

# UNIVERSITY GRANTS COMMISSION

## REPORT OF THE YEAR 1984-85

NIEPA DC



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

NEW DELHI

University Grants Commission  
New Delhi-110002  
(INDIA)

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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 during 1984-85

### *Chairman*

1. Dr. (Mrs) Madhuri R. Shah

### *Vice-Chairman*

2. Professor Rais Ahmed<sup>1</sup>

### *Members*

3. Smt. Serla Grewal<sup>2</sup>
4. Shri R. Ganapati
5. Professor Anita Banerji<sup>3</sup>
6. Professor R.C. Mehrotra<sup>3</sup>
7. Professor Ramesh Mohan<sup>3</sup>
8. Shri Kireet Joshi<sup>3</sup>
9. Dr. B.C. Parekh<sup>1</sup>
10. Dr. V.C. Kulandaiswamy
11. Professor H.C. Khare<sup>5</sup>
12. Mr. Justice M.H. Beg<sup>5</sup>

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<sup>1</sup>Retired on 22nd June 1985.

<sup>2</sup>Shri Anand Sarup appointed in her place w.e.f. 27th February 1985.

<sup>3</sup>Term expired on 31st May 1985.

<sup>4</sup>Since resigned in October, 1985.

<sup>5</sup>Appointed w.e.f. 10th May, 1984 in place of Professor C.N.R. Rao and Mr. Justice P.N. Shinghal.

# UNIVERSITY GRANTS COMMISSION ANNUAL REPORT

**APRIL 1984—MARCH 1985**

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 1984-85 to be laid before both the Houses of Parliament.

## SECTION 1

### **Institutions and Enrolment in Higher Education Growth in Numbers**

Immediately after Independence there was an unprecedented linear expansion of higher education in the country. In view of the prevailing conditions at that time it was felt that expansion of education, even in purely quantitative terms, would lead to an accelerated growth of national economy. Consequently, there took place a spectacular growth in the tertiary sector of education. In the initial phase of development, qualitative improvements, so essential for the proper growth of education, were neglected to some extent. Simultaneously, an unplanned proliferation of universities and colleges took place. The universities were also not able to withstand pressures for admission and adopted an open door policy. This had to some extent adverse impact on the standards of teaching, research and examinations as also the tone and tenor of discipline.

During the last decade, efforts have been made to regulate the growth of higher education as well as the establishment of new universities and colleges so as to ensure that the higher education grows in response to the needs of the society for trained manpower with appropriate levels of professional training, skills and specialisations.

The following facts have to be kept in view in the context of growth of higher education since Independence:

- (a) enrolment at the level of higher education as a proportion of the relevant age-cohort is hardly adequate in spite of the explosion in numbers.
- (b) Although there is need to regulate expansion in view of the limitation of resources, it is not easy to deny expansion altogether as

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

weaker sections of the society have looked to higher education as a means for social and economic mobility; and

- (c) the demand for education should not be judged purely from the point of view of labour market alone, but due consideration should also be given to the social, cultural and humanistic aspects of education.

The development of higher education in India is faced with the challenge of quantity versus quality and the two demands need to be balanced. This is not very easy to achieve, although it is not an impossible proposition also. This calls for identification of priorities, assessment of regional needs and determination of relevance and excellence in higher education.

The expansion of higher education has now slackened during the last decade. This has brought into sharp focus the problem of access to higher education and the dilemma faced by a number of universities of maintaining a balance between increase in capacity and the quality of education provided. The Commission has generally commended following policy in this regard.

- (a) Determination of intake capacity of courses and institutions in accordance with the present facilities and regulation of admission in order of merit.
- (b) Checking the establishment of new universities and colleges except in backward areas where also it may be considered only after a survey of its educational needs.
- (c) Restructuring of courses of study at the first degree level to give them greater relevance to general education as well as emerging opportunities of employment.
- (d) Provision of facilities for greater enrolment through correspondence courses and open university system.
- (e) Equalization of educational opportunities for weaker sections of the society.

**1.02** This section indicates the number of institutions of higher education, student enrolment, number of colleges—total and state-wise, staff strength and doctorate degrees awarded during the year 1984-85 as compared to earlier years.

**1.03 Student Enrolment:** As against an enrolment of 23,66,541 students in 102 universities, nine institutions deemed to be universities and 4,170 colleges in the year 1974-75 there were 35,38,930 students enrolled in 1984-85 in as many as 125 universities, 15 institutions deemed to be universities and 5,482 colleges. Growth in the number of institutions and in enrolment for the period 1974-75 to 1984-85 is given in the following table. Figures pertaining to student enrolment exclude enrolment in intermediate, pre-

university and pre-professional classes, unless otherwise specified. A chronological list of universities is given in Appendix I.

<i>Year</i>	<i>Number of universities</i>	<i>Number of Colleges</i>	<i>Number of Students</i>
1974-75	102 + 9 institutions deemed to be universities	4,170	23,66,541
1975-76	102 + 9 institutions deemed to be universities	4,272	24,26,109
1976-77	105 + 10 institutions deemed to be universities	4,317	24,31,563
1977-78	105 + 10 institutions deemed to be universities	4,375	25,64,972
1978-79	108 + 10 institutions deemed to be universities	4,460	26,18,228
1979-80	108 + 11 institutions deemed to be universities	4,558	26,48,579
1980-81	112 + 11 institutions deemed to be universities	4,722	27,52,437
1981-82	118 + 13 institutions deemed to be universities	4,886	29,52,066
1982-83	120 + 13 institutions deemed to be universities	5,012	31,33,093
1983-84	124 + 15 institutions deemed to be universities	5,246	33,59,323
1984-85	125 + 15 institutions deemed to be universities	5,482	35,38,980

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

(2) All figures in this section for 1984-85 are provisional.

**1.04 New Universities:** The Mother Teresa University, which was set up in early 1984, started functioning from the academic session 1984-85. Of the 14 universities listed in the annual report of the UGC for the year 1982-83 and 5 universities listed in the annual report for the year 1983-84 as having been established in these years only the Birsa Agricultural University, Ranchi (Bihar) has since been declared fit to receive central assistance in terms of the rules framed under Section 12-A (now read as Section 12B) of the UGC Act. Out of the remaining 18 universities, six universities, though declared fit to receive central assistance, have not been declared fit for assistance for institutional development as the State Governments concerned have yet to fulfil certain conditions. These universities are as follows:

<i>Sl. No.</i>	<i>Name of the State</i>	<i>Name of University</i>
1.	Gujarat	Bhavnagar University
2.	Tamil Nadu	(i) Bharthiar University (ii) Bharathidasan University
3.	Uttar Pradesh	(i) Avadh University (ii) Bundelkhand University (iii) Rohilkhand University

Garhwal University, Srinagar (Garhwal) and Kumaon University, Nainital in the U.P. State, which were not declared fit for assistance for institutional

development as reported in the annual report for the year 1983-84 have since been declared fit for such assistance.

**1.05 New Institutions deemed to be universities under Section 3 of the UGC Act:** No new institution was given recognition as institution deemed to be university under Section 3 of the UGC Act during the year 1984-85.

The Commission on the recommendation of the Standing Committee on New Universities and University Postgraduate Centres recommended to the Government of India, Ministry of Education, to declare the following institutions as 'Institutions Deemed to be Universities, subject to the assurance, fulfilment of conditions laid down in the reports of the Committees which visited these institutions:

1. Nav Nalanda Mahavihara, Nalanda (Bihar),
2. SAMIRA Institute of Man Made Textiles, Bombay (Maharashtra),
3. Thapar Institute of Engineering and Technology, Patiala (Panjab),
4. The Indian Institute of Mass Communication, New Delhi,
5. Kendriya Sanskrit Vidyapeeth, Tirupati (Andhra Pradesh),
6. Lal Bahadur Shastri Kendriya Sanskrit Vidyapeeth, New Delhi.

The matter is under the consideration of the Government of India, Ministry of Education.

**1.06 Colleges:** At the end of 1984-85, 3762 colleges affiliated to various universities had been included in the list maintained under Section 2(f) of the UGC Act. Of these 1152 were postgraduate colleges. The corresponding figures for 1983-84 were 3724 and 1133.

**1.07 Growth Rate of Enrolment:** The growth of student enrolment in the university system during the period 1965-66 to 1984-85 is given in Appendix II. The average growth rate of enrolment during the decade 1975-76 to 1984-85 was 4.1 per cent per annum. This was substantially lower than the average growth rate of enrolment of 9.6 per cent during the previous decade 1965-66 to 1974-75. The ten-year period from 1975-76 to 1984-85 shows a widely fluctuating growth rate of enrolment year after year, with 0.2 per cent recorded as the lowest rate during 1976-77 and 7.3 per cent as the highest during 1981-82. In absolute terms, however, the year 1984-85 recorded the highest increase of 2,15,991 in enrolment for the decade 1975-76 to 1984-85. Enrolment in the year 1984-85 recorded an increase of 6.5 per cent over the previous year.

During the five-year period from 1980-81 to 1984-85 the average annual compound growth rate of enrolment was 6.5 per cent. However, there were wide deviations from this average growth rate among different States as indicated in Appendix III. Bihar for instance had a growth rate of

20.1 per cent during the period, which is more than three times the all-India average. On the other extreme, Uttar Pradesh had a growth rate of a mere 1.8 per cent. Thirteen States had average annual compound rate of growth lower than the all-India average. Among States having growth rates higher than the all-India average, two States recorded more than double the average growth rate. These were Manipur (14.7) and Assam (13.4).

**1.08 Stage-wise Enrolment:** Stage-wise enrolment from 1980-81 to 1984-85 given in Appendix IV indicates only marginal variations in respect of percentage enrolment both at the undergraduate and at the postgraduate/research levels. During the period, enrolment at the undergraduate stage has varied between 87 to 88 per cent of the total enrolment while post-graduate and research enrolment had been in the vicinity of 10-11 per cent. Diploma/certificate courses account for the remaining enrolment. Enrolment at the undergraduate as well as post-graduate/research levels as percentage of total enrolment remained the same during 1984-85 as it was in 1983-84.

Appendix V gives enrolment in the university departments/university colleges and affiliated (private or government) colleges. Enrolment in affiliated colleges as percentage of total enrolment in 1984-85 remained the same (viz. 83.2) as it was in 1983-84. In terms of their contribution to the stagewise enrolment, affiliated colleges account for 87.6 per cent of the total enrolment at the undergraduate stage and 56.1 per cent at the post-graduate stage. At the research level, they constitute 14.9 per cent of the total enrolment while at the diploma/certificate level 42.1 per cent.

**1.09 Faculty-wise Enrolment:** Faculty-wise distribution of student enrolment from 1980-81 to 1984-85 (Appendix VI) shows that enrolment in the faculty of arts (including oriental learning) as percentage of total enrolment declined from 40.5 in 1980-81 to 40.2 in 1982-83, increased thereafter to 40.5 per cent in 1983-84 but again recorded a marginal decline to 40.4 in 1984-85. Enrolment in the faculty of commerce as percentage of total enrolment recorded a fall in 1984-85 (21.0%) after three years of gradual rise viz. 20.1% in 1980-81, 21.3% in 1981-82, 21.4% in 1982-83 and marginal decline to 21.3% in 1983-84. In the faculty of Science, percentage enrolment increased continuously from 19.4% in 1980-81 to 19.9% in 1982-83 but declined thereafter to 19.8% in 1983-84 and 19.7% in 1984-85. Enrolment trends in other professional faculties indicate variations only of a marginal nature.

**1.10 Establishment of New Colleges:** There was an increase of 236 in the number of colleges during the year 1984-85 (Appendix VII). Of these new colleges, 167 were arts, science and commerce colleges. The distribution of newly established professional colleges was as follows:



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Engineering and Technology	24
Medicine, Pharmacy, Ayurveda, Homeopathy, Nursing & Dentistry	18
Law	6
Agriculture	3
Education/Physical Education	25

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The number of 'Oriental learning' colleges, however, declined from 283 in 1983-84 to 276 in 1984-85.

**1.11 State-wise Growth of Colleges:** Statewise distribution of the newly established colleges during the period 1980-81 to 1984-85 is given in Appendix VIII. The total number of colleges in the country increased by 760 during the period. Of this, Maharashtra alone accounted for an increase of 202. Other States which recorded substantial additions to the number of colleges during the period were as follows:—

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Bihar	107
Karnataka	97
Orissa	95
Andhra Pradesh	66
Madhya Pradesh	66

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These six States taken together account for 83 per cent of the increase in the total number of colleges. It will also be seen (Appendix IX) that increase in the number of arts, science and commerce colleges (517) constituted nearly 68 per cent of the increase in the total number of colleges in the country during the period 1980-81 to 1984-85.

**1.12 Staff Strength:** Appendix X shows the strength and distribution of teaching staff in the university departments/university colleges during the period 1980-81 to 1984-85. In 1984-85 there were 49,436 teachers in the university departments/university colleges. Out of these, 5,127 were professors, 11,370 readers, 30,737 lecturers and 2,040 tutors and demonstrators. The proportion of senior teachers viz. Professors and Readers to the total teaching staff has gone up from 30.1 per cent in 1980-81 to 33.7 per cent in 1984-85. The teaching staff in the university departments/university colleges increased by 2,577 in the year 1984-85 as compared to an increase of 1,903 in 1983-84 over the preceding year. Teaching staff in the affiliated colleges (Appendix XI) totalled 1,75,969 in 1984-85 which included 26,092 senior teachers, 1,42,408 lecturers and 7,469 tutors and demonstrators. There was an increase of 5,786 in the total staff strength in the affiliated colleges in 1984-85 over the year 1983-84 as compared to an increase of 5,762 in 1983-84 over 1982-83.

**1.13 Doctorate Degrees Awarded:** The facultywise position of doctorate degrees awarded during 1979-80 to 1983-84 is given in Appendix XII. During the year 1983-84, 6,934 doctorate degrees were awarded. As in earlier years, the number of doctorate degrees awarded was the 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 Engineering/Technology, Education and Commerce in that order. The total number of doctorate degrees awarded for all the faculties taken together increased by 36.6 per cent during the period 1979-80 to 1983-84.

## 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.

Standards in higher education need to be considered in the context of several alternate frames of reference, and yet every educational institution should strive to achieve the highest possible standards in consonance with its own objectives and the overall needs of relevance and excellence. In the past few years, conscious efforts have been made to raise the quality and standards of university education, firstly to attain, on widescale, the highest standards obtaining in our own country; and secondly to the highest standards anywhere in the world. Simultaneously, efforts have been made to bring about coordination between the need for maintaining quality through a proper consolidation of the existing facilities and expansion in order to meet the developmental requirements of the country, especially the need for trained personnel produced by universities for shouldering positions of responsibility in various fields, and to meet the emerging and fast changing needs of occupations.

**2.02** The Commission, since its inception, has taken several measures for the maintenance and coordination of standards of teaching, research and examinations. The Commission has received in considerable measure willing cooperation and advice from the academics and educational system in general in implementing these measures. This section deals with specific action programmes directed to the improvement and updating of courses of study, support for research and publications, examination reforms and quality improvement programmes, all of which have a direct and significant bearing on standards of education in the university system.

**2.03 Regulations under clause (h) of sub-section (1) of Section 26 of the UGC Amended Act regarding establishment of Institution:** In pursuance of the amended of the UGC Act (effective from 1st October, 1984) empowering it to "establish in accordance with the regulations made under this Act institutions for providing common facilities, services and programmes for a group of universities or for the 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'', the Commission at its meeting held on 19th September, 1984 approved the draft regulations made under clause (h) of sub-section (1) of Section 26 of the UGC Amendment Act and forwarded the same to the Govt. of India. These are under consideration of the Govt. of India, Ministry of Education.

**2.04 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 12A:** The UGC (Amendment) Act which came into force from 1st October, 1984 incorporates as one of its major amendments a section 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 Commission has constituted a committee to examine and draft suitable regulations in this regard. The work of the committee is in progress.

**2.05 Regulations under clause (f) of Sub-section (i) 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:** The University Grants Commission at its meeting held in July 1984 approved 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.

**2.06 National Education Testing:** There are wide variations in the standards in different universities and, in fact, in different departments of the same university. This is partly due to the size and complexity of the system in India and partly due to the differences in conditions under which teaching-learning takes place in our universities. It is also a fact that marks in the university examinations do not fully reflect the aptitude and ability of the candidates to pursue a research career. It is, therefore, necessary to design a test that will ensure greater comparability as well as a higher degree of validity and reliability.

Keeping the above in view, the Commission in February, 1984 decided to set up a National Education Testing Unit for conducting tests at the

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\* These regulations were subsequently reviewed and would be reported in the Annual Report for 1985-86. These would be effective from 1st June, 1986.

National Level. In the first phase, a test was conducted as an eligibility condition for the award of junior research fellowships under the Commission's general scheme of 'one time basis', Centres of advanced study, Departments of special assistance, major research projects. Area studies etc. The specific objective of the test was to assess (a) the research aptitude, reasoning and comprehension of the candidates and (b) competence of the candidates at the postgraduate level in the core and elective areas in the optional subject. The test was held on 26th August, 1984 in 12 subjects viz. Physics, Chemistry, Mathematics, Life Sciences, Geology, Geography, Economics, Political Science, Philosophy, Psychology, Sociology and History. 12,859 candidates appeared at the test conducted at 72 university centres. Of these, 1205 candidates were declared to have qualified.\*

The value of the fellowship is Rs. 1,000 p. m. and the ceiling of contingency grant is Rs. 5,000 per annum for science and engineering subjects and Rs. 3,000 per annum in the humanities and social sciences. The amount of contingency grant could also be enhanced to Rs. 5,000 per annum. for the humanities and social sciences, depending upon the nature of the programme.

**2.07 Restructuring of Undergraduate Courses:** The Commission suggested restructuring of courses several years ago. Basically the idea was to introduce some foundation courses to broaden the understanding particularly of current issues of growth, development and national integration before the country. Courses of an applied nature were desired to be introduced so that one could get away from the traditional combination and take into account the emerging needs of the society, and emerging new disciplines. This was considered to be a positive factor in improving employment opportunities and serving the manpower needs at the same time. These courses, often to be run with the help of professional staff available in the vicinity and sometimes using the infrastructure of other organizations, are expected to provide a welcome exposure to work-experience, and initiate stronger linkages between the university, the community and the environment.

Restructuring of courses had become particularly important in view of the introduction of the new pattern which enhances the duration of courses leading to the first degree in arts, science, commerce etc. from 2 to 3 years after 12 years schooling in a number of states. The opportunity, it was felt should be utilised to modernise the course as well as to enrich the contents and to make them relevant to social needs and aspirations and to respond to emerging needs of trained manpower in different sectors.

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\* The test in the remaining subjects viz. Anthropology, Commerce, Education, Statistics, Linguistics and various Indian and foreign languages such as Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu, Urdu, Arabic, English, French, German, Persian, Spanish and Russian etc. was held on 16th June, 1985.

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

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

**2.09** At present assistance is being provided by the Commission under the scheme to 79 colleges and four universities.

Some of the courses introduced under the scheme are related to (i) Marketing (ii) Local Self Government (iii) Labour Welfare (iv) Electronics (v) Rural Industrialization (vi) Office Management (vii) Plant and Crop Genetics (viii) Computer Science (ix) Family and Child Welfare (x) Insurance (xi) Food Technology (xii) Environmental Science (xiii) Entrepreneurship and Small Business (xiv) Industrial Chemistry (xv) Fruit Preservation (xvi) Nutrition (xvii) Bakery (xviii) Tailoring and Hosiery (xix) Microbiology (xx) Designing and Painting (xxi) Dairy Science (xxii) Fisheries (xxiii) Forestry (xxiv) Rural Banking. (xxv) Horticulture, (xxvi) Poultry etc.

**2.10 Conference of Vice-Chancellors:** The Tenth Conference of Vice-Chancellors convened jointly by the Ministry of Education and the UGC was held in Vigyan Bhawan, New Delhi on May 21-22, 1984. The Conference was attended by the Vice-Chancellors of Indian Universities, Vice-Chancellors/Directors of Institutions deemed to be Universities and the Directors of Institutions of National Importance. The Conference considered the following issues:

- (i) Improvement of standards and innovative developments
- (ii) Management of Universities
- (iii) Research role of the universities
- (iv) Universities and National Development
- (v) Emerging areas of importance

The detailed proceedings of the Conference have been published separately. As decided by the Commission at its meeting held on 1st August, 1984, a Committee is formulating the details of the programmes to be implemented in the light of the recommendations of the Conference.

**2.11 College Science Improvement Programme (COSIP)/College Humanities and Social Sciences Improvement Programme (COHSSIP):** The College Science Improvement Programme was initiated by the Commission in 1970-71 in order to bring about qualitative improvement in the teaching of science at the undergraduate level. The purpose of the programme is to accelerate the development of science capabilities of undergraduate students and to initiate a process of continuous self-renewal. This is brought about through an integrated approach and simultaneous improvements in the subject-matter, methods of instruction, syllabi, curricula, laboratory exercises, workshops, library and teaching material.

The programme was taken up at two levels (a) in selected colleges including the entire science faculty and (b) university leadership project in one science subject in all the colleges affiliated to a university. As on 31st March 1985, COSIP was being implemented in 237 colleges and 40 university departments.

The Commission keeping in view the experience of COSIP in 1974-75 decided to extend the programme to the humanities and social sciences. The College Humanities and Social Sciences Improvement Programme (COHSSIP) aims at bringing about improvements in the teaching of humanities and social sciences at the undergraduate level with particular reference to (a) adoption of new teaching methods, e.g. preparation of synopsis of lectures and other teaching materials, use of audio-visual and other teaching aids, tutorials and seminars etc., (b) extension of library services, (c) introduction of special courses, (d) inter-disciplinary programmes, (e) adoption of various measures of examination reforms, (f) remedial teaching and (g) field/project work etc.

If both programmes viz. COSIP and COHSSIP exist in one college, they are expected to be coordinated so that each may benefit from the experience of the other.

Assistance was approved under COHSSIP in respect of 81 colleges during the period under report. The Commission also agreed to extend the benefit of this programme to Teachers Training colleges. The total number of colleges being assisted upto 31st March, 1985 under COHSSIP was 326 in the first phase and 74 in the second phase. The number of university departments assisted under the programme was 16.

**2.12** A review of the scheme has brought out the fact that colleges have undertaken a number of innovative measures under these schemes such as new teaching methods, fabrication of equipment, audio-visual and other teaching aids and inter-disciplinary approach to teaching. The distribution of teaching plans and guided readings has led to an improvement of study habits. Colleges have also introduced courses with practical orientation, job-oriented courses, programmes of creative writing, book review etc. Similar measures have been taken by a number of universities under the

University Leadership Project (ULP). The schemes, however, touch a small fraction (a few hundred out of several thousand and colleges) of the College system. The Commission in the 7th plan proposes to give a broadbased support—"Institution-building" support to selected colleges in order to raise their all round performance.

**2.13 National Acceleration User's Committee:** The Commission has constituted a Committee to facilitate the University Scientists to undertake experiments at Variable Energy Cyclotron Centre (VEC) at Calcutta under the Bhabha Atomic Research Centre. The research projects which require the experiments to be done with the assistance of Cyclotron are considered by Bhabha Atomic Research Centre. The research project which require the experiments to be done with the assistance of Cyclotron are considered by the Committee. The Commission provides assistance to the University Scientists for (a) Supporting Research Staff (b) Contingency (c) TA/DA for visit to VEC (Calcutta) and (d) procuring targets.

**2.14 Subject Panels of Experts:** The Commission constitutes, once in every two or three years, panels of experts in various subjects of study and research from the universities and other institutions, to advise it on all matters relating to the present status and standards of teaching and research in the subject concerned, facilities available within the country and in different regions for teaching, training and research in the subjects and also to suggest measures to be taken for further development of facilities for promoting studies at an advanced level. These subject panels periodically review syllabi and courses of study followed by different universities at undergraduate and postgraduate levels with reference to such courses of study being made-up-to-date and, wherever necessary, relevant to the regional and national needs and also to bring about necessary inter-disciplinary aspects.

The terms and reference for various subject panels were laid down in 1982 to guide the work of the panels and are indicated in the Annual Report for 1982-83 (pages 14-15). From time to time, various panels made a series of proposals for raising the standards of teaching—for example through identification of talented students, summer schools for them, strengthening infrastructure of libraries and laboratories, adopting of more effective teaching methods than the single method of lecturing used now-a-days, and improving professional competence of teachers. They have also suggested measures for improving research by increasing scholarship amounts to attract and adequately support talented scholars, by improving supervision and evaluation at the universities and by adequate monitoring by the Commission.

**2.15 Panels in Humanities and Social Science Subjects:** Panels of experts in the various disciplines in humanities and social sciences were first set up



in February, 1974. At present 19 subject panels in humanities and social sciences are functioning. These are (i) English and Foreign Languages, (2) Linguistics, (3) Modern Indian Languages, (4) Economics (5) Political Science and Public Administration, (6) Sociology and Social Anthropology, (7) Anthropology, (8) Commerce and Business Administration, (9) Law, (10) History (11) Mass Communication, (12) Psychology, (13) Philosophy, (14) Library and Information Science, (15) Social Work, (16) Teacher Education, (17) Classical Languages, (18) Art History and Museology and (19) Performing Arts.

The important recommendations/activities of some of the Panels are summarised in the following paragraphs:

**2.16 Panel on Political Science:** The status report on teaching and research in Political Science is in the final stages. The Panel identified the various university departments in the discipline for being considered by the Commission for University Leadership Project and for Special Assistance. The Panel also reviewed the priority areas for research in Political Science. A list of such areas has been finalised and has been included in the Handbook of Information on Support for Research in Humanities and Social Sciences.

The panel also considered the recommendations of its sub-committee constituted to discuss various problems relating to peace and disarmament and to suggest measures for promoting studies and research in these areas and decided as under:

1. A national workshop may be held at Hyderabad University to discuss all the issues relating to curriculum development for peace and disarmament studies at various levels.
2. The following departments may be identified for strengthening peace and disarmament studies, keeping in view the potential already available in these departments:
  - (i) Department of Political Science, Delhi University,
  - (ii) Department of Political Science, Hyderabad University,
  - (iii) Department of Political Science, MS University of Baroda,
  - (iv) Department of International Relations, Jadavpur University, Calcutta,
  - (v) Gandhigram Rural Institute
  - (vi) Peace Research Centre, Gujarat Vidyapeeth, Ahmedabad.
3. That major/minor research projects in the area of peace and disarmament studies may also be promoted.
4. An international Seminar/Colloquium on Peace and Disarmament Studies may be organised under the auspices of Delhi University.

**2.17 Election Studies Programmes:** A Committee was constituted by the Commission to draw up a plan for considering proposals received under Election Studies Programmes from universities and colleges. The Committee at its meeting held on 31st December, 1984, expressed the view that the main focus of the present study should be on the Assembly Elections with a comparative background of voting behaviour for the Eighth Lok Sabha Elections. The Committee draw up a coordinated plan for election studies with one coordinator for each of the four zones covering different States in the country. The recommendations of the Committee have been accepted by the Commission and grants released to the universities of Poona, Rajasthan, Osmania, MS University of Baroda, Punjab, Calcutta and Gauhati for undertaking research studies in this regard.

**2.18 Panel on Social Work:** The Panel identified the departments of Social Work of University of Delhi, Andhra University, MS University of Baroda and Lucknow University for participation under the programme of Special Assistance/Departmental Research Support.

The Panel considered the recommendations made in the report of the second review committee on social work education and finalised a plan of action on the various recommendations.

The Panel considered the various proposals received from the universities/institutions under the scheme of experiments in field training for social development and recommended that the ceiling of assistance under the scheme may be raised from Rs. 25,000 to Rs. 50,000 and may include items like the salary of social workers, transport, equipment, stationery, postage etc.

The Panel also reviewed the guidelines for development assistance to single faculty colleges in social work and recommended that the ceiling of assistance may be raised from Rs. 2 lakhs to Rs. 3 lakhs during a plan period and basic assistance may also be provided to such colleges.

The Panel finalised guidelines for restructuring of courses on social work and desired that these may be circulated to the concerned universities.

The Panel further reviewed the qualifications prescribed by the Commission for the appointment of readers and recommended that in view of the special nature of work involved in Social Work Education, the Commission may consider persons holding a first or second class Master's degree in Social Work and having at least 10 years of field experience for appointment to the posts of Readers. Such persons may, however, be required to complete their Ph.D. within a period of 5 or 8 years.

The Panel recommended that social work may be introduced by the UPSC as one of the optional subjects for the IAS competitive examination.

The Panel decided that Regional Seminars in Social Work Education may be organised on the following themes:

1. Syllabus/Curriculum development at Bachelor's/Master's degree levels.

2. Innovative teaching methods.
3. Courses for the specific subject matter for teachers of Social Work.
4. Formulating/Developing research proposals.

**2.19 Panel on Classical Languages:** The Panel identified 15 departments for being considered by the Commission for participation under the Special Assistance Programme. The recommendations of the Panel are under consideration.

**2.20 Panel on Modern Indian Languages:** The Panel identified four departments for consideration by the Commission for participation in the programme of Special Assistance/Research Support. The recommendation of the Panel is under consideration.

**2.21 Panel on Law:** The Panel continued its work on the preparation of Status Report on teaching and research in Law.

**2.22 Committee on Performing Arts:** The Committee suggested that in view of the fact that Performing Arts have, by and large, remained neglected, universities be requested to include proposals for development of performing Arts in their 7th Plan proposals. The need for introduction of courses in Theatre, Dance and Music at the undergraduate level may also be impressed upon the universities. The courses on Performing Arts may be offered along with other courses such as History, Anthropology, Sociology etc.

The Committee recommended the acceptance of the proposal of the Rabindra Bharati University for the development of Performing Arts and Visual Arts. These are under consideration.

The Committee also identified 10 departments of Performing Arts in the various universities for the purpose of strengthening them.

The Committee also recommended that a Seminar may be organised to study various aspects regarding re-orientation of Music Education in India. A preparatory Committee has been constituted for the purpose.

**2.23 Panels in Science Subjects and Engineering/Technology: Panel on Geography:** Pilot studies for Ecosystem Mapping have been undertaken in the identified areas. Case studies for investigation of existing standards, methods of teaching and basic facilities available in undergraduate colleges have also been undertaken with a view to improving the teaching of geography in universities and colleges.

The Panel has suggested important areas in which books can be written by Indian authors in association with Soviet geographers viz; (a) Regional Planning (b) Geo-Morphology (preferably coastal Geo-Morphology (c) Environmental Studies, experience in India and Soviet Union (with case

studies of mountain regions, river valley, arid zone etc. (d) Desertification-Indo-Soviet Approach (e) Climatology-Systematic Regional (with Special reference to India) (f) Renewable Resources (g) Urbanization.

The Panel has welcomed the use of thematic maps in teaching and research and establishment of field research stations by the National Atlas and the Thematic Mapping Organisation. The Panel noted that these stations may be established in collaboration with the Universities.

The Panel on the suggestions of the Indian National Cartographic Association, Dehradun, agreed that advanced level courses in Cartographics may be introduced in Geography departments of the universities and wherever possible in collaboration with Survey of India and National Remote Sensing Agency. Internal level workshops in Geo-Morphology and Climatology and Regional and Urban Planning have been organised at Andhra University and Jawaharlal Nehru University respectively with a view to enabling teachers in geography to formulate suitable research projects in these areas.

The Panel has recommended that publication of fundamental books or Monographs giving the perspective of Geography in 2001 A.D. may be undertaken with a view to providing a clear perception of the development of geography by 2001 A.D.

**2.24 Panel on Geology:** On the recommendations of the Panel, the Commission continued to collaborate with the Oil and Natural Gas Commission and the Geological Survey of India for field work and training facilities for geology teachers in the universities and colleges.

The Panel has finalised curricula in Geology for undergraduate and Postgraduate Students.

The Panel also recommended that in the case of third year students pursuing three-year M.Tech. course and Post-M.Sc. Course in Hydrology, studentship may be enhanced from Rs. 400 to Rs. 600 per month.

**2.25 Panel on Mathematics:** Sample surveys and case studies have been undertaken to ascertain the present position relating to existing variations in standards of Mathematics teaching in the Universities and Colleges. The preliminary work in this regard for the Eastern, Northern and Western regions has been completed.

The Panel has suggested the title of books in mathematics to be published by the University Grants Commission for wide circulation in the universities and colleges.

On the recommendations of the Panel, collected works of Late Professor Harish Chandra and Notebooks of Late Professor Ramanujan were distributed by the Commission to the universities for use by Mathematics teachers.

The Panel is considering the feasibility of setting up a National Institute

in Applications of Mathematics with a view to promoting cooperative research orientation and training programmes. The proposed Institute is expected to be well-equipped with modern facilities which are normally beyond the reach of ordinary universities/institutions.

The Panel has also drafted modern undergraduate curriculum in Mathematics, which is yet to be finalised. The Panel has identified areas of priority for publications of books by Indian Mathematicians in association with Soviet Mathematicians. These are (i) Fluid Mechanics and Application (ii) Differential Equations (iii) Numerical Mathematics (iv) Lie Groups (v) Parhat Difference Equations (vi) Functional Analysis (vii) Complex analysis (viii) Constructive Complex Analysis (ix) Probability Theory (x) Control Theory (xi) Space Dynamics.

**2.26 Panel on Statistics:** The Panel has finalised draft status report in Statistics which inter alia includes the suggestions for modernization of syllabi in statistics for undergraduate and postgraduate levels. The Panel has recommended that steps may be taken for promoting University-Industry interaction in the area of statistics.

**2.27 Panel on Chemistry:** The Sub-Committee constituted by the Commission on the suggestion of the Panel has prepared a report on Chemical Education which inter alia includes suggestions for holding short-term courses in (i) Chemical Instrumentation and (ii) Interaction between college and university teachers. The norms and curriculum for Chemical laboratories and other infrastructure required for undergraduate and post-graduate chemistry departments in the colleges is being prepared by a Sub-Committee of the Panel.

The Panel has suggested the following topics of importance in Chemistry where the Indian scientists may co-author writing of books with Soviet Scientists, viz. (i) Elemento-organic Chemistry (ii) Surface Chemistry (iii) Electro-Chemistry (iv) Catalysis.

**2.28 Panel on Biosciences:** The Panel recommended the organisation of Instructional Seminars in various fields for the training of young scientists in laboratory experiments to enable them to prepare specific research proposals with the help of arranged lectures by eminent experts at the following universities:

*Developmental Biology*

1. Poona University,
2. Rajasthan University,
3. Utkal University.

*Morphogenesis and Differentiation*

1. Delhi University,

2. MS University of Baroda.
3. Madras University.

Areas covered by these Seminars would be:

- (i) Photosynthesis
- (ii) Neurophysiology
- (iii) Cecidology
- (iv) Chromosome Banding and
- (v) Secondary Metabolism

The Panel also identified the following four specialised areas for co-authoring of books with Russian authors.

- (1) Stress Physiology
- (2) Biophysics of Photosynthesis
- (3) Primary production of Natural Ecosystem
- (4) Taxonomy

**2.29 Panel on Physics:** The Panel identified the following frontier areas of research in Physics, in which facilities do not exist in India, with a view to exploring the possibility of placement of research teams from Indian Universities in foreign laboratories. These are (i) GeV/nucleon accelerator facilities (ii) Synchrotron radiation facility (iii) Incoherent scatter radar facilities for ionospheric studies and MST radar facilities (iv) Non-linear Laser Interaction studies atmosphere (v) Physics at Ultra-low temperature.

The Panel recommended the following areas in which collaboration of India and Soviet Authors would be desirable for co-authoring text-books: (i)(a) Electricity and Magnetism (b) Electro-dynamics (ii) (a) Classical Mechanics (b) Quantum Mechanics (iii) Solid State Physics (iv) Nuclear Physics (v) material Science (vi) Low Temperature Physics (vii) Space Physics (viii) Lasers (ix) Laboratory techniques and Instrumentation.

The Panel has also suggested that National Workshops in the areas of (i) Quantum Electronics: Laser Techniques and (ii) Techniques in solid State resonance spectroscopy may be held for university and college teachers.

In regard to modernisation of laboratories at the undergraduate level, workshops of undergraduate and postgraduate teachers have been organised. Based on the recommendations of the workshops, draft manual indicating the necessary infrastructure and other facilities required for an undergraduate physics department in colleges has been finalised.

**2.30 Panel on Engineering/Technology:** During 1984-85, the Engineering and Technology panels recommended 10 research projects at an estimated cost of Rs. 10,70,000.

The panel felt that performance of the University departments in engineering and technology, which are provided grants by the Commission, needs constant attention with a view to assessing their present position, the degree of obsolete equipment, their problems and difficulties as well as their strength. It recommended that the Commission may take up the matter regarding a special provision for replacement of obsolete equipment with the Ministry of Education on a priority basis.

A Sub-committee of the panel also examined the departmental profiles received from several university departments. The recommendation of the Sub-committee will be considered by the panel in 1985-86.

**2.31 Panel on Electronics and Instrumentation:** On the recommendation of the panel, a seminar on the utilisation of Synchrotron Radiation for R&D in electronics materials was held at Poona University. Seminars on electronics and instrumentation and on fibre optics would be organised during 1985-86. Teachers' orientation courses in electronics and instrumentation are proposed to be held at Andhra, Calcutta, Cochin, Baroda, Poona, Delhi and Roorkee Universities. The Panel has prepared various courses for the teaching of electronics at the undergraduate and postgraduate levels.

**2.32 Panel on Home Science:** On the advice of the Home Science Panel, curricula at the undergraduate and post-graduate levels in Home Science was developed by Sub-Committees. These were finalised at a workshop held at the Lady Irwin College, New Delhi, during June, 1984. Curriculum for teaching of Home Science at the undergraduate level was circulated to the universities, colleges and State governments for adoption. The curriculum finalised for post-graduate courses in Home Science is under print. The Panel also requested the members to prepare suitable text-books in Home Science keeping in view the curricula developed.

On the advice of the Home Science Panel, three regional workshops were organised to discuss the modalities for implementing the guidelines for Home Science programmes at the undergraduate and post-graduate levels and to identify the thrust areas of research and facilities available as well as to help the colleges prepare research proposals in Home Science for submission to the various funding agencies.

Similarly on its advice the Home Science Departments of the following universities/colleges were identified to participate in the UGC Special Assistance Programme:—

- (1) SVT College of Home Science, Bombay (SNDT Women's University)
- (2) Shri Avinashilingam Home Science College for Women, Coimbatore
- (3) Lady Irwin College, New Delhi.
- (4) MS University of Baroda, Baroda.

**2.33 Nuclear Science Centre:** The Commission decided to set up a Nuclear Science Centre in the university sector as a national facility. Subsequently, it was decided to locate the Centre at the Campus of Jawaharlal Nehru University. A technical committee has been constituted to formulate the plan of action and for establishing the Centre. Orders have been placed for the import of pelletron. It is also proposed to send bright young scientists to Canada for receiving training in the area of accelerator physics.

**2.34 Relativity and Cosmology:** The Commission had constituted a National Coordination Committee to promote teaching and research in the areas of relativity and cosmology in the universities. Six summer/winter institutes were organised in the universities of Calcutta, Udaipur, Shivaji, Madurai, Ravi Shankar and the Indian Institute of Science, Bangalore. These summer institutes have helped to expose the university teachers and research workers to the recent developments in the field of relativity and cosmology. The National Coordinating Committee would review the recommendations/suggestions made at the said institutes and decide future line of action.

**2.35 Indian Middle Atmosphere Programme:** The Commission had agreed to provide financial assistance to the university scientists for undertaking research projects under the Indian Middle Atmosphere Programme for a period of five years (1981-86). The projects are processed and cleared by the IMAP Coordinating Committee and communicated to the Commission. During the year, four projects have been approved by the IMAP.

**2.36 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 newly emerging areas 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/postgraduate 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 advice of the Expert committee, a working group was appointed to prepare core (conceptual) programme in Environmental Sciences including forestry and ecology education. The working group meet at Rajkot during June, 1984. The Task Force prepared eight packets of courses for the purpose which, inter alia, include M.Sc. Course, P.G. Diploma Course, Half unit course for undergraduate students and short-term appreciation course for executives and decision-makers. Subsequently, a workshop was held at



the Roorkee University on Core Programme Identification and Research in Environmental Sciences. The report of the workshop is under the consideration of the Commission.

**2.37 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 has arisen as the Maritime Universities are responsible for the basic training of manpower and development of human resources for the user agency. It is proposed to undertake training programmes for the university teachers also in the areas like Marine Engineering, Marine Geophysics, Geology, Physical Oceanography, and Marine Chemistry. The expenditure involved in the increased intake of students in the above areas and expansion of the necessary infrastructure will be met jointly by UGC and the Department of Ocean Development.

A committee has been constituted to work out the details in this regard.

**2.38 Centres for Material Research:** The Commission has constituted a Committee to consider the steps that may be taken for the strengthening of Material Research in the university sector. The Committee would also identify National Centres in some of the selected universities and also suggest training programmes/workshops to enable university scientists from the departments of Physics, Chemistry and Biology to interact with a view to develop materials of importance which are of wide applications in the industry.

**2.39 Centre for Laser and Fibre Optics:** Considering that the subjects of laser and fibre optics are very important and they play a vital role in the basic and research applications, the Commission constituted an expert committee to examine the feasibility of establishing a few national/regional centres in identified universities where the basic infrastructure is available. The Committee has recommended training programmes and workshops in the areas of laser and fibre optics particularly with regard to their application in diverse fields. The Committee is also working for the future plans for promotion of research in this area. The recommendations of the committee will be considered by the Physics Panel and finally by the Commission.

**2.40 Centre for Astrophysics and Astronomy:** An expert committee has been constituted by the Commission for the promotion of Education and Research in the fields of Astronomy and Astrophysics in the universities. A National Workshop on future developments in astronomy education and research with a view to examining the various aspects and to prepare a plan of action is proposed to be organised.

**2.41 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.

**2.42 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 in the Indian Universities. It would also provide authentic and upto date extracting services to the user of papers and educate the users in generating queries for their needs for optional utilisation of the information services. The centre will function as a national facility in order to serve the needs of research scientists in the university system.

The Commission has also agreed to provide assistance to SNDT Women's University, Bombay, and MS University of Baroda for setting up of 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 information available in their fields of specialisation. The subjects to be covered by the Centre at MS University of Baroda are Economics, Political Science, Education and Psychology, and those to be covered by the Centre at SNDT Women's University are Sociology, Gujarati, Women's Studies, Home Science, Library Science and special education.

#### **2.43 Development of Multi-disciplinary Teaching and Training in Bio-technology:**

*(National Bio-technology Board—UGC Collaborative Programme)*

At a joint meeting of the National Bio-technology Board (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 Bio-technology 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 Bio-technology.

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. MS University of Baroda,
6. Madurai Kamraj University.

The NBTB would provide assistance for the programme for equipment, buildings, books and journals, contingencies, academic staff salaries and studentships. The Commission will pay for the salaries of administrative and technical staff and part of building construction cost.

**2.44 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 and new curricula and products—software and hardware. The journals are being brought out regularly. Colleges have been permitted to subscribe to the journals out of the UGC assistance provided for books and journals.

**2.45 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,
5. Award in the field of Interaction between Science and Society.

The Awards for the year 1981 and 1982 have been announced. Nominations for the year 1983 have been received and are under consideration of the Commission.

**2.46 Swami Pranavananda Saraswati Awards:** On receipt of a proposal from Swami Pranavananda Saraswati, Director, Yoga Societies in America, for the institution of five national awards of the value of Rs. 5,000 (subsequently agreed to as Rs. 10,000) to be granted annually, the Commission had decided to institute these awards and name them as 'Swami Pranavananda Saraswati Awards'. These awards have been instituted in the fields of education, sociology and social anthropology, economics, political science, and ecology and environmental sciences. These awards would be made available only to Indian nationals in their individual capacity (those either working in or associated with the university study within the country) or as a team, for the contribution made during the last five years in the form of a scholarly/scientific work namely, books, monographs, papers and other relevant materials. Which may have contributed to the growth of the discipline.

**2.47 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.

**2.48 Mass Communication and Educational Technology Centres:** Introduction of mass communication and educational technology can play a vital role in increasing the professional competence, capability and communication skills of the teacher who is the pivot of the teaching-learning process. In the present context of non-formal education, educational technology will be very useful in the programmes of adult and continuing education and extension and correspondence courses as also in the restructuring of courses of study at the university stage. In view of this, the Commission gives importance to the introduction of mass communication and educational technology in the university system on a priority basis. Accordingly, during the Sixth Plan period, the Commission has made a provision of Rs. 200 lakhs for assisting the universities on a selective basis for mass communication and education technology programmes.

The Commission had constituted a Working Group to advise it on various matters connected with the setting up of centres of Mass communication and Educational technology in Indian universities after it was made known that it would be possible to ensure transmission time of one hour every day in the afternoon for programmes of higher education with INSAT becoming operational. On the recommendations of the working group a Task Force was appointed in August 1982 to prepare a plan of action. The recommendations of the Task Force and the Working group were accepted in July, 1983 and a plan of action was initiated.

The satellite can be used with advantage for educational programmes, among many other purposes. In principle, everyone desirous of receiving an educational programme can do so through community viewing. With this facility, the whole country can be unified by some common educational thrusts and at the same time each region can be served according to its needs.

There are exciting possibilities of class room situations, seminars or tutorial sessions to be beamed. vocational and technical courses requiring

a great deal of visuals to be conducted and programmes for teachers' further education taken up without their having to leave their institutions. These programmes and facilities could form the core of a university of Distance education which has been recommended to the Government from various forums.

The present position is that the college and university teachers who are to play a crucial role in producing suitable programmes have no acquaintance with the new TV or radio medium and in the university system there are very limited facilities available for doing so. Therefore, a small but carefully planned beginning has to be made with provision for monitoring and evaluation so as to continuously expand and improve the programmes.

The Commission, as an agency concerned with maintenance of quality and standards, has taken the initiative by providing standard equipment in six selected centres, namely, Mass Communication Research Centre, Jamia Millia Islamia, New Delhi, Educational Media Research Centres (EMRC's) at Poona University, Gujarat University and CIEFL, Hyderabad and Audio Visual Research Centres (AVRCs) at Osmania and Roorkee Universities. The Commission also agreed to provide assistance to the Anna University, Madras and Jodhpur University, Jodhpur during the 7th Plan period for setting up of Audio Visual Research Centre. A Central Programme Committee has been set up to advise on the scope, nature and schedule of the software. It has been decided to produce what are called enrichment programmes at the undergraduate level. Topics in different disciplines are being chosen so that the largest number of students, and indeed any educated person, may benefit. Some topics will relate to national development and national concerns such as agricultural or industrial visions, achievements, shortcomings, future perspectives, national integration, secularism and socialism which are a part of our Constitution. These subjects will receive scholarly attention and will help to give breadth of knowledge and awareness to the viewers.

There is provision for special programmes for teachers in higher education to enable them to handle their class and examination work better, to give them upto date knowledge and particularly to make them familiar with educational goals of their professions. For this purpose, a committee on higher educational TV programmes in teacher education has been constituted. Efforts are being made to produce some TV programmes in Teacher Education also.

The University Grants Commission has set up a mass communication unit in the UGC office for implementation of the programme of development of mass communication system and programmes in the universities and to coordinate the activities of the Educational Media Research Centres and Audio-Visual Research Centres. This mass communication unit while coordinating the functioning of the EMRCs and AVRCs is looking into the administrative aspects of funding the Media Centres, software as well as technical aspects and the related matters.

Since the programmes to be produced by the university sector will only be small in number initially, it is desirable to select suitable material from that which is either commercially available or available on loan basis from universities or other institutions in India or abroad. For this purpose a UGC INSAT project unit has been set up in Jamia Millia Islamia to examine the available video-tapes, audio-tapes and films for the purpose of determining their suitability for being televised through INSAT-IB for collecting, pre-viewing, selecting of programmes and putting them into one hour capsule for daily telecast.

In the long run the Commission would like to have a proper idea about the audience profile, their entry behaviour and skills, their understanding of the English language, needs, etc. The Commission also intends to pretest the programmes which are being prepared. For this purpose, a Research Advisory Committee for INSAT television programmes for higher education has been set up.

The academics in universities and colleges who are to be involved in producing suitable programmes have little acquaintance with the T.V. or Radio medium. The Educational Media Research Centres have organised workshops to expose the academics to be associated with the Media Centres to programmes and equipment and familiarise them with broadcasting medium and motivate them to experiment with software making.

A Standing Committee on Electronic Media/Mass Communication has been constituted to advise on programmes to cover telecasting and using mass media for (i) Distance education (ii) Class room enrichment and (iii) Continuing education and with a view to increasing the number of participating institutions in this programme.

Telecast of the University Grants Commission programmes in higher education titled "Country-wide class room" began on 15th August, 1984 on an experimental mode. Colleges which are within the transmission range of the Doordarshan Kendras have been asked to buy colour TV sets with part assistance from University Grants Commission. The response and reaction from the audience has been overwhelming. The entire programme is being monitored and would be evaluated so as to improve it and cast it in a higher mould during the 7th Plan period.

**2.49 Promotion of Buddhist Studies:** The Commission is providing assistance to three universities viz, Poona, Andhra and Saugar towards the promotion of Buddhist Studies. This assistance is provided for appointment of staff and purchase of books for strengthening teaching and research related to Buddhist Studies.

**2.50 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. A Standing Committee has been set up to advise the Commission on the promotion of Gandhian Studies in the Universities. The courses in Universities for which assistance is provided by the Universities are indicated below :

<i>Sl. No.</i>	<i>Name of the University</i>	<i>Courses offered</i>
1.	Bhagalpur	M.A. in Gandhian Thought
2.	Gujarat Vidyapith	(a) Two courses viz. 'Gandhiji's life and work and 'Association of Gandhian Thought' at the graduate level. (b) A postgraduate course linked with a course in Indian Philosophy. (c) Correspondence course in Gandhian thought at the postgraduate level.
3.	Jawaharlal Nehru	(a) Courses/programmes on 'Gandhi and the World'. (b) Courses/programmes on 'Gandhi and Sarvodaya'.
4.	Karnataka	Diploma in Gandhian Thought.
5.	Madurai Kamraj	(a) Part-time certificate and diploma course. (b) M.Sc. Courses in Peace-making. (c) Correspondence course in Gandhian Studies at the M.A. level.
6.	Nagpur	Postgraduate Diploma
7.	Punjab	(a) Postgraduate Diploma (b) M. Phil. (c) Correspondence course at the postgraduate diploma level.
8.	Saugar	A paper at the postgraduate level on Gandhian philosophy (in the department of Philosophy).
9.	Sri Venkateswara	(a) Diploma (b) Two papers on 'Gandhian Ethics' at the B.A. level. (c) 'Political Philosophy of Gandhi' at the M.A. level. (d) 'Philosophy of Gandhi' as an optional paper at the M.A. level.

The criteria for assistance towards the strengthening of Gandhi Bhawans as recommended by the Standing Committee is indicated in the Annual Report for 1983-84.

The scheme has been consolidated and strengthened during the year under report. Four Seminars were agreed to be organised during the year.

**2.51 Nehru Studies:** The question of promotion of Nehru Studies has been engaging the attention of the Commission for quite some time. The Commission as reported in the Annual Report for 1983-84 has agreed to the institution of following programmes.

- (i) A National Fellowship for indepth studies on Nehru.
- (ii) Research Associateship and Junior research fellowships for post-doctoral & pre-doctoral studies on Nehru.
- (iii) Introduction of special optional papers at M.A. level on Nehru in History & Political Science.
- (iv) Seminars, symposium etc. on Nehru.

During the period under report, the Commission appointed a Committee which considered, inter alia, the question of introducing Nehru Studies as part of the university curriculum. The Committee felt that the most appropriate stage for doing so would be the undergraduate stage and possibly as part of the foundation courses that have already been introduced by some universities under the Commission's scheme of restructuring of courses. In the view of the Committee, Nehru Studies could also be introduced as an optional paper in some of the social science disciplines but more important was that the existing courses should be so structured that there was proper emphasis on secularism, democratic principles and national and emotional integration in the concerned disciplines, particularly in such papers as Indian Government, Contemporary Development and Freedom Movement etc. These recommendations of the Committee have been accepted by the Commission and have been circulated to the Universities.

During the year, national fellowship for indepth Studies on Nehru was awarded to Prof. M.N. Dass, Vice-Chancellor, Utkal University.

The Commission has also set aside five research associateships and 10 junior research fellowships for undertaking post-doctoral & pre-doctoral Studies on Nehru.

**2.52 Centres of Advanced Study:** The scheme of Centres of Advanced Study was initiated in 1963-64 to encourage "pursuit of excellence" and team work in study and research and to accelerate the realisation of international standards in specific fields. With this object in view, substantial assistance is given to promising departments in the universities carefully selected on the basis of quality and extent of work already done, reputation and contribution to research as well as their potentialities for further development. It was decided that assistance for these centres may be provided for a period of ten years in the first instance and the question of further assistance be examined in each case on the basis of satisfactory progress and the assessment of work done by these departments.

The concept of 'Centre of Advanced Study' envisages that a centre should have an all-India character and be able to attract students and



teachers from all over the country and help in promoting academic mobility. Another additional advantage that should accrue from the programme is that the personnel trained at the centres should in course of time be available for strengthening the staff of other university departments—thus helping to meet to some extent the difficulties experienced by the universities in securing the services of competent teachers in specialised areas.

During the period under report, two centres of Advanced Study viz. Centre of Advanced Study in Economics at the Bombay University and Centre of Advanced Study in Economics at the Gokhale Institute of Politics and Economics, Poona were assessed and the Commission agreed to provide assistance for a further period of five years to these centres.

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

Three more departments in Economics in the universities of Sri Venkateswara, Madras and MS University of Baroda, were added in the list during the period under report, thus raising the total number of departments under this programme to 27 as on 31-3-1985. Besides, assessment of the following six departments already in existence prior to 1984-85 was done during this period and the Commission agreed to continue providing assistance to these departments for the next five years.

1. Department of Archaeology, Deccan College, Pune
2. Department of History, Mysore University
3. Department of Economics, Andhra University
4. Department of Psychology, Allahabad University
5. Department of Linguistics, Osmania University, and
6. Department of Philosophy, Jadavpur University.

Out of these six departments, the Assessment Committees have recommended the upgradation of three departments to Centres of Advanced Study viz. the Department of Psychology, Allahabad University, Depart-

ment of Linguistics, Osmania University and the Department of Philosophy, Jadavpur University. The matter is under consideration.

The position with regard to the assessment of various Departments in Science under Special Assistance Programme during the year 1984-85 is as under:--

*Centres of Advanced Study (CAS)*

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. Annamalai University | -- Marine Biology                |
| 2. Calcutta University  | -- Radio Physics and Electronics |
| 3. Delhi University     | -- Physics                       |
| 4. Delhi University     | -- Botany                        |
| 5. Panjab University    | -- Mathematics                   |
| 6. Bombay University    | -- Mathematics                   |
| 7. Madras University    | -- Mathematics                   |
| 8. Delhi University     | -- Chemistry                     |

*Departments of Special Assistance (DSA)*

- |                        |                   |
|------------------------|-------------------|
| 1. Poona University    | -- Chemistry      |
| 2. Calcutta University | -- Pure Chemistry |
| 3. Andhra University   | -- Physics        |
| 4. Panjab University   | -- Physics        |
| 5. Jammu University    | -- Physics        |

*Departmental Research Support (DRS)*

- |  |   |
|--|---|
| 1. Karnatak University   | -- Physics                              |
| 2. Kerala University   | -- Acquatic Biology                     |
| 3. Andhra University   | -- Zoology                              |
| 4. Rajasthan University  | -- Zoology                              |
| 5. Mysore University   | -- Zoology                              |
| 6. Sri Avinashilingam Home<br>Science College for Women,<br>Coimbatore | -- Home Management                      |
| 7. SVT Home Science College,<br>SNDT Women's University,<br>Bombay     | -- Food and Nutrition                   |
| 8. MS University of Baroda   | Child Development                       |
| 9. Lady Irwin College,<br>New Delhi                                    | Cell for Communication and<br>Extension |

The Commission decided to continue assistance to the Centres of Advanced Study/Departments of Special Assistance which were assessed

as above. The Commission also decided to upgrade Departmental Research Programme of Kerala, Andhra, Rajasthan and Mysore Universities mentioned above into Departments of Special Assistance. Assistance for DRS at Karnatak University was continued and four fresh DRS at Sl. No. 6, 7, 8 and 9 above were approved.

A list of 29 Centres of Advanced Study, 92 Departments of Special Assistance and 49 Departments for Research Support in the humanities, social sciences and Science subjects is given in Appendices XIII to XVIII.

**2.54 Strengthening of Infrastructure of Science and Technology:** As a result of discussions on improving the infrastructure of Science and Technology, Education and Research in the Science Advisory Committee to the cabinet, the Planning Commission made a special allocation to the UGC through the Ministry of Education for strengthening the infrastructure for post-graduate education and research. 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 "COSIST" this grant is given on a selective basis to University departments/colleges on a highly selective mode. Since there is similarity in the scheme of Advanced Study/Department of Special Assistance and the COSIST scheme, there is also overlapping and very often a department identified under Special Assistance Programme has also attracted support from COSIST. Nevertheless, after examining 296 departments in the preliminary stage and 92 at the expert stage, 31 departments of Science and 7 departments of Engineering have merited COSIST support during the year 1983-84 and 1984-85.

A list of the departments which are supported through the programme along with other details is given in Appendix XIX. During the year 1984-85 a sum of Rs. 6,99,82,150 has actually been released to the COSIST supported departments.

**2.55 Major Research Projects (Humanities & Social Sciences):** The Commission provides support to teachers, working as well as superannuated, in the universities and colleges for undertaking research or learned works in their respective fields of specialisation. Research projects may be undertaken by an individual teacher or by a group of teachers or by a department as a whole. Research on inter-disciplinary basis particularly in areas which have remained relatively neglected but which are of crucial importance to the society and economic life of the country receive priority. Commission's assistance is available for appointments of Junior research fellows, research associates, visits to the field work, apparatus, equipment, postage, stationery, computation work, printing of questionnaires, books, journals, contingencies and similar other items needed for the project.

During the period under report, the Commission approved 79 major research projects at a cost of Rs. 40.44 lakhs as per details given below:

**Table 2.1**

		<i>(in lakhs of rupees)</i>	
<i>Sl. No.</i>	<i>Subject</i>	<i>No. of Projects</i>	<i>Approved Amount</i>
1.	Education	2	0.71
2.	Commerce	1	0.32
3.	Economics	2	1.22
4.	Political Science	14	6.64
5.	Psychology	2	0.56
6.	Law	1	0.71
7.	Philosophy	3	3.19
8.	Linguistics	4	5.21
9.	Classical Languages	13	6.29
10.	History	9	3.59
11.	Modern Indian Languages	28	12.00
		79	40.44

**2.56 Minor Research Projects (Humanities & Social Sciences):** Under this scheme, financial assistance up to Rs. 10,000\* is provided to a university or college teacher who wishes to undertake along with teaching work, a short-term research project or an investigation for a doctoral degree under approved supervision. Assistance is available only for field work, preparation of questionnaire, computation work, equipment, books and journals which are specifically required for the proposed project but which are not normally available to the teacher in the institution where he is employed.

The Commission approved 682 minor research projects at a cost of Rs. 45.59 lakhs during the year as indicated below:

\* This has since been raised to Rs. 15,000.

Table 2.2

*(in lakhs of Rupees)*

<i>Subject</i>	<i>No. of Projects</i>	<i>Amount Approved</i>
Modern Indian Languages	100	8.57
English	28	1.11
Classical Languages	17	1.24
Linguistics	4	0.32
History	51	2.99
Art History	4	0.24
Philosophy	6	0.27
Economics	120	6.21
Political Science	63	3.53
Anthropology	3	0.17
Psychology	35	2.16
Commerce	148	12.57
Education	50	2.19
Social Work	7	0.54
Sociology	31	2.63
Law	15	0.85
<b>Total</b>	682	45.59

**2.57 Major Research Projects (Science):** Assistance for Science research is provided to faculty members in the universities and affiliated colleges as well as to the retired teachers for taking up well-defined research projects in pure and applied sciences. The research projects may relate to major programmes of research to be undertaken by the University departments as a whole in a selected field or to projects by small research groups as well as by individual teachers.

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During the year, the Commission approved 335 major research projects at a cost of Rs. 316 64 lakhs in Science subjects as detailed below:

Table 3.3

(in lakhs of Rupees)

<i>Subject</i>	<i>No. of projects</i>	<i>Amount approved</i>
Physics	28	40.04
Chemistry	107	76.07
Statistics	4	1.10
Mathematics	20	12.03
Geography	8	7.60
Geology	11	6.60
Biological Sciences	157	173.20
Total	335	316.64

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

During the year Commission approved 668 Projects at a cost of Rs. 46.49 lakhs as detailed below:

Table 2.4

(in lakhs of Rupees)

<i>Subject</i>	<i>No. of Projects</i>	<i>Amount Approved</i>
Physics	76	4.27
Chemistry	169	13.68
Botany	120	8.24
Zoology	132	11.58
Mathematics	89	3.99
Home Science/Pharmacy	7	0.56
Medicine	8	0.73
Geology	22	1.20
Geography	45	2.24
Total	668	46.49

\* This has since been raised to Rs. 15,000.

**2.59 Preparation of University level books by Indian Authors:** The Commission initiated in 1970-71 a scheme of providing financial assistance to outstanding scholars in the universities, colleges and other institutions of higher learning and research in the country for the preparation of high quality books, monographs and reference material for use in the universities and colleges. During the year under report, the Commission accepted 58 fresh projects for preparation of university level books in various fields of Science, humanities, social sciences and engineering and technology. During the same period, 12 manuscripts have been completed under the scheme. The progress of the scheme upto 31st March, 1985 is as under:

(a) Projects initially accepted	840
(b) Projects cancelled due to non-implementation	87
(c) Projects where the manuscripts have been completed	242
(d) Projects in different stages of implementation	511

According to the available information, books relating to 57 projects have already been published\*.

**2.60 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 evaluation 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. As pointed out by the University Education Commission as far back as in 1948-49; "The crippling effect of external examinations on the quality of work in higher education is so great that examination reform has become crucial to all progress, and has to go hand in hand with the improvement in teaching". Accordingly, the Commission constituted a working group to prepare the guidelines on continuous internal evaluation.

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\* Assistance of the Commission is limited to preparation of manuscripts. Books are published by the authors themselves.

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 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 programmes. Information collected from the universities/institutions deemed to be universities from time to time regarding progress made by these 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, workshop, 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 12 universities and 3 institutions deemed to be universities are receiving assistance from the Commission towards establishment of Examination Reform Units:

1. Madras University, Madras.
2. Mysore University, Mysore.
3. Poona University, Poona.
4. S.N.D.T. Women's University, Bombay.
5. South Gujarat University, Surat.
6. Sardar Patel University, Vallabh Vidyanagar.
7. Jabalpur University, Jabalpur.
8. Jammu University, Jammu.
9. Kanpur University, Kanpur.
10. Gorakhpur University, Gorakhpur.
11. Anna University, Madras.
12. Jawaharlal Nehru Technological University, Hyderabad.
13. Indian School of Mines, Dhanbad.
14. Gandhigram Rural Institute, Gandhigram (Madurai).
15. Shri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam (Andhra Pradesh).

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 in 46 universities, 10 institutions deemed to be universities and 15 agricultural/technological universities.



## SECTION 3

### Development of Universities

**3.01** Universities in India differ widely in respect of their age, the present stage of growth and development, strength and weaknesses, goals and objectives, financial and human resources and inputs as well as managerial capabilities to discharge their functions effectively. The development assistance of the Commission to the universities has, therefore, to be determined keeping all these factors in view and also limits to the growth in their size, the need for qualitative improvement and development of viable schools of teaching and research in the selected areas and removal of regional imbalances in the development of facilities for higher education in the country.

**3.02** The main emphasis in the Sixth Plan has been on (a) improvement of standards (b) restructuring of courses for practical orientation and greater relevance (c) regulation of admissions (d) centralisation of instrumentation and repair facilities and (e) extension as an integral part of education. Low priority has been given to expansion of educational facilities and to construction/expansion of buildings. Specific allocations to universities are made on the basis of the recommendations of the Visiting Committees which assess the needs and requirements of universities for a five-year period and the availability of resources with the Commission. The assessment of the development requirements of the 88 universities for the Sixth Plan period was complete by the Visiting Committees constituted by the Commission.

The Commission's approach towards the development of universities in the Seventh Plan will have to be based on the following considerations:

- (a) The need for university development for 'on going' programmes and inputs for strengthening the existing courses in regard to new emerging areas of national importance.
- (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.

**3.03** An allocation of Rs. 280 crores was made to the Commission for the Sixth Plan for development schemes excluding those in Engineering and Technology. Against this, the amount actually made available to the Commission by the Government was Rs. 215.51 crores. The Commission released grants amounting to Rs. 219.97 crores\* during the Sixth Plan period

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\*The excess expenditure was met out of interest and other miscellaneous receipts.

as indicated in table 3.1 below :

Table 3.1

**Grants released to universities and colleges during Sixth Plan (1980-81 to 1984-85)**

<i>Programmes</i>	(Rs. in lakhs)					
	80-81	81-82	82-83	83-84	84-85	<i>Total</i> (1980-81 to 1984-85)
Special programmes	604.12	646.44	723.16	1671.68	1610.11	5255.51
Research Support	259.73	357.89	436.34	369.47	322.15	1745.58
University development	1427.26	1676.66	1250.81	2575.35	2265.79	9195.87
College Development	414.90	309.37	496.24	1317.34	1953.19	4491.04
Specific schemes in Central Universities and institutions deemed to be universities including Delhi colleges	189.94	182.49	227.81	125.03	419.65	1144.92
Other Programmes	16.99	23.31	25.70	39.87	57.84	163.71
<b>Total</b>	<b>2912.94</b>	<b>3196.16</b>	<b>3160.06</b>	<b>6098.74</b>	<b>6628.73</b>	<b>21996.63</b>

For schemes of Engineering and Technology, the Government of India made available an amount of Rs. 2827 lakhs for the Sixth Plan period. Against this the amount released to universities and colleges amounted to Rs. 2695 lakhs. In addition to this an amount of Rs. 1152 lakhs was received by the Commission for strengthening of infrastructure of Science and Technology during the Sixth Plan period. The entire amount was utilised.

**3.04 Extension of the period of assistance to universities and colleges of various development schemes approved during the Sixth Plan Period:** The Commission, in January 1985, decided that keeping in view the short time available during the Sixth plan period to the universities for implementing general development plans, the approved plan posts may be filled by the universities upto 31-3-1986 but the assistance of the Commission would be available upto the period ending 31-3-1988 subject to the condition that the universities/State Government would take over the recurring liability from 1-4-1988. The expenditure beyond 31-3-1985 on these posts would be a first charge on the Seventh Plan allocation of the university.

Subsequently it has also been decided that grant for construction/

extension of buildings, purchase of books and journals and equipment approved or sanctioned upto 31-3-1985 in the light of the recommendations of the Sixth Plan visiting committees could be released to the universities upto 31-3-1986 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 Sixth Plan in addition to the Seventh Plan allocation which may be approved for the universities for general,intensive development.

**3.05 Campus Development in Central universities and Institutions deemed to be universities:** As mentioned in the Annnal Report for the year 1983-84 the Commission had constituted a Committee for working out a pattern of assistance for campus development of central universities and institutions deemed to be universities. The Commussion has considered the recommendations of the Committee and accepted the following items for assistance towards campus development.

*A. Land site etc.*

Acquisition of land, consolidation of existing campus, boundary-wall and fencing, land scaping and gardening, surface drainage, lay out including jungle clearance, horticulture, planting of trees and shrubs, flowers etc.

*B. Building*

Administrative Buildings/Blocks, Quarters for essential staff, Approach Roads.

*C. Municipal Services including the essential staff required for operation of the service.*

Water tanks, water-supply, tube-wells, sewage, storm water drainage, electric sub-station, street lighting including poles and wires and supply of electric telephone lines, public health facilities.

The commission has also decided that:—

- (i) for providing assistance for the maintenance of the Campus, the CPWD norms prescribed for the maintenance and repairs of the building etc. may be followed.
- (ii) each central university and institution deemed to be university may prepare a complete master plan for the development of its campus. The development and construction work could however be taken in hand in a phased manner depending upon the priorities and the availability of funds.
- (iii) while preparing development schemes for the Seventh Plan, each central university and institution deemed to be university may also include a sub-plan for campus development. This may be followed in subsequent plans also

During 1984-85 grants amounting to Rs. 143.16 lakhs were paid by the UGC for campus development.

**3.06** 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 1984-85 the reports of the Export Committees constituted by the Commission to examine the 6th plan development schemes of Jawaharlal Nehru Medical College, Aligarh Muslim University and the Institute of Medical Sciences, Banaras Hindu University were accepted by the Commission and an additional grant of Rs. one crore and Rs. 75 lakhs over the allocation already approved was provided to the Banaras Hindu University and the Aligarh Muslim University respectively for the development of Medical education including hospitals attached to the medical colleges. The Commission, on the advice of the Expert Committee, agreed to increase the bed strength of the hospitals attached to the medical colleges by 150 in the case of Aligarh Muslim University and 200 in the case of Banaras Hindu University. The Commission also agreed to provide special grants for the establishment of cardiology unit in the Aligarh Muslim University. Additional posts required for the maintenance of these additional beds were also created in the hospitals. The following grants were paid in 1984-85 (Table 3.2)

**Table 3.2**

(in lakhs of Rs.)

<i>Name of the University</i>	<i>Medical Colleges</i>	<i>Hospitals</i>
Aligarh Muslim University	37.71	} 125.00
Banaras Hindu University	39.32	
Delhi University College of Medical Sciences	24.87	

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.

**3.07** The following grants were paid to the universities and institutions deemed to be universities during the period 1980-81 to 1984-85.

**Table 3.3**

<i>Purpose</i>	1980-81	1981-82	1982-83	1983-84	1984-85
*Sciences	924.61	1,194.85	918.16	2,839.97	1,457.96
*Humanities and Social Sciences	423.10	573.07	440.11	842.98	702.35
*Engineering and Technology	349.15	755.23	520.32	574.77	509.11
*Miscellaneous Schemes	1043.45	969.76	1,158.41	1,364.41	2,276.55

\* Figures include payments made by adjustment.

**3.08 Grants for the Development of Sciences:** The assistance given to the universities for science education and research during 1980-81 to 1984-85 is indicated in Table 3.4.

**3.09 Grants for the Development of Humanities and Social Sciences:** Grants paid to the universities during the years 1980-81 to 1984-85 for the development of humanities and social sciences are indicated in Table 3.5.

**3.10 Developing expertise in Archaeology:** On the recommendation of the Committee for the development of expertise in archaeology, the Commission has agreed that assistance may be provided to the following universities for a period of five years for strengthening their activities in the field of archaeology:—

1. Aligarh Muslim University.
2. Banaras Hindu University.
3. Kurukshetra University.
4. Calcutta University.
5. Patna University.
6. M.S. University of Baroda.
7. Poona University.
8. Madras University.

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

**3.11 Teaching and Research in Museology:** The Commission has agreed to provide assistance for teaching and research in museology on a selective

**Table 3.4**

**Grants for the Development of Sciences**

<i>Sl. No</i>	<i>Item of Expenditure</i>	1980-81	%	1981-82	%	1982-83	%	1983-84	%	1984-85	%	<i>Total Expenditure 1980-81 to 1984-85</i>	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Staff	208.24	31	136.71	15	64.09	11	35.99	2	88.62	6	533.65	10
2.	Equipment	116.47	17	483.24	52	232.21	39	894.36	46	357.29	25	2,083.57	37
3.	Books and Journals	69.68	10	109.30	12	75.38	13	354.74	18	145.12	10	754.22	13
4.	Buildings	115.63	17	51.30	6	58.18	10	51.98	3	88.68	6	365.77	6
5.	Centres of Advanced Study*	94.34	14	38.95	4	63.29	10	24.96	1	176.03	12	397.57	7
6.	Special Assistance to Selected Departments	64.40	9	93.78	10	93.30	16	590.34	30	224.22	15	1,066.04	19
7.	Other Schemes	11.56	2	9.12	1	8.82	1	11.76	—	378.00**	26	419.26	8
Total***		680.32	100	922.40	100	595.27	100	1,964.13	100	1457.96	100	5620.08	100

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

\*\*Includes project support, departmental/Institutional support, financial assistance to teachers for research, fellowships, establishment of national Centres, research scientists, meritorious scholarships for B.Sc. students and other Scheme.

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

Table 3.5

## Grants for the Development of Humanities and Social Sciences

Sl. No.	Item of Expenditure	1980-81	%	1981-82	%	1982-83	%	1983-84	%	1984-85	%	Total expenditure 1980-81 to 1984-85	%
1.	Staff	186.13	47	183.83	35	89.25	22	45.31	6	103.05	15	607.57	24
2.	Equipment	19.95	5	26.77	5	13.69	4	200.44	25	83.16	12	344.01	12
3.	Buildings	25.62	7	35.62	7	42.93	11	35.03	4	209.29	30	348.49	12
4.	Books and Journals	91.11	23	161.51	30	129.06	32	404.01	51	138.78	19	922.47	33
5.	Centres of Advanced Study*	19.66	5	15.88	3	22.89	6	29.46	4	24.71	4	112.60	4
6.	Special Assistance to Selected Departments	31.24	8	61.28	12	54.95	14	47.25	6	51.07	7	245.79	9
7.	Area Studies	12.45	3	17.25	3	24.12	6	5.16	7	11.38	1	70.36	3
8.	Other Schemes	8.76	2	25.26	5	21.06	5	20.45	3	82.91**	12	158.44	6
	Total***	394.92	100	527.40	100	397.95	100	787.11	100	702.35	100	2809.73	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.

basis. This has been done on the recommendation of the Art History Panel which had constituted a sub-committee to examine this question. The sub-committee had expressed the view that the Commission should encourage and provide funds for the establishments of museums in the universities on a selective basis in the field of humanities, art, natural sciences and technology etc. The pattern of assistance would be the same as under the Sixth Plan development schemes.

**3.12 Development of Performing Arts:** The Commission, with the help of a Committee, has identified priority areas of research in the field of performing arts, and has agreed to provide assistance to ten selected departments of the universities under the programme for such purpose as the appointments of artists, strengthening of studios, purchase of material and equipment etc. These departments are:— (i) Department of Dance, Drama & Music, M.S. University of Baroda, (ii) Department of Dance, Drama & Music, Bangalore University, (iii) Department of Theatre, Calicut University, (iv) Department of Performing Arts, Visva-Bharati University, (v) Department of Music and Fine Arts, Delhi University, (vi) Department of Performing Arts, Jamia Millia Islamia, New Delhi, (vii) Department of Fine Arts, SNDT Women's University, Bombay, (viii) Department of Performing Arts, Rajasthan University, Jaipur, (ix) Department of Performing Arts, Madras University and (x) Department of Fine Arts, Panjab University, Chandigarh.

The above universities have been requested to send detailed information and proposals which would be examined by a Committee of experts. This Committee would also recommend the quantum of assistance to be provided to each of these departments.

The Commission has also accepted the proposal of the Committee on Performing Arts for the organisation of a national seminar to study various aspects regarding the reorientation of music education in India. A plan for the organisation of the seminar is under preparation.

**3.13 Strengthening/Establishment of Archival Cells:** The Commission has agreed to provide assistance to the universities for strengthening/establishment of archival cells. Under this scheme, the Commission is providing assistance to 22 universities. Financial assistance under this scheme is being provided for staff, essential chemicals and equipment. The universities are expected to set up archival cells for the preservation of their educational records and other important papers of literary and scientific value. While accepting the proposal for establishment of archival cells, the Commission has also decided that proposals for instituting a diploma course in archival studies may also be invited from the universities. The proposal of the Jamia Millia Islamia for a one year diploma course in archival science is under the consideration of the Commission.



**3.14 Development of Area Studies:** The Commission initiated in 1963 a programme of providing 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, particularly with which India has had close and direct contacts. The objectives of this programme are:

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

The Commission's assistance to Centres of Area Studies in the universities covers additional academic staff, fellowships/scholarships, strengthening of library facilities, field grant for research scholars to enable them to visit areas of their interest for collecting sources material, assistance for inviting scholars to the centres etc.

The working of the Centres of Areas Studies is reviewed periodically. During the year the assessment of the Centres of Area Studies was completed and financial assistance allocated for the five-year period beginning 1983-84.

The Commission in the light of the recommendations made by the Conference of Directors of the Centres of Area Studies, held in October 1983, and the views of the UGC Standing Advisory Committee on Area Studies thereon, revised the guidelines for the development of area studies programmes in the universities which were communicated to the universities for their guidance. The revised guidelines, inter alia, deal with the structure of the area studies centres within the university system, the thrust and nature of the programmes etc. The guidelines emphasise that the Centre of Area Studies should function on a multidisciplinary basis, and operate as an independent administrative academic unit with the status of a department in the university. The thrust of the programme should be on academic studies, but the centre should also take up research on contemporary problems. The guidelines also emphasise that there should be close interaction between the scholars and the administrative machinery of the Govt. of India. The Commission has also set up a committee\* comprising of some directors of the Centres of Area Studies and representative of the Ministry of External Affairs, Indian Council of Social Science Research and the Indian Council of Culture Research to examine the question of closer coordination between the Government and the Centres of Area Studies.

The Commission has accepted in principle the recommendation of an expert committee for the establishment of a centre of Latin American

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\* The report of the Committee has since been received and is under consideration

Studies at the University of Goa. The Committee had made this recommendation after visiting some universities.

With a view to promoting the study of problems relating to African countries not covered under the existing programme, the Commission agreed to provide assistance to Gujarat for undertaking a major research project on "Political Developments in Malawi, Zambia and Zimbabwe and "Nigerian Expanding Economic Cooperation" respectively.

The proposal from Jawaharlal Nehru University for studies relating to Francophone Africa and from Delhi University relating to South Africa and Namibia were also examined by an expert committee which suggested modifications in the proposals. These have been conveyed to these universities.

**3.15 Development of Engineering and Technology:** The Commission provides financial assistance to University maintained Institutions in Engineering & Technology for the development of higher education and research. At present there are 32 Universities/institutions deemed to be universities which are getting financial assistance. These institutions provide facilities for a variety of post-graduate courses besides offering facilities for under-graduate education. As reported in the earlier annual report an allocation of Rs. 2775 lakhs was made available to the Commission for the development of Engineering and Technological education during the Sixth Plan period.

The Commission has enhanced during the year the value of P.G. Scholarship/Senior Research Fellowship with a view to attract talented scholars in this field. The present value of the P.G. Scholarship is Rs. 1000 p.m. and that of Senior Research Fellowship is Rs. 1200 p.m. A senior Research fellow is also entitled to house rent allowance and medical facilities.

During the year 1984-85 the Commission released grants to the universities for the development of Engineering and Technology as shown in Table 3.6.

**3.16 Management Studies:** The Commission continued to provide financial assistance to 25 universities/institutions for conducting MBA courses. Grants amounting to Rs. 13,35,000 were paid for the purpose during 1984-85.

**3.17 Development of Computer facilities and computer education for manpower training:** Computers are considered an essential aid for research, education and management in the present age. The Commission, in consultation with the Electronics Commission, has therefore, agreed to provide medium-sized computers to selected universities. These universities have been advised to make adequate preparation for the installation of the system and also appoint required technical staff after getting them trained from the supplier of the computer system. Other universities which are in need of computer system are provided financial assistance for buying computer time from near-by computer centres.

**Table 3.6**

**Grants for the Development of Engineering and Technology**

<i>Sl. No.</i>	<i>Item of Expenditure</i>	1980-81	%	1981-82	%	1982-83	%	1983-84	%	1984-85	%	<i>Total Expenditure 1980-81 to 1984-85</i>	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Staff and Maintenance	169.88	60	129.74	25	129.63	37	91.31	19	57.55	19	578.11	30
2.	Equipment	30.95	11	248.13	49	116.28	34	260.63	55	76.78	25	732.77	38
3.	Books and Journals	18.59	6	83.07	16	30.60	9	47.15	10	21.89	7	201.30	11
4.	Buildings	62.30	22	44.51	9	66.24	19	73.74	16	147.83	48	394.62	20
5.	Miscellaneous Schemes	2.93	1	2.54	1	2.96	1	2.87	---	3.91	1	15.21	1
<b>Total*</b>		<b>284.65</b>	<b>100</b>	<b>507.99</b>	<b>100</b>	<b>345.71</b>	<b>100</b>	<b>475.70</b>	<b>100</b>	<b>307.96</b>	<b>100</b>	<b>1922.01</b>	<b>100</b>

\*Does not include grants paid for (a) Some institutions deemed to be universities for Staff, building, equipment, books and journals etc. (b) Support for research (c) Management Studies (d) Hamdard College of Pharmacy.

The computer Development Committee of the UGC has so far recommended installation of computer system in 58 universities. The recommendation has been accepted by the Commission and 35 computer systems which have already been installed are fully functional. The remaining 23 universities are in the process of procuring the system and getting them installed. A statement showing the present position of computer facilities available in the 35 universities is given in Appendix XXI.

The proposals of the universities for replacement of their existing computer systems are examined by Expert Committees on whose recommendations necessary approval is conveyed to the universities and financial assistance provided. Similarly, assistance is also provided to the universities for upgradations of their existing TDC systems. Five universities have been assisted up to 31st March, 1985 for upgradation of their existing TDC Systems.

With the installation of computers, manpower training in the field is being stepped up. The Commission, in consultation with the Department of Electronics, has initiated B.Tech./M.Tech/MCA/DCA programmes in Computer Science and Technology in a phased manner.

**3.18 Administrative Sub-Centres:** It was mentioned in the annual report for the year 1983-84 that a committee was looking into the question of preparing guidelines as well as the basis of assistance for setting up of administrative responsibilities in situations where individual universities have a large number of colleges spread over the university's jurisdiction. The guidelines formulated by the Committee and accepted by the Commission, and circulated to the universities are given below:

- (i) For efficient supervision of undergraduate education and closer liaison with the colleges, administrative sub-centres may be set up for a unit of 40-60 arts, science, commerce and multi-disciplinary affiliated colleges, in the case of large universities. Such sub-centres should be responsible to look after, more or less, equal number of students rather than the number of colleges. This will require some flexibility in the number of colleges under each sub-centre. All professional and special education, as also postgraduate education and research will remain the responsibility of the universities.
- (ii) The administrative sub-centre will be responsible for all work connected with the affiliation, inspection and supervision of colleges and constitution of managing committee of the colleges. It will also be responsible for the entire planning, management and conduct of examinations right from the registration of students, setting of question papers, evaluation and declaration of results as well and even for issue of degree/diploma/certificates and migration certificates for the students in colleges under their administrative jurisdiction.

The courses of study, syllabi, schemes of examination etc. will be subject to the final approval of the faculties set up by the university and the syndicate/executive council.

- (iii) Each administrative sub-centres will be given sufficient administrative and financial autonomy and facilities for efficient functioning. Each centre will have its own administrative set up, which may be headed by an officer of the rank of Deputy Registrar with necessary supporting staff for its functioning.
- (iv) The setting up of an administrative sub centre will essentially be a first step towards the ultimate objective of granting academic autonomy to such a centre within a period of three-years. Such a centre may, therefore, be set up only after the University/State Government has agreed to accord adequate academic autonomy to such a centre in the second phase of this reform. Subject to this commitment, the University Grants Commission may provide an assistance of Rs. 50,000 per annum, on 50:50 sharing basis, in the first phase for a period of three-years. The UGC grant can be carried forward upto the end of the third year. On according academic autonomy of such a centre during the second phase, the UGC may provide further assistance, on the merit of each case.

**3.19. 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. The guidelines for unassigned grants have been revised for the year 1984-85. Teachers working in the university teaching departments/Correspondence courses. Distance Education as on 15th August, 1983 would only be taken into account for determining the quantum of assistance under "Unassigned grant" during 1984-85. (Teachers working in colleges and institutions would not be taken into account).

The amount of "Unassigned grant" for 1984-85 would be 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 for 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 1983-84. 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.

**3.20 University Science Instrumentation Centre (USIC) and Regional Instrumentation Centres (RICS):** 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
4. to develop instrument R&D and
5. 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 and the Western Regional Instrumentation Centre, Bombay University to monitor the functioning of USICs and resource personnel, provide service and maintenance facilities and 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.

The Commission has decided that the period of assistance of the USICs approved during the sixth plan may be extended up to 31st March, 1986.

**3.21 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. The amount allocated to the universities for the above purpose for the block year 1984-86 is Rs. 59.50 lakhs.

**3.22 Establishment of Physical Conditioning Units in Universities:** The Society for the National Institute of Physical Education and Sports (SNIPES) had decided to set up a 'field station of SNIPES' in selected universities, having sports units and physical education departments in order to make available special coaching facilities to talented sportsmen and women in

colleges and universities. During a review of the progress of establishment of 'field Stations', SNIPES was of the view that setting up of a good 'Physical Conditioning Unit' at each of these field stations would not only add to their utility but will also help the participants to derive maximum benefit out of the coaching programme being offered to them at the 'field station'.

Arising out of this, the University Grants Commission has agreed to provide assistance of Rs. one lakh each for the above purpose to 21 universities, selected by the National Institute of Physical Education and Sports, out of the funds earmarked by the Government of India, Department of Youth Affairs and Sports under the National Sports Organisation (NSO) programme. A sum of Rs. 10 lakhs was placed at the disposal of the Commission as first instalment of the earmarked grant for the above purpose during 1984-85, out of which Rs. 50,000 was sanctioned to each of the identified universities.

### **3.23 Special Education to Teachers for teaching Handicapped Children:**

The Commission constituted a Committee to examine in depth the question of raising the standards of Special Education and to suggest measures for strengthening departments imparting Special Education. The Committee has made the following recommendations:

- (i) there should be uniformity in the syllabus and training programmes and the degree awarded;
- (ii) Proper school facilities where the teachers are to be trained should be provided;
- (iii) Some basic special training programme for teachers of the handicapped and mentally retarded is essential before specialisation can be undertaken at the M.Ed. level. A general B.Ed. programme would not be able to take a specialised M.Ed. programme. The syllabus of the special B.Ed. should cover the teaching methods for the normal and differentiate those for the handicapped;
- (iv) For short-term programmes, different eligibility conditions and qualifications would be required in keeping with the area of specialisation.
- (v) The Commission, as part of its Seventh Plan Programmes, may strengthen about ten university departments for B.Ed. or B.Ed. and M.Ed. in special education and about 15-16 colleges for B.Ed. in special education keeping in view the need for regional spread and concentrating resources on certain growth points.

The committee has also considered the proposal of the Banaras Hindu University, Varanasi, which had already been identified as a centre for special education and recommended assistance for (a) short-term diploma course in special education instead of introducing just one paper on the education

of handicapped children in the existing B.Ed. course, (b) In-service teacher training course for teachers of special schools and (c) non-recurring grant of Rs. 2.25 lakhs and a recurring grant of Rs. 18,750 plus the posts of one reader, one lecturer, two instructors, two typists and one peon for the department. This has been agreed to by the Commission.

The Commission has also approved the proposals of SNDT Women's University, Bombay, Jamia Millia Islamia, New Delhi, S.P. College of Education, Pune, Sri Rama Krishna Mission Vidyalaya, Coimbatore for starting the following courses in special education:

<i>Name of the Institution</i>	<i>Course</i>
1. SNDT Women's University, Bombay	(a) Teacher Training Course in Education of the visually/hearing impaired (b) Programmes for B.Ed. and B.Ed. Special Education degree holders teachers in service (c) Master's degree course in Sepcial Education.
2. Jamia Millia Islamia, New Delhi.	Post-B.Ed. one year diploma course in Education.
3. S.P. College of Education, Pune	One year diploma course for the deaf children.
4. Sri Rama Krishna Mission Vidyalaya, Coimbatore.	Courses in integrated education for visually handicapped children.

**3.24 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 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 Prof. Madhav Gadgil of the Indian Institute of Science, Bangalore for the introduction of Wild Life Studies as a subject of specialisation 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, Wild Life sanctuaries for project work.



## SECTION 4

### Development of Colleges

**4.01** Development of affiliated colleges which are mainly responsible for undergraduate education and to a certain extent even for postgraduate education is an important area in higher education from the point of view of maintenance of proper standards, ensuring optimum utilisation of facilities, promoting innovation and change, relating education to emerging occupational pattern, viability and equalisation of educational opportunities for weaker sections of society, in particular the scheduled castes and scheduled tribes in educationally backward areas of the country.

Although the Commission attaches high priority to the development of colleges, the resources available for the purpose are extremely limited, keeping in view the large number of colleges that are already in existence and the scale of support required by them. The Commission has held that postgraduate education should be conducted at university centres and undergraduate colleges should not be set up without proper consideration of the need for higher education in a State. However, the number of colleges keeps on increasing at an alarming pace and a good proportion of them are not assured adequate financial support. The development needs of the colleges have, therefore, to be carefully identified so that the resources are mainly utilised for such programmes which can make an appreciable impact on improvement of standards through modernisation and rationalisation as well as diversification of undergraduate courses in humanities, social sciences, commerce etc. in the colleges.

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

**4.02 Guidelines for assistance to Arts, Science, Commerce and Multi-faculty colleges for the development of undergraduate education during the Seventh Plan:** The Commission constituted a committee in 1983-84 to review the guidelines for providing assistance to Arts, Science, Commerce and Multi-faculty colleges for development during the fifth and sixth Plan periods and to suggest guidelines for the same in the Seventh Plan Period (1985-90). The guidelines prepared by the committee are under consideration.\*

**4.03 Extension of the Period of Assistance:** It has been decided that assistance for academic and other posts (technical staff including professional

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\* These were accepted by the Commission 'in principle' but are to be reviewed again in the light of the recommendations made at the Vice-Chancellors' Conference held in May, 1984.

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 post 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 Seventh 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 Sixth Five Year Plan in addition to Seventh Five Year Plan allocation which may be approved for the colleges under the various schemes of assistance.

**4.04** The pattern, sharing basis and ceiling of assistance for (a) basic grants (b) development of undergraduate education and (c) development of post-graduate education in colleges and the basis on which special consideration is given for intensive development of colleges situated in educationally backward areas and colleges catering to the needs of scheduled caste/scheduled tribe students are given in the UGC Annual Report 1981-82 (pp. 43-45). The report also gives the basis of assistance to single faculty colleges in professional subjects (para 4.07, p. 46). The changes made during 1983-84 are also given in the UGC Annual Report 1983-84 (paras 4.07, -4.10, pp. 52-55).

**4.05 Grants paid for General Development:** Grants paid to colleges for general development and other schemes during the period 1980-81 to 1984-85 are detailed in table 4.1 which also indicates the number of colleges assisted under these programmes during 1984-85. It will be seen that during 1983-84 and 1984-85 grants paid for the development of affiliated colleges have increased substantially as compared to the grants paid for this purpose during 1982-83. This has happened in view of the fact that the programmes have now picked up and are being implemented in accordance with the revised guidelines.

Grants paid during 1984-85 for other schemes were also higher as compared to those paid during 1983-84 except for the scheme of COSIP.

Table 4.1

## Grants paid to Colleges for General Development and other schemes\*

<i>Sl. No.</i>	<i>Name of the Scheme</i>	1980-81	1981-82	1982-83	1983-84	1984-85	<i>Number of colleges assisted during 1984-85</i>
1	Development of Affiliated Colleges	314.22	239.14	416.29	1,237.67	1,778.59	3,885
2	College Science Improvement Programme	41.86	29.83	26.87	26.53	22.52	21
3	College Humanities and Social Sciences Improvement Programme	43.69	52.82	36.44	80.39	87.87	133
4	Students Aid Fund	1.60	—	—	—	—	—
5	Centenary Grants	0.60	2.35	—	—	0.50	1
6	Development of Postgraduate studies in Humanities and Social Sciences	17.62	8.61	2.54	17.83	73.27	88
7	Development of Postgraduate Studies in Sciences	30.40	12.42	24.21	39.80	138.57	84
8	Strengthening of Undergraduate Teaching Institutions	—	0.50	0.90	0.70	0.90	1

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

**4.06 Number of Colleges Assisted:** Information regarding colleges assisted during the year 1984-85 is given in the following table:

**Table 4.2**

<i>Scheme</i>	<i>Number of colleges assisted during 1984-85</i>
Basic Grants	361
Development of undergraduate education in colleges.	622
Development of postgraduate education in colleges.	82

**4.07 College Development Councils:** The Commission had agreed to continue providing assistance to universities for the College Development Councils upto the end of the Sixth Plan Period i.e. upto 31st March, 1985. A committee was constituted to review the functioning of the College Development Councils so as to decide whether the scheme may be continued in the Seventh Plan Period. Till such time that the recommendations of the Committee are considered and finally accepted by the Commission, it has been decided that the implementation of the scheme of College Development Councils set up in the universities may be extended till 30th September, 1985.

**4.08 Autonomous Colleges:** The concept of autonomous colleges by which universities could give a few carefully selected colleges the much needed autonomy in formulating curricula and courses of study, evaluation methods and other related matters is also an important step in the improvement of collegiate education. However, the scheme has so far been implemented by 15 colleges only and has run into rough weather in a few places. A review of the scheme in colleges affiliated to Madras and Bhartiya University has brought out a number of positive achievements. It seems highly desirable that more and more universities experiment with this idea and if possible extend the concept of autonomy to individual departments noted for their excellence. The Commission is considering measures that may be adopted for this purpose.

The Commission has agreed to provide assistance for another five years to the autonomous colleges of Madras University. Review of the autonomous colleges of other universities is under the consideration of the Commission. It is proposed to consolidate and strengthen the scheme during the years ahead and also to bring more universities within the fold of the scheme.

**4.09 Plan Assistance for Delhi Colleges:** In December 1982, the Commission decided that Delhi colleges be brought within the purview of Sixth plan

**assistance but such assistance would be made available as per guidelines drawn up for the purpose. The Delhi Colleges are now also eligible to receive assistance under the College Science Improvement Programme and the College Humanities and Social Sciences Improvement Programme.**

**Out of eight colleges in case of which the UGC agreed 'in principle' in 1983-84 to provide financial assistance for the construction of their own buildings, the Commission has received and cleared in consultation with the CPWD during the period under report the plans and estimates for the commencement of the actual construction work of the buildings of the Institute of Home Economics, Mata Sundri College, Kalindi College, Deshbandhu College and Dyal Singh.**

**The Commission has approved the proposal of Delhi University for the institution of B.Com (Hons) course in four girls' colleges viz. Lakshmibai College, Shyama Prasad Mukherjee College for Women, Mata Sundri College and Vivekananda Mahila College from the session 1984-85.**

**The Commission has also accepted proposals received from 29 more colleges of Delhi University for sixth plan Basic/Developmental assistance for the development of under-graduate Education under Rs. 5 lakh scheme during the period under report.**

## SECTION 5

### Development of Institutions deemed to be Universities

**5.01** In the diversified educational system of the country, there is need for institutions having the academic status and privileges which generally belong to a university, but having more specific and limited functions and scope and yet doing work of a higher standard in an academic field. Granting of the status of deemed to be a university enables such institutions develop ideals expected of institutions at the level of higher education and research. Section 3 of the UGC Act provides for conferring the status of deemed to be a university upon such institutions other than universities. The type of institution that may be recognised as deemed to be a university as per revised guidelines adopted by the Commission is spelt out in the Annual Report for the year 1983-84.

**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. There were 15 such institutions recognised as deemed to be universities in the year 1984-85. A list of these institutions is given in Table 5.1 below which also gives information about their year of establishment, year of recognition as institution deemed to be university and their enrolment.

Table 5.1

<i>Sl. No.</i>	<i>Name of the Institution</i>	<i>Year of Establishment</i>	<i>Year during which re-cognised</i>	<i>Enrolment during 1984-85</i>
1	2	3	4	5
1.	Indian Institute of Science (Bangalore)	1909	1958	391
2.	Indian Agricultural Research Institute (New Delhi)	1905	1958	627
3.	Gurukul Kangri Vishwavidyalaya (Hardwar)	1900	1962	466
4.	Jamia Millia Islamia (New Delhi)	1920	1962	2,539
5.	Gujarat Vidyapith (Ahmedabad)	1920	1963	799
6.	Tata Institute of Social Sciences (Bombay)	1936	1964	96
7.	Birla Institute of Technology and Science (Pilani)	1964	1964	2,390
8.	Central Institute of English and Foreign Languages (Hyderabad)	1958	1973	344
9.	Indian School of Mines (Dhanbad)	1926	1967	609

1	2	3	4	5
10.	Gandhigram Rural Institute (Gandhigram)	1956	1976	659
11.	School of Planning and Architecture (New Delhi)	1959	1979	413
12.	Dayalbagh Educational Institute (Agra)	1973	1981	1,164
13.	Sri Sathya Sai Institute of Higher Learning (Prasanthi Nilayam)	1981	1981	407
14.	Banasthali Vidyapith (Banasthali)	1935	1983	854
15.	Indian Veterinary Research Institute (Izatnagar)	1913	1983	145

**5.03 Maintenance Grants:** The quantum of grants paid to institutions deemed to be universities during 1980-81 to 1984-85 is given in Table 5.2

Table 5.2

	(Grants paid in lakhs of rupees)				
	1980-81	1981-82	1982-83	1983-84	1984-85
Institutions deemed to be universities	732.01	788.79	839.58	1037.98	1290.50 26.12*

\* By adjustment.

**5.04 Major Achievements:** Some of the achievements and programmes of the deemed universities as reported by them are given below:

(a) *Gujarat Vidyapith*

- (i) The post-graduate Department of Education has started offering correspondence course for teachers trainers of primary Teacher Training colleges. A special course of one-year duration has been devised for officers of the Reserve Bank of India to train them in Administrative Hindi. Also a certificate course on management of publishing house has been introduced. The Vidyapith as developed a special Home Science course for women both at the BA and MA level to enable postgraduate qualified women to teach home science in plus 2 higher secondary schools as well as for extension work for women under Integrated Rural Development programmes. A research project

on problems of assimilation between tribal and rural women is also under progress.

- (ii) The Department of Adult and Continuing Education has trained many supervisors and project officers for the adult education programmes. It has completed 140 classes for adult literacy. Out of 4,200 illiterates, which included 1893 scheduled castes and scheduled tribes, 2939 were admitted to these classes. Out of these 69% were able to retain themselves throughout the year and the remaining dropped out.
- (iii) A restructured undergraduate course with greater thrust for rural service has been introduced in the rural campus of the Vidyapith in both of its constituent colleges. In this course the subject of 'Agriculture of Home Science' for girls and 'Agriculture and Animal Husbandry' for boys has been further strengthened with the help of experts.
- (iv) As a measure for improving standards, a project to refashion all the syllabi into units alongwith reading materials, reference books and practical work has been undertaken.
- (v) Faculty members participated in several academic conferences, seminars and workshops particularly in connection with adult literacy. Several papers/articles were published by teachers in learned journals.

(b) *Gandhi Gram Rural Institute*

- (i) The Institute has started offering an M.Sc. course in Applied Science for Rural Development and an M.Sc. course in Home Science Extension and Rural Development. It has also started M.A. courses in Tamil and Indian Literature and certificate courses in Malayalam and Functional Hindi.
- (ii) The courses offered in the Institute are inter-disciplinary in nature and content. Integrated approach to the teaching programme is the main feature of the Institute. The students of both undergraduate and postgraduate courses are actively involved in research activities pertaining to their courses.
- (iii) The Department of Science and Technology financed a project to fabricate a climbing device for tapper artisans engaged in Palmgur industry and to develop methods in increasing the recovery percentage of palm-sugar and also preservation and catering palmjuice so as to increase the income of those engaged in palm industry.
- (iv) The Government of Tamil Nadu sanctioned Rs. 3 lakhs for starting the centre for Life Oriented Education at Gandhigram.
- (v) As many as 198 villages social forestry workers drawn from the southern districts of Tamil Nadu have been trained in rural



development-cum-extension techniques in collaboration with the Department of Extension.

- (vi) The Faculty of Agriculture under lab-to-land programme sponsored by ICAR conducted the training courses in cultivation of TNS 27 Cholam, plant protection measures and fodder crops cultivation for the dry-land farmers.
- (vii) The B.A. Political Science course has been restructured and renamed B.A. Development Administration.
- (viii) The Examination Reform Unit conducted periodical workshops/seminars involving the faculty members. The M.Phil. syllabus has been divided into units and the units are given credit hours with a view to eventually grading the performance of the students. Work has already started for the introduction of Unit-Credit grading at postgraduate level also. The syllabi of the departments of Rural Industries and Management, Mathematics, Physics, Chemistry and Home Science have been revised. An important component of the syllabi is the integration of extension activities in these courses. The Institute organised various community services and extension programmes for the uplift of the people living in the area by running free pre-school centres in 13 villages, adult education centres under National Adult Education Programme and identifying physically handicapped persons and destitutes to help them get Government support. For this purpose a special programme on Youth for Rural Re-construction was organised and National Youth Day was celebrated on January 12, 1985. The highlights of the programme were (i) Shramdan (ii) Peace March, and (iii) a Seminar on the Life and Message of Swami Vivekanand. Hundred volunteers and 30 non-student youths besides staff and students of the Institute participated in the programme.
- (ix) Under innovative programmes the Institute has taken up research monitoring and evaluation of lab-to-land programme and has also introduced 'Earn while Learn' scheme. It also opened a Centre for Training Nehru Yuva Kendra Coordinators and Volunteers from Southern India. A cell known as Information Development and Resources Agency (IDARA) has also been established with funding and sanction from the Ministry of Education and Culture, Government of India. The IDARA, apart from providing guidance and counselling to Nehru Yuva Kendra organisations, conducts periodical short-term leadership training programmes for Panchayat members and rural youths.
- (x) A week-long Gandhi Jayanti programme including Seminar on 'Untouchability' was organised by the Shanti Sena in which

12 students were identified on the basis of their leadership qualities and were given orientation on the concept of Shanti Sena and teaching of group activities.

- (xi) A women's conference was also organised in January 1985 whose theme was 'National Integration through Constructive Programmes'. The conference called on the women to unite and work for prohibition, dowry abolition, health improvement and peace education.

(c) *Sri Satya Sai Institute of Higher Learning*

- (i) As a measure of examination reform and for improving standards the Institute has introduced a semester system and continuous internal evaluation. Fifty per cent of the marks are allotted for continuous internal evaluation and the balance 50 per cent for the end-semester examination. The Institute has also adopted a 5-point grading system.
- (ii) Faculty members participated in academic conferences, seminars and workshops and published books, articles and research papers in learned journals.
- (iii) As a part of social service programme the students have taken up a few schemes like construction of roads, repairs to existing roads, construction of soakpits near public taps, construction of drainages and smokeless choolas. The girl students have been educating children and women regarding health and hygiene, sanitation and cleanliness, child care etc.
- (iv) The Institute organised a blood donation campaign. The students also participated in the eye camps and plantation of ever-green trees around the campus area.
- (v) Scholarships were provided to scheduled caste and scheduled tribe students and remedial teaching was also arranged for weak students.

(d) *Indian Institute of Science*

- (i) The M.E. degree programme in Automation has been re-structured and three streams of specialisation in the programme, namely, Computer Sciences, Computer and Systems Sciences, and Computer and Information Sciences have been introduced.
- (ii) A sophisticated Instruments Facility has been set up in the Institute as a national facility to provide access to sophisticated and expensive instruments for the analytical and testing needs of scientists all over the country and to promote an appropriate instrumentation culture.
- (iii) The Institute has also initiated some important interdisciplinary courses to cater to the needs of different branches of engineering and science with different emphasis and orientation.

- (iv) The Institute implemented a comprehensive programme of interaction with the society and neighbourhood. The Institute is having a Centre for Continuing Education, Centre for Scientific and Industrial Consultancy and Centre for the Application of Science and Technology to Rural Areas (ASTRA), which have established very close interaction with the society and the neighbourhood.
- (v) The Centre for Scientific and Industrial Consultancy (CSIC) has taken keen interest in promoting technical collaboration between the industry and the scientific community of the Institute. The Centre has undertaken research in Design and Development of products and processes, Systems Design and Planning, advisory services for setting up of R and D and Quality Control Laboratories providing sophisticated testing facilities to the various public and private industrial organisations in the country.
- (vi) The faculty of the Institute has earned many meritorious awards such as Fellowship of the Royal Society, London, Shanti Swarup Bhatnagar Award, Hari Om Ashram Award and many more for its excellent and valuable contribution in the field of science and technology.
- (vii) The Director of the Institute, Professor CNR Rao was awarded 'Padmavibhushan' for his outstanding contribution in the field of Structural Chemistry.
- (viii) The Institute has been providing special facilities to the scheduled caste and scheduled tribe students in the matter of seats, admission by relaxation in minimum qualifications, payment of application fee and providing them travelling expenses for appearing in the entrance examination, attending interviews and at the time of joining the Institute.
- (ix) The Institute has set up a Material Research Laboratory to provide centralised facilities for research and development work in the broad areas of Science of Materials and to initiate and coordinate educational and research programmes in the area of Materials Science and Technology.
- (x) 'PROFISIENCE' is an innovative programme organised by the Centre for Continuing Education in collaboration with a few professional societies in Bangalore, for the benefit of the professional, technical, research and academic community in the city. Under this programme, evening courses are offered in topics of current interest. The Centre also organises Teachers' Training Programme for high school science teachers with a view to updating their knowledge. This programme is being

conducted in collaboration with the Department of Public Instruction of the Government of Karnataka.

(e) *Birla Institute of Technology and Science*

- (i) Many courses have been identified in the Institute programmes which on pairing basis have now been offered in both the semesters during the year under report. The students lagging behind will have greater flexibility now to take their backlog courses without losing time.
- (ii) Under the innovation programme a special research-oriented course called **Special Project** has been introduced. In this course the students choose a particular course (existing at the Institute) and develop course material for teaching that course for which no text book is available in the market. Twenty-two students have been registered in the course for a variety of activities.
- (iii) A centre called **Technology Innovation Centre** was established with Educational Developmental Division as another step in the direction of meaningful university—industry relationship. A number of industries responded very favourably to this concept. During the year under report four companies actively participated in the programme and 11 projects involving 30 students were taken up.
- (iv) The Institute has a **Course Development Scheme**. Impressed by this scheme, the National Book Trust of India agreed to accept the course developed by the staff members of the Institute under its course development programme as text books suitable for university level students for assistance by way of subsidy without review.
- (v) During the period under report a number of lectures, seminars, symposia and workshops were organised. A special feature was the arranging of an exhibition titled 'Face of Science'.
- (vi) Besides academic and research activities, the Institute acted as consultant for reputed computer manufacturers in India such as DCB Data Products and Hindustan Computers Ltd. Several projects of national importance were successfully executed.
- (vii) The Institute offered **Computation Techniques** course to every student, which had a tremendous impact on the employment potential of students in non-computer science degrees.
- (viii) The staff members and research scholars of the Institute published 39 research papers.

(f) *Gurukul Kangri Vishwavidyalaya*

- (i) M.Sc. Course in Microbiology was started in the Vishwavidyalaya.

- (ii) It instituted Professorships in the postgraduate departments in Veda and Arts and Science faculties.
  - (iii) The Departments of Botany and Zoology in addition to teaching run two significant projects viz. (a) Integrated Study of the Ganga Pollution and (b) Himalayan Project to study the Ecology of the region.
  - (iv) The Vishwavidyalaya ran 60 Adult Education centres in the region under the National Adult Education Programme. It conducted a very useful training camp for the Instructors. In Kangri Village the Vishwavidyalaya arranged various programmes such as construction of roads, tree plantation, installation of gobar gas plants, literacy movements, women's education, family welfare, and establishment of a library and reading room with a view to infuse the spirit of self-reliance amongst the village-folk.
  - (v) For the benefit of the faculty, students and intelligentsia, a series of lectures, discussions, workshops, seminars and conferences were organised on a national scale viz. a National Workshop on Vedic Education, XVIII Annual Conference of the Indian Association for American Studies, Workshops on Syllabus and Examination Reforms, National Philosophical Conference on Human Values and Social Interaction etc.
  - (vi) Three research dissertations "Swami Satyadeva Parivrajak", "Bhavabhuti: Unka Vyaktitva aur Patra", and "Kambuj Ka Prachin Itihas" published.
- (g) *Dayalbagh Educational Institute*
- (i) As a measure for improving standards, remedial teaching for weaker students was organised. Tutorials were also strengthened by involving more teachers.
  - (ii) The training programmes such as carpentry for village artisans, Basic and Fortran computer courses for ex-students and working men, and screen Printing for women were arranged to promote interaction with society,
  - (iii) The measures of examination reform were reviewed and revised to plug the loopholes and make the evaluation more objective and systematic.
  - (iv) Hundred educational films were shown to the community, students and staff of the Institute in collaboration with the Film Division (Government of India), NCERT and different embassies in the country.
  - (v) The Home Science students of the Institute visited various villages to educate women in child health, nutrition, preservation/storage of grains, stitching of clothes, knitting and handicrafts.

The students also propagated the message of untouchability and classless society.

- (vi) The members of the faculty participated in academic conferences/seminars/workshops organised by outside agencies. They also published a number of articles/papers in important journals.
  - (vii) The Institute established a Career Corner in the faculties of Commerce and Science which provides wide range of guidance to the graduates of Science and Commerce.
- (h) *Tata Institute of Social Sciences*
- (i) The Institute has been actively engaged in research work and 199 research reports were completed by the beginning of 1985. These studies have been sponsored and supported by several agencies including the Government of India, ICSSR, UGC, Municipal Corporation of Greater Bombay and international organisations, such as UNICEF, WHO and ILO.
  - (ii) The Institute has set up a special cell in the office of the Police Commissioner, Bombay to help the women in distress. The complainant, the family and the social workers connected with the problems are contacted and assisted to handle such incidents as family violence, suicide, wife beating and burning etc. The cell provides all types of services to needy women.
  - (iii) The Institute has formed an Alumni Association which serves as a link between the Institute and the alumni. It facilitates exchange of ideas and experience among them with a view to maintaining standards of professional efficiency and integrity.
  - (iv) In addition to some Research Units already functioning at the Institute for conducting research on topics relating to Child and Youth, Sociology of Education, Urban Studies, Rural Studies and Social Policy and Social Welfare Administration, three new Units have been set up in 1984-85 for research in areas like Labour Studies, Women's Studies and Family Studies.

(i) *Indian School of Mines*

- (i) New courses of B.Tech. in Mineral Engineering, M.Tech. in Petroleum Engineering and Maintenance Engineering and Tribology and Advanced Diploma course in Drilling Engineering have been introduced.
- (ii) There was effective participation by the school faculty in national and international seminars and involvement in World Mining Congress.
- (iii) During the year the school organised a national seminar on Problem of Petroleum Production—Onshore and Offshore'

and two in-house programmes viz., a workshop each on 'Managerial Effectiveness' and 'Scaling and Direct Grading' for the benefit of faculty members.

(j) *Central Institute of English and Foreign Languages*

In addition to the regular training programmes of the Institute leading to post-graduate certificates and diplomas in the teaching of English and Foreign Languages and their literatures, the Institute has initiated the following measures to bring about a qualitative improvement in the existing programmes of teacher training.

(i) The Institute has started implementing the scheme of setting up 'District Centres' in the states and union territories with financial assistance from the Central Government. These centres are meant to (a) provide saturation level training to teachers of English at the secondary level (b) serve as Resource Centres for library and audio-visual facilities and (c) impart non-formal instruction to adult learners, school dropouts and children from the weaker sections of society.

(ii) The proposal of the Institute for the strengthening of the existing English language Teaching Institutes (ELTIs) and for setting up such specialist institutes in those States which have no ELTIs, with necessary central assistance, is under the active consideration of the Central government.

(iii) Commencing in 1963 with programmes of Mass Media in English Teaching, the Institute's experience in the field of educational broadcasting has now come of age. The 'English by Air' programmes are being printed as books for non-detailed reading, conversation practice and play-acting. In 1984-85, printed material for the series 'Makers and Finders' was made available. This series is now offered on audio-cassette only (with accompanying printed material), its broadcasts having been replaced by a new series of thirty programmes 'Listen, Think and Learn' produced and broadcast during 1984-85.

(iv) Research at the Institute has been geared chiefly to the inputs for developing suitable methodologies for the teaching of English and Foreign Languages, improved curricula, instructional materials and evaluation procedures. In addition, research in the foundation discipline such as Linguistics, Applied Linguistics, Stylistics and Literature is carried on at the Institute leading to M.Litt. and Ph.D. degrees. Another important area in which research is being carried out is the development of modern techniques of testing.

(v) The expertise developed by the Institute in the field of extension services is increasingly being used by other Institutions within the country and abroad.

(vi) The Institute has been organising a number of workshops, seminars and symposia to provide an opportunity to scholars from different

parts of the country to keep in touch with new developments in their respective fields and to exchange ideas and experience.

**5.05** A statement indicating the grants paid to institutions deemed to be universities during 1984-85 under Non-Plan and Plan is given in table 5.3 below.

**Table 5.3**

	<i>Non-Plan</i>	<i>Plan</i>	<i>Total</i>
1. Birla Institute of Technology and Science	---	37.07	37.07
2. Central Institute of English and Foreign Languages	89.07	41.28 0.02*	130.35 0.02*
3. Dayal Bagh Educational Institute	—	31.89	31.89
4. Gandhi Gram Rural Institute	66.70	6.92	73.62
5. Gujarat Vidyapith	65.71 0.04*	50.94	116.65 0.04*
6. Gurukul Kangri Vishwavidyalaya	34.73	15.84	50.57
7. Indian Agricultural Research Institute	0.08	0.10	0.18
8. Indian Institute of Science	649.94 21.58*	317.70 0.13*	967.64 21.71*
9. Indian School of Mines	193.99 4.50*	7.85	201.84 4.50*
10. Jamia Millia Islamia	137.76	114.14 0.03*	251.90 0.03*
11. School of Planning and Architecture	0.27	0.20	0.47
12. Sri Sathya Sai Institute of Higher Learning	—	13.37	13.37
13. Tata Institute of Social Sciences	52.25	16.03	68.28
14. Banasthali Vidyapith	—	7.22	7.22
<b>Total</b>	<b>1290.50 26.12*</b>	<b>660.55 0.18*</b>	<b>1951.05 26.30*</b>

\* 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 benefits of the employees. It also includes the institutions for professional education, i.e. Aligarh Muslim University—technical and medical; Banaras Hindu University—technical, medical and agricultural; and Visva Bharati-agricultural. In addition, the maintenance of the hospitals attached to medical colleges at the Aligarh and Banaras 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 1980-81 to 1984-85. 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.

**6.03 Grants to Central Universities:** The Commission on the recommendations of its Committee constituted to enquire into the working of the Central Universities modified the conditions for payment of maintenance grants to Central Universities and it was decided that the Central Universities could create posts with a maximum of the scale of pay upto Rs. 1200 p.m. (instead of Rs. 1000 pm. earlier) with the approval of the Finance Committee on the condition that the expenditure will be met within the maintenance grants already approved. The Universities were also informed that any additional post should be created only with the approval of the Finance Committee.

Grants paid by the Commission towards the maintenance of Central Universities for the year 1980-81 to 1984-85 are indicated in Table 6.2.

**6.04 Monitoring Committee to implement the recommendations of the Committee on Central Universities:** As mentioned in the Annual Report for the year 1983-84 the Commission had accepted generally the recommendations of the Committee appointed by it to enquire into the working of the Central Universities and made certain observations. The Commission appointed

**Table 6.1**

	1980-81	1981-82	1982-83	1983-84	1984-85
1. Block grants to Central Universities	3207.00 0.50*	3651.00	4493.58	5329.74	6074.37
2. Grants paid to State Universities <sup>1</sup> for specific purposes	9.00	11.50	30.47	37.27	32.84
3. Maintenance <sup>2</sup> grants to constituent/affiliated colleges of					
(a) Delhi University	1159.89 53.00*	1380.01 60.69*	1629.01 24.68*	1975.14 57.85*	2155.51 67.48*
(b) Banaras Hindu University	—	—	—	2.00	14.42 0.19*
4. Schemes not** covered under block grants	58.00	60.92	150.00	148.00	171.50
5. Scholarships and fellowships	385.37	493.49 0.04*	368.47 0.01*	279.99 1.97*	272.42 0.15*
<b>Total<sup>3</sup></b>	<b>4819.26 53.50*</b>	<b>5596.92 60.73*</b>	<b>6671.53 24.69*</b>	<b>7772.14 59.02*</b>	<b>8721.06 67.82*</b>

\* By adjustment

\*\* These include health service scheme and house building advance to central universities and institutions deemed to be universities upto 1983-84 and only house building advance during the year 1984-85.

1. Roorkee and Anna University

2. Since the transfer of the scheme from the Ministry in 1955-56 the Commission has been paying maintenance and development grants to a number of colleges of the University of Delhi.

The Commission pays 95 per cent of the approved deficit for 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 pays 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. 90.51 105.11, 120.80, 141.31 and 186.20 lakhs during the years 1980-81, 1981-82, 1982-83 1983-84 and 1984-85 respectively.

**Table 6.2**

Sl.No.	University	1980-81	1981-82	1982-83	1983-84	1984-85
1.	Aligarh Muslim University	813.00	915.00	1162.83	1322.25	1496.85
2.	Banaras Hindu University	1065.00	1212.00	1602.75	1790.58	2188.93
3.	Delhi University	585.00	657.00	785.71	983.33	1060.49
4.	Hyderabad University	116.00	133.50	137.51	173.42	206.87
5.	Jawaharlal Nehru University	313.50	358.00	407.82	495.83	523.32
6.	North Eastern Hill University	90.00	104.00	118.00	176.75	188.82
7.	Visva-Bharati	224.50	271.50	278.96	387.58	409.09
<b>Total</b>		<b>3207.00</b>	<b>3651.00</b>	<b>4493.58</b>	<b>5329.74</b>	<b>6074.37</b>

a committee to monitor the implementation of the recommendations of the above Committee\*.

**6.05 Sub-Plan for the Development of the Central Universities:** In 1983-84, the Ministry of Education and the Planning Commission agreed to provide funds under a sub-plan for development of Central Universities and colleges including medical colleges at Aligarh, Banaras and Delhi as part of the Commission's plan allocation. Since then the Government of India have started making a separate allocation for Central Universities under the annual budget allotment of the UGC.

During the year 1984-85, a sum of Rs. 17.00 crores was initially allocated for the sub-plan for Central Universities. This was raised to Rs. 19.00 crores subsequently. Against this, the actual expenditure incurred by the universities was as under:

<i>Name of the University</i>	<i>Expenditure incurred</i>
	(Rs. in lakhs)
Aligarh Muslim University	287.62
Banaras Hindu University	169.32
Delhi University (including South Delhi Campus)	204.84
Hyderabad	184.82
Jawaharlal Nehru University	225.23
North Eastern Hill University	459.03
Visva-Bharati	37.34
<b>Total</b>	<b>1568.20</b>

**6.06 Periodical Review of the Central Universities:** The Commission has also appointed a Committee to review the working of the Central Universities periodically and to assess their performance.

**6.07 Cadre Review of Central Universities:** The Commission has requested the Central Universities to constitute Cadre Review Committee with a view to remove disparities in scales of pay and promotional avenues as also to develop work norms and work methods with a view to improve efficiency in the Central Universities. The Commission considered the reports made by the Joint Cadre Review Committees of the Central Universities and agreed to the creation of 13 core scales of pay (as existing in the Government

\* The Committee held its first meeting on 24th and 25th May, 1985.

of India) in all the Central Universities besides 21 cadres for different categories of non-teaching and technical staff in Central Universities.

**6.08 Maintenance Grants to Central Universities, Institutions deemed to be Universities and State Universities:** The Public Accounts Committee in its 73rd Report had commented as under:

“There has been a steep rise in maintenance grants of Central Universities during 7 years (1970-71 to 1976-77) and the Commission had not made any comparative study of the maintenance expenditure incurred by State Universities vis-a-vis Central Universities.

The Committee recommended that the Commission should compile figures of total grants received in each State University from the State Government as well as from the Commission on an yearly basis and publish it in their annual report. This would enable the University Grants Commission to assess the financial resources of each university and would also be helpful in their policy formulations”.

Relevant information with regard to Central Universities, Institutions deemed to be Universities and such of the State Universities which have furnished the information for the years 1982-83 and 1983-84 is given in Appendix-XXIII.

## SECTION 7

### Faculty Improvement Programmes

**7.01** It is generally accepted and widely recognised that the teacher has an important and vital role to play in all programmes having a bearing on national development and social change and progress. In the present socio-economic set up, the job of the teacher cannot be confined to delivering a set of lectures in a listless manner or to impart routine information or mere coverage of syllabus. The teacher has to bring about necessary changes in the system of education to make it responsive to the needs of the society. Intensive efforts have to be made by him to bring about changes in content, teaching methods and programmes.

With the above in view, the Commission has been laying great emphasis and attaching great importance to faculty improvement programmes by:

- (a) providing opportunities to teachers to keep abreast of modern developments in their fields of study and research and to exchange ideas with experts in circular or related fields through seminars, summer institutes, refresher courses, workshops, conferences etc;
- (b) increasing the mobility of teachers and enabling colleges and departments in backward and other areas to avail the services of outstanding teachers in different disciplines through such programmes as national lectures, travel grants, visiting professorships and fellowships etc; and
- (c) enabling teachers to take time off from their normal teaching and engage themselves in writing of the results of their studies/research through such programmes as national fellowships, national associations etc.

**7.02 Seminars, Symposia, Summer Institutes, Workshops etc:** The scope and coverage of seminars, symposia, workshops, summer institutes etc. has been defined in the annual report for the year 1981-82. The Commission has been providing financial support to universities and colleges for the organisation of the above programmes. The number of such programmes approved for UGC assistance is given below:

No.	Programme	Humanities and Social Sciences 1984-85	Science 1984-85
(i)	Seminars	139	45
(ii)	Symposia	5	52
(iii)	Workshops	23	27
(iv)	Refresher Courses	11	9
(v)	Institutes	32	42
		210	176

**7.03 Conferences:** The conferences are meant for providing opportunity to faculty members and researchers to discuss their research findings. The Commission provides a token contribution depending on whether the conference is at the State, regional, all India or international level. During the year under report, the Commission provided assistance for conferences as detailed below:

State level	28
Regional level	24
All-India level	92
International level	19
	<hr/>
Total	163
	<hr/>

**7.04 English Literature Seminars:** The University Grants Commission, on the recommendation of the Advisory Committee on English Literature Seminars, agreed to provide financial assistance to the universities of Bombay and Burdwan for organising an English literature seminar during 1985-86. The theme of the Seminars would be "Contemporary Literary Criticism". These seminars would be organised in collaboration with the British Council.

**7.05 Strengthening the Teaching of English:** The University Grants Commission has been actively considering various measures for strengthening the teaching of English in universities and colleges for quite some time. At its meeting held on 29th August, 1983, the Commission, inter alia, agreed as under:

- (i) financial support to universities for the establishment of a small Centre or unit for English language teaching (not necessarily as a part of Department of English) with experts to initiate programmes for the training of teachers of English language and preparation of appropriate teaching materials;
- (ii) to assist Central Institute of English and Foreign Languages and other universities for producing programme packets for running the appropriate courses;
- (iii) to provide teacher fellowships to one teacher from each college for participation in the training programme organised by the ELT Centres;
- (iv) to support research projects for the development of relevant teaching material for the teaching of English language;
- (v) adequate support for organisation of seminars, symposia and workshop, etc., for teaching of English language to universities and colleges;

- (vi) to further assist universities for starting remedial courses for English language which should be available to such students who want to improve their language capabilities;
- (vii) to provide for teaching of English for at least 2 years in the 3-year degree programme for all students with emphasis on proper use of language and development of communication skills.

A committee of the UGC subsequently considered in detail the question of establishment of Centres for English language teaching and recommended that two or three English language teaching centres may be set up in each State keeping in view the areas and number of universities in the State. In the case of universities where such centres are in operation, additional inputs may be provided for strengthening their programmes. The ELT Centres, the Committee recommended, should have the following aims and objectives:

- (a) to introduce new need-based courses;
- (b) to provide specifically for the weaker students at his/her level of competence in this language;
- (c) to make English teaching responsive to the requirements of other subjects/disciplines; and
- (d) to enable a graduate in English to use this language effectively for professional and social uses after he/she leaves the college.

The following tasks, the Committee further suggested, should be undertaken by these Centres:

- (a) prepare curricula and instructional materials for different courses from the very elementary one to the relatively advanced ones; from skills-related courses (e.g. reading, writing, speech) to ESP courses—courses for professional needs.
- (b) Offer courses to professionals (Lawyers, Engineers, Doctors) charging fees for the service. This fee-income should be used to build the resources of the Centres.
- (c) Organise training programmes for teachers of affiliated and constituent colleges with or without help from the central agency and/or other institutions that may be in a position to offer such training and also to coordinate and monitor the ELT programmes in colleges.
- (d) Offer advice and assistance to individual colleges in terms of their specific needs materials of different kinds but also, where necessary, possible men as well.
- (e) Disseminate new ideas and help the introduction of new courses, improved curricular designs, new technologies etc.

(f) Undertake research activities and survey projects related to above activities.

The recommendations made by the Committee are under consideration.

The Commission also agreed to provide support to the universities for the organisation of six specialised summer institutes for English language teaching in collaboration with the British Council and CIEFL, Hyderabad, during 1985-86 as under:

<i>Coverage</i>	<i>Venue</i>
1. B.Ed. College Teachers	Department of Education, Delhi University
2. For Agricultural Science, Engineering and Technological Institutions	MS University of Baroda
3. Four summer institutes for teachers of affiliated colleges	Lucknow University, Gauhati University, Sardar Patel University, Madras University.

Each summer institute will have among its resource persons, faculty members of the Central Institute of English and Foreign Languages, Hyderabad, and two British experts.

**7.06 National Fellowships:** Thirty national fellowships are available for teachers of outstanding eminence to take a year off from normal duties to devote themselves exclusively to research and writing of results of their study. The teachers selected under this programme receive their normal salary and allowances and a 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 the year 1984-85, 12 fellowships were awarded.

The Commission also awarded a national fellowship for two years for the study of Jawaharlal Nehru and his contributions.

**7.07 National Associateships:** The Commission has a scheme of national Associateships in sciences, humanities and social sciences, engineering and technology and agriculture for assisting outstanding university/college teachers, generally below the age of 35 years and engaged in research to visit and work for short periods (not exceeding three months at a time) at other university centres/research institutions/national laboratories which have special facilities relevant to their respective field of work. The Commission meets actual cost of travel of the National Associate. In addition, each associate receives an allowance of Rs. 500 per month to cover his living



expenses. Where a national associate is required to undertake field work, a sum upto Rs. 500 may be provided in addition.

The National Associateships are available for one year, three years and five years. The position of awards and their utilisation during 1984-85 is given below:

<i>Type of Award</i>	<i>Total placements</i>	<i>Positions filled in</i>
One year award	100	19
Three year award	150	40
Five year award	150	9

**7.08 National Lectures:** The scheme enables outstanding teachers and research scholars to visit universities/colleges for delivering a series of lectures in their subject fields and to participate in academic programmes of host institutions. The Commission provides to the selected teachers an honorarium of Rs. 1500 and a grant of Rs. 250 for preparation of lectures, aids etc. in addition to travel expenses. Local hospitality is provided by the host institution. During 1984-85, the Commission identified 101 teachers for this programme.

**7.09 Emeritus Fellowships:** With a view to utilising the services of highly qualified and experienced superannuated Professors in universities upto the age of 65 years for special purposes, the Commission instituted in 1983 Emeritus Fellowships. During the year under report, seven teachers were awarded the fellowship. The Commission also decided to raise the fellowship amount from Rs. 1500 per month to Rs. 2,000 per month effective from 1st April, 1985. The awardee continues to avail of the usual superannuation benefits.

**7.10 Visiting Professors/Visiting Fellows:** The universities and institutions deemed to be universities were allocated funds for the block years 1984-86 for the implementation of the scheme of Visiting Professors/Visiting Fellows in accordance with the guidelines given in the Annual Report for 1983-84.

**7.11 Guest/Part-time teachers in the universities and colleges:** The guidelines for appointment of guest/part-time teachers in universities/colleges were finalised and circulated to the universities. These are detailed below:

- (a) Guest/part-time teachers may be appointed in exceptional circumstances in such specialised fields/subjects where professional expertise is required to strengthen and supplement the teaching, as also these cases where the work-load does not justify the appointment of a full-time regular teacher throughout the academic year.

- (b) Guest/part-time teachers may be appointed only against sanctioned posts. Such appointments should be kept to the barest minimum.
- (c) The qualifications for guest/part-time teachers should be the same as those prescribed for the regular teacher of the university.
- (d) The procedure followed by the university for making temporary faculty appointments in the university may be followed for appointing guest/part-time teachers.
- (e) Guest/part-time teachers may be appointed initially for a period not exceeding one academic term which could be renewed after each term with the total tenure of appointment of an incumbent not exceeding 5 years.
- (f) Part-time teachers may be appointed on the same basis as temporary teachers and not on a permanent basis.
- (g) Guest/part-time teachers may not be treated like regular members of the faculty for the purpose of voting rights or for becoming the members of the Boards of Studies.
- (h) Persons more than 60 years of age should not be appointed as guest/part-time teachers.
- (i) Joint appointments may be made in the case of teachers of one institution participating in the teaching and research programmes of another institution in the same town. Teachers of one institution may not be appointed as guest/part-time teachers in other institution. Their participation may, however, be encouraged under the scheme of visiting teacherships.
- (j) The rates of fixed honorarium payable to guest/part-time teachers in the universities and colleges may be as under :

<i>Work-load per week</i>	<i>Honorarium per mensem</i>
3-6 hours per week	Rs. 500 per mensem
7-10 hours per week	Rs. 750 per mensem

- (k) Guest/part-time teachers may not be given the benefit of allowances, provident fund, pension, gratuity, etc. normally admissible to regular teachers in an institution. They may, however, be given the leave benefit as those given to the teachers appointed on ad-hoc/temporary basis.
- (l) A regular teacher appointed in a department of an institution should not be eligible for any remuneration for teaching the subject to students of another department of the institution. If, however, a regular teacher is working over and above the normal work-load and is not granted equivalent adjustment/relief in the work-load in his department for delivering extra lectures in another institution/department he could be paid a suitable honorarium to be decided by the institution.

**7.12 Sabbatical Leave to Teachers:** The University Grants Commission reviewed the guidelines for the grant of sabbatical leave to Professors of Universities and agreed that principals of colleges may also be considered for grant of sabbatical leave. Such leave may be granted for a period not exceeding 6 months and may be availed only twice during the entire period of service. Such leave will be meant for increasing the professional, administrative competence, thereby increasing their usefulness to the college and not for obtaining a degree. The other terms and conditions are the same and not for obtaining a degree. The other terms and conditions are the same as applicable to a Professor in a University.

**7.13 Committee on Revision of Pay Scales of teachers in the universities and colleges:** Arising out of the discussions by the Consultative Committee of the Parliament, attached to the Ministry of Education, at its meeting held on 19th October 1983, the Commission in December, 1983 appointed a Committee to consider the revision of pay scales of university and college teachers under the Chairmanship of Professor R.C. Mehrotra, Professor Emeritus, Rajasthan University, with the following terms of reference:

1. To examine the present structure of emoluments and conditions of service of college and university teachers, taking into account the total packet of benefits (such as superannuation/medical/housing etc.)
2. To make recommendations on the above having regard to the necessity of attracting and retaining talented persons in the teaching profession, and providing professional advancement opportunities to teachers of colleges and universities. The Committee, while formulating its recommendations, may keep in view the relevant recommendations of the National Commission II on Teachers.

The Committee appointed five sub-Committees to visit various regions in the country in order to assess the views of representatives of teachers' associations, principals, vice-chancellors, educationists, State education secretaries/representatives and the Chancellors. The work of the Committee is in progress.

**7.14 Minimum Qualifications for Librarians, Deputy Librarians, Assistant Librarians, Documentation Officers and College Librarians:** The Commission prescribed the following minimum qualifications for future recruitment of the posts of Librarian, Deputy Librarian, Assisant librarian, Documentation Officer and College librarian which were communicated to the universities.

**A. Universities**

1. Librarian (Rs. 1550-60-1800-100-2000-125/2-2500)

(a) First or Second class M.Lib. Sc.

or

M.A./M.Sc./M.Com. plus a First or Second class B.Lib. Sc. or Diploma in Library Science.

(b) At least ten years experience as Librarian or in a responsible professional capacity in a university library.

(c) Ph.D. degree or equivalent research work in the field relevant to the profession.

(d) In certain situations in academic libraries, training in Computerization/Information Technology/Specialised areas may be taken into consideration.

2. Deputy Librarian, Documentation Officer (Rs. 1200-50-1300-60-1900)

(a) First or Second class M.Lib. Sc.

or

M.A./M.Sc./M.Com. plus a First or Second class B. Lib. Sc. or Diploma in Library Science.

(b) At least seven years experience as Librarian or in a responsible professional capacity in a university library.

(c) Ph.D. degree or equivalent research work in the field relevant to the profession.

(d) In certain situations in academic libraries, training in Computerization/Information Technology/Specialised areas may be taken into consideration.

3. Assistant Librarian/Documentation Officