendix-XXXV. It will be seen that during the period 1974-75 to 1985-86, enrolment of women as a percentage of total enrolment has been consistently going up at all levels viz., graduate, post-graduate and research levels. For example, at the graduate level, enrolment of women as a percentage of total enrolment at this level increased from 23.3 in 1974-75 to 29.6 in 1985-86. Similarly, at the post-graduate level, the corresponding increase was from 23.7 to 30.9 and at the research level from 22.8 to 32.3. It also highlights an important trend viz., of increasingly higher enrolment of women particularly at the research level where it accounts for nearly one third of the total enrolment at that level. Even at the post-graduate level the trend is almost similar though the rate of increase is comparatively slower. Women enrolment at the diploma/certificate level as a proportion of total enrolment at that level showed a mixed trend, rising in one year and falling in the other, during the period under reference.

#### 12.06 Faculty-wise Distribution:

Faculty-wise distribution of women enrolment given in Appendix-XXXVI shows that women enrolment in each faculty as a percentage of total enrolment in that faculty registered a gradual increase from 1974-75 to 1985-86 except that in a stray year it declined in different faculties so as to rise again the following year. In the year 1985-86 women enrolment as a percentage of total enrolment declined marginally in the faculties of Commerce, Engg./Tech., Medicine, Agriculture and Veterinary Science. In the faculty of 'others' consisting of Fine Arts/Music etc., however, the trend observed over the period was a mixed one with rising and falling women enrolment as percentage of total enrolment in the faculty. The most noticeable increase in the percentage of women enrolment was in the faculty of Commerce where Women enrolment as percentage of total enrolment in the faculty went up from 5.7 in 1974-75 to 19.1 in 1985-86 thus recording more than a three-fold increase. However, the highest percentage of women enrolment in any faculty is recorded by the faculty of Education with 49.0 per cent of its total enrolment consisting of women, followed by the faculty of Arts (40.4 percent), 'others' (39.5), Science (30.5), Medicine (29.5) and Commerce (19.1).

#### 12.07 Promotion of Women's Studies in Universities:

With a view to developing programmes relating to Women's Studies in Indian universities so as to bring greater awareness about problems relating to women and to strengthen the data base for better analysis the Commission has agreed to extend financial support to the

universities for undertaking well-defined projects for research in Women's Studies as also for development of curriculum and relevant extension activities.

The Ford Foundation has also made an offer of \$ 1,00,000 to the UGC to be utilised for providing support of library collections on Women's Studies in a limited number of universities and colleges.

The standing committee of the UGC on Women's Studies made the following recommendations for strengthening Women Studies programmes in Indian Universities, most of which have been accepted by the Commission.

- i) The UGC was to identify a minimum of seven universities which could introduce women's studies at the undergraduate level. Accordingly, the universities of Kerala, Punjab, North Eastern Hill, Ranchi, South Gujarat, Delhi and Banaras Hindu were suggested for consideration.
- ii) In view of the need to have material in regional languages for promoting such studies, the Banaras Hindu University, to begin with, was invited to produce such material in Hindi. Later on, such material could be prepared in other languages such as Gujarati, Malayalam, Tamil etc.
- iii) The human resource development is to be a priority activity for promoting and accelerating the process of introduction of women's studies in the universities.
- iv) Intensive training of the university/college teachers in women's studies is crucial for promotion of this programme at the National level. The SNT Women's University should organise a

summer institute in 1986 and prepare a manual for other universities to organise similar training programmes in 1987.

- v) Workshops and summer institutes for promotion of Women's Studies be organised at the regional level in different parts of the country.
- vi) Universities should begin their exercises for revising their postgraduate curricula for incorporating women's studies dimension in different disciplines.
- vii) Selected universities may be requested (a) to undertake the preparation of status reports on the state of awareness on women's issues, concerns and studies in the area under their jurisdiction and (b) to identify the study of the debate on women's problems by compiling articles from journals, newspapers and other literature from their regions.
- viii) The strategy for the 7th Plan should be to develop atleast 10 resource centres on women's studies located all over the country with atleast one such centre per region to be responsible for (a) teacher development (b) curricula development (c) development of teaching-learning materials including translation and developing various models for both curriculum and extension type of activities with the collaboration of other departments and outside agencies.
- ix) Some carefully selected colleges may have cells in Women's studies.

Guidelines on Women's Studies were formulated and circulated to Universities during the year.



## SECTION - 13

### FINANCES

#### 13.01 Non-Plan Funds:

The University Grants Commission received a grant - in - aid of Rs.12092.23 lakhs from the Government of India during the year under report. In addition to the above a further amount of Rs.401.49 lakhs was also obtained under various Miscellaneous items including refunds of Rs.368.41 lakhs as unspent balance out of the grants paid in the previous years. Thus the total non-plan receipt in hand during 1985-86 was Rs.12492.72 lakhs and as against this the grants paid amounted to Rs.12508 lakhs.

#### **Statement of non-plan grants paid under various schemes during 1985-86**

S.No.	Items of Expenditure	Grant paid
		(Rs. in lakhs)
1.	UGC Administration Charges	
a.	Pay of Officers	19.91 *
b.	Pay of Establishment	27.11 *
c.	Allowances, Honoraria (including DA, Interiem Relief, Bonus CCA, LTC, TA etc.)	93.70 *
d.	TA/DA of Commission/Committee members	1.19 *
e.	Other charges like printing & Stationery	54.95 *

postage, telephones, electricity/water charges, upkeep of motor vehicles, publication, library books and journals, purchase of furniture and fixture, maintenance of UGC buildings, other expenditure, rent rates and taxes, departmental charges, conveyance allowances etc.

f.	Contributions for CGHS, Pension & leave salary, CP Fund, GP fund, and gratuity.	21.61 *
		-----
		<u>218.47</u>
2.	Maintenance grants to Universities	7243.83
3.	Maintenance grants to Institutions deemed to be Universities	1695.38
4.	Maintenance grants to colleges	2551.07
5.	House Building Advance to Institutions deemed to be unidersities and central Universities.	261.95
6.	Special grants to Delhi University for equipment	77.00
7.	Teachers award for schemes like: Teacher Fellowship (both general & SC/ST) National Fellowship/Associateship National Lectures, Retired Teachers, Emeritus Fellowship	46.53
8.	Research Fellowships	413.95
		-----
		<u>12508.23</u>

\* Actual expenditure

From the above table it would be observed that the

Administrative charges of the Commission amount to about 1.7 per cent of the total non-plan grant which is disbursed by the Commission. The major component of the non-plan funds is earmarked for meeting the maintenance of Central Universities, Deemed Universities and colleges affiliated to the Central Universities. It would be seen that out of the total non-plan grant, about 58 per cent is paid as block grant to central universities, 13.50 per cent to deemed to be universities and about 20 per cent for maintenance of colleges affiliated to central universities. The house building advance forms about 2 per cent of the total non-plan allocation and as a special case a grant of Rs.77 lakhs was paid to Delhi University for purchase of equipment from Japan. A grant of Rs.46.53 lakhs was given to provide various incentives to teachers and 3.3 per cent of the grant was allocated for meeting various categories of Research Fellowships.

#### 13.02 Plan Funds

During the year under report the Commission received a grant-in-aid of Rs.7787.82 lakhs from the Government of India for Plan development of the Universities and Institutions. In addition to this a separate allocation of Rs.545.00 lakhs was also made available from the same source for development of Engineering and Technical Education in the Universities/Institutions which are eligible to receive grant under UGC Act. The miscellaneous receipt under Plan head was a marginal amount of Rs.93.58 lakhs which was mainly obtained by way of interest on the Bank accounts, refund of unspent balance out of grant paid in previous year etc.

This grant was allocated under 6 major schemes.

**Statement of Plan Grants Paid under various Schemes during 1985-86**

S.No.	Scheme	Universities	Colleges	To
(Rs. in lakhs)				
1.	Restructuring of courses, introduction of courses in emerging areas & Adult and Extension programmes including women's studies.	569.87	36.06	60
2.	Quality Improvement of Education	3197.19	1365.94 22.17 (UGC) *	458
3.	Programmes for Quality Improvement of Research	2192.96	199.61	243
4.	Mass Communication and Schemes for Weaker Sections of the Society	148.44	4.66	15
5.	Establishment of Autonomous Colleges	--	4.75	
6.	Commission's expenditure related to Plan schemes	--	--	4

\* relates to expenditure on National Educational Testing.

- 13.02 a. Restructuring of Courses, introduction of courses in emerging areas and implementation of Adult, Continuing & Distance Education, Women's Studies, etc.

These schemes were ushered with a view to train students to meet the man power needs in emerging areas like computer science, biotechnology, electronics etc. Programmes like Adult, Continuing & Extension Education were supported with a multipronged approach. Firstly exposure of such programme is expected to build leadership quality among the students. Secondly, through such programmes, the functional skill of the adult illiterates could be upgraded, who in turn can effectively participate in the process of national development. For this purpose about 7.7 per cent of the total Plan allocation was utilised during the year.

- 13.02 b. The Quality Improvement of Education

Under this programme the main emphasis was to provide infrastructural inputs to upgrade the institutional facilities. Under this scheme universities/institutions were provided grants for construction of academic building, faculty housing complex, renovation/construction of students hostel, procurement of such equipment which are not generally available to the universities/institutions from their own funds, creation of academic/technical position in emerging areas, strengthening of libraries by way of provision of books and journals,

reading rooms , cubicles and reprographics facilities. The institutions are also provided with modern teaching aids under this scheme. Grants are also paid to universities for organising seminars, symposia, conferences etc. with a view to keep the teachers abreast of development in respective fields of specialisation. A part of the grant is also paid under this scheme for participation in international seminars, conferences, writing of books for university/college level.

Support is also provided for programmes like Buddhist Studies, Nehru Studies, Gandhian Studies, Publication of Journals. In earlier Chapters, details in respect of all these schemes have been spelt out in detail.

#### 13.02 c. Programmes for Quality Improvement of Research

Research activities in the university system is an integral part of educational process as research and teaching are symbiotic processes. Research is an indicator of progress of university as well as the country. In order to promote research in the universities and institutions, the Commission has contemplated various schemes like Centre of Advanced Studies, Department of Special Assistance and Departmental Research Support. The university departments which have capabilities in terms of qualified man power were encouraged to pursue research vigorously and for this purpose necessary support was extended by way of providing equipment, consumables items, contingent expenditure etc.

Research also warrants maintenance of equipment, sharing of costly equipment by different faculties and fabrication of equipment. In order to promote this activity the Commission has been supporting University Science Instrumentation Centre (USIC) and has established Regional Instrumentation Centres. The main purpose of such centres are to train resource personnel, provide service for maintenance of equipment as well as to fabricate equipment/teaching aids.

The Commission also continued to support university/college teachers for undertaking research. Under this, schemes like Minor Research Project, Major Research Project, Career Award, Research Scientist are included. Details of these are spelt out in the earlier chapters.

In order to cater to the information which is required by the researchers, the Commission has established National Information Centres in science, humanities and social sciences. In certain areas of research where high investment is required like Nuclear Science Centre, national facilities have been set up. Such centres are expected to provide facilities to a number of users of different universities.

The Commission on the advice of the erstwhile committee on Science Advisory Council to the Cabinet launched a scheme for Strengthening of Infrastructure of Science and Technology departments

on a highly selective basis. The basic objectives of this scheme is to provide infrastructural facilities to such departments which have already shown promise of high quality research/imparting high quality post-graduate education so as to get the best out of the already available academics. Such centres are expected to be comparable to their counterparts elsewhere in the developed countries. Grants have also been provided for establishment of museums, archival cell, archives, excavation, publication of approved research work etc.

For programmes of quality improvement of research about 31 per cent of the total plan allocation was utilised during the year under report.

13.02 d. Mass Communication and Schemes for Weaker Sections of the Society

The Commission being aware about the rate at which information is disseminated which reduced, the world to a global village, took up timely step to use TV for supplementing/complementing class room teaching making use of INSAT IB. Funds are provided to audio-visual research centres and educational media research centres for production of video tapes pertaining to higher education programmes.

In order to provide incentives to the students of the weaker sections of the society the Commission has launched a number of programmes including establishment SC/ST cells in the universities, coaching classes for students belonging to the



minority communities etc. The details of these schemes are reflected in earlier chapters. About 2 per cent of Plan grant was utilised for the above purpose during the year under report.

13.02 e. Commission's expenditure related to Plan schemes, Autonomous Colleges and development of Technical Education.

The Commission has been pursuing to make the colleges autonomous with a view to enrich the quality of education. A sum of Rs.4.75 lakhs was utilised on this account. The Commission has taken up steps to revamp its own organisational structure to meet the emerging needs and is being continuously assisted by the experts and assessment Committees. For this purpose a sum of Rs.43.33 lakhs was utilised during the year under report.

As far as engineering and technology is concerned a separate allocation of Rs.545.00 lakhs was available to the Commission and the same has been fully utilised by way of providing various facilities to engineering/technical institutions and the details have already been indicated in the earlier chapters of the report.

13.03 Position regarding outstanding Utilisation of grant

The Commission is seized about the non-receipt of utilisation certificates from various institutions to whom grants are paid by it. The position of outstanding utilisation certificates is reviewed by the Commission

from time to time.

The procedure of issue of utilisation certificates has been streamlined to avoid accumulation of the same. The Commission generally does not sanction any additional instalment of grant-in-aid to the eligible institutions unless they provide the progress report of the expenditure in respect of grants received earlier. This is being followed and this has helped in reducing the back-log. Vigorous steps are under way to further reduce the back-log.

**Professor S.K. Khanna**  
**Secretary**

**Professor Yash Pal**  
**Chairman**

**Professor K. Satchidananda Murty**  
**Vice-Chairman**

**Members**

**Shri Anil Bordia**

**Shri R.R. Gupta**

**Professor V.C. Kulandaiswamy**

**Professor H.C. Khare**

**Mr. Justice M.H. Beg**

**Professor Suresh Dalal**

**Professor (Mrs.) Archana Sharma**

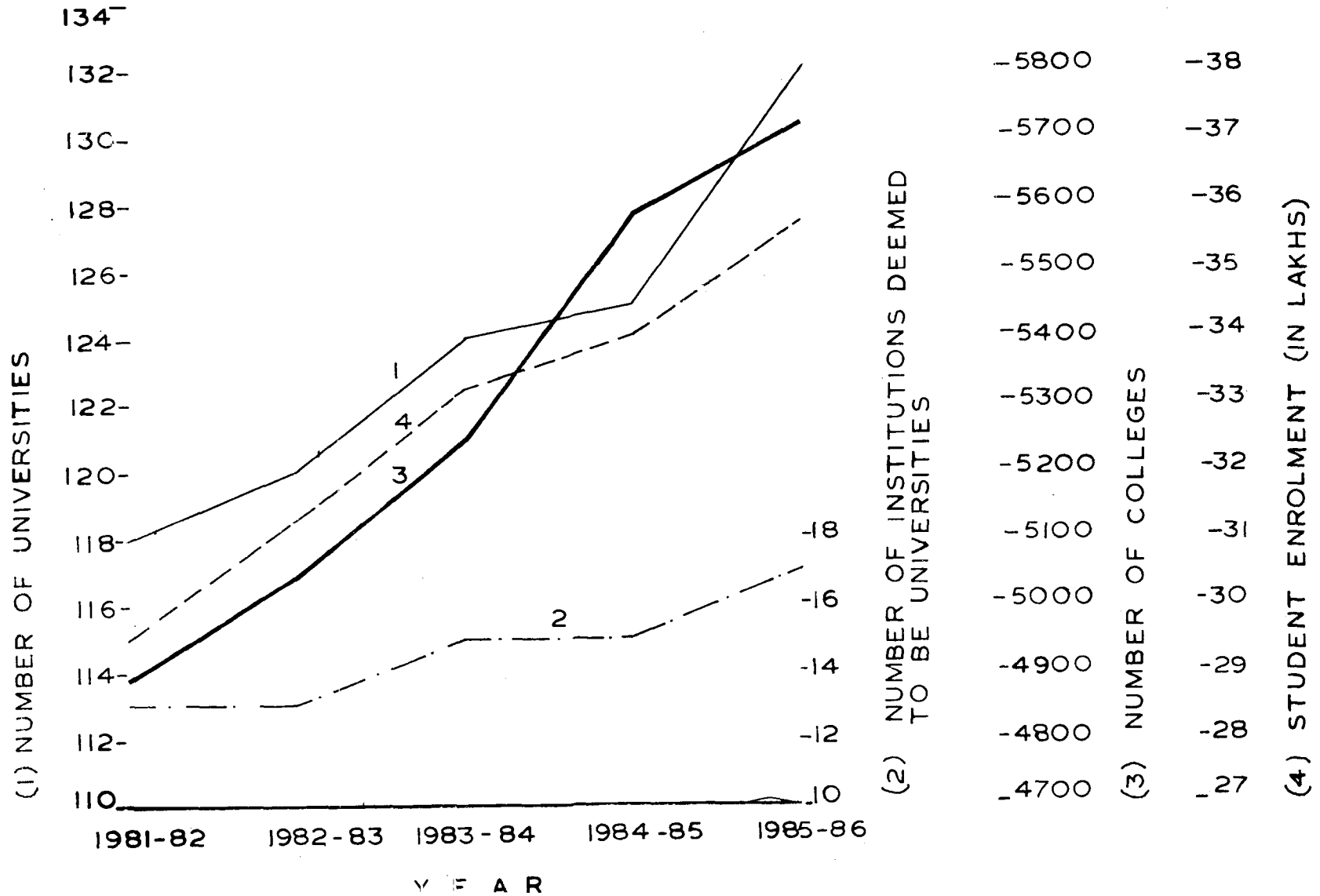
**Professor G. Padmanaban**

**Dr. M. Aram**

**Shri Kireet Joshi**

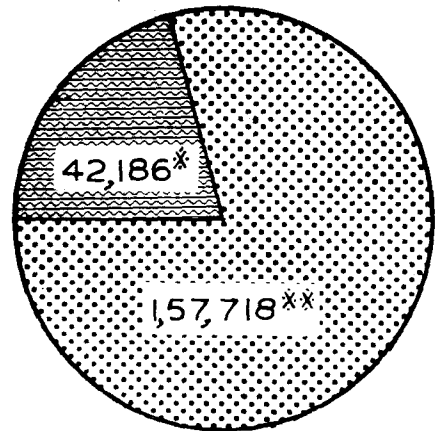
**GROWTH OF INSTITUTIONS AND ENROLMENT 1981-82 to 1985-86  
(UNIVERSITY LEVEL) (Section 1)**

218

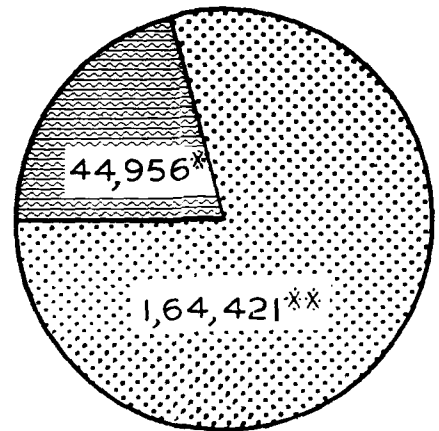


**COLLEGES AND AFFILIATED COLLEGES 1981-82 to 1985-86**  
(Section 1)

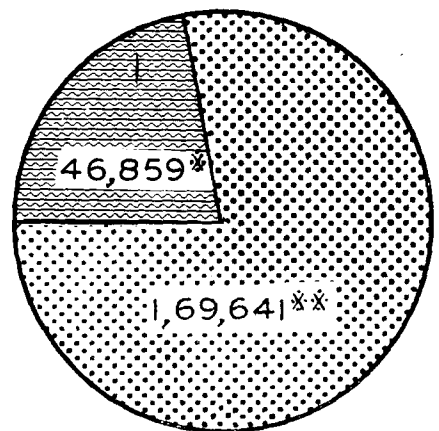
 UNIVERSITY DEPARTMENTS & UNIVERSITY COLLEGES\*  
  AFILIATED COLLEGES\*\*



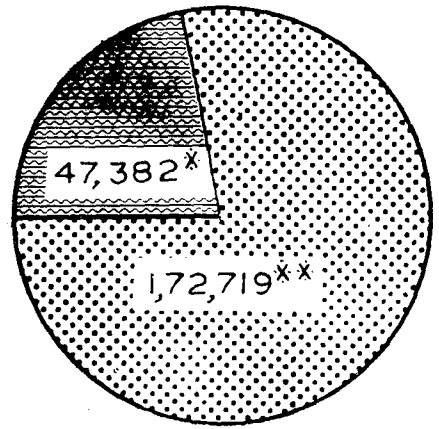
TOTAL 1,99,904  
1981-82



TOTAL 2,09,377  
1982-83

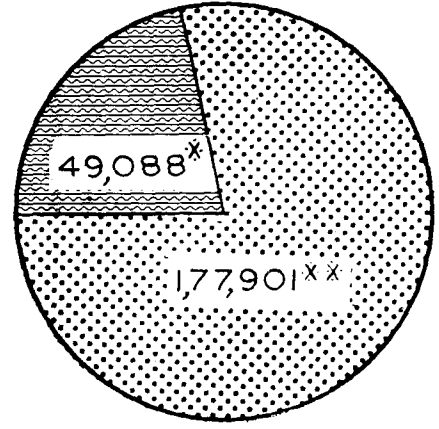


TOTAL 2,16,500  
1983-84



TOTAL 2,20,101

1984-85

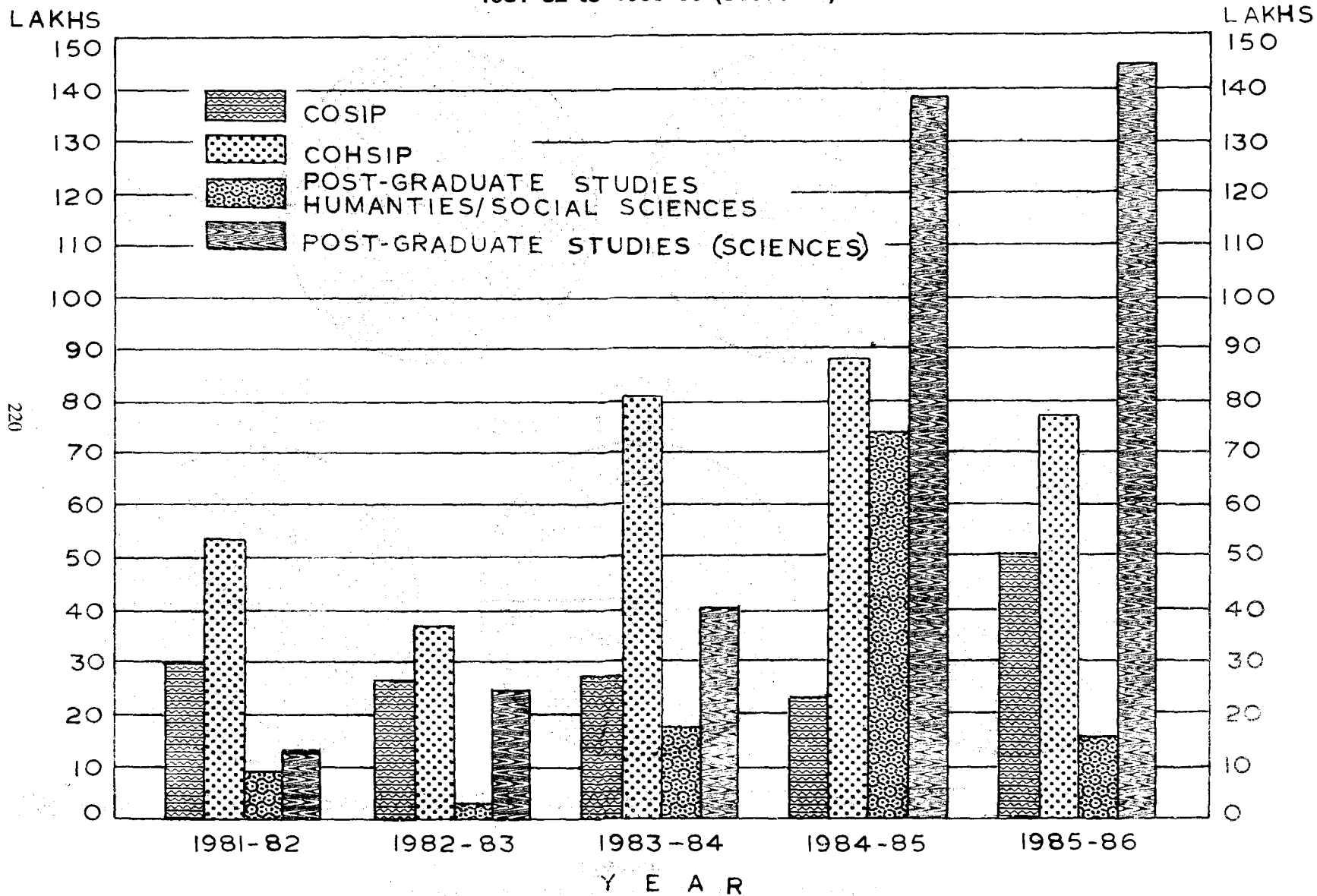


TOTAL 2,26,989

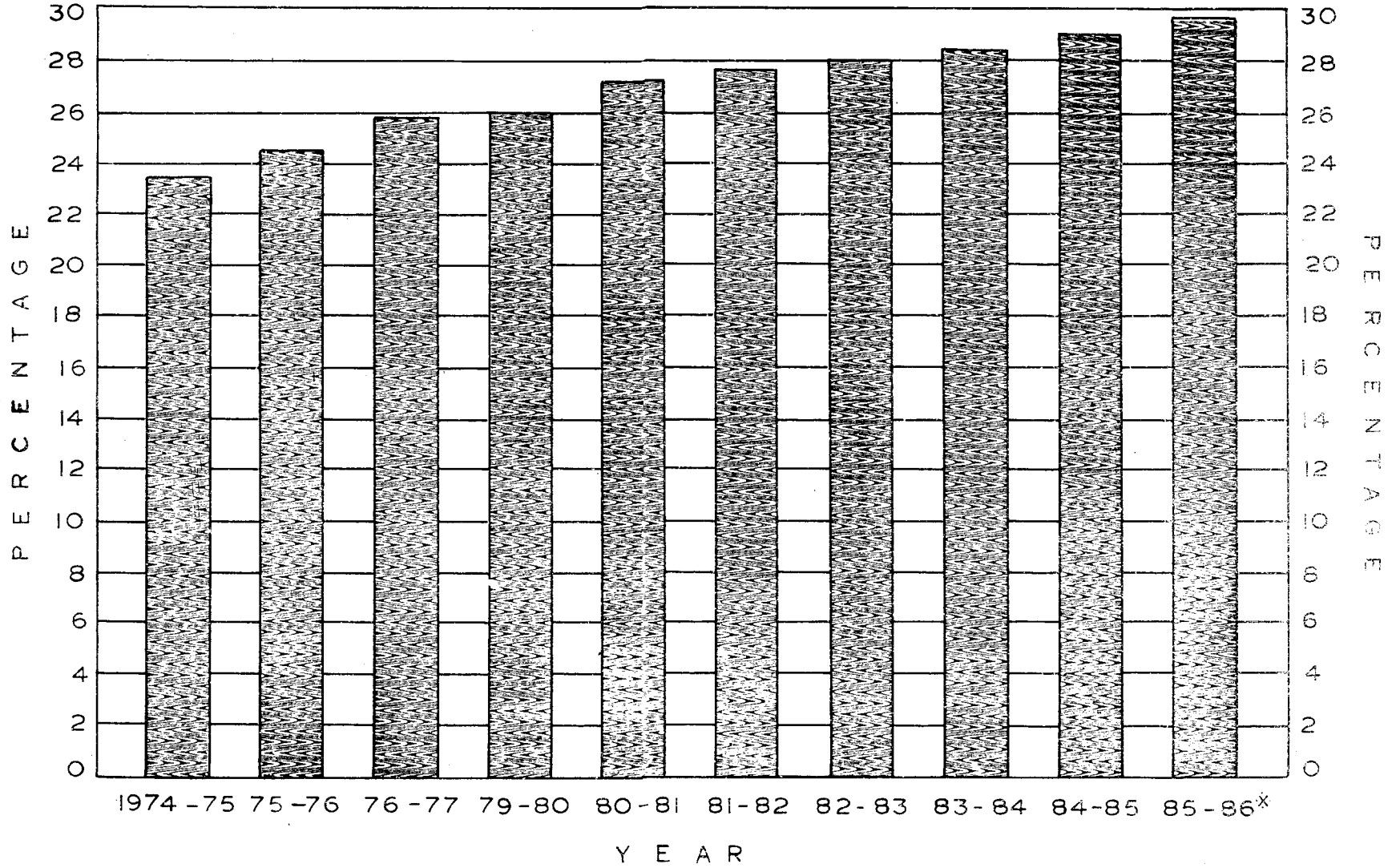
1985-86

\* INCLUDES PROFESSORS, READERS, LECTURERS AND TUTORS/DEMONSTRATORS  
 \*\* INCLUDES PRINCIPALS / SENIOR LECTURERS / READERS / ASSISTANT PROFESSORS / TEMPORARY LECTURERS AND TUTORS/DEMONSTRATORS

**GRANTS PAID TO COLLEGS FOR SPECIAL PROGRAMMES  
1981-82 to 1985-86 (Section 4)**



PERCENTAGE OF WOMEN ENROLLED  
1974-75 to 1985-86 (Section 12)



\* PROVISIONAL

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APPENDIX-I

**LIST OF UNIVERSITIES AND INSTITUTIONS DEEMED TO  
BE UNIVERSITIES IN INDIA 1985-86**

Sl. No	Name of the University/ Institution	Year of Establishment
1.	Calcutta	1857
2.	Bombay	1857
3.	Madras	1887
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 Gaur	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

**APPENDIX-I (Contd.)**

Sl. No	Name of the University/ Institution	Year of Establishment
26.	Karnatak	1949
27.	Gujarat	1950
28.	S.N.D.T.Women's	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 University of Agricultural and Technology	1960
42.	Burdwan	1960
43.	Kalyani	1960
44.	Bhagalpur	1960
45.	Ranchi	1960
46.	K.S. Darbhanga Sanskrit	1961
47.	Punjab Agricultural	1962
48.	Punjabi	1962
49.	Orissa University of Agriculture and Technology	1962
50.	North Bengal	1962
51.	Rabindra Bharati	1962
52.	Magadh	1962

**APPENDIX-I (Contd.)**

Sl. No	Name of the University/ Institution	Year of Establishment
53.	Jodhpur	1962
54.	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 Krish	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 Agricultural	1970
81.	Himachal Pradesh	1970

**APPENDIX-I (Contd.)**

Sl. No	Name of the University/ Institution	Year of Establishment
82.	Bhopal	1970
83.	Rajendra Agricultural	1970
84.	Tamil Nadu Agricultural	1971
85.	Cochin	1971
86.	Kerala Agricultural	1972
87.	Gujarat Agricultural	1972
88.	Konkan Krish Vidyapith	1972
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 University of Agriculture & Technology	1974
99.	Chandrasedkhar Azad University of Agriculture & Technology	1974
100.	Avadh	1975
101.	Bundelkhand	1975
102.	Rohilkhand	1975
103.	Maharishi Dayanand	1976
104.	Kakatiya	1976
105.	Nagarjuna	1976
106.	Bhavnagar	1978
107.	Anna	1978
108.	Himachal Pradesh Krishi	1978

**APPENDIX-I (Contd.)**

Sl. No	Name of the University/ Institution	Year of Establishment
109.	Manipur	1980
110.	Gulbarga	1980
111.	Mangalore	1980
112.	Birsa Agricultural	1980
113.	Vidhyasagar	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	1982
121.	Sri Padmavathy Mahila	1983
122.	Amravati	1983
123.	Guru Ghasidas	1983
124.	Gandhiji	1983
125.	Mother Teresa Women's	1984
126.	Algappa	1985
127.	Arunachal	1985
128.	Pondicherry	1985
129.	Goa	1985
130.	Indira Gandhi National Open	1985
131.	Dr. Yashwant Singh Parmar University of Horticulture and Forestry.	1985
132.	Telugu University	1985

**APPENDIX-I (Contd.)**

Sl.	Name of the Institution	Year of recognition as Institution deemed to be university.
1.	Indian Institute of Science, Bangalore	1958
2.	Indian Agricultural Research Institute	1958
3.	Gurukul Kangri Vishwavidyalaya, Hardwar	1962
4.	Jamia Millia Islamia, New Delhi	1962
5.	Gujarat Vidyapith, Ahmedabad	1963
6.	Tata Instt. of Social Science, Bombay	1964
7.	Birla Instt. of Tech. and Science, Pilani	1964
8.	Indian School of Mines, Dhanbad	1967
9.	Central Institute of English & Foreign Languages, Hyderabad	1973
10.	Gandhigram Rural Institute, Gandhigram	1976
11.	School of Planning and Architecture, New Delhi.	1979
12.	Dayalbagh Education Institute, Agra	1981
13.	Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam	1981
14.	Banasthali Vidyapith, Rajasthan	1983
15.	Indian Veterinary Research Institute, Izatnagar	1983
16.	International Institute for Population Science, Bombay	1985
17.	Thapar Institute of Engineering and Technology, Patiala, Panjab	1985

APPENDIX-II

**GROWTH OF STUDENT ENROLMENT 1966-67 TO 1985-86**

Year	Total Enrolment	Increase over the preceding year	Percentage increase
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	31,33,093	1,81,027	6.1
1983-84	33,07,649	1,74,556	5.6
1984-85	34,04,096	96,447	2.9
1985-86*	35,70,897	1,66,801	4.9

\* Estimated

(VII)



**APPENDIX-III**

**GROWTH OF ENROLMENT (EXCLUDING PUC/INTER/PRE PROF.)  
DURING THE PERIOD FROM 1981-82 TO 1985-86**

S.No.	State/ Union Territory	1981 - 1982		
		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
Total:		29,52,066	1,99,629	7.3

**APPENDIX-III (Contd.)**

S.No.	State/ Union Territory	1982 - 1983		
		Enrolment	Increase over the Preceding Year	Percentage increase
1.	Andhra Pradesh	2,44,332	25,891	11.9
2.	Assam	65,930	7,149	12.2
3.	Bihar	1,98,018	31,545	18.9
4.	Gujarat	1,98,438	3,259	1.7
5.	Haryana	65,022	5,488	9.2
6.	Himachal Pradesh	16,305	1,534	10.4
7.	Jammu & Kashmir	20,190	-96	-0.5
8.	Karnataka	2,32,090	16,229	7.5
9.	Kerala	1,25,111	5,560	4.7
10.	Madhya Pradesh	2,25,580	6,649	3.0
11.	Maharashtra	3,73,385	24,571	7.0
12.	Manipur	8,555	457	5.6
13.	Meghalaya/Nagaland	8,207	-421	-4.9
14.	Orissa	64,853	3,187	5.2
15.	Punjab	1,17,580	4,792	4.2
16.	Rajasthan	1,54,863	1,551	1.0
17.	Tamil Nadu	2,29,075	9,789	4.5
18.	Uttar Pradesh	4,55,305	- 644	-0.1
19.	West Bengal/ Tripura/Sikkim	2,38,498	29,004	13.8
20.	Delhi.	91,756	5,533	6.4
<b>Total:</b>		<b>31,33,093</b>	<b>1,81,027</b>	<b>6.1</b>

**APPENDIX-III (Contd.)**

S.No.	State/ Union Territory	1983 - 1984		
		Enrolment	Increase over the Preceding Year	Percentage increase
1.	Andhra Pradesh	2,51,930	7,598	3.1
2.	Assam	71,396	5,466	8.3
3.	Bihar	2,41,478	43,460	22.0
4.	Gujarat	1,96,110	-2,328	-1.2
5.	Haryana	70,329	5,307	8.2
6.	Himachal Pradesh	15,954	- 351	-2.2
7.	Jammu & Kashmir	24,247	4,057	20.1
8.	Karnataka	2,38,874	6,784	2.9
9.	Kerala	1,29,375	4,264	3.4
10.	Madhya Pradesh	2,44,765	19,185	8.5
11.	Maharashtra	4,02,487	29,102	7.8
12.	Manipur	9,590	1,035	12.1
13.	Meghalaya/Negaland	7,534	- 673	-8.2
14.	Orissa	66,790	1,937	3.0
15.	Punjab	1,20,691	3,111	2.6
16.	Rajasthan	1,63,273	8,410	5.4
17.	Tamil Nadu	2,39,711	10,636	4.6
18.	Uttar Pradesh	4,70,135	14,830	3.3
19.	West Bengal/ Tripura/Sikkim	2,51,765	13,267	5.6
20.	Delhi.	91,215	- 541	-0.6
Total:		33,07,649	1,74,556	5.6

**APPENDIX-III (Contd.)**

S.No.	State/ Union Territory	1984 - 1985		
		Enrolment	Increase over the Preceding Year	Percentage increase
1.	Andhra Pradesh	2,57,651	5,721	2.3
2.	Assam	73,961	2,565	3.6
3.	Bihar	2,36,956	-4,522	-1.9
4.	Gujarat	2,00,297	4,187	2.1
5.	Haryana	69,622	- 707	-1.0
6.	Himachal Pradesh	17,880	1,926	12.1
7.	Jammu & Kashmir	25,004	757	3.1
8.	Karnataka	2,39,137	263	0.1
9.	Kerala	1,33,302	3,927	3.0
10.	Madhya Pradesh	2,51,382	6,617	2.7
11.	Maharashtra	4,35,307	32,820	8.2
12.	Manipur	9,291	- 299	-3.1
13.	Meghalaya/Nagaland	8,466	932	12.4
14.	Orissa	70,105	3,315	5.0
15.	Punjab	1,26,348	5,657	4.7
16.	Rajasthan	1,69,587	6,314	3.9
17.	Tamil Nadu	2,42,609	2,898	1.2
18.	Uttar Pradesh	4,75,069	4,934	1.0
19.	West Bengal/ Tripura/Sikkim	2,66,033	14,268	5.7
20.	Delhi.	96,089	4,874	5.3
<b>Total:</b>		<b>34,04,096</b>	<b>96,447</b>	<b>2.9</b>

**APPENDIX-III (Contd.)**

S.No.	State/ Union Territory	1985 - 1986			Average annual compound rate of growth dur the period fr 1981-82 to 1985-86
		Enrolment (Estimated)	Increase over the Preceding Year	Per- centage increase	
1.	Andhra Pradesh	2,72,595	14,944	5.8	5.7
2.	Assam	79,878	5,917	8.0	8.0
3.	Bihar	2,59,869	22,913	9.7	11.8
4.	Gujarat	2,06,306	6,009	3.0	1.4
5.	Haryana	73,451	3,829	5.5	5.4
6.	Himachal Pradesh	19,096	1,216	6.8	6.6
7.	Jammu & Kashmir	26,904	1,900	7.6	7.3
8.	Karnataka	2,47,507	8,370	3.5	3.5
9.	Kerala	1,38,234	4,932	3.7	3.7
10.	Madhya Pradesh	2,63,196	11,814	4.7	4.7
11.	Maharashtra	4,68,826	33,519	7.7	7.7
12.	Manipur	9,746	455	4.9	4.7
13.	Meghalaya/Nagaland	8,643	177	2.1	Negligible
14.	Orissa	73,190	3,085	4.4	4.4
15.	Punjab	1,31,149	4,801	3.8	3.8
16.	Rajasthan	1,75,353	5,766	3.4	3.4
17.	Tamil Nadu	2,50,858	8,249	3.4	3.4
18.	Uttar Pradesh	4,85,521	10,452	2.2	1.6
19.	West Bengal/ Tripura/Sikkim	2,80,931	14,898	5.6	7.6
20.	Delhi.	99,644	3,555	3.7	3.7
<b>Total:</b>		<b>35,70,897</b>	<b>1,66,801</b>	<b>4.9</b>	<b>4.9</b>

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

## APPENDIX-IV

### Student Enrolment in the Universities—Stage-wise (1981-82 to 1985-86)

Stage	1981-82		1982-83		1983-84		1984-85		1985-86	
	Enrolment	Percentage of total	Enrolment	Percentage of total	Enrolment	Percentage of total	Enrolment	Percentage of total	Enrolment	Percentage of total
Graduate	25,88,759	87.7	27,57,893	88.0	29,12,487	88.0	29,99,621	88.1	31,42,389	88.0
Post Graduate	2,85,892	9.7	2,96,103	9.4	3,13,110	9.5	3,22,541	9.5	3,39,235	9.5
Research	34,588	1.2	36,731	1.2	36,249	1.1	38,160	1.1	39,280	1.1
Diploma/ Certificate	42,827	1.4	42,366	1.4	45,803	1.4	43,774	1.3	49,993	1.4
Total	29,52,066	100.0	31,33,093	100.0	33,07,649	100.0	34,04,096	100.0	35,70,897	100.0

**APPENDIX-V**

**Stage-wise Enrolment: Universities and Affiliated Colleges (1985-86 Estimated)**

<i>Stage</i>	<i>University Departments/ University Colleges</i>	<i>Affiliated Colleges</i>	<i>Total</i>	<i>Percentage of Affiliated Colleges</i>		
				<i>1985-86</i>	<i>1984-85</i>	<i>1983-84</i>
Graduate	3,86,950	27,55,439	31,42,389	87.7	87.9	87.4
Postgraduate	1,47,567	1,91,668	3,39,235	56.5	56.9	56.6
Research	33,427	5,853	39,280	14.9	15.2	15.0
Diploma/ Certificate	28,396	21,597	49,993	43.2	43.4	44.9
<b>Total</b>	<b>5,96,340</b>	<b>29,74,557</b>	<b>35,70,897</b>	<b>83.3</b>	<b>83.6</b>	<b>83.1</b>

**APPENDIX-VI**

**Student Enrolment in Universities: Faculty-wise 1981-82 to 1985-86**

<i>Field of Study</i>	<i>1981-82</i>		<i>1982-83</i>		<i>1983-84</i>		<i>1984-85</i>		<i>1985-86</i>	
	<i>Enrol-</i>	<i>Percentage</i>	<i>Enrol-</i>	<i>Percentage</i>	<i>Enrol-</i>	<i>Percentage</i>	<i>Enrol-</i>	<i>Percentage</i>	<i>Enrol-</i>	<i>Percentage</i>
	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>	<i>of total</i>
							<i>(Estimated)</i>	<i>(Estimated)</i>		<i>(Estimated)</i>
(Including Distance Learning)	11,90,177	40.3	12,59,587	40.2	13,38,106	40.4	13,72,277	40.3	14,39,071	40.3
Commerce	5,78,766	19.6	6,23,545	19.9	6,53,092	19.7	6,69,563	19.7	7,03,467	19.7
Education	6,28,031	21.3	6,69,813	21.4	7,03,638	21.3	7,38,506	21.7	7,67,743	21.5
Engineering/ Technology	71,168	2.4	74,167	2.4	74,679	2.3	76,522	2.2	82,131	2.3
Science	1,30,189	4.4	1,42,440	4.5	1,53,131	4.6	1,59,046	4.7	1,64,261	4.6
Arts	1,13,794	3.9	1,13,902	3.6	1,18,989	3.6	1,18,890	3.5	1,28,552	3.6
Culture	39,318	1.3	39,425	1.3	41,588	1.3	41,741	1.2	46,422	1.3
Primary Science	8,173	0.3	8,797	0.3	9,268	0.3	9,413	0.3	10,713	0.3
Others	1,74,445	5.9	1,83,153	5.8	1,94,555	5.9	1,95,708	5.7	2,07,112	5.8
rs	18,005	0.6	18,264	0.6	20,603	0.6	22,430	0.7	21,425	0.6
Total	29,52,066	100.0	31,33,093	100.0	33,07,649	100.0	34,04,096	100.0	35,70,897	100.0



## APPENDIX-VII

### Distribution of Colleges According to Courses of Study 1981-82 to 1985-86 (Number of Colleges)

<i>Courses of Study</i>	<i>Number of Colleges*</i>			
	<i>1981-82</i>	<i>1982-83</i>	<i>1983-84</i>	<i>1984-85</i>
Arts, Science & Commerce	3,504	3,617	3,758	4,004
Technical/Professional Break up	510	522	563	618
a) Engineering/Technology	155	158	191	223
b) Medicine/Pharmacy/Ayurveda/ Nursing/Dentistry/Homoeopathy	272	279	286	303
c) Agriculture	56	57	58	63
d) Veterinary Science	27	28	28	29
Law	168	179	186	194
Physical Education & Education	364	377	391	430
Oriental Learning	282	283	283	277
Music/Fine Arts	58	61	65	67
<b>TOTAL</b>	<b>4,886</b>	<b>5,039</b>	<b>5,246</b>	<b>5,590</b>

\* Excludes Junior Colleges and Colleges having only Diploma/Certificate courses.

\*\* Includes one College of Library Science.

**APPENDIX-VIII**

**Increase in number of Colleges during the period from 1981-82 to 1985-86  
(Statewise)**

Stage/Union Territory	1981-82		1982-83		1983-84		1984-85		1985-86	
	No. of Colleges (UC + AC)	No. of Colleges (UC + AC)	Increase over the preceding year	No. of Colleges (UC + AC)	Increase over the preceding year	No. of Colleges (UC + AC)	Increase over the preceding year	No. of Colleges (UC + AC)	Increase over the preceding year	Increase during the period from 1981-82 to 1985-86
1. Andhra Pradesh	399	410	11	420	10	470	50	493	23	94
2. Assam	148	154	6	154	—	162	8	162	—	14
3. Bihar	417	442	25	473	31	504	31	504	—	87
4. Gujarat	279	283	4	285	2	295	10	302	7	23
5. Haryana	137	139	2	143	4	143	—	143	—	6
6. Himachal Pradesh	27	27	—	27	—	27	—	33	6	6
7. Jammu & Kashmir	40	40	—	41	1	39	-2	39	—	-1
8. Karnataka	440	466	26	498	32	535	37	556	21	116
9. Kerala	180	183	3	184	1	184	—	184	—	4
10. Madhya Pradesh	360	379	19	396	17	445	49	463	18	103
11. Maharashtra	611	625	14	693	68	801	108	837	36	226
12. Manipur	22	22	—	22	—	23	1	23	—	1
13. Meghalaya/ Nagaland	32	33	1	33	—	34	1	34	—	2
14. Orissa	137	150	13	179	29	215	36	223	8	86
15. Punjab	222	228	6	228	—	228	—	226	-2	4
16. Rajasthan	204	211	7	221	10	222	1	225	3	21
17. Tamil Nadu	282	285	3	285	—	297	12	305	8	23
18. Uttar Pradesh	548	559	11	561	2	561	—	563	2	15
19. West Bengal/ Tripura/Sikkim	347	349	2	348	1	348	—	349	1	2
20. Delhi	54	54	—	55	1	57	2	57	—	3
21. Arunachal Pradesh	—	—	—	—	—	—	—	2	2	2
<b>TOTAL</b>	<b>4,886</b>	<b>5,039</b>	<b>153</b>	<b>5,246</b>	<b>207</b>	<b>5,590</b>	<b>344</b>	<b>5,723</b>	<b>133</b>	<b>837</b>

UC = University Colleges

AC = Affiliated Colleges

Note: Colleges situated in the Union Territories of A&N Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the colleges of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. Colleges in Chandigarh have been merged with the colleges in Punjab. Number of colleges in Arunachal Pradesh during 1985-86 has been shown separately.

**APPENDIX-IX**

**Increase in number of Affiliated Colleges (Arts, Science and Commerce only) during the period  
1981-82 to 1985-86 (Statewise)**

<i>State/Union Territory</i>	<i>1981-82</i>			<i>1982-83</i>			<i>1983-84</i>			<i>1984-85</i>			<i>1985-86</i>			<i>Increase during the period from 1981-82 to 1985-86</i>
	<i>No. of Colleges</i>	<i>No. of Colleges</i>	<i>Increase over the preceding year</i>	<i>No. of Colleges</i>	<i>No. of Colleges</i>	<i>Increase over the preceding year</i>	<i>No. of Colleges</i>	<i>No. of Colleges</i>	<i>Increase over the preceding year</i>	<i>No. of Colleges</i>	<i>No. of Colleges</i>	<i>Increase over the preceding year</i>	<i>No. of Colleges</i>	<i>No. of Colleges</i>	<i>Increase over the preceding year</i>	
1. Andhra Pradesh	273	281	8	287	287	6	319	319	32	320	320	1	47	47	47	
2. Assam	119	125	6	125	125	—	132	132	7	132	132	—	13	13	13	
3. Bihar*	279	300	21	331	331	31	359	359	28	359	359	—	80	80	80	
4. Gujarat	188	190	2	191	191	1	196	196	5	200	200	4	12	12	12	
5. Haryana	99	102	3	106	106	4	107	107	1	107	107	—	8	8	8	
6. Himachal Pradesh	22	22	—	22	22	—	22	22	—	28	28	6	6	6	6	
7. Jammu & Kashmir	23	23	—	23	23	—	23	23	—	23	23	—	—	—	—	
8. Karnataka	272	291	19	314	314	23	342	342	28	353	353	11	81	81	81	
9. Kerala	128	129	1	128	128	1	129	129	1	129	129	—	1	1	1	
10. Madhya Pradesh	253	270	17	283	283	13	331	331	48	349	349	18	96	96	96	
11. Maharashtra	432	441	9	472	472	31	532	532	60	547	547	15	115	115	115	
12. Manipur	18	18	—	18	18	—	19	19	1	19	19	—	1	1	1	
13. Meghalaya/ Nagaland	25	25	—	25	25	—	25	25	—	25	25	—	—	—	—	
14. Orissa	97	104	7	118	118	14	145	145	27	150	150	5	53	53	53	
15. Punjab	171	176	5	176	176	—	176	176	—	174	174	-2	3	3	3	
16. Rajasthan	122	125	3	130	130	5	129	129	-1	132	132	3	10	10	10	
17. Tamil Nadu	206	206	—	204	204	-2	205	205	1	205	205	—	-1	-1	-1	
18. Uttar Pradesh	376	387	11	390	390	3	390	390	—	391	391	1	15	15	15	
19. West Bengal/ Tripura/Sikkim	272	273	1	273	273	—	273	273	—	274	274	1	2	2	2	
20. Delhi	37	37	—	36	36	1	38	38	2	38	38	—	1	1	1	
21. Arunachal Pradesh	—	—	—	—	—	—	—	—	—	2	2	2	2	2	2	
<b>TOTAL</b>	<b>3,412</b>	<b>3,525</b>	<b>113</b>	<b>3,652</b>	<b>3,652</b>	<b>127</b>	<b>3,892</b>	<b>3,892</b>	<b>240</b>	<b>3,957</b>	<b>3,957</b>	<b>65</b>	<b>545</b>	<b>545</b>	<b>545</b>	

\*Also includes constituent colleges.

Note: Colleges 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 the colleges in Punjab. Number of colleges in Arunachal Pradesh during 1985-86 has been shown separately.

## APPENDIX-X

### Number and Distribution of Teaching Staff in the University Departments/University Colleges According to Designation (1981-82 to 1985-86)

<i>Year</i>	<i>Professors</i>	<i>Readers</i>	<i>Lecturers*</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1981-82	4,170 (9.9)	9,299 (22.0)	26,648 (63.2)	2,069 (4.9)	42,186 (100.0)
1982-83	4,624 (10.3)	10,205 (22.7)	28,120 (62.5)	2,007 (4.5)	44,956 (100.0)
1983-84	5,117 (10.9)	11,046 (23.6)	28,650 (61.1)	2,046 (4.4)	46,859 (100.0)
1984-85	5,683 (12.0)	11,841 (25.0)	27,863 (58.8)	1,995 (4.2)	47,382 (100.0)
1985-86**	5,792 (11.8)	12,026 (24.5)	29,241 (59.6)	2,029 (4.1)	49,088 (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  
(1981-82 to 1985-86)**

<i>Year</i>	<i>Senior Teachers*</i>	<i>Lecturers**</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1981-82	15,599 (9.9)	1,34,019 (85.0)	8,100 (5.1)	1,57,718 (100.0)
1982-83	18,905 (11.5)	1,37,780 (83.8)	7,736 (4.7)	1,64,421 (100.0)
1983-84	22,817 (13)	1,39,153 (82.0)	7,671 (4.5)	1,69,641 (100.0)
1984-85	22,368 (13.0)	1,42,524 (82.5)	7,827 (4.5)	1,72,719 (100.0)
1985-86***	23,921 (13.4)	1,46,235 (82.2)	7,745 (4.4)	1,77,901 (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 and Assistant Lecturers.

\*\*\* Estimated.

**APPENDIX-XII**

**Number of Doctorate Degrees Awarded Facultywise (1980-81 to 1984-85)**

<i>Faculty</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>	<i>1983-84</i>	<i>1984-85*</i>
Arts	2,246	2,347	2,422	2,678	2,772
Science	2,792	2,846	2,892	2,890*	2,954
Commerce	105	173	175	177	179
Education	173	178	191	187	223
Engineering/ Technology	139	190	160	192	192
Medicine	44	66	71	59	70
Agriculture	466	471	575	648	599
Veterinary Science	60	93	64	65	99
Law	13	14	20	8	20
Others	42	26	27	30*	63
<b>TOTAL</b>	<b>5,080</b>	<b>6,404</b>	<b>6,597</b>	<b>6,934</b>	<b>7,171</b>

**Regulations regarding minimum standards of instruction for the grant of first degree through formal and non-formal education.**

UNIVERSITY GRANTS COMMISSION  
New Delhi-110002 the 25th November 1985

No. F.1-117/83(CP).-In exercise of the powers conferred by Clause (f) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (No. 3 of 1956), the University Grants Commission makes the following regulations, namely :-

1. Short title, application and commencement :

- (1) These regulations may be called the University Grants Commission (the minimum standards of instructions for the grant of the first degree through formal education in the faculties of Arts, Humanities, Fine Arts, Music, Social Sciences, Commerce and Sciences) Regulations, 1985.
- (2) They shall apply to every university established or incorporated by or under a Central Act, Provincial Act or a State Act, and all Institutions recognised under clause (f) of Section 2 of the University Grants Commission Act, 1956 and every Institution deemed to be University under Section 3 of the said Act.
- (3) They shall come into force on June 1, 1986.

## 2. Admission/Students

- (1) No student shall be eligible for admission to the Ist Degree Course in these faculties unless he has successfully completed 12 years schooling through an examination conducted by a Board/University. The admission shall be made on merit on the basis of criteria notified by the Institutions after taking into account the reservation order issued by the government from time to time.
- (2) Student enrolment shall be in accordance with the number of teachers and physical facilities available.
- (3) No student shall be eligible for the award of the first degree unless he has successfully completed a three year course; this degree may be called the B.A./B.Sc./B.Com. (General/Honours/Special) degree as the case may be :

Provided no student shall be eligible to seek admission to the Master's Course in these faculties, who has not successfully pursued the first Degree course of three years' duration.

Provided further that, as a transitory measure where the universities are unable to change over to a three year degree course, they may award a B.A./B.Sc./B.Com. (Pass) degree on successful completion of two year course, but that no student of this stream shall be eligible for admission to the Master's course unless he has undergone a further one year bridge course and passed the same. The three year degree course after 10+2 stage should in no case be termed as B.A./B.Sc./B.Com (Pass) degree.



### 3. Working days

- (1) Every University enrolling students for the Ist Degree Course shall ensure that the number of actual teaching days does not go below 180 in an academic year.

#### Explanation:

The working days shall exclude holidays and vacations, the time set apart for completing normal admission, time required for the preparation and conduct of examinations but shall include the days on which classes such as lectures, tutorials, seminars, practicals etc. are held or conducted.

- (2) The total periods provided in the time-table shall not be less than 40 clock hours a week. The time-table on working days shall be so drawn up that physical facilities are adequately utilized, and not used only for a few hours a day.
- (3) The University shall not only lay down the syllabus for each course but also the manner of its implmentation, namely, through number of lectures, tutorials, laboratroy sessions, seminars, field work, projects etc. Students shall be encouraged to study some part of the syllabus themselves and shall be given assignment so as to make them use the library or laboratory etc.
- (4) When a student offers a combination of courses -
  - (i) it shall be ensured that the total weekly workload on the student is not more than 30 clock hours a week,

thus enabling him to undertake some study at his own initiative or to prepare his tutorials seminars etc;

(ii) the total work-load on a student shall also be adequate so as to keep him busy;

(iii) lectures shall be supplemented by tutorials and/or problem solving sessions (which shall be around 25% of the lecture work load), term papers etc., so that a student derives maximum benefit from his programme of study.

(5) Minimum number of lectures, tutorials, seminars, practicals etc. which a student shall be required to attend before being eligible for appearing at the examinations shall be as prescribed by the University which, on an average, shall not be less than 75% of the total number of lectures, tutorials, seminars, practicals etc.

#### 4. Examination

(1) The University shall adopt the guidelines issued by the University Grants Commission from time to time in regard to the conduct of examination.

(2) There shall be both continuous sessional evaluation in addition to semester/year-end examinations. The marks or grades obtained in continuous sessional evaluation shall be shown separately in the grade-card alongwith percentile ranking. Each grade card shall indicate the name of the college from which the candidate appeared in the

examination. Further more, the University shall develop a dependable system of checks and controls on marks or grades awarded in sessional work.

Explanation :

Percentile rank refers to the percentage of all the examinees in the course who had the same or higher percentage of marks or grade in the examination.

- (3) The examination question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
- (4) No semester/year-end examination shall be held unless the University is satisfied that atleast 75% of the course work indicated under sub-regulation 3(3) hasbeen actually conducted.

5. Teachers

- (1) No teacher shall be appointed who does not fulfil the minimum qualifications prescribed for recruitment as per University Grants Commission (Qualifications required of a person to be appointed to the teaching staff of a University or other Institutions affiliated to it, Regulations, 1982) notified under Section 26(i) (e) of the University Grants Commission Act. 1956.
- (2) Every teacher shall be available in the Institution on a working day during the period prescribed and shall in addition to participating in teaching as indicated in sub-regulation 3(3), undertake examination/test/evaluation/

invigilation work, general assistance to students in removing their academic difficulties, and participate in extra-curricular and institutional support activities, as required.

- (3) The work load of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. and shall be in accordance with the guidelines issued by the University Grants Commission from time to time.

Provided that the time spent on extension work where it forms an integral part of the course prescribed shall count towards the teaching load.

Provided further that no teacher shall be expected to lecture for more than three clock hours per day.

- (4) The number of full-time and/or part-time teachers shall be provided, keeping in view the total institutional workload as provided in sub-regulation 3(5), teachers workload in sub-regulation 5(3) and class size in sub-regulations 6(1) and 6(2).
- (5) The group for tutorials shall not normally be more than 15 or 20 students.
- (6) A teacher shall not be expected to supervise more than 20-25 students in a laboratory class.

6. Physical facilities

- (1) Every University shall lay down norms in respect of classrooms, laboratories, library, canteen/cafeteria, hostel accommodation etc. and all institutions admitted to its privileges shall adhere to the same. The University while prescribing here facilities as a condition of affiliation shall keep in view the guidelines of the University Grants Commission in this regard.
- (2) The lecture-classes shall normally not exceed 80 students, unless, in special cases, the University has accommodation for larger classes and makes suitable audiovisual arrangements for effective lecturing accompanied by tutorial classes.

7. Information

Every University shall furnish to the University Grants Commission information relating to the observance of these Regulations in the form prescribed for the purpose. The information shall be supplied to the University Grants Commission within 60 days of the close of the academic year.

No. F.1-117/83(CP).-In exercise of the powers conferred by Clause (f) of sub-section (1) of Section 26 of the University Grants Commission act, 1956 (No. 3 of 1956 (No. 3 of 1956)), the University Grants Commission makes the following regulations, namely :-

1. Short title, application and commencement:

- (1) These regulations may be called the University Grants Commission (the minimum standards of instructions for the grant of the first degree through non-formal/distance education in the faculties of Arts, Humanities. Fine Arts,

Music, Social Sciences, Commerce and Sciences) Regulations, 1985.

- (2) They shall apply to every university established or incorporated by or under a Central Act, Provincial Act or a State Act, and all Institutions recognised under clause (f) of Section 2 of the University Grants Commission Act, 1956 and every Institution deemed to be University under Section 3 of the said Act.
- (3) They shall come into force on June 1, 1986.

## 2. Admission/Students

- (1) No student shall be eligible for admission to the Ist Degree Course through non-formal/distance education unless he has successfully completed 12 years schooling through an examination conducted by a Board/University. In case there is no previous academic record, he shall be eligible for admission if he has passed an entrance test conducted by the University provided that he is not below the age of 21 years on July 1 of the year of admission.
- (2) No student shall be eligible for the award of the first degree unless he has successfully completed a three year course; this degree may be called the B.A./B.Sc./B.Com. (General/Honours/Special) degree as the case may be :

Provided that no student shall be eligible to seek admission to the Master's Course in these faculties, who has not successfully pursued the first Degree Course of three years duration.

Provided further that, as a transitory measure where the universities are unable to change over to a three year degree course, they may award a B.A./B.Sc./B.Com. (Pass) degree on successful completion of two year course, but that no student of this stream shall be eligible for admission to the Master's course unless he has undergone a further one year bridge course and passed the same. The three year degree course after 10+2 stage should in no case be termed as B.A./B.Sc./B.Com. (Pass) degree.

3. Programme of Study

- (1) Each lesson shall constitute approximately one week's reading and there shall be at least 25 lessons in each main subject of study. The lessons shall be despatched to the student at regular intervals.
- (2) The University shall set up study centres (outside the headquarters) in areas where there is a reasonable concentration of students. Each study centre shall have adequate library facilities (text books, reference material and lessons and supporting material). They shall also have qualified part-time instruction/counselling staff to advise and assist the students in their studies and remove individual difficulties.
- (3) A contact programme of 8-10 days shall be organised in different places where there is a reasonably good number of students, to include lectures and discussions in support of the studies. Classes may be arranged on Sundays and other holidays at the headquarters.

- (4) Adequate number of practicals shall be provided in all courses involving such work and if necessary, these may be arranged in the evening, during holidays or vacations in the existing institutions.
- (5) Every student at the under-graduate level shall be required to do at least five home assignments in each subject which shall be made available to him at regular intervals, received back, corrected, graded and returned to the student at regular intervals. The University shall maintain a record of the progress of studies of each student.
- (6) The minimum number of assignments performed by a student for each subject shall be 3 in order to be eligible for appearing in the examination in the concerned subject.

#### 4. Examination

- (1) The University shall adopt the guidelines issued by the University Grants Commission from time to time in regard to the conduct of examinations.
- (2) There shall be home assignments, students response sheets, contact programmes and semester/year end examination. The marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card along with percentile ranking. Furthermore, the University shall develop a dependable system of checks and controls on marks or grades awarded in home assignment and response sheets.



Explanation:

Percentile rank refers to the percentage of all the examinees in the course who had the same or higher percentage of marks or grade in the examination.

- (3) The examination question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
- (4) No Semester/Year-end examination shall be held in a subject unless the University is satisfied that at least 75% of the programme of study indicated under sub-regulations 3, and 3(4) have been actually conducted.

5. Teachers

- (1) No teacher shall be appointed who does not fulfil the minimum qualifications prescribed for recruitment as per University Grants Commission (Qualifications required of a person to be appointed to the teaching staff of a University or other Institutions affiliated to it, Regulations, 1982) notified under Section 26(i) (e) of the University Grants Commission Act, 1956.
- (2) Every teacher shall be available in the Institution on each working day during the period prescribed and shall perform such duties as specified under sub-regulations 5(4) and in addition undertake examination/test/evaluation/invigilation work, general assistance to students in removing their academic difficulties and participate in extra-curricular and institutional support activities as required.

- (3) The work load of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. and shall be in accordance with the guidelines issued by the University Grants Commission from time to time for non-formal and distance education.

Provided that the time spent on extension work where it forms an integral part of the course prescribed shall count towards the teaching load.

- (4) The workload of a teacher in Distance Education courses shall include the following :

(i) Preparing, editing, writing, revising, translating lessons and other reading material and checking the academic content thereof;

(ii) Teaching under personal contact programme as described in sub-regulation 3(3);

(iii) Correction of student response sheets;

(iv) Maintaining a record of work done by him termwise and submitting the same to the Institution;

(v) Work during vacations to prepare reading materials, reading of proofs, etc.

(vi) Such other work as may be assigned in connection with teaching or examination.

- (5) The norms of workload for teachers at the undergraduate level shall be as prescribed in the guidelines issued by the University Grants Commission from time to time.
- (6) The number of full-time and part-time teachers shall be provided keeping in view :-
- (i) Programme of study as provided in sub-regulations 3(1), 3(2), 3(3), 3(4), 3(5) and 3(6).
  - (ii) total institutional work load as provided in sub-regulations 5(1), 5(2), 5(3), 5(4) and 5(5) and
  - (iii) total enrolment of students.

6. Information

Every University providing instruction through non-formal/distance education shall furnish to the University Grants Commission information relating to the observance of these Regulations in the form prescribed for the purpose. The information shall be supplied to the University Grants Commission within 60 days of the close of the academic Year.

**REGULATIONS REGARDING ESTABLISHMENT OF INSTITUTIONS**

**NOTIFICATION**

In exercise of the powers conferred by Clause (h) of Sub-Section (1) of Section 26 of the University Grants Commission Act, 1956, the University Grants Commission makes the following regulations namely:

1. Short title : application and commencement:
  - (i) These regulations may be called the University Grants Commission (establishment and maintenance of Institutions) Regulations, 1985.
  - (ii) They shall apply to every institution established or caused to be established by the University Grants Commission under this Act.
  - (iii) They shall come into force on the date of their publication in the Gazette of India.
  
2. (i) The University Grants Commission may with the approval of the Government of India establish or cause to be established an autonomous organisation for purposes and functions to be specified in a Project Report which would, amongst others, contain the -
  - (i) rational;
  - (ii) objectives and functions;
  - (iii) plan of development;

- (iv) the structure of management including the membership of the Society, the Board of management and other concerned bodies, and their functions and powers, mechanism for the evaluation;
  - (v) Financial implication, including phasing of expenditure; and
  - (vi) the nature and mechanics for enforcement of accountability to University Grants Commission and Government.
- (ii) Each such institution shall be registered under the Societies Registration Act of 1860 or under the relevant Act of the State Govt. in whose jurisdiction the institution is located.
- (iii) The Memorandum of Association and the rules of the institution would, amongst others, provide for the following:-
- (a) Objects of the Institution.
  - (b) The membership of the Society, the Board of Management and other concerned bodies, and their functions and powers.
  - (c) The manner of appointment of the staff and the terms and conditions of service.
  - (d) The manner of maintenance of the accounts and related matters, and the audit of the same.

**APPENDIX-XV**

**JUNIOR RESEARCH FELLOWSHIP EXAMINATION  
HELD ON 16TH JUNE, 1985.**

SUBJECT-WISE BREAK UP OF SUCCESSFUL CANDIDATES

Code No.	Subject	No. of Candidates Declared successful
1	2	3
13	Anthropology	16 (1)
14	Commerce	42
15	Education	33
16	Statistics	30
17	Assamese	1
18	Bengali	5
19	Gujarati	1
20	Hindi	57
21	Kannada	1
2	Malyalam	3
2	Marathi	3
24	Oriya	8
25	Punjabi	5 (1)
26	Sanskrit	55
27	Tamil	9
28	Telugu	7
29	Urdu	14
30	Arabic	4
31	English	47 (2)
32	French	1
33	German	1
34	Persian	3
35	Spanish	1
36	Russian	1
37	Linguistics	13

Note: Figures in parenthesis indicate the number of SC/ST candidate who qualified the test.

<u>Other Subjects</u>	
Population Studies	2
Marine Biology	4
Law	2
Islamic Studies	1
Astronomy	1
Demography	1
Pali	2
Maithili	2
Budhist Studies	2
Marine Geology	1
Museology	1
Defence Studies/ Military Science	2
Social Work	3
Computer Science	2
Fine Arts	2
Drawing & Painting	1
Archaeology	2
Meteorology	1
Rural Development	1
Home Science	2
Food & Nutrition	2
Androgogy	2
Business Management	1
Indian Theatre	2
Music	2
Journalism/Communication	2
Library Science	1
Development Studies	1
Co-operative Management	1
Chinese	1
Manipuri	1
Total:	<hr/> 412 <hr/>

APPENDIX-XVI

**JUNIOR RESEARCH FELLOWSHIP EXAMINATION  
HELD ON 29TH SEPTEMBER, 1985**

SUBJECT-WISE BREAK UP OF SUCCESSFUL CANDIDATES

Code No.	Subject	No. of Candidates Declared successful
01	Physics	142
02	Chemistry	329 (3)
03	Mathematics	60
04	Life Sciences	292 (5)
05	Geology	46 (1)
06	Geography	51 (2)
07	Economics	121 (3)
08	Political Science	51 (3)
09	Philosophy	22
10	Psychology	22
11	Sociology	74 (3)
12	History	77
Total:		<u>1,287</u>

Note: Figures in parenthesis indicate the number of SC/ST candidates who qualified the test.



APPENDIX-XVII

**LIST OF CENTRES OF ADVANCED STUDY IN  
HUMANITIES AND SOCIAL SCIENCES**

S.No.	Subject	University	Thrust Area(s)	Remarks
1	2	3	4	5
1.	Economics	Bombay University Bombay	Public Finance and Industrial Economics.	
2.	Economics	Delhi University Delhi	Economics of Devel- opment & Economic History	
3.	Economics	Gokhale Institute of Politics & Economics, Poona University, Poona.	Agricultural Economics	
4.	Linguistics	Annamalai University Annamalainagar	Dravidian Linguistics	
5.	History	Aligarh Muslim University, Aligarh.	Medieval Indian History	
6.	Sanskrit	Poona University Poona.	Sanskrit Literature	
7.	Philosophy	Madras University Madras	Advaita & Allied system of Philosophy.	
8.	Education	M.S. University of Baroda, Baroda.	Educational Research	
9.	Psychology	Utkal University Bhubaneshwar	Educational Psychology, Social Psychology.	

10. Sociology	Delhi University Delhi	Sociology	
11. Philosophy	Jadavpur University	i) Theory of knowledge & Reality	Upgraded as C.A.S.in 1985-86
		ii) Logic & Language	
		iii) Ethic, Religion, Social and Political Philosophy.	
		iv) Philosophy of Mind	
12. Psychology	Allahabad University	Applied and Exper- imental Social Psychology and Organisational Psychology.	Upgraded as C.A.S.in 1985-86
13. Anthropology	Ranchi University	Advanced Anthro- pological Theory and Methodology Macro-Analysis, Quantification methods and system Analysis.	Upgraded as C.A.S.in 1985-86
14. Linguistics	Osmania	Socio-Linguistics, Applied Socio- Linguistics, Psycho-Linguistics, Phonetics and contact and convergence study.	Upgraded as C.A.S.in 1985-86

APPENDIX-XVIII

**LIST OF DEPARTMENTS OF SPECIAL ASSISTANCE IN  
HUMANITIES AND SOCIAL SCIENCES**

S.No.	Subject	University/ Institution	Thrust Area(s)
1	2	3	4
1.	Economics	Andhra University	i) Agricultural Economics & Co-operation.  ii) Regional & Urban Economics.  iii) Public Economics.
2.	Economics	Calcutta University	i) Urban Economics.
3.	Economics	Punjabi University	i) Regional Economics. ii) Economics of Socialism.
4.	Economics	Presidency College	i) Indian Economics.
5.	Economics	Osmania University	
6.	Economics	Sri Venkateswara University	i) Labour Economics.  ii) Agricultural Economics.
7.	Economics	Madras University	i) Economics of applied welfare & applied development.

- |     |           |                           |   |
|-----|-----------|---------------------------|---|
| 8.  | Economics | M.S. University of Baroda | <ul style="list-style-type: none"> <li>i) Economics of Education &amp; Human resources.</li> <li>ii) Growth processes of Indian Economy.</li> </ul>                                 |
| 9.  | History   | Patna University          | <ul style="list-style-type: none"> <li>i) Socio-Economic History of Medieval India with special emphasis on urban problems.</li> </ul>  |
| 10. | History   | M.S. University of Baroda | <ul style="list-style-type: none"> <li>i) Medieval Archaeology &amp; History of Western India.</li> <li>ii) Medieval Art, Archaeology, Epigraphy and Numismatics.</li> </ul>        |
| 11. | History   | Allahabad University      | <ul style="list-style-type: none"> <li>i) Socio-Economic History of India.</li> <li>ii) Archaeology.</li> </ul>   |
| 12. | History   | Calcutta University       | <ul style="list-style-type: none"> <li>i) Economic History.</li> <li>ii) Modern Indian History with reference to Agrarian History, Social History, Intellectual History.</li> </ul> |

- |     |                   |                           |   |
|-----|-------------------|---------------------------|---|
| 13. | History           | Mysore University         | <ul style="list-style-type: none"> <li>i) Pre-Modern &amp; Modern South Indian History with particular reference to Socio-Economic History of the region.</li> </ul>  |
| 14. | Philosophy        | Rajasthan University      | <ul style="list-style-type: none"> <li>i) Logic &amp; Philosophy of Science.</li> <li>ii) Indian Philosophy.</li> <li>iii) Philosophy of Law.</li> </ul>  |
| 15. | Political Science | Rajasthan University      | <ul style="list-style-type: none"> <li>i) Indian Political Tradition &amp; Contemporary Political Structure and Processes in India</li> </ul>   |
| 16. | Political Science | M.S. University of Baroda | <ul style="list-style-type: none"> <li>i) International relations theory/ International Political Economy/ World-over studies.</li> <li>ii) Comparative foreign policy studies with particular emphasis on Indian Foreign Policy/analysis.</li> <li>iii) International organisations &amp; contemporary &amp; Projected dimensions of the International legal order.</li> </ul> |

- iv) Strategic Studies/defence analysis.
  - v) Conflict analysis and Peace research studies.
17. Sociology Punjab University
18. Sociology Ravi Shankar University
- Continuity change in folklore & traditional culture in the following aspects.
- (i) Study of traditional folk culture.
  - (ii) Study of elite tradition.
19. Archaeology Deccan College, Pune
- i) Pre-historic & Proto-historic Archaeology.
  - ii) Evaluation of the patterns of adaptations of pre-historic human society to local environment.
  - iii) Re-construction of paleo-environment by extensive field work.

- |     |          |                    |  |
|-----|----------|--------------------|--|
| 20. | Gujarati | S.N.D.T.           | i) Modern Gujarati literature.   |
| 21. | Hindi    | S.P. University    | i) Linguistics & linguistic approach to literature.<br>ii) Comparative literature.<br>iii) Damma & Dramaturgy.   |
| 22. | Bengali  | Burdwan University | i) Language & culture of Rarh.<br>ii) Comparative study of the literature of Eastern Indian Languages.<br>iii) Modern Bengali Poetry-structural Stylistics study.<br>iv) 19th Centuary Bengali Literature. |
| 23. | Kannada  | Mysore University  | i) Comparative Literature<br>ii) Classical studies.<br>iii) Folklore.  |

24. Philosophy      Banaras Hindu University
- i) Different schools of Indian Philosophy in the context of Indian Culture.
  - ii) Indian Religions with Comparative orientation.
  - iii) Philosophy of languages and grammar.
25. Philosophy      Visva-Bharati
- i) Metaphysics and Religion.
  - ii) Philosophy of Art and Culture.



LIST OF DEPARTMENTAL RESEARCH SUPPORT PROJECTS  
IN HUMANITIES AND SOCIAL SCIENCES

S.No.	Subject	University	Thrust Area(s)
1.	Music & Musicology	B.H.U	(i) Hindustani Music-vocal and instrumental. (ii) Melodic Analysis.
2.	Assamese	Gauhati	(i) Assamese Language, Culture and Literature including study of dialects, folklores and manuscripts.
3.	Marathi	Marathwada	(i) Ancient Literature. (ii) Modern Literature. (iii) Folk Literature.
4.	Oriya	Sambalpur	(i) Folk Literature. (ii) Modern Literature. (iii) Folk Literature.

APPENDIX-XX

LIST OF CENTRES OF ADVANCED STUDY

SCIENCE

S.No.	Subject	University/Instt.	Thrust Area(s)	Remarks
1	2	3	4	5
1.	Physics	Department of Physics and Astro-physics, Delhi University.	Theoretical Physics and Astrophysics.	
2.	Physics	Institute of Radio Physics & Electronics, Calcutta University.	Radiophysics & Electronics	
3.	Chemistry	Department of Chemical Tech., Bombay University.	Chemistry of Textile Fibres and Dyes.	
4.	Chemistry	Department of Chemistry, Delhi University.	Chemistry of Natural Products.	
5.	Botany	Department of Botany, Delhi University.	Plant Morphology and Embryology	
6.	Botany	Department of Botany, Madras University.	Plant Pathology and Mycology	
7.	Zoology	Department of Zoology, Delhi University	Cell Biology and Endocrinology	
8.	Zoology	Department of Marine Biology Annamala Univ.	Marine Biology	

9.	Geology	Department of Geology, Punjab University.	Himalayan Geology and Palaeontology
10.	Mathematics	Department of Mathematics Bombay Univ. (in collab- oration with the Tata Institute of Fundamental Research, Bombay)	Pure Mathematics
11.	Mathematics	Department of Mathematics Panjab University.	Pure Mathematics
12.	Mathematics	Department of Mathematics, University of Madras & Ramanujan Instt. of Mathematics, Madras.	Pure Mathematics
13.	Astronomy	Department of Astronomy and Niazmia Observatory, Osmania University, Hyderabad.	Experimental Astronomy
14.	Biochemistry	Department of Bio-Chemistry, Indian Instt. of Science, Bangalore.	Proteins, Lipids Ecology
15.	Botany	Banaras Hindu University	Algology Ecology
16.	Botany	Calcutta University	Cell and Chromo- some Research
17.	Inorganic Physical Chemistry	Indian Instt. of Science, Bangalore	Inorganic & Physical Chemistry

18.	Metallurgical Engineering	Banaras Hindu University	Physical and Mechanical Metallurgy	
19.	Molecular Bio-Physics	Indian Instt. of Science, Bangalore.	Structure and interaction of biomoleculars.	
20.	Chemistry	Calcutta University.	Natural Products	Upgraded as CAS in 1985
21.	Geology	Jadavpur University.	Economic Geology	Upgraded as CAS in 1985

APPENDIX-XXI

LIST OF DEPARTMENTS OF SPECIAL ASSISTANCE (D.S.A.)  
IN SCIENCE SUBJECTS

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
<u>CHEMISTRY</u>		
1.	Allahabad	i) Fast reaction kinetics ii) Natural products & Synthetics Organic Chemistry iii) Structural Chemistry
2.	Osmania	Natural products
3.	Punjab	Organic, Inorganic & Physical Chemistry
4.	Poona	Organic, Inorganic & Physical Chemistry
5.	Rajasthan	i) Structural aspects of Organometallic compounds ii) Homogeneous Catalyst iii) Organometallic compounds as Biocides iv) Chemistry of Nitrogen Ligand v) Kinetics & Electro-Organic reactions
6.	Sardar Patel	Polymer Chemistry
7.	Indian Institute of Science	Solid State Structural Chemistry
8.	Indian Institute of Science	Organic Chemistry
9.	Madras	Organic Chemistry

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
10.	Hyderabad	i) Organic Chemistry ii) Inorganic & Physical Chemistry
11.	Jadavpur	i) Inorganic & Physical Chemistry

#### BIOCHEMISTRY

1.	Lucknow	Bio-Chemistry and Metabolism of angiosperm Parasite including Host Parasite interaction
2.	M.S. University of Baroda	i) Plant Biochemistry ii) Food Microbiology iii) Human Nutrition iv) Experimental Nutrition v) Microbial Biochemistry

#### PHYSICS

1.	Andhra	Irregularities and drifts of Ionization and meteor wind radars
2.	Poona	Surface Physics
3.	Roorkee	i) Theoretical & Experimental Solid State Physics ii) Physics of collision process
4.	Punjab	Nuclear Physics
5.	I.I.Sc., Bangalore	Condensed matter physics
6.	B.H.U.	i) Physics of material ii) Theoretical Physics
7.	A.M.U.	i) Theoretical Nuclear Physics with interacting experimental physics ii) Laser Raman Spectroscopy iii) Digital Signal Processing Techniques

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
8.	Madras	Crystallorgaphy & Biophysics
9.	Jammu	High Energy Physics

#### MATHEMATICS

1.	Bangalore	Fluid Mechanics
2.	Jadavpur	Applied and Pure
3.	A.M.U.	Algebra, Analysis
4.	Madurai	Algebra, Number Theory
5.	Poona	Analysis
6.	I.I.Sc. Bangalore	Applied Mathematics

#### STATISTICS

1.	Poona	Probability theory, Stochastic process, applied probability, Statistical inference
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#### BOTANY

1.	Andhra	Cytogenetics
2.	Lucknow	Plant Nutrition
3.	Patna	Cytogenetics & Plant breeding
4.	Kalyani	Moleculor Taxonomy
5.	Kerala	Studies on coastal Ecosystem of Kerala - relations of fishers

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
<u>ZOOLOGY</u>		
1.	B.H.U.	i) Cell Physiology & Biochemistry ii) Cytogenetics iii) Reproductive Biology
2.	Calcutta	Entomology & Fishers
3.	Marathwada	Comparative animal physiology & Invertebrate endocrinology
4.	Mysore	i) Population genetics and Matagenetics ii) Reproductive Biology
5.	Punjab	i) A-quatic Biology ii) Cell Biology iii) Entomology iv) Parasitology
6.	Rajasthan	i) Comparative Endocrinology ii) Ecophysiology Studies on the role of environmental processes
7.	Andhra	Marine parasitology & Marine Ecology
8.	Poona	Cellulared Biochemical Parameters of Growth
9.	Bangalore	Cytogenetics

BIO-SCIENCES  
(Inter-disciplinary)

1.	Madurai	i) Biochemistry & Molecular Biology ii) Developmental Biology & Immunology iii) Animal Physiology iv) Microbiology v) Plant Physiology & Environmental Biology vi) Cell Biology vii) Reproductive Physiology viii) Plant genetics
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<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
2.	M.S. University of Baroda	Microbiology
3.	B.H.U. (I.M.S.)	Molecular Biology
4.	Saurashtra	Environmental Biology & Eco-system
5.	Kerala	Aquatic Biology & Fisheries
<u>GEOLOGY</u>		
1.	Andhra	Marine Geology
2.	Roorkee	i) Engineering Geology ii) Engineering Geophysics iii) Engineering Geohydrology
3.	M.S. University of Baroda	Quaternary Geology (Basic & Applied)
4.	Mysore	Stratigraphy & Palaeontology
5.	Presidency College, Calcutta	Precambrian Geology
<u>GEOGRAPHY</u>		
1.	A.M.U.	i) Population Geography ii) Land use & agricultural Geo-graphy
2.	Osmania	Applied Geography
3.	B.H.U.	Agriculture Physical Geography
<u>ENGINEERING</u>		
1.	Anna	Chemical Engineering
2.	Roorkee	Civil Engineering
3.	I.I.Sc., Bangalore	Electrical Engineering

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
4.	Roorkee	Earthquake Engineering
5.	Jadavpur	Production Engineering
6.	I.I.Sc., Bangalòre	Metallurgy
7.	Jadavpur	Electrical Engineering
8.	I.I.Sc., Bangalore	Civil Engineering
9.	Bombay	Chemical Engineering
10.	B.H.U.	Mining Engineering
11.	B.H.U.	Ceramic Engineering
12.	B.H.U.	Electronics Engineering
13.	Roorkee	Mechanical Engineering
14.	I.S.M. Dhanbad	Mining Engineering
<u>PHARMACY</u>		
1.	Nagpur	Pharmacy
2.	Punjab	Pharmacy

APPENDIX-XXII

**LIST OF DEPARTMENTAL RESEARCH SUPPORT (DRS)  
PROJECTS IN SCIENCES**

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
<u>CHEMISTRY</u>		
1.	Bangalore	Catalysis involving the whole department
2.	Gorakhpur	Physical Chemistry (non-equilibrium thermodynamics/Statistical mechanism)
3.	Bombay (organic Chemistry Unit of Pharmacy, Division of UDCT)	Reaction Mechanism & Stereochemistry
4.	M.S. University of Baroda	Synthetic organic & Coordination Chemistry Ion Exchange Liquid crystals
5.	Jodhpur	Physical Chemistry, Electron-Chemistry
6.	Guru Nanak Dev	Chemistry
<u>PHYSICS</u>		
1.	Osmania	Solid State Physics
2.	Rajasthan	Material Physics
3.	Karnataka	i) Life time and special measurements of Molecules & condensed matter ii) Transport studies in organic & amorphous Semiconductors
4.	Sri Venkateswara	Solid State Physics

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
<u>BOTANY</u>		
1.	Jodhpur	i) Plant tissue culture ii) Ecology & Taxonomy of desert plants
2.	Allahabad	Plant Physiology, Morphology & Mycology
3.	Sri Venkateswara	Plant Physiology
4.	Mysore	Seed Pathology
5.	Saugar	Mycology, Plant Pathology & Microbiology
6.	M.S. University of Baroda	Development Physiology
7.	Rajasthan	Plant Pathology, Physiology & Biochemistry
8.	Sardar Patel	Plant Anatomy
<u>GENETICS</u>		
1.	Osmania	Plant Genetics
<u>ZOOLOGY</u>		
1.	Kalyani	Cytology, Cell Biology & Fisheries
2.	Aligarh	Nematology
3.	Gujarat	Cell Biology
4.	Cochin	Marine Science - Physical Oceanography and Marine Geology & Industrial Fisheries
5.	M.S. University of Baroda	Development Physiology/Biology

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
<u>BIOSCIENCES</u>		
(interdisciplinary)		
1.	Ahmednagar College	Biochemistry
2.	Indore	Life Sciences - i) Plant Physiology/Reproductive Physiology & Endocrinology
3.	Indian Institute of Science	Microbiology and Cell Biology ii) Basic & Applied Micro-biology iii) Immunology
<u>GEOLOGY</u>		
1.	Patna	Systematic Geochemical explo- ration and Geochemistry of ground water
2.	Osmania	Geophysics
3.	Indian School of Mines, Dhanbad	Geology/Geophysics
<u>GEOGRAPHY</u>		
1.	Punjab	i) Migrational trends in Bist-Doab ii) Unemployment and under employ- ment in rural Punjab iii) Population Geography of Scheduled Castes in India
2.	Calcutta	Integrated study in land use
<u>ENGINEERING &amp; TECHNOLOGY</u>		
1.	Andhra	Chemical Engineering (corrosion Engineering)

<u>SUBJECT</u>	<u>UNIVERSITY/INSTITUTION</u>	<u>THRUST AREA(S)</u>
2.	Andhra	Mechanical Engineering i) Heat transfer ii) Machine design iii) Industrial Engg. & Fluid power control iv) Metallurgy/Material research
3.	Roorkee	Electronic Engineering
4.	Roorkee	Electronics & Communication i) Callusm Arsenide Technology ii) Microwave propagation & power sources
5.	Roorkee	i) Thermodynamics ii) Metal casting technology

#### MATHEMATICS

1.	Roorkee	i) Solid Machines & Vibrations ii) Fluid mechanics & magneto hydrodynamics iii) Astrophysics & Cosmology
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#### HOME SCIENCE

1.	M.S. University of Baroda	Child Development
2.	Sri Avinashilingam College of Home Science, Coimbatore	Home Management
3.	Lady Irwin College New Delhi	Communication and Extension
4.	S.V.T. Home Science College, Bombay.	Food and Nutrition

DEPARTMENT SUPPORTED UNDER SCIENCE AND TECHNOLOGY  
INFRASTRUCTURE DEVELOPMENT PROGRAMME (COSIST)  
DURING THE YEAR 1985-86

Sl. No.	Name of the Department University/Institute	COSIST support provided for Strengthening of PG Education	Research in the following thrust area(s)
1	2	3	4
<u>PHYSICS</u>			
1.	Deptt. of Physics Roorkee University.	PG Education	Solid State Physics (Theoretical and Experimental), Physics of Molecular Collision.
<u>CHEMISTRY</u>			
1.	Department of Chemistry University of Madras.	PG Education	
<u>BIO-SCIENCES</u>			
1.	Department of Zoology, Calcutta University.	PG Education	Genetics and Vertebrate Endocrinology
2.	Department of Zoology, Delhi University.	PG Education and Research	Cell and Development Biology, Reproductive Endocrinology, Insect Phys iology, and Toxicology.
3.	Department of Zoology, Banaras Hindu University.	PG Education	Reproductive Physiology and Endocrinology Bio chemistry & Cytogenetics
4.	Department of Botany, Delhi University.	PG Education	Biology of Reproduction plant Physiology, Mole cular Biology.

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|----|---|--------------|---|
| 5. | School of Marine Sciences,<br>Cochin University.                | PG Education | Coastal and Estuarine Oceanography and Coastal water and mud banks. |
| 6. | Molecular Biophysics Unit, Indian Instt. of Science, Bangalore. | PG Education | Bio-molecular structure and Interaction.                            |
| 7. | Department of Botany,<br>Banaras Hindu University.              | PG Education | Algology and Ecology  |

#### GEO-SCIENCES

- |    |  |              |  |
|----|--|--------------|--|
| 1. | Department of Geophysics,<br>Osmania University. | PG Education | Exploration Geophysics                                     |
| 2. | Department of Geology,<br>Panjab University.     | PG Education | Economic Geology, Petrology, Minerology and Geo-Chemistry. |

#### MATHEMATICS

- |    |  |              |  |
|----|--|--------------|--|
| 1. | Deptt. of Mathematics,<br>Ramanujan Institute,<br>Madras University. | PG Education | Analysis, Algebra, Geometry, Topology. |
|----|--|--------------|--|

#### ENGINEERING/TECHNOLOGY

- |    |  |              |  |
|----|--|--------------|--|
| 1. | Deptt. of Civil Engg.,<br>Indian Instt. of Science<br>Bangalore. | PG Education | Hydromechanics and water resources.  |
| 2. | Deptt. of Electrical Engineering,<br>Roorkee University.         | PG Education | Measurement and Instrumentation with an emphasis on (a) Industrial Instrumentation and Power systems, (b) Process Instrumentation. |



3. Deptt. of Electronics Engineering, Roorkee University.	PG Education	Communication systems Control and Guidance (with an emphasis on pictures and Speech processing and Digital Control).
4. Deptt. of Mech. & Ind. Engineering, Roorkee University.	PG Education	CAD/CAM Welding Engineering Refrigeration and air conditioning.
5. Deptt. of Production Engineering, Jadavpur University.	PG Education	Manufacturing systems Automation and robotics
6. Deptt. of Metallurgy, Indian Institute of Science, Bangalore.	PG Education	Mineral processing, Hydro- Metallurgy, pyro-metallurgy, Computer modelling of metallic glasses.

APPENDIX-XXIV

ALLOCATION TO UNIVERSITIES IN THE VII PLAN  
FOR GENERAL DEVELOPMENT SCHEMES

STATE UNIVERSITIES

State	Rs.125 lakhs	Rs.100 lakhs	Rs.75 lakhs	Rs.50 lakhs
1	2	3	4	5
Andhra	Andhra Osmania	Sri Venkateswara Kakatiya Nagarjuna Sri Krishna Jeevanaya		
Assam	Imphal	Dibrugarh		
Bihar	Patna Ranchi	Bihar Bhagalpur Magadh		K.S.Darbhangra
Gujarat	Baroda Gujarat	Sardar Patel Saurashtra South Gujarat		
Haryana	Kurukshetra M.D.University			
Himachal Pradesh	Himachal Pradesh			
Jammu & Kashmir	--	Jammu Kashmir		

8. Karnataka	Bangalore Mysore Karnatak			
9. Kerala	Kerala	Calicut Cochin		
10. Madhya Pradesh	Dr.Hari Singh Gour Viswavidyalaya Sagar	Vikram Bhopal	Devi Ahilya Indore Jiwaji	Indira Ka Sangeet
	Rani Durga- wati Vishwa- vidyalaya, Jabalpur.		Ravi Shankar A.P. Singh Rewa	
11. Maharashtra	Bombay Poona Marathwada SNDT Women's	Shivaji Nagpur		
12. Manipur		Manipur		
13. Orissa	Utkal	Berhampur Sambalpur		
14. Punjab	Punjabi Panjab	Guru Nanak Dev		
15. Rajasthan	Rajasthan Jodhpur	Mohal Lal Sukhadia		

16. Tamil Nadu	Madras Madurai Kamraj	Bharathiar Bharathidasan	Anna (For development of Science Programme)	
	Annamalai	Tamil		
17. Uttar Pradesh	Allahabad Lucknow Meerut Gorakhpur	Roorkee Garhwal Kumaon	Agra	Kashi V.Pith Sampurnand Sanskrit Kanpur
18. West Bengal	Calcutta Jadavpur North Bengal	Kalyani Burdwan Rabindra Bharati		

**II. ADDITIONAL ALLOCATION TO STATE UNIVERSITIES FOR  
IMPROVEMENT OF UNDERGRADUATE EDUCATION**

	<u>University</u>	<u>Allocation</u> (Rs. in lakhs)
1.	M.S. University of Baroda	30.00
2.	Allahabad University	25.00
3.	Gorakhpur University	25.00
4.	Lucknow University	15.00
5.	Dr. Hari Singh Gour University	10.00
6.	Jodhpur University	20.00
7.	Mohan Lal Sukhadia Univesity	7.00
8.	SNDT Women's Universty (For Conducted colleges)	30.00
9.	Kashi Vidyapeeth (Arts only)	5.00
	<b>Total</b>	<b><u>Rs. 167.00 lakhs</u></b>

**III. INSTITUTIONS DEEMED TO BE UNIVERSITIES**

	(Rs. in lakhs)
1. Central Institute of English and Foreign Languages	115.00
2. Jamia Millia Islamia	115.00
3. Birla Institute of Technology and Science	85.00
4. Gujarat Vidyapith	115.00
5. Tata Institute of Social Sciences	115.00
6. Gurukul Kangri Vishwavidyalaya	50.00
7. Gandhigram Rural Institute	115.00
8. Dayal Bagh Educational Institute, Agra	100.00
9. Sri Satya Sai Institute of Higher Learning	115.00
10. Banasthali Vidyapith	75.00
	<hr/> 1000.00 lakhs <hr/>

**IV. CENTRAL UNIVERSITIES**

	<u>Rs. in lakhs</u>
1. Aligarh Muslim University	400.00
2. Banaras Hindu University	400.00
3. Delhi University (Including South Delhi Campus)	500.00
4. Hyderabad University	500.00
5. North Eastern Hill University	1000.00
6. Visva Bharati	400.00
7. Jawahar Lal Nehru University	1600.00
8. Pondicherry University	750.00
9. Delhi Colleges Buildings	450.00
Total:	<hr/> 6000.00 lakhs <hr/>

V POST GRADUATE CENTRES AT AGARTALA AND  
SHIMOGA @ Rs. 50 LAKHS EACH 100 lakhs

VI. Universities which may be declared  
fit for Central Assistance under  
Section 12-B of the UGC Act and 1000 lakhs  
Institutions which may be declared  
as Deemed Universities under  
Section 3 of the UGC Act.

GRAND TOTAL (I+II+III+IV+V+VI) Rs. 16567 lakhs

**APPENDIX-XXV**

**Statement Showing Grants Paid to Universities During 1985-86 (Major Head-wise) Under Plan, Engineering Technology and Section-III**

Sl. No.	Name of the Universities	Development of linkages between different sector	Schemes for quality improvement of Education	Programme for quality improvement of research	Programme to reduce disparities	Programme for improvement of Management	Total	Engg. & Tech.	Total	Section III	Grants Total
	Central Univ.	Sector A	Sector B	Sector C	Sector D	Sector E		Sector F			
1.	Aligarh	1.21	139.30	26.22	—	—	166.73	23.87	190.60	—	190.60
2.	Banaras	20.70	86.62	110.01 0.08*	0.54	—	217.87 0.08*	45.37	263.24 0.08*	64.00	327.24 0.08*
3.	Delhi	10.77	175.24	16.31 0.01*	—	—	202.32 0.01*	4.39	206.71 0.01*	0.50	207.21 0.01*
4.	Hyderabad	13.49	237.73	88.02 0.12*	—	—	339.24 0.12*	—	339.24 0.12*	—	339.24 0.12*
5.	Jawaharlal Nehru	1.00	237.12 0.72*	404.75 0.08*	—	—	642.87 0.80*	—	642.87 0.80*	60.34	703.21 0.80*
6.	N.E.H.U.	1.02	195.00	16.55	—	—	212.57	—	212.57	0.50	213.07
7.	Visva-Bharti	0.09	88.22	12.08	—	—	100.39	—	100.39	0.08	100.47
8.	Pondicherry	—	36.00	—	—	—	36.00	—	36.00	—	36.00
<b>Total</b>		48.28	1195.23 0.72*	673.94 0.29*	0.54	—	1917.99 1.01*	73.63	1991.62 1.01*	125.42	2117.04 1.01*

\*By adjustment.

**APPENDIX-XXV (Contd.)**

<i>Institution Deemed to be Universities</i>	<i>Sector A</i>	<i>Sector B</i>	<i>Sector C</i>	<i>Sector D</i>	<i>Sector E</i>	<i>Total</i>	<i>Sector F</i>	<i>Total</i>	<i>Section III</i>	<i>Grand Total</i>
2	3	4	5	6	7	8	9	10	11	12
B.I.T.S. Pilani	0.30	12.94 0.01*	0.10	—	—	13.34 0.01*	18.19	31.53 0.01*	—	31.53 0.01*
Banasthali Vidyapith	2.53	8.66	0.07	—	—	11.26	—	11.26	—	11.26
C.I.E.F.L. Hyderabad	—	17.28	0.40 0.34*	16.41	—	34.09 0.34*	—	34.09 0.34*	—	34.09 0.34*
Dayalbagh Educational Institute	3.57	17.07	0.79	—	—	21.43	5.05	26.48	—	26.48
Gandhigram Rural Instt.	4.00	22.49	0.10	—	—	26.59	—	26.59	0.12	26.71
Gujarat Vidyapith	11.09	9.34	0.10	—	—	20.53	—	20.53	—	20.53
Gurukul Kangri Vishwavidyalaya	2.90	21.67	0.50	—	—	25.07	—	25.07	—	25.07
I.A.R.I. New Delhi	—	0.02	—	—	—	0.02	—	0.02	—	0.02
I.S.M. Dhanbad	—	1.30	—	0.30	—	1.60	2.60	4.20	—	4.20
I.I.Sc. Bangalore	—	22.17	224.85 0.15*	—	—	247.02 0.15*	139.11	386.13 0.15*	—	386.13 0.15*
Indian Veterinary Research Institute	—	0.35	0.23	—	—	0.58	—	0.58	—	0.58
Jamia Millia Islamia New Delhi	3.09	40.27	3.06	31.22	—	77.64	7.00	84.64	—	84.64
School of Planning & Architecture	—	0.15	—	0.35	—	0.50	—	0.50	—	0.50
Shri Satya Sai Institute of Higher Learning	—	36.44	0.32 0.10*	—	—	36.76 0.10*	—	36.76 10.10*	—	36.76 0.10*
Tata Institute of Social Sciences, Bombay	—	40.89	0.05	—	—	40.94	—	40.94	—	40.94
Thapar Institute of Engg. & Tech. Patiala	—	—	—	—	—	—	7.00	7.00	—	7.00
<b>Total</b>	<b>27.48</b>	<b>251.04</b> <b>0.01*</b>	<b>230.57</b> <b>0.59*</b>	<b>48.28</b>	<b>—</b>	<b>557.37</b> <b>0.60*</b>	<b>178.95</b>	<b>736.32</b> <b>0.60*</b>	<b>0.12</b>	<b>736.44</b> <b>0.60*</b>

\* By adjustment



**APPENDIX-XXV (Contd.)**

**State Universities 1985-86 (Plan Exp.)**

Sl. No.	Name of State and State Universities	A	B	C	D	E	Total	F	Total	Section III	Grand Total
1	2	3	4	5	6	7	8	9	10	11	12
<b>ANDHRA PRADESH</b>											
1	Andhra	13.65	28.12	79.51	0.50	—	121.78	3.22	125.00	—	125.00
2	Jawaharlal Nehru Tech.	2.24	1.51	14.61	0.50	—	18.86	18.20	37.06	—	37.06
3	Kakatiya	—	39.78	2.46	—	—	42.24	1.30	43.54	0.06	43.60
4	Nagarjuna	2.66	59.12	0.59	—	—	62.37	—	62.37	0.06	62.43
5	Osmania	19.35	57.64	40.43 0.01*	6.00	—	123.42 0.04*	14.65	138.07 0.04*	0.75	138.82 0.04*
6	Sri Krishna Devaraya	0.02	37.65	1.15 0.01*	0.75	—	39.57 0.01*	—	39.57 0.01*	0.05	39.62 0.01*
7	Sri Venkateswara	17.97	33.79	12.54	—	—	64.30	5.30	69.60	—	69.60
	Total	55.89	257.61	151.29 0.05*	7.75	—	472.54 0.05*	42.67	515.21 0.05*	0.92	516.13 0.05*
<b>ASSAM</b>											
1	Dibrugarh	—	11.98	0.30	—	—	12.28	0.17	12.45	—	12.45
2	Gauhati	—	12.38 4.15*	0.94	0.70	—	14.02 4.15*	0.50	14.52 4.15*	—	14.52 4.15*
	Total	—	24.36 4.15*	1.24	0.70	26.30 4.15*	0.67	26.97 4.15*	—	—	26.97 4.15*

\* By adjustment

**APPENDIX-XXV (Contd.)**

1	2	3	4	5	6	7	8	9	10	11	12
<b>BIHAR</b>											
1	Bhagalpur	—	18.33	2.94	—	—	21.27	—	21.27	—	21.27
2	Bihar	4.90	8.63	0.56	—	—	14.09	—	14.09	—	14.09
3	K.S. Dharbanga Sanskrit	—	1.75	0.51	—	—	2.26	—	2.26	—	2.26
4	Magadh	0.75	24.63	0.12	—	—	25.50	—	25.50	—	25.50
5	L.N. Mithila	—	0.41	0.32	1.25	—	1.98	—	1.98	—	1.98
6	Patna	—	10.46	21.01	—	—	31.47	9.40	40.87	—	40.87
7	Rajendra Agril	—	—	0.04	—	—	0.04	—	0.04	—	0.04
8.	Ranchi	—	8.56	8.22	—	—	16.78	—	16.78	—	16.78
<b>Total</b>		5.65	72.77	33.72	1.25	—	113.39	9.40	122.79	—	122.79
<b>GUJARAT</b>											
1	Bhavnagar	—	0.18	—	—	—	0.18	—	0.18	—	0.18
2	Gujarat	0.35	5.77	9.85	6.50	—	22.47	—	22.47	—	22.47
3	Gujarat Ayurveda	—	0.55	—	—	—	0.55	—	0.55	—	0.55
4	M.S. Univ. of Baroda	0.03	55.27	30.43	—	—	85.73	34.10	119.83	52.45	172.28
5	Sardar Patel	6.42	20.17	7.72	0.30	—	34.61	—	34.61	—	34.61
6	Saurashtra	10.18	16.17	0.99	1.20	—	28.54	—	28.54	—	28.54
7	South Gujarat	7.97	11.94	1.12 0.12*	0.40	—	21.43 0.12*	—	21.43 0.12*	—	21.43 0.12*
<b>Total</b>		24.95	110.05	50.11 0.12*	8.40	—	193.51 0.12*	34.10	227.61 0.12*	52.45	280.06 0.12*

**APPENDIX-XXV (Contd.)**

1	2	3	4	5	6	7	8	9	10	11	12
<b>HARYANA</b>											
1	Haryana Agril	—	—	0.04 0.01*	—	—	0.04 0.01*	—	0.04 0.01*	—	0.04 0.01*
2	Kurukshetra	7.63	27.72 0.86*	4.55	—	—	39.90 0.86*	0.84	40.74 0.86*	0.25	40.99 0.86*
3	Maharishi Dayanand	3.69	39.69 0.07*	1.14	—	—	44.52 0.07*	—	44.52 0.07*	—	44.52 0.07*
Total		11.32	67.41 0.93*	5.73 0.01*	—	—	84.46 0.94*	0.84	85.30 0.94*	0.25	85.55 0.94*
<b>HIMACHAL PRADESH</b>											
1	Himachal pradesh	3.64	17.02	1.38	—	—	22.04	—	22.04	—	22.04
Total		3.64	17.02	1.38	—	—	22.04	—	22.04	—	22.04
<b>JAMMU &amp; KASHMIR</b>											
1	Jammu	1.50	9.56	3.62	—	—	14.68	—	14.68	—	14.68
2	Kashmir	1.10	40.28	4.80	—	—	46.18	—	46.18	—	46.18
Total		2.60	49.84	8.42	—	—	60.86	—	60.86	—	60.86
<b>KARNATAKA</b>											
1	Bangalore	7.40	26.88	14.74	1.25	—	50.27	3.67	53.94	—	53.94
2	Karnataka	10.53	24.39	2.90 0.01*	—	—	37.82 0.01*	—	37.82 0.01*	—	37.82 0.01*
3	Mangalore	—	0.03	—	—	—	0.03	—	0.03	—	0.03
4	Mysore	5.00	47.47	13.89	1.50	—	67.86	—	67.86	0.75	68.61
Total		22.93	98.77	31.53 0.01*	2.75	—	155.98 0.01*	3.67	159.65 0.01*	0.75	160.40 0.01*

\* By adjustment

**APPENDIX-XXV (Contd.)**

1	2	3	4	5	6	7	8	9	10	11	12
<b>KERALA</b>											
1	Calcutta	7.05	26.30	1.93 0.11*	0.75	—	36.03 0.11*	—	36.03 0.11*	0.76	36.79 0.11*
2	Cochin	6.22	36.13	45.14	—	—	87.49	7.27	94.76	1.60	96.36
3	Kerala	21.43	32.21 1.00*	10.81	—	—	64.45 1.00*	—	64.45 1.00*	0.75	65.20 1.00*
Total		34.70	94.64 1.00*	57.88 1.00*	0.75	—	187.97 1.11*	7.27	195.24 1.11*	3.11	198.35 1.11*
<b>MADHYA PRADESH</b>											
1	Awadesh Pratap Singh	0.46	32.54	0.02	—	—	33.02	—	33.02	—	33.02
2	Bhopal	7.50	34.30	0.61	1.00	—	43.41	—	43.41	—	43.41
3	Indira Kaia Sangeet	0.75	4.00	—	0.94	—	5.69	—	5.69	—	5.69
4	Devi Ahilya	29.60	18.74	7.36 0.32*	1.25	—	56.95 0.32*	—	56.95 0.32*	—	56.95 0.32*
5	Rani Durgawati	6.40	12.02	1.56	1.00	—	20.98	—	—	—	21.48
6	Jiwaji	10.40	1.34	0.27	—	—	12.01	—	12.01	—	12.01
7	Ravi Shankar	4.00	7.33	0.36	1.00	—	12.69	—	12.69	0.75	13.44
8	Dr. Hari Singh Gour Vishwavidyalaya	10.00	22.83	2.92	0.30	—	36.05	2.83	38.88	—	38.88
9	Vikram	14.22	6.19	1.90	1.00	—	23.31	—	23.31 0.05*	—	23.31 0.05*
Total		83.33	139.29 0.05*	15.00 0.32*	6.49	—	244.11 0.37*	2.83	246.94 0.37*	1.25	248.19 0.37*

\* By adjustment

**APPENDIX-XXV (Contd.)**

1	2	3	4	5	6	7	8	9	10	11	12
<b>MAHARASHTRA</b>											
1	Bombay	6.05	18.72	40.69	—	—	65.46	16.00	81.46	—	81.46
2	Marathwada	10.42	24.89	14.47	1.45	—	51.23	—	51.23	—	51.23
3	Nagpur	6.30	15.00	6.96	—	—	28.26	10.92	39.18	—	39.18
4	Poona	36.33	23.81	93.47	18.15	—	171.76	0.40	172.16	52.00	234.16
5	S.N.D.T. Women's	17.80	37.96 0.19*	7.77	0.95	—	64.48 0.19*	9.76	74.24 0.19*	1.00	75.24 0.19*
6	Shivaji	8.08	9.77	1.05	1.00	—	19.90	—	19.90	0.50	20.40
<b>Total</b>		<b>84.98</b>	<b>130.15</b> <b>0.19*</b>	<b>164.41</b>	<b>21.55</b>	<b>—</b>	<b>401.09</b> <b>0.19*</b>	<b>37.08</b>	<b>438.17</b> <b>0.19*</b>	<b>63.50</b>	<b>501.67</b> <b>0.19*</b>
<b>MANIPUR</b>											
1	Manipur	11.06	20.87	3.05	—	—	34.98	—	34.98	0.75	45.73
<b>Total</b>		<b>11.06</b>	<b>20.87</b>	<b>3.05</b>	<b>—</b>	<b>—</b>	<b>34.98</b>	<b>—</b>	<b>34.98</b>	<b>0.75</b>	<b>35.73</b>
<b>ORISSA</b>											
1	Berhampur	3.75	16.25	2.06	—	—	22.06	—	22.06	—	22.06
2	Orissa Univ. of Agril. & Tech.	—	0.09	0.28	—	—	0.37	—	0.37	—	0.37
3	Sambalpur	3.50	3.90	1.40	0.75	—	9.55	5.50	15.05	—	15.05
4	Utkal	0.90	19.44	6.20	—	—	26.54	—	26.54	—	26.54
<b>Total</b>		<b>8.15</b>	<b>39.68</b>	<b>9.94</b>	<b>0.75</b>	<b>—</b>	<b>58.52</b>	<b>5.50</b>	<b>64.02</b>	<b>—</b>	<b>64.02</b>

**APPENDIX-XXV (Contd.)**

2	3	4	5	6	7	8	9	10	11	12
<b>PUNJAB</b>										
Gurunakanak Dev	4.12	17.11	4.99	—	—	26.22	—	26.22	0.75	26.97
Punjab	7.74	25.11 1.66*	34.26	7.00	—	74.11 1.66*	3.61	77.72 1.66*	—	77.72 1.66*
Punjab Agril.	—	—	0.39	—	—	0.39	—	0.39	—	0.39
Punjabi	1.01	37.13	13.45	—	—	51.59	—	51.59	1.48	53.07
<b>Total</b>	<b>12.87</b>	<b>79.35</b> <b>1.66*</b>	<b>53.09</b>	<b>7.00</b>	<b>—</b>	<b>152.31</b> <b>1.66*</b>	<b>3.61</b>	<b>155.92</b> <b>1.66*</b>	<b>2.23</b>	<b>158.15</b> <b>1.66*</b>
<b>RAJASTHAN</b>										
Jodhpur	2.67	12.89	14.84 0.04*	12.00	—	42.40 0.04*	2.59	44.99 0.04*	—	44.99 0.04*
Rajasthan	1.29	50.60	35.69	1.50	—	89.08	2.25	91.33	0.07	91.40
Sukhadia	3.00	8.22	1.86	—	—	13.08	—	13.08	—	13.08
<b>Total</b>	<b>6.96</b>	<b>71.71</b>	<b>52.39</b> <b>0.04*</b>	<b>13.50</b>	<b>—</b>	<b>144.56</b> <b>0.04*</b>	<b>4.84</b>	<b>149.40</b> <b>0.04*</b>	<b>0.07</b>	<b>149.47</b> <b>0.04*</b>
<b>TAMIL NADU</b>										
Annamalai	2.15	48.02	18.10	—	—	68.27	17.93	86.20	0.75	86.95
Madras	5.28	52.38	26.50 0.01*	—	—	84.16 0.01*	—	84.16 0.01*	0.03	84.19 0.01*
Madurai Kamraj	22.84	69.65	5.67	0.10	—	98.26	—	98.26	57.80	156.06
Anna	4.80	12.52	8.85	12.40	—	38.57	20.81	59.38	—	59.38
Tamil University	2.00	16.81	0.13	—	—	18.94	—	18.94	—	18.94
Bharathiar	5.00	45.06	0.01	—	—	50.07	—	50.07	—	50.07
Bharathidasan	0.46	11.54	0.06	—	—	12.06	—	12.06	—	12.06
<b>Total</b>	<b>42.53</b>	<b>255.98</b>	<b>59.32</b> <b>0.01*</b>	<b>12.50</b>	<b>—</b>	<b>370.33</b> <b>0.01*</b>	<b>38.74</b>	<b>409.07</b> <b>0.01*</b>	<b>58.58</b>	<b>467.65</b> <b>0.01*</b>

**APPENDIX-XXV (Contd.)**

1	2	3	4	5	6	7	8	9	10	11	
<b>UTTAR PRADESH</b>											
1	Agra	7.00	8.02	1.81	2.55	—	19.38	—	19.38	—	
2	Allahabad	8.27	7.11	30.31	1.00	—	46.69	0.44	47.13	1.00	
3	Avadh	5.20	0.15	—	—	—	5.35	—	5.35	—	
4	Bundelkhand	2.00	0.01	—	—	—	2.01	—	2.01	—	
5	Garhwal	5.86	25.34	2.70	—	—	33.90	—	33.90	—	
6	G.B. Pant University of Agril. & Tech.		0.16	0.06	—	—	0.22	2.71	2.93	—	
7	Gorakhpur	20.00	17.86 0.01*	6.23 0.03*	—	—	44.09 0.04*	—	44.09 0.04*	—	
8	Kanpur	3.10	13.37	—	—	—	16.47	—	16.47	—	
9	Kashi Vidyapith	3.83	0.93	0.10	0.75	—	5.61	—	5.61	—	
10	Kumaon	—	8.70	5.73	—	—	14.43	—	14.43	—	
11	Lucknow	3.75	4.50	33.38	—	—	41.63	—	41.63	—	
12	Meerut	1.30	26.82	2.11	—	—	30.23	—	30.23	—	
13	Rohilkhand	2.00	—	—	—	—	2.00	—	2.00	—	
14	Roorkee	2.64	15.09	228.47	10.93	—	257.13	46.27	303.40	—	
15	Sampurnanand Sanskrit Vishwavidyalaya		8.66 0.23*	—	1.00	—	9.66 0.23*	—	9.66 0.23*	—	
<b>Total</b>		<b>64.95</b>	<b>136.72</b> <b>0.24*</b>	<b>310.90</b> <b>0.03*</b>	<b>16.23</b>	<b>—</b>	<b>528.80</b> <b>0.27*</b>	<b>49.42</b>	<b>578.22</b> <b>0.27*</b>	<b>1.00</b>	<b>579.22</b> <b>0.27*</b>

**APPENDIX-XXV (Contd.)**

2	3	4	5	6	7	8	9	10	11	12
<b>WEST BENGAL</b>										
Bidhan Chandra Krishi	--	--	0.57	--	--	0.57	--	0.57	--	0.57
Burdwan	5.00	12.78 0.05*	30.61 0.64*	--	--	48.39 0.09*	1.03	49.42 0.09*	--	49.42 0.09*
Calcutta	1.20	8.66	122.98 0.03*	--	--	132.84 0.03*	14.05	146.89 0.03*	--	146.89 0.03*
Jadavpur	--	12.59	108.98	--	--	121.57	33.73	155.30	58.94	214.24
Kalyani	6.39	13.58	11.22 0.01*	--	--	31.19 0.01*	--	31.19 0.01*	0.25	31.44 0.01*
North Bengal	5.00	16.13	1.42	--	--	22.55	--	22.55	--	22.55
Rabindra Bharti	--	12.04	1.70	--	--	13.74	--	13.74	0.05	13.79
<b>Total</b>	17.59	75.78 0.05*	277.48 0.08*	--	--	370.85 0.13*	48.81	419.66 0.13*	59.24	478.90 0.13*
<b>Grand Total</b>	569.86	3188.27 9.00*	2191.39 1.66*	148.44	--	6097.96 10.66*	542.03	6639.99 10.66*	369.64	7009.63 10.66*



**COMPUTER FACILITIES AVAILABLE  
IN UNIVERSITIES**

<u>S.No.</u>	<u>Name of University</u>	<u>Type of Computer</u>
1.	Aligarh Muslim University, Aligarh	VAX-11/780
2.	Andhra University, Waltiar	IBM-1130
3.	Annamalai University, Annamalai Nagar	TDC-316
4.	Banaras Hindu University, Varanasi	ICL-1904
5.	Bombay University, Bomaby	i) IBM-1620 ii) TDC-316
6.	Calcutta University, Calcutta	IBM-1130
7.	Delhi University, Delhi	IBM-360/44
8.	Dibrugarh University, Delhi	TDC-312
9.	Gauhati University, Gauhati	TDC-316
10.	Gujarat University, Ahmedabad	IBM-1620
11.	Jadavpur University, Calcutta	B-6700
12.	Jammu University, Jammu	TDC-316
33.	Jawaharlal Nehru University, New Delhi	R-1020
14.	Jodhpur University, Jodhpur	TDC-12
15.	Karnatak University, Dharwar	TDC-12
16.	Karala University, Trivandrum	TDC-316
17.	Kurukshetra University, Kurukshetra	i) TDC-12 ii) TC-316
18.	Madras University, Madras	IBM-1130
19.	M.S. University of Baroda, Baroda	IBM-360/44
20.	Mysore University, Mysore	TDC-1130

<u>S.No.</u>	<u>Name of University</u>	<u>Type of Computer</u>
21.	Osmania University, Hyderabad	TDC-12
22.	Punjab University, Chandigarh	IBM-1620
23.	Poona University, Poona	ICL-1904 S
24.	Roorkee University, Roorkee	i) TDC-12 (Two) ii) DEC-2050
25.	Ranchi University, Ranchi	TDC-316
26.	Sardar Patel University, Vallabh Vidyanagar	IBM-360/44
27.	Birla Instt. of Tech. Pillani	IBM-1130
28.	Utkal University, Bhubaneshwar	IBM-1130
29.	Indian Instt. of Science, Bangalore	DEC-1090
30.	Madurai Kamraj University, Madurai	IBM-1130
31.	Anna University, Hyderabad	IBM-360/44
32.	Hyderabad University, Hyderabad	OMC-58000
33.	Jawaharlal Nehru Technological University, Hyderabad	OMC-58000
34.	Sri Venkateswara University, Triupati	TDC-332
35.	SNDT University, Bombay	NELCO

APPENDIX XXVII

**ITEMS AND PATTERN OF ASSISTANCE TO SINGLE FACULTY AFFILIATED  
COLLEGES OF MUSIC FOR DEVELOPMENT DURING THE SEVENTH PLAN**

S.No.	Item	Share of UGC Assistance
1	2	3
<u>(A) Basic Assistance to Colleges</u>		
1.	Faculty Improvement Programmes including short term teacher fellowships	100%
2.	Books and journals including Book Banks	100%
3.	Essential equipment	100%
<u>(B) Development of Undergraduate Education</u>		
1.	Teaching and Technical Staff including professional staff for library.	75%
2.	Books and journals	75%
3.	Equipment including library	75%
4.	Academic building including extension of library and labs.	50%
5.	Workshop shed and animal house	50%
6.	Men's hostel	50%

7.	Women's Hostel	75%
8.	Staff Quarters/Teachers Hostel	50%
9.	Extension Programmes	75%
10.	Faculty Improvement Programmes	100%
11.	Canteen Building	50%
12.	Improvement of facilities in the existing Hostel	50%
13.	Remedical Courses	100%

(C) A.I.I. Colleges in backward & rural areas and colleges catering to the needs of SC/ST Students

The share of assistance for all items will be the same as for underraduate colleges except that UGC share of assistance will be 75% for construction of Men's Hostel including dormitory type accommodation.

(D) Development of Post-graduate Education

1.	Teaching and Technical Staff	100%
2.	Books & Journals and equipment	100%
3.	Faculty Improvement Programmes	100%
4.	Academic & other building	50%
5.	Extension Programmes	75%

**REVISED GUIDELINES FOR THE ESTABLISHMENT OF COLLEGE  
DEVELOPMENT COUNCILS IN UNIVERSITIES**

1. There obtains presently some machinery for affiliation and inspection of colleges, laying down of courses of study, conduct of examinations etc. in the universities. In addition to the existing machinery, there was an urgent need for creating an appropriate body at the university headquarter for ensuring the proper planning and integrated development of affiliated colleges and to provide the colleges necessary help and guidance. The establishment of the College Development Council with the active and willing participation of various academic and administrative constituents, as envisaged by the UGC, is a welcome step in the direction of improvement of standards of higher education. The efforts of such a body will bear fruit only if fullest cooperation and help is ensured between the existing machinery in the Universities and the proposed College Development Council, and in fact, that of UGC, University, Colleges and State Education Departments.
  
2. The College Development Council may consist of the Vice-Chancellor, Coordinator/Director/Dean of the Council, a few senior teachers of the University Teaching Departments particularly those who have taken up COSIP/COHSIP etc., some principals of affiliated colleges, and a representative of the State Government. The total membership of the Council should not exceed 30.

3. The Co-ordinator/Director/Dean of the College Development Council may be appointed by the Syndicate on the recommendations of the Selection Committee consisting of a Vice-Chancellor as Chairman, a nominee of the U.G.C. and a nominee of the Syndicate of the University. He may be appointed in the Scale of Rs.1500-2500 plus other admissible allowances as per university rules. Persons on deputation will be eligible for deputation on a tenure basis for three years, extendable for another term of three years, but not beyond the age of 65 years, when he would retire.
4. The College Development Council may meet at regular intervals at least twice in an academic year, to review the implementation of various programmes and activities.
5. The College Development Council would serve as an academic guide to the college system on the one hand and on the other hand to ensure inter-action between the academic facilities in the University departments to the teachers in the colleges.
6. The Director, College Development Council should visit the Colleges at least twice in a year to apprise them of the problems of the proposed development of colleges.
7. The Director, C.D.C. should hold meetings of the Colleges principals with a view to apprising them of the ways in which the CDC can function effectively for the development of Colleges. To fulfil this objective the College Development Council may take in consultation with the University or other bodies concerned, all such steps as it may think fit for the promotion, coordination and raising

the standard of education in colleges, and for the purpose of performing its function it may:

- a) Function as a policy making body in regard to proper planning and integrated development of colleges;
- b) Conduct surveys of all the affiliated colleges, district wise with a view to preparing and maintaining an upto-date profile on each college under the university, revising the existing facilities and identifying the needs and gaps that need to be filled for the development of colleges and make such information available to the UGC and other concerned bodies;
- c) Advise the University on all matters relating to development of affiliated colleges, such as provision of adequate facilities - academic and physical - for raising their standard of learning, teaching and research and its periodic evaluation for enabling the university to maintain reasonable continuity of policy in regard to development of colleges;
- d) Prepare a perspective plan for the development and opening of new colleges, to enable the university and state education authorities to take long term decisions on the planning and development of colleges and may advise the university on matters relating to different disciplines taught in colleges at different levels of university education;
- e) Advise the university in regard to rationalisation and implementation of university's policy on affiliation of colleges;

- f) Keep close contact with the colleges with a view to helping them in their proper development, selection of teachers, student amenities, proper utilization of grants and efficient implementation of UGC approved projects and reforms viz. examination reform, courses, COSIP, COHSIP, restructuring of courses to make them more relevant and significant not only to students, but also to the region as a whole by assessing social transformation and regional development.
- g) review the facilities for post-graduate departments of colleges in terms of the norms prescribed by the UGC and assist those having the potential of coming up to the norms within a few years.
- h) help in the implementation of the regulation framed by the UGC regarding minimum standards of instruction for the award of first degree and also regarding restructuring of courses at the undergraduate level.
- i) help in the selective development of some colleges to remove regional imbalances; and also assist the colleges to realise their potential and in identification of colleges for autonomous status.
- j) evaluate and assess the impact of UGC grants utilised by the colleges for the implementation of various development projects.
- k) ensure that the UGC grants released to university for disbursement to colleges are not held/locked up or utilised by the university for its own purpose, and also



ensure that these grants are properly and expeditiously disbursed to colleges for specified purposes according to the guidelines laid down by the Commission.

- l) obtain from the colleges and furnish to the Commission utilization certificates and completion documents in respect of UGC grants released/disbursed to colleges through the university, and help in monitoring the UGC programmes implemented by the affiliated colleges.
- m) ensure close and continued contact and interaction between the academic faculties at the university teaching departments and at the colleges; monitor the development programmes and maintain regular statistics on the development of colleges.
- n) review the inspection reports of the colleges and suggest remedies for the defects and irregularities reported.
- o) To prepare Annual Report of the functioning of the CDC during the year and submit the same to the Syndicate and the University Grants Commission.
- p) Perform such other functions as may be prescribed or as may be deemed necessary by the University for advancing the cause of collegiate education as may be incidental or conducive to the discharge of the above functions.

The College Development Council may be responsible to the Vice-Chancellor and send periodic reports to the UGC about,

the impact of UGC programmes. It may be desirable to lay down the functions of the College Development Council in the Statutes/Ordinances of the Universities.

9. The University Grants Commission may provide adequate grants to meet the expenditure on:

a) The salary and allowances paid to the Coordinator/Director/Dean.

b) The salary and allowances for the post of Stenographer appointed by the University in the prevalent senior scale to assist the Coordinator in the discharge of his duties and the work of the Council.

10. The University will provide for adequate accommodation, furniture and fittings, stationary, typing machines, roneo facilities, secretariat and class IV staff and other facilities from its own resources for the efficient and smooth functioning of the College Development Council.

**APPENDIX-XXIX**

**Statement Showing Grants Paid to Colleges During 1985-86 (Major Head-wise)  
Under Plan, Engineering and Technology and Section-III**

<i>Sl. No.</i>	<i>Universities</i>	<i>Sector A</i>	<i>Sector B</i>	<i>Sector C</i>	<i>Sector D</i>	<i>Sector E</i>	<i>Total</i>	<i>Sector F</i>	<i>Section III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>Central Universities</b>										
1.	Banaras Hindu University	—	0.01	0.08	—	—	0.09	—	—	0.09
2.	Delhi	11.41	190.42	9.50	—	—	211.33	8.94	—	220.27
3.	Northern-Eastern Hill University	1.00	0.15	0.15	—	—	1.30	—	—	1.30
<b>Total</b>		<b>12.41</b>	<b>190.58</b>	<b>9.73</b>	<b>—</b>	<b>—</b>	<b>212.72</b>	<b>8.94</b>	<b>—</b>	<b>221.66</b>
<b>State Universities</b>										
<b>ANDHRA PRADESH</b>										
1.	Andhra	—	30.62	1.79	0.12	—	32.53	—	0.45	32.98
2.	Kakatiya	—	4.36	1.63	—	—	5.99	—	—	5.99
3.	Nagarjuna	0.01	16.27	0.41	—	—	16.69	—	0.04	16.73
4.	Osmania	1.75	28.78	1.16	—	—	31.69	—	—	31.69
5.	Sri Venkateswara	—	22.11	0.58	0.04	—	22.73	—	0.05	22.78
<b>Total</b>		<b>1.76</b>	<b>102.14</b>	<b>5.57</b>	<b>0.16</b>	<b>—</b>	<b>109.63</b>	<b>—</b>	<b>0.54</b>	<b>110.17</b>
<b>ASSAM</b>										
1.	Dibrugarh	0.70	6.05	0.20	0.09	—	7.04	—	0.13	7.17
2.	Gauhati	0.02	15.25	0.40	—	—	15.67	—	—	15.67
<b>Total</b>		<b>0.72</b>	<b>21.30</b>	<b>0.60</b>	<b>0.09</b>	<b>—</b>	<b>22.71</b>	<b>—</b>	<b>0.13</b>	<b>22.84</b>

**APPENDIX—XXIX (Contd)**

2	3	4	5	6	7	8	9	10	11
<b>BIHAR</b>									
Bhagalpur	—	8.21	1.13 0.16*	0.12	—	9.45 0.16*	—	—	9.45 0.16*
Bihar	—	19.81	0.46	0.07	—	20.34	—	0.05	20.39
Magadh	—	18.07 0.03*	1.17	—	—	19.24 0.03*	—	0.85	20.09 0.03*
L.N. Mithila	—	13.02	0.31	—	—	13.33	—	0.15	13.48
Patna	—	1.57	0.19	—	—	1.76	—	—	1.76
Rajendra Agril.	—	0.09	—	—	—	0.09	—	—	0.09
Ranchi	0.23	13.08	0.37	—	2.00	15.68	—	0.20	15.88
<b>Total</b>	<b>0.23</b>	<b>73.84 0.03*</b>	<b>3.63 0.16*</b>	<b>0.19</b>	<b>2.00</b>	<b>79.89 0.19*</b>	<b>—</b>	<b>1.25</b>	<b>81.14 0.19*</b>
<b>GUJARAT</b>									
Bhavnagar	—	0.71	0.07	—	—	0.78	—	—	0.78
Gujarat	—	28.88	0.09	—	—	28.97	—	—	28.97
Sardar Patel	—	7.71	—	—	—	7.71	—	—	7.71
Saurashtra	—	6.96	—	0.06	—	7.02	—	—	7.02
South Gujarat	—	5.17	0.69	—	—	5.86	—	—	5.86
<b>Total</b>	<b>—</b>	<b>49.43</b>	<b>0.85</b>	<b>0.06</b>	<b>—</b>	<b>50.34</b>	<b>—</b>	<b>—</b>	<b>50.34</b>
<b>HARYANA</b>									
Kurukshetra	5.19	14.72	0.32	—	—	20.23	—	0.19	20.42
Maharishi Dayanand	0.02	7.11	0.89	—	—	8.02	—	—	8.02
<b>Total</b>	<b>5.21</b>	<b>21.83</b>	<b>1.21</b>	<b>—</b>	<b>—</b>	<b>28.25</b>	<b>—</b>	<b>0.19</b>	<b>28.44</b>

\* By adjustment

**APPENDIX-XXIX (Contd)**

1	2	3	4	5	6	7	8	9	10	11
<b>HIMACHAL PRADESH</b>										
1.	Himachal Pradesh	—	6.82	0.05	—	—	6.87	—	—	6.87
	Total	—	6.82	0.05	—	—	6.87	—	—	6.87
<b>JAMMU &amp; KASHMIR</b>										
1.	Jammu	0.91	2.92	0.02	—	—	3.85	—	—	3.85
2.	Kashmir	0.02	1.71	0.11	—	—	1.84	—	0.06	1.90
	Total	0.93	4.63	0.13	—	—	5.69	—	0.06	5.75
<b>KARNATAKA</b>										
1.	Bangalore	0.50	16.58	0.19	—	—	17.27	—	—	17.27
2.	Gulbarga	0.09	8.74	—	—	—	8.83	—	—	8.83
3.	Karnataka	—	10.58	0.62	0.19	—	11.39	—	—	11.39
4.	Mangalore	—	5.14	0.20	0.02	—	5.36	—	—	5.36
5.	Mysore	0.01	9.53	0.32	—	—	9.86	—	—	9.86
	Total	0.60	50.57	1.33	0.21	—	52.71	—	—	52.71
<b>KERALA</b>										
1.	Calicut	0.03	—	0.34	0.10	—	0.47	—	—	0.47
2.	Cochin	—	22.45	—	—	—	22.45	—	—	22.45
3.	Kerala	0.54	28.46	0.63	0.39	—	30.02	—	—	30.2
4.	Gandhiji Univ.	—	34.24	0.25	—	—	34.49	—	—	34.49
	Total	0.57	85.15	1.22	0.49	—	87.43	—	—	87.43
<b>MANIPUR</b>										
1.	Manipur	—	1.83	—	—	—	1.83	—	—	1.83
	Total	—	1.83	—	—	—	1.83	—	—	1.83

**APPENDIX-XXIX (Contd)**

1	2	3	4	5	6	7	8	9	10	11
<b>MADHYA PRADESH</b>										
1.	A.P. Singh	—	7.01	0.41	—	—	7.42	—	—	7.42
2.	Bhopal	—	20.21	0.80	—	—	21.01	—	—	21.01
3.	Guru Ghasidas University	0.27	3.73	0.05	0.05	—	4.05	—	—	4.05
4.	Indira Kala Sangeet	—	0.78	—	—	—	0.78	—	—	0.78
5.	Devi Ahilya Vishwavidyalaya	—	5.03	0.11	—	—	5.14	0.12	—	5.26
6.	Rani Durgavati Vishwavidalaya	—	7.30	—	—	—	7.30	—	—	7.30
7.	Jiwaji	—	15.29	0.40	—	—	15.69	—	—	15.69
8.	Ravi Shankar	—	17.57	0.05	—	—	17.62	—	—	17.62
9.	Dr. Hari Singh Gour	—	6.53	0.03	—	—	6.56	—	—	6.56
10.	Vikram	—	18.70	1.22	—	—	19.92	—	—	19.92
Total		0.27	102.15	3.07	—	—	105.49	0.12	—	105.61
<b>MAHARASHTRA</b>										
1.	Amravati	3.27	12.77	0.20	0.32	—	16.56	—	—	16.56
2.	Bombay	—	38.68	2.55	—	—	41.23	—	0.01	41.24
3.	Marathwada	2.76	26.23	0.88	0.70	—	30.57	—	—	30.57
4.	Nagpur	0.01	19.40	0.43	0.54	—	20.38	—	—	20.38
5.	Poona	2.04	39.43 0.62*	19.54 0.01*	0.05	—	61.06 0.63*	—	0.66	61.72 0.63*
6.	S.N.D.T. Women's	0.08	3.10	0.11	—	—	3.29	—	—	3.29
7.	Shivaji	—	26.92	0.98	—	—	27.90	—	—	27.90
Total		8.16	166.53 0.62*	24.69 0.01*	1.61	—	200.99 0.63*	—	0.67	201.66 0.63*

**APPENDIX-XXIX (Contd)**

1	2	3	4	5	6	7	8	9	10	11
<b>ORISSA</b>										
1.	Berhampur	—	3.64	0.48	—	—	4.12	—	0.12	4.24
2.	Sambalpur	—	3.97	0.76	—	—	4.73	—	0.05	4.78
3.	Utikal	—	11.16	2.77	0.08	—	14.01	0.18	0.05	14.24
	<b>Total</b>	—	18.77	4.01	0.08	—	22.86	0.18	0.22	23.26
<b>PUNJAB</b>										
1.	Guru Nanakdev	0.18	15.78	0.07	—	—	16.03	—	0.13	16.16
2.	Punjab	0.21	19.16	0.18	0.06	—	19.61	—	—	19.61
3.	Punjabi	—	12.96	0.32	—	—	13.28	—	0.12	13.40
	<b>Total</b>	0.39	47.90	0.57	0.06	—	48.92	—	0.25	49.17
<b>RAJASTHAN</b>										
1.	Jodhpur	0.92	0.63	0.02	—	—	1.57	—	—	1.57
2.	Rajasthan	1.11	56.98 0.01*	3.24	—	—	61.33 0.01*	—	1.18	62.51 0.01*
	<b>Total</b>	2.03	57.61 0.01*	3.26	—	—	62.90 0.01*	—	1.18	64.08 0.01*
<b>TAMILNADU</b>										
1.	Bharathidasan	0.20	17.66	6.88	—	—	24.74	—	0.03	24.77
2.	Bharathiar	—	23.45	0.71	0.04	1.00	25.20	0.26	0.55	26.01
3.	Madras	1.31	40.39	12.81	—	1.50	56.01	—	0.25	56.26
4.	Madurai Kamraj	0.10	66.33	2.07	0.15	0.25	68.90	—	0.05	68.95
	<b>Total</b>	1.61	147.83	22.47	0.19	2.75	174.85	0.26	0.88	175.99

\* By adjustment

**APPENDIX-XXIX (Contd)**

2	3	4	5	6	7	8	9	10	11
<b>UTTAR PRADESH</b>									
Agra	—	24.10	5.55	0.03	—	29.68	—	0.02	29.70
Allahabad	—	4.45	0.31	—	—	4.76	—	—	4.76
Avadh	—	13.84	1.84	0.33	—	16.01	—	0.12	16.13
Budelkhand	—	4.57	0.38	—	—	4.95	—	—	4.95
Garhwal	—	2.95	2.38	—	—	5.33	—	—	5.33
Gorakhpur	0.06	34.38	5.14	0.15	—	39.73	0.17	1.36	41.26
Kanpur	0.10	28.95	2.66	0.52	—	32.23	—	0.55	32.78
Kumaon	—	0.38	0.71	—	—	1.09	—	—	1.09
Lucknow	—	8.69	0.49	—	—	9.18	—	0.05	9.23
Meerut	0.01	33.75	5.67 0.05*	0.07	—	39.50 0.05*	—	—	39.50 0.05*
Rohilkhand	—	5.08	5.42	0.33	—	10.83	—	—	10.83
<b>Total</b>	<b>0.17</b>	<b>161.14</b>	<b>30.55</b> <b>0.05*</b>	<b>1.43</b>	<b>—</b>	<b>193.29</b> <b>0.05*</b>	<b>0.17</b>	<b>2.10</b>	<b>195.56</b> <b>0.05*</b>
<b>WEST BENGAL</b>									
Burdwan	1.00	21.34	1.96	0.09	—	24.39	—	0.21	24.60
Calcutta	—	26.22	84.28	—	—	110.50	0.25	0.80	111.55
North Bengal	—	7.71	0.24	—	—	7.95	—	0.22	8.17
Vidya Sagar	—	—	0.03	—	—	0.03	—	—	0.03
<b>Total</b>	<b>1.00</b>	<b>55.27</b>	<b>86.51</b>	<b>0.09</b>	<b>—</b>	<b>142.87</b>	<b>0.25</b>	<b>1.23</b>	<b>144.35</b>
<b>Grand Total</b>	<b>36.06</b>	<b>1365.32</b> <b>0.66*</b>	<b>199.45</b> <b>0.22*</b>	<b>4.66</b>	<b>4.75</b>	<b>1610.24</b> <b>0.88*</b>	<b>9.92</b>	<b>8.70</b>	<b>1628.82</b> <b>0.88*</b>



### Summary of Plan Expenditure 1985-86

Sl. No.	Sector	Development of linkages between different Sector	Schemes for quality improvement of Education	Programme for quality improvement of Research	Programme to Reduce disparities	Programme for improvement of Management	Total	Development of Engg. & Tech.	Total	Section III Special grant	Grand Total
Sl. No.	Sector	Sector A	Sector B	Sector C	Sector D	Sector E	Sector F	Sector F	Sector F	Section III	Section III
1	Central Universities	48.28	1195.23 0.72*	673.94 0.29*	0.54	—	1917.99 1.01*	73.63	1991.62 1.01*	125.42	2117.04 1.01
2	Institutions deemed to be universities	27.48	251.04 0.01*	230.57 0.59*	48.28	—	557.37 0.60*	178.95	736.32 0.60*	0.12	736.44 0.60
3	State Universities	494.10	1742.00 8.27*	1286.88 0.78*	99.62	—	3622.60 10.66*	289.45	3912.05 10.66*	244.10	4156.15 10.66
	<b>Total</b>	<b>569.86</b>	<b>3188.27 9.00*</b>	<b>2191.39 1.66*</b>	<b>148.44</b>	<b>—</b>	<b>6097.96 10.66*</b>	<b>542.03</b>	<b>6639.99 10.66*</b>	<b>369.64</b>	<b>7009.63 10.66</b>
4	Colleges	36.06	1365.32 0.66*	199.45 0.22*	4.66	4.75	1610.24 0.88*	9.92	1620.16 0.88*	8.70	1628.86 0.88
5	Non University Institutions	—	—	—	—	4.70	4.70	—	4.70	—	4.70
	<b>Total (1+2+3+4)</b>	<b>605.92</b>	<b>4553.59 9.66*</b>	<b>2390.84 1.88*</b>	<b>153.10</b>	<b>9.45</b>	<b>7712.90 11.54*</b>	<b>551.95</b>	<b>8264.85 11.54*</b>	<b>378.34</b>	<b>8643.19 11.54</b>
6	Expenditure from Establishment	—	22.19	46.99	—	38.63	107.81	—	107.81	—	107.81
	<b>Total (1+2+3+4+5+6)</b>	<b>605.92</b>	<b>4575.78 9.66*</b>	<b>2437.83 1.88*</b>	<b>153.10</b>	<b>48.08</b>	<b>7820.71 11.54*</b>	<b>551.95</b>	<b>8372.66 11.54*</b>	<b>378.34</b>	<b>8751.00 11.54</b>

\* By adjustment

APPENDIX-XXX

Statement showing Maintenance Grants (Non-Plan) and Recurring Expenditure (Non-Plan) in respect of Central Universities, Insitutions deemed to be Universities and State Universities for the years 1982-83 and 1983-84.

**CENTRAL UNIVERSITIES**

State/ University	Maintenance Grants from U.G.C.		Non-Plan Recurring Expenditure	
	1982-83	1983-84	1982-83	1983-84
(Rs. in lakhs)				
<u>ANDHRA PRADESH</u>				
Hyderabad	137.51	173.42	141.08	169.73
<u>MEGHALAYA</u>				
North Eastern Hill	118.00	176.75	141.59	179.66
<u>U.P.</u>				
Aligarh Muslim	1162.83	1322.25	1131.40	1351.07
Banaras Hindu	1602.75	1790.58	1598.45	1911.28
<u>WEST BENGAL</u>				
Visva Bharati	278.96	387.58	441.43	460.17
<u>DELHI</u>				
Delhi	785.71	983.33	758.91	899.21
Jawaharlal Nehru	407.82	495.83	401.91	499.96

## INSTITUTIONS DEEMED TO BE UNIVERSITIES

State/Institution deemed to be University	Maintenance Grants from U.G.C.		Non-Plan Recurring Expenditure	
	1982-83	1983-84	1982-83	1983-84
1	2		3	
(Rs. in lakhs)				
<u>ANDHRA PRADESH</u>				
1. Central Instt. of English & Foreign Languages.	45.00	80.92	59.62	65.13
2. Sri Sathya Sai Instt. of Higher Learning	-	-	18.46	24.60
<u>BIHAR</u>				
Indian School of Mines	142.00	168.00	160.98	179.33
<u>GUJARAT</u>				
Gujarat Vidyapith	41.00	50.77	44.79	53.08
<u>KARNATAKA</u>				
Indian Instt. of Science	426.00	502.00	552.35	647.45
<u>MAHARASHTRA</u>				
Tata Instt. of Social Sciences	37.00	43.46	43.38	49.85
<u>RAJASTHAN</u>				
1. Birla Instt. of Tech. & Science	-	-	132.05	146.32
2. Banasthali Vidyapith	N/App.	-	N/App.	42.86

1	2	3		
<u>TAMIL NADU</u>				
Gandhigram Rural Instt.	32.78	45.06	39.01	49.43
<u>U.P.</u>				
1. Dayal Bagh Educational Instt.	-	-	46.01	47.87
2. Gurukul Kangri	19.80	28.77	20.90	29.16
<u>DELHI</u>				
1. Jamia Millia Islamia	96.00	111.00	102.96	115.30
2. School of Planning & Architecture	-	-	56.47	69.57

N/App. stands for Not Applicable

## STATE UNIVERSITIES

State/ University	Non-Plan Maintenance Grants from U.G.C.		Non-Plan Recurring Expenditure	
	1982-83	1983-84	1982-83	1983-84
1	2	3	4	5
(Rs. in lakhs)				
<u>ANDHRA PRADESH</u>				
Andhra	414.38	527.18	673.98	841.15
J.N. Tech.	220.56	266.32	336.57	449.53
Kakatiya	5.92	6.20	6.09	7.33
Osmania	679.46	774.25	811.36	904.46
Sri Krishna Devaraya	53.03	59.06	51.77	54.93
Sri Padmavaty	N/App.	30.00	N/App.	5.64
Sri Venkateswara	231.18	255.48	431.53	410.71
Andhra Pradesh Open University	N/App.	-	N/App.	-
<u>ASSAM</u>				
Dibrugarh	65.00	85.00	96.02	116.16
Gauhati	142.00	160.00	248.33	242.15
<u>BIHAR</u>				
Bhagalpur	638.48(P)	632.36(P)	654.00(P)	806.61(P)
L.N. Mithila	689.80	749.01	800.70	985.63
Magadh	743.60	891.84	1021.54	1159.28
Ranchi	N/A	749.53	N/A	1260.40

1	2	3	4	5
<u>GUJARAT</u>				
Gujarat	112.38	134.30	266.34	317.20
Bhavnagar	40.96	34.67	44.41	48.80
Saurashtra	89.96	108.29	143.16	212.43
Sardar Patel	90.04	99.42	125.48	143.82
South Gujarat	82.72	75.51	124.00	128.39
<u>HARYANA</u>				
Kurukshetra	265.02	233.84	419.88	438.89
Maharishi Dayanand	138.00	130.00	217.97	251.19
<u>HIMACHAL PRADESH</u>				
Himachal Pradesh	143.00	190.00	240.62.	260.76
<u>J &amp; K</u>				
Jammu	128.30	146.00	113.40	118.88
Kashmir	177.00	N/A	171.08	N/A
<u>KARNATAKA</u>				
Bangalore	212.57	256.97	363.58	384.50
Gulbarga	172.00	186.00	143.94	178.30
Karnatak	364.08	389.05	451.05	481.58
Managalore	132.77	146.00(P)	158.78	106.29(P)
Mysore	340.11	369.54	444.02	600.65
<u>KERALA</u>				
Calicut	123.15	167.50	298.98	311.72
Cochin	83.73	114.51	189.13	255.57
Kerala	127.83	200.15	524.89	645.21

1	2	3	4	5
<u>MADHYA PRADESH</u>				
Bhopal	14.00	1.43	44.66	51.26
Devi Ahilya	41.13	28.62	110.37	118.53
Dr. Hari Singh Gaur	95.11	123.54	242.15	221.16
Guru Ghasidas	N/App.	-	N.App.	17.21
Indira Kala Sangeet	12.86	15.35	18.67	19.74
Jiwaji	11.77	N/A	72.09	N/A
Rani Durgawati	47.90	56.39	110.96	110.36
Ravi Shankar	39.85	34.86	90.00	112.95
Vikram	40.60	91.54	109.05	138.79
A.P. Singh	N/A	15.74	N/A	58.91
<u>MAHARASHTRA</u>				
Amravati	N/App.	18.15	N/App.	12.40
Bombay	105.09	176.21	431.88	537.85
Marathwada	220.40	196.47	247.68	248.23
Nagpur	172.13	190.35	335.59	359.24
Poona	224.01#	199.98	508.94#	484.86
S.N.D.T.Women's	113.09	141.52	304.35	368.26
Shivaji	138.01	150.63	215.50	227.03

1	2	3	4	5
<u>MANIPUR</u>				
Manipur	54.00	54.00	53.46	72.35
<u>ORISSA</u>				
Berhampur	61.37	68.19	88.88	109.85
Sambalpur	67.00	73.42	116.63	145.29
Utkal	129.90	N/A	252.56	N/A
<u>PUNJAB</u>				
Panjab	634.15	636.57	780.10	842.09
Punjabi	385.10	430.63	473.15	535.59
Guru Nanak Dev	249.60	256.02	314.63	350.21
<u>RAJASTHAN</u>				
Jodhpur	315.83	361.56	332.59	369.88
Rajasthan	419.20	584.86	668.98	842.04
<u>TAMIL NADU</u>				
Anna	180.00	190.62	285.55	301.81
Annamalai	59.86	1.96	298.46	276.16
Bharatidasan	53.10	42.47	34.88	39.57
Madras	22.75 (P)	86.02 (P)	609.47 (P)	532.29 (P)
Madurai Kamraj	57.47	43.00	256.98	287.94
Tamil	N/A	12.48	N/A	43.16



1	2	3	4	5
<u>U.P.</u>				
Allahabad	159.20	239.20	274.05	319.57
Bundelkhand	-	-	26.11	33.47
Garhwal	59.97	64.05	71.48	113.29
Kashi Vidyapith	41.83	40.52	65.01	73.53
Kumaon	74.33	91.03	99.21	155.52
Meerut	5.70	5.00	123.28	144.84
Roorkee	288.53	307.42	380.41	409.05
Sampurnanand Sanskrit	60.04	N/A	81.72	N/A
Lucknow	189.86	248.58	303.67	335.96
<u>WEST BENGAL</u>				
Burdwan	231.11	241.16	273.04	285.71
Jadavpur	487.61	N/A	434.06	N/A
Kalyani	180.07	170.17	206.28	218.19
North Bengal	151.09	170.66	163.90	216.47
Rabindra Bharati	95.28	125.13	121.77	150.40

NOTE

1. In the case of Central Universities and Institutions deemed to be universities, the maintenance grants paid by the University Grants Commission and the Expenditure as reported by the universities has been shown. In respect

of State Universities, the figures given in this appendix are based on the information received from different State Universities.

2. Only the maintenance grants received by the universities from either the University Grants Commission or State Government as the case may be and the total recurring expenditure (Non-plan) has been given. Funds received by the universities from sources other than State Govt. (for State Universities) and University Grants Commission (for Central Universities and institutions deemed) have not been shown.
3. Recurring expenditure (Non-Plan) includes only items like salaries of teaching staff, administrative staff, purchase of chemicals, maintenance of equipment, conduct of examinations, maintenance of buildings and other expenditure on day to day activities.

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NA stands for Not Available.

N/App. Stands for Not Applicable

P stands for provisional

# stands for 'subject to audit'

APPENDIX-XXX(a)

Statement showing Maintenance Grants (Non-Plan) and Recurring Expenditure (Non-Plan) in respect of Central Universities, Institutions deemed to be Universities and State Universities for the year 1984-85.

**CENTRAL UNIVERSITIES**

State/ University	Maintenance Grants from UGC	Non-Plan Recurring Expenditure
1	2	3
(Rupees in lakhs)		
<u>ANDHRA PRADESH</u>		
Hyderabad	206.87	195.05
<u>MEGHALAYA</u>		
North Eastern* Hill	188.82	228.46
<u>U.P.</u>		
Aligarh Muslim	1496.85	1503.56
Banaras Hindu	2188.93	2271.13
<u>WEST BENGAL</u>		
Visva Bharati	409.09	514.43
<u>DELHI</u>		
Delhi	1060.49	1050.36
Jawaharlal Nehru	523.32	513.68

\* Subject to audit

## INSTITUTIONS DEEMED TO BE UNIVERSITIES

State/Institution deemed to be University	Maintenance Grants from UGC	Non-Plan Recurring Expenditure
1	2	3
(Rupees in lakhs)		
<u>ANDHRA PRADESH</u>		
1. Central Instt. of Engg. and Foreign Languages.	88.81	69.35
2. Sri Sathya Sai Instt. of Higher Learning	-	27.99
<u>BIHAR</u>		
Indian School of Mines	189.35 @	211.56
<u>GUJARAT</u>		
Gujarat Vidyapith	63.46 *	61.53
<u>KARNATAKA</u>		
Indian Institute of Science	637.51 **	812.86
<u>MAHARASHTRA</u>		
Tata Institute of Social Sciences	50.00	56.01
<u>RAJASTHAN</u>		
1. Birla Institute of Technology & Science.	-	N/A
2. Banasthali Vidyapith (established in 1983)	-	99.04

<u>1</u>	<u>2</u>	<u>3</u>
<u>TAMIL NADU</u>		
Gandhigram Rural Instt.	65.40	70.99
<u>U.P.</u>		
1. Dayal Bagh Educational Institute.	-	54.97
2. Gurukul Kangri	32.73	34.59
<u>DELHI</u>		
Jamia Millia Islamia	137.16	134.50
School of Planning and Architecture	-	77.09 (P)

@ Plus 4.50 lakhs by adjustment  
\* Plus 0.04 lakhs by adjustment  
\*\* Plus 21.58 lakhs by adjustment  
P Stands for Provisional

**STATE UNIVERSITIES**

State/ University	Non-Plan Maintenance Grants from State Govt.	Total Non-Plan Recurring Expenditure
1	2	3
<u>Rs. in lakhs</u>		
<u>ANDHRA PRADESH</u>		
J.L. Nehru Technology	251.26 (P)	406.55 (P)
Kakatiya	6.34	7.51
Sri Krishna Deveraya	88.13	77.30
Shri Padmavaty Mahila	25.00	24.38
Sri Venkateswara	317.28	492.72
<u>ASSAM</u>		
Dibrugarh	113.16 (P)	161.20 (P)
<u>BIHAR</u>		
Bihar	993.54	1285.19
Magadh	1033.52	1244.03
<u>GUJARAT</u>		
Bhavnagar	48.50	52.54
Gujarat	156.93	377.33
Sardar Patel	119.44	157.29
Saurashtra	132.41	199.51
South Gujarat	139.10	183.29

<u>1</u>	<u>2</u>	<u>3</u>
<u>HARYANA</u>		
Kurushetra	280.24	494.58
Maharishi Dayanand *	188.89	245.47
<u>HIMACHAL PRADESH</u>		
Himachal Pradesh	212.25	301.15
<u>JAMMU &amp; KASHMIR</u>		
Jammu	162.75	202.98
<u>KARNATAKA</u>		
Gulbarga	262.07	178.20
Karnatak	379.69	516.78
Mangalore*	125.00	114.75
Mysore	418.65	801.86
<u>KERALA</u>		
Cochin	155.01	258.64
Kerala	240.08	684.03
<u>MADHYA PRADESH</u>		
Awadesh Pratap Singh	19.66	85.03
Bhopal	18.46	49.14
Devi Ahilya	44.53	129.19
Guru Ghasidas	5.00	44.26
Indira Kala Sangeet	17.95	23.40
Vikram	72.87	145.55
Hari Singh Gaur	160.69	361.27

1	2	3
<u>MAHARASHTRA</u>		
Amravati	30.87	39.70
Bombay*	167.89	551.65
Marathwada*	180.29	319.25
Poona*	237.92	478.33
S.N.D.T. Women's	137.19	438.95
Shivaji	135.46	280.62
Nagpur	217.67	372.02
<u>MANIPUR</u>		
(P) Manipur	54.00	110.05
<u>ORISSA</u>		
Sambalpur*	90.49	152.32
<u>PUNJAB</u>		
Guru Nanak Dev	357.23	407.93
Panjab	828.43	954.26
Punjabi	500.00	594.75
<u>TAMIL NADU</u>		
Anna	252.66	301.84
Bharathiar*	55.00	116.83
Bharathidasan	55.00	90.89
Madras	96.00 (P)	506.03 (P)
Madurai Kamraj	37.08	311.48
Tamil*	75.00	68.40



1	2	3
<u>UTTAR PRADESH</u>		
Allahabad	277.16	357.70
Avadh	-	55.02
Bundelkhand	-	52.98
Gorakhpur	140.14	297.61
Garhwal	69.25	115.36
Kashi Vidyapith	57.11	83.99
Kumaon*	91.72	183.74
Roorkee	444.95	454.56
Lucknow	241.38	379.41
Meerut	29.73	161.87
<u>WEST BENGAL</u>		
Burdwan	287.13	322.77
Kalyani	207.89	241.15
North Bengal	171.09	200.94
Rabindra Bharati	140.70	166.61

NOTE

1. In the case of Central Universities and Institutions deemed to be universities, the maintenance grants paid by the University Grants Commission and the Expenditure as reported by the universities has been shown. In respect of State Universities, the figures given in this appendix are based on the information received from different State Universities.

2. Only the maintenance grants received by the universities from either the University Grants Commission or State Government as the case may be and the total recurring expenditure (Non-plan) has been given. Funds received by the universities from sources other than State Govt. (for State Universities) and University Grants Commission (for Central Universities and institutions deemed) have not been shown.
  
3. Recurring expenditure (Non-Plan) includes only items like salaries of teaching staff, administrative staff, purchase of chemicals, maintenance of equipment, conduct of examinations, maintenance of buildings and other expenditure on day to day activities.

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\* Subject to audit  
NA stands for Not Available.  
P stands for provisional

Recommendations of the Committee to work out the details of financial implications of the introduction of three-year degree course in Physical Education, Health Education and Sports in multi-faculty colleges.

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- 1) The course may be introduced in not more than one college of general education (arts, science, commerce and multi-disciplinary colleges) in a district on a highly selective basis, making use as far as possible of the facilities in the SNIPES field station, already established by the NSNIS Patiala. In the initial stage only those colleges may be selected for the introduction of this course, that have the basic minimum facilities required for running the course viz. track and field, gymanastics, yoga, playgrounds, conditioning unit, etc.
  
- 2) In view of the highly technical nature of the course/ events, the Committee strongly emphasised that atleast four teachers for various activities (i) track and field, (ii) gymnastics, (iii) yoga, and (iv) game/sport of specialisation must be appointed in the very first year of the introduction of the course, to undertake instruction in theory and practicals, besides the teachers in English and Hindi/Regional Languages which may be otherwise available in the college. In the second year the number of teachers may be increased to five and in the third year to six teachers. Persons competent to teach vocation oriented courses should be entrusted with this responsibility. The teachers must be adequately assisted by supporting staff, groundsmen, laboratory technicians etc.

3) The additional staff recommended was as under:

	<u>Teaching Staff</u>		<u>Supporting Staff</u>	
First year		4		2(grounds-men/markers) 1 Lab. attendant
Second year	Add	1	Add	1(grounds-men/markers)
Third year	Add	1	Add	1(grounds-men/markers) 1 Lab. Technician.

The teaching faculty appointed should possess the qualifications prescribed by the UGC. The supporting staff may be appointed as per NIS norms.

4) The UGC assistance as per usual norms may be provided to the selected college for a period of five years irrespective of the plan period. This assistance, it was recommended, may not be tied down to the plan period.

5) The following minimum assistance for plan period was recommended:

	Total cost	UGC share	UGC-State Govt. ratio
a) Additional staff for five years (teaching faculty, supporting/ laboratory staff)	10.00	7.50	75:25

b) Library Books and Journals	0.40	0.30	75:25
c) Equipment			
i) Laboratory			
ii) Teaching and audio-video aids.	0.60	)	
iii) Athletics, Conditioning Unit and Gymnasium	1.20	)	75:25
d) Building			
i) Gymnasium (20m/40m) (as per NIS norms)	5.00	)	
ii) Laboratory Building	1.50	)	50:50
Total		<hr/> 12.25	

6. The provision of qualified additional staff is a must for the introduction of this course. The additional staff appointed under this programme should be the responsibility of the State Government/management after five years when the UGC assistance ceases. Such a commitment must be obtained before the assistance is provided.

**APPENDIX-XXXII**

**Details of Foreign Tours undertaken by the Chairman/Vice-Chairman and Officers of the Commission during the year 1985-86**

<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>
2	3	4	5	6	7
Dr. (Mrs.) Madhuri R. Shah Chairman	Moscow	3.9.85	13.9.85	To visit USSR leading a UGC delegation under Indo-USS Cultural Exchange Programme	Expenditure met by the UGC
Prof. S.K. Khanna Secretary	Moscow	28.5.85	6.6.85	To attend the meeting of the Joint-Indo Text Book Board and Indo-Soviet literature project under the Cultural Exchange Programme	Cost of International air travel met by the Ministry of Human Resource Development and expenditure met by the UGC.
—do—	—do—	11.9.85	26.9.85	To visit Mass Media/Education/T.V. Centres in some U.S. Universities/Institutions under the Visitors programme sponsored by United States of America.	Cost of International air travel (economy class) met by the UGC.
Dr. S.C. Goel Addl. Secretary	Bangkok	6.5.85	12.5.85	To serve as a Member of the Task Force of the Regional Symposium on Higher Education and to attend its Planning meeting.	Cost of International air travel met by the UNESCO. Other expenditure met by the UGC.
Shri L.R. Mal Joint Secretary	DPRK (North Korea)	20.4.85	28.4.85	To attend as Member of the Indian delegation to renew the Cultural Exchange Programme.	Expenditure met by the UGC.
—do—	GDR, Hungary & Portugal	18.5.85	2.6.85	To negotiate and sign the Cultural Exchange Programme for 1985-86.	—do—

**APPENDIX-XXXII (Contd.)**

1	2	3	4	5	6	7
7.	Dr. (Mrs.) Naseem Bhatia Education Officer	U.K.	2.8.85	9.8.85	To participate in the Golden Jubilee Celebration (Conference) of the 'Progressive Writers Association, U.K. held at London Under UGC scheme of 'Programme for providing assistance for travel for availing Fellowship/ Associateship/Collecting Source material in Foreign countries.	—do—
8.	Dr. Gurbaksh Singh Raina	U.K.	For 9 months 14.1.1986	w.e.f	Training under Queen Elizabeth House Visiting Fellowship for 1985-86 at Oxford University U.K. for 9 months w.e.f. 14.1.1986.	British Council
9.	Shri A.L. Vohra Under Secretary	USA	22.3.86	2.5.86	To participate in the Educational Administrators Project, 1986	Cost of International air travel met by the UGC.

**APPENDIX-XXXIII**

**UNIVERSITIES OFFERING COURSES THROUGH CORRESPONDENCE:  
1985-86**

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
ANDHRA PRADESH	1. ANDHRA	1. B.Ed.	750
		2. B.A.	16619
		3. B.Com.	3679
		4. M.A.(Eco; Eng; & Pub.Admn.)	2870
		5. M.Com	1075
		6. B.Sc.	205
		7. P.G.Diploma in Cooperation & Rural Studies.	111
		8. M.Ed.	100
		9. Introductory Course <sup>\$</sup>	3366
	2. ANDHRA PRADESH OPEN UNIVERSITY	1. B.A. )	N.A.
		2. B.Sc. )	
		3. B.Com )	
		4. P.G. Diploma in Public Relations	932
		5. PG Diploma in Public Accounting	7540
		6. Bachelors degree in Library and inform- ation Science.	375
	3. J.N. TECHNOLOGICAL	1. B.Tech.	716



STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	4. KAKATIYA	1. B.Ed.	129
	5. OSMANIA	1. B.A.	633*
		2. B.Com	1033*
		3. B.Ed.	846*
		4. M.Ed.	116*
	6. SRI VENKATESWARA	1. B.A.	132
		2. B.Com.	43
		3. Diploma in Public Administration	140
		4. Junior & Senior Diploma in Linguistics.	50
		5. M.A. (Economics)	134
		6. M.Com.	274
		7. B.Ed.	1466
		8. PG Diploma in industrial relations & Personnel Management.	1745
	7. CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES <sup>e</sup>	1. Post graduate diploma in teaching of English	220
		2. Post graduate Cert. in teaching of English	533
		3. MA (French) )	
		4. MA (German) )	26
		5. MA (Russian) )	
<u>BIHAR</u>	8. PATNA	1. Inter Arts )	
		2. Inter Com. )	N.A.
		3. B.A. )	
		4. B.Com )	

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	9. RANCHI	1. M.A.(Pol.Science)	112
<u>GUJARAT</u>	10. GUJARAT VIDYAPITH@	1. M.A. in Gandhian Thought	58*
		2. M.Ed.(Primary Education)	30*
<u>HARYANA</u>	11. KURUKSHETRA	1. BA (Part-I) )	
		2. BA (Part-II) )	3243
		3. BA (Part-III) )	
		4. M.Com.	251
		5. PG Diploma in Tourism and Hotel Management	265
<u>HIMACHAL PRADESH</u>	12. HIMACHAL PRADESH UNIVERSITY	1. MA (English) )	
		2. MA (Hindi) )	
		3. MA (Pol. Science) )	2064
		4. MA (Economics) )	
		5. MA (Sanskrit) )	
		6. MA (History) )	
		7. M.Com	854
		8. M.Ed.	1663
		9. Pre-University	1178
		10. BA (Part-I) )	
		11. BA (Part-II) )	1422
		12. BA (Part-III) )	
<u>JAMMU &amp; KASHMIR</u>	13. JAMMU	1. BA(Previous & Final)	71*
		2. B.Com(Previous & Final)	10*
		3. LLB (Academic)	581
		4. B.Ed.	400

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	JAMMU (Contd.)	5. Certificate courses in urdu	55
		6. English Improvement Certificate Course	60
		7. M.Com.	118
	14. KASHMIR	1. BA (Part-I)	16*
		2. B.Com. (Part-I)	07*
		3. BA (Previous)	62*
		4. B.Com (Previous)	16*
		5. B.A. (Final)	26*
		6. B.Ed.	314*
		7. B.Com (Final)	3*
		8. LLB (Academic)	540*
		9. Certificate course in Hindi	39*
		10. Certificate course in Urdu	NA
		11. Certificate in Library Science cum Information Course	18*
<u>KARNATAKA</u>	15. MYSORE UNIVERSITY	1. BA	8873
		2. B.Com	1622
		3. Post-Pre-University Diploma in kannada	105
		4. Certificate in Kannada for non-kannada	72
		5. PG Diploma in English	210

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	MYSORE UNIVERSITY (Contd.)	6. MA (English, Kannada, History, Political Science, Sanskrit, Hindi, Sociology)	2596
		7. Diploma in Journalism	98
16.	CALICUT	1. Pre-degree	305
		2. B.Com (Cooperation as special subject)	108 226
17.	KERALA	1. <u>Pre-degree</u>	503
		2. B.A.	507
		3. B.Com	212
		4. M.A.	442
		5. M.Com	326
18.	COCHIN	1. BGL	124*
		2. Bachlor of Banking and Commerce	70*
		3. Dip., in Banking	53*
		4. M.Sc. (Maths)	146*
<u>MADHYA PRADESH</u>	19. BHOPAL	1. B.A.	927
		2. B.Com	420
		3. B.Ed.	209
<u>MAHARASHTRA</u>	20. BOMBAY	1. F.Y.B.A. )	
		2. S.Y.B.A. )	2931
		3. T.Y.B.A. )	
		4. F.Y.BCom )	
		5. S.Y.BCom )	3297
		6. T.Y.BCom )	

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	BOMBAY (Contd.)	7. Diploma in financial Management	244
		8. Diploma in Operation Research for management	52
		9. Diploma in Higher Education (Part-time)	422
		10. M.A.	1333
		11. M.Sc.(Maths)	179
		12. M.Com.	3825
	21. POONA	1. B.A.	541
		2. B.Com.	451
	22. SHIVAJI	1. Diploma in higher Education	294
	23. SNTD WOMEN'S	1. BA (Part-I) )	
		2. BA (Part-II) )	5563
		3. BA (Part-III) )	
		4. B.Com (Part-I) )	
		5. B.Com (Part-II) )	289
		6. B.Com (Part-III))	
<u>ORISSA</u>	24. UTKAL**	1. Inter (Arts)	92*
		2. Inter (Commerce)	06*
		3. B.A.	94*
		4. B.Com	20*
<u>PUNJAB</u>	25. PANJAB	1. Pre University	773*
		2. B.A. - I	1224*
		3. B.A. - II	120**
		4. B.A. - III	900*
		5. B.Com - I	317*

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	PANJAB (Contd.)	6. B.Com - II	168*
		7. B.Com - III	148*
		8. Diploma in Office organisation & Procedures	188*
		9. M.A. - I (English)	547*
		10. M.A. - II (English)	168*
		11. M.A. - I (Economics)	385*
		12. M.A. - II (Economics)	69*
		13. M.A. - I (History)	138*
		14. M.A. - II (History)	40*
		15. M.A. - I (Pol.Science)	225*
		16. M.A. - II (Pol.Science)	54*
		17. M.A. - I (Pub.Admn.)	502*
		18. M.A. - II (Pub. Admn.)	261*
		19. M.A. - I (Hindi)	167*
		20. M.A. - II (Hindi)	76*
		21. M.A. - I (Punjabi)	130*
		22. M.A. - II (Punjabi)	75*
26. PUNJABI		1. Punjabi Praveshika	04
		2. Gyani	100
		3. Pre-University	288
		4. BA (T.D.C) Part-I )	
		5. BA (T.D.C) Part-II )	906
		6. BA (T.D.C) Part-III )	

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	PUNJABI (Contd.)	7. MA(Punjabi) Part-I )	
		8. MA(Punjabi) Part-II )	
		9. MA(History) Part-I )	
		10. MA(History) Part-II )	1571
		11. MA(Pol.Science)Part-I )	
		12. MA(Pol.Science)Part-II)	
		13. MA (English) Part-I )	
		14. MA (English) Part-II )	
		15. MA (Economics) Part-I )	
		16. MA (Economics) Part-II)	
		17. Diploma in Lib. Science	498
		18. Diploma in Personnel Management and Industrial Relations.	196*
		19. Diploma in International marketing	35*
		20. Diploma in Marketing Management	140*
		21. Diploma in Material Management	161*
		22. Diploma in Project Management	90*
		23. Diploma in Production Management	53*
		24. M.Ed.	130
		25. Diploma course in management of public enterprises	331
		26. Diploma course in Public Relations, publicity and Advert.	221
		27. M.Phil.(Panjabi,Eng.)	N.A.
		28. MBA(CC) for defence personnel.	65

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
<u>RAJASTHAN</u>			
	27. RAJASTHAN	1. M.A.	N.A.
		2. M:Com	N.A.
		3. PG Diploma Journalism, Tourism and Hotel Management	N.A.
		4. Certificate course in Library Science	N.A.
		5. B.Ed.	N.A.
	28. SUKHADIA	1. BA (I,II,III)	181
		2. B.Com (I,II,III)	368
		3. Certificate course in Library Science	300
		4. LLB (Academic)	371
		5. Diploma in Labour Law, Labour welfare and Personnel Management.	316
<u>TAMIL NADU</u>			
	29. ANNAMALAI	1. Bachelor of Academic )	
		2. Diploma in Law )	
		(a) Company Law with )	
		Law of Banking )	
		and Practice. )	200
		)	
		(b) Labour Law with )	
		Administrative )	
		Law )	
		)	
		(c) Texation Law )	
		3. B.A.(Psychology, History, Economics, Sociology)	476



STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	ANNAMALAI (Contd.)	4. B.Litt.	434
		5. B.Com.	560
		6. MA (Psychology, English, History, Economics, Sociology, Tamil).	2569
		7. MSc (Mathematics, Physics, Chemistry, Zoology).	2171
		8. M.Com.	793
		9. B.Ed.	11350
		10. M.Ed.	4334
		11. Foundation course (I & II year)	736
		12. DIPLOMA IN:	
		i) Production Management	850
		ii) Materials Management	833
		iii) Business Administration	2000
		13. B.Sc.(Mathematics)	156
30. MADRAS		1. M.Com. (English Medium)	2301
		2. M.A. English, Economics, History Pol.Science, Public Admn.(English Medium)	10254
		3. M.A.(History) (Tamil Medium)	2301
		4. M.A. (Tamil)	N.A.
		5. B.Com (English Medium)	7650‡

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
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	MADRAS (Contd.)	6. B.Sc.(Maths) (English Medium)	1850#
		7. B.A. (Economics), ) History ) (English Medium), ) History, Economics ) (Tamil Medium) ) ) (b) English, Tamil, ) 17551# Indian Music, ) English and ) Tamil Medium. )	
		8. Certificate course in Library and Information Science (English & Tamil Medium)	587

31.	MADURAI KAMRAJ	1. B.Sc. (Maths)	671#
		2. B.A. (History, Eco., Pol.Science, Social Science, Geography, Tamil & English)	5921#
		3. B.Com.	7100#
		4. B.G.L.	1433#
		5. M.A. (History; Pol.Science; Eco., Tamil English; Gandhian Thought)	7125#
		6. M.Com.	2813#
		7. B.Ed.	1037#
		8. M.Ed.	775#

STATE	UNIVERSITY	COURSES	NO. OF STUDENTS
	MADURAI KAMRAJ (Contd.)	9. <u>OPEN UNIVERSITY COURSES</u> i) Pre-foundation ii) Introductory Course iii) Foundation course	N.A. N.A. N.A.
<u>UTTAR PRADESH</u>	32. ALLAHABAD	1. B.A. (Part I&II) 2. B.Com (Part I&II)	1634 646
	33. MEERUT	1. B.A.	895
<u>DELHI</u>	34. DELHI	1. B.A. (Pass) 2. B.Com(Pass) 3. B.Com (Hons.) 4. M.A. (Hindi, Pol. Science, Sanskrit, History) 5. Special Course in Hindi, Pol. Science. 6. M.Com	11985 7137 1070 671 39 564
\$	:	Introduction course to prepare the Candidates for entrance Examination for liberalised admission into B.A./B.Com courses without any formal academic qualification.	
*	:	Enrolment relates to the year 1984-85.	
**	:	Discontinued w.e.f. 1984-85. Likely to commence w.e.f. 1986-87 due to introduction of 10+2+3 system during 1984-85.	
@	:	Institution deemed to be University	
#	:	Includes enrolment figures under Open University System also.	

**APPENDIX-XXXIV**

**PERCENTAGE OF WOMEN ENROLMENT TO TOTAL ENROLEMENT:  
STATE-WISE 1981-82, 1982-83, 1983-84. 1984-85 AND 1985-86**

Sl. No.	State/ Union Territory	1 9 8 1 - 1 9 8 2		
		Total Enrolment	Women Enrolment	Percentage of Women
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
All India:		29,52,066	8,16,704	27.7

**APPENDIX-XXXIV (Contd.)**

Sl. No.	State/ Union Territory	1 9 8 2 - 1 9 8 3		
		Total Enrolment	Women Enrolment	Percentage of Women
1.	Andhra Pradesh	2,44,332	59,412	24.3
2.	Assam	65,930	16,621	25.2
3.	Bihar	1,98,018	29,189	14.7
4.	Gujarat	1,98,438	62,367	31.4
5.	Haryana	65,022	22,074	33.9
6.	Himachal Pradesh	16,305	4,402	27.0
7.	Jammu & Kashmir	20,190	7,213	35.7
8.	Karnataka	2,32,090	57,881	24.9
9.	Kerala	1,25,111	61,287	49.0
10.	Madhya Pradesh	2,25,580	62,505	27.7
11.	Maharashtra	3,73,385	1,17,375	31.4
12.	Manipur	8,555	2,977	34.8
13.	Meghalaya/Nagaland	8,207	2,653	32.3
14.	Orissa	64,853	12,988	20.0
15.	Punjab	1,17,580	49,603	42.2
16.	Rajasthan	1,54,863	30,959	20.0
17.	Tamil Nadu	2,29,075	78,116	34.1
18.	Uttar Pradesh	4,55,305	90,837	20.0
19.	West Bengal/ Tripura/Sikkim	2,38,498	73,357	30.8
20.	Delhi.	91,756	38,340	41.8
All India:		31,33,093	8,80,156	28.1

**APPENDIX-XXXIV (Contd.)**

Sl. No.	State/ Union Territory	1 9 8 3 - 1 9 8 4		
		Total Enrolment	Women Enrolment	Percentage of Women
1.	Andhra Pradesh	2,51,930	61,853	24.6
2.	Assam	71,396	18,827	26.4
3.	Bihar	2,41,478	32,972	13.6
4.	Gujarat	1,96,110	63,638	32.4
5.	Haryana	70,329	23,640	33.6
6.	Himachal Pradesh	15,954	4,150	26.0
7.	Jammu & Kashmir	24,247	8,677	35.8
8.	Karnataka	2,38,874	60,564	25.4
9.	Kerala	1,29,375	62,463	48.3
10.	Madhya Pradesh	2,44,765	67,837	27.7
11.	Maharashtra	4,02,487	1,31,583	32.7
12.	Manipur	9,590	3,398	35.4
13.	Meghalaya/Negaland	7,534	2,556	33.9
14.	Orissa	66,790	13,662	20.5
15.	Punjab	1,20,691	51,656	42.8
16.	Rajasthan	1,63,273	33,597	20.6
17.	Tamil Nadu	2,39,711	81,666	34.1
18.	Uttar Pradesh	4,70,135	96,487	20.5
19.	West Bengal/ Tripura/Sikkim	2,51,765	82,014	32.6
20.	Delhi.	91,215	39,013	42.8
<b>All India:</b>		<b>33,07,649</b>	<b>9,40,253</b>	<b>28.4</b>

**APPENDIX-XXXIV (Contd.)**

Sl. No.	State/ Union Territory	1 9 8 4 - 1 9 8 5		
		Total Enrolment	Women Enrolment	Percentage of Women
1.	Andhra Pradesh	2,57,651	64,626	25.1
2.	Assam	73,961	19,843	26.3
3.	Bihar	2,36,956	34,047	14.4
4.	Gujarat	2,00,297	66,633	33.3
5.	Haryana	69,622	25,901	37.2
6.	Himachal Pradesh	17,880	4,633	25.9
7.	Jammu & Kashmir	25,004	9,269	37.1
8.	Karnataka	2,39,137	61,844	25.9
9.	Kerala	1,33,302	64,948	48.7
10.	Madhya Pradesh	2,51,382	73,406	29.2
11.	Maharashtra	4,35,307	1,43,098	32.9
12.	Manipur	9,291	3,249	35.0
13.	Meghalaya/Negaland	8,466	3,137	37.1
14.	Orissa	70,105	14,531	20.7
15.	Punjab	1,26,348	55,162	43.7
16.	Rajasthan	1,69,587	36,241	21.4
17.	Tamil Nadu	2,42,609	84,398	34.3
18.	Uttar Pradesh	4,75,069	98,568	20.7
19.	West Bengal/ Tripura/Sikkim	2,66,033	88,366	33.2
20.	Delhi.	96,089	40,239	41.9
All India:		34,04,096	9,92,139	29.1

**APPENDIX-XXXIV (Contd.)**

Sl. No.	State/ Union Territory	1 9 8 5 - 1 9 8 6*		
		Total Enrolment	Women Enrolment	Percentage of Women
1.	Andhra Pradesh	2,72,595	68,806	25.2
2.	Assam	79,878	21,966	27.5
3.	Bihar	2,59,869	37,681	14.5
4.	Gujarat	2,06,306	68,906	33.4
5.	Haryana	73,451	28,205	38.4
6.	Himachal Pradesh	19,096	4,869	25.5
7.	Jammu & Kashmir	26,904	9,954	37.0
8.	Karnataka	2,47,507	65,346	26.4
9.	Kerala	1,38,234	68,096	49.3
10.	Madhya Pradesh	2,63,196	79,485	30.2
11.	Maharashtra	4,68,826	1,56,150	33.3
12.	Manipur	9,746	3,381	34.7
13.	Meghalaya/Nagaland	8,643	3,344	38.7
14.	Orissa	73,190	15,882	21.7
15.	Punjab	1,31,149	58,361	44.5
16.	Rajasthan	1,75,353	38,226	21.8
17.	Tamil Nadu	2,50,858	89,807	35.8
18.	Uttar Pradesh	4,85,521	1,02,444	21.1
19.	West Bengal/ Tripura/Sikkim	2,80,931	95,454	34.0
20.	Delhi.	99,644	42,249	42.4
All India:		35,70,897	10,58,612	29.6

\* Estimated



**APPENDIX-XXXV**

**Sexwise Distribution of Enrolment : Stagewise 1974-75 to 1985-86**

<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>
1974-75	20,75,039	4,84,382	23.3	2,34,114	55,572	23.7	17,977	4,107	22.8
1975-76	21,46,919	5,26,260	24.5	2,19,826	54,824	24.9	18,381	4,477	24.4
1976-77	21,41,542	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	27,57,893	7,73,342	28.0	2,96,103	86,380	29.2	36,731	10,673	29.1
1983-84	29,12,487	8,25,409	28.3	3,13,110	93,728	29.9	36,249	10,615	29.3
1984-85	29,99,621	8,71,571	29.1	3,22,541	98,415	30.5	38,160	11,332	29.7
1985-86*	31,42,389	9,29,461	29.6	3,39,235	1,04,803	30.9	39,280	12,703	32.3

\* Estimated

**APPENDIX-XXXV (Contd.)**

	<i>Diploma/Certificate</i>			<i>Total</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
4-75	39,411	8,948	22.7	23,66,541	5,53,009	23.4
5-76	40,983	9,601	23.4	24,26,109	5,95,162	24.5
6-77	49,983	NA	NA	24,31,563	6,27,346	25.8
9-80	45,834	10,255	22.4	26,48,579	6,89,042	26.0
0-81	45,444	9,936	21.9	27,52,437	7,48,525	27.2
1-82	42,827	9,229	21.5	29,52,066	8,16,704	27.7
2-83	42,366	9,811	23.2	31,33,093	8,80,156	28.1
3-84	45,803	10,501	22.9	33,07,649	9,40,253	28.4
4-85	43,774	10,821	24.7	34,04,096	9,92,139	29.1
5-86*	49,993	11,645	23.3	35,70,897	10,58,612	29.6

\* Estimated      T = Total Enrolment      W = Women Enrolment      NA = Not Available

**APPENDIX-XXXVI**

**Distribution of Student Enrolment : Sexwise and Facultywise  
1974-75 to 1985-86**

<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>
1974-75	10,56,077	3,62,979	34.4	4,63,441	1,06,203	22.9	3,89,504	22,127	5.7
1975-76	10,79,990	3,92,737	36.4	4,63,841	1,11,714	24.1	4,14,946	27,551	6.6
1976-77	10,78,967	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	5,33,859	1,53,868	28.8	5,54,253	88,067	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	12,59,587	4,87,620	38.7	6,23,545	1,79,650	28.8	6,69,813	1,16,837	17.4
1983-84	13,38,106	5,17,017	38.6	6,53,092	1,89,685	29.0	7,03,638	1,31,379	18.7
1984-85	13,72,277	5,40,686	39.4	6,69,563	2,00,632	30.0	7,38,506	1,42,222	19.3
1985-86*	14,39,071	5,81,813	40.4	7,03,467	2,14,581	30.5	7,67,743	1,46,724	19.1

\* Estimated

**APPENDIX-XXXVI (Contd.)**

Year	Education			Engineering/Technology			Medicine		
	T	W	%	T	W	%	T	W	%
74-75	77,179	29,055	37.6	90,685	1,341	1.5	1,06,340	20,992	19.7
75-76	76,641	30,110	39.3	96,067	2,061	2.1	1,05,140	19,208	18.3
76-77	75,512	NA	NA	1,00,040	NA	NA	1,13,151	NA	NA
79-80	72,981	34,497	47.3	1,18,607	4,428	3.7	1,12,194	24,426	21.8
80-81	71,204	33,708	47.3	1,28,937	4,949	3.8	1,10,020	26,797	24.4
81-82	71,168	34,383	48.3	1,30,189	5,866	4.5	1,13,794	29,792	26.2
82-83	74,167	34,893	47.0	1,42,440**	7,173	5.0	1,13,902	31,648	27.8
83-84	74,679	35,337	47.3	1,53,131	8,469	5.5	1,18,989	33,676	28.3
84-85	76,522	36,555	47.8	1,59,046	10,052	6.3	1,18,890	35,190	29.6
85-86*	82,131	40,227	49.0	1,64,261	9,634	5.9	1,28,552	37,898	29.5

Year	Agriculture			Vet. Science			Law		
	T	W	%	T	W	%	T	W	%
74-75	29,293	272	0.9	6,736	80	1.2	1,34,811	5,888	4.4
75-76	30,160	432	1.4	6,377	91	1.4	1,41,298	7,053	5.0
76-77	31,860	NA	NA	6,700	NA	NA	1,40,680	NA	NA
79-80	39,962	1,101	2.8	7,435	202	2.7	1,77,448	10,975	6.2
80-81	39,231	1,311	3.3	7,648	249	3.3	1,74,374	11,948	6.9
81-82	39,318	1,390	3.5	8,173	352	4.3	1,74,445	12,309	7.1
82-83	39,425**	1,595	4.0	8,797	424	4.8	1,83,153	13,576	7.4
83-84	41,588	1,719	4.1	9,268	470	5.1	1,94,555	15,156	7.8
84-85	41,741	2,045	4.9	9,413	506	5.4	1,95,708	15,745	8.0
85-86*	46,422	2,011	4.3	10,713	529	4.9	2,07,112	16,726	8.1

\* Estimated

\*\*Revised

**APPENDIX-XXXVI (Contd.)**

Year	Others			Total	
	T	W	%	T	W
1974-75	12,475	4,072	32.6	23,66,541	5,53,009
1975-76	11,649	4,205	36.1	24,26,109	5,95,162
1976-77	14,253	NA	NA	24,31,563	6,27,346
1979-80	18,943	7,350	38.8	26,48,579	6,89,042
1980-81	18,494	7,352	39.8	37,52,437	7,48,525
1981-82	18,005	6,992	38.8	29,52,066	8,16,704
1982-83	18,264	6,740	36.9	31,33,093	8,80,156
1983-84	20,603	7,345	35.7	33,07,649	9,40,253
1984-85	22,430	8,506	37.9	34,04,096	9,92,139
1985-86*	21,425	8,469	39.5	35,70,897	10,58,612

\* Estimated  
\*\* Revised

T = Total Enrolment

W = Women Enrolment

NA = Not Available

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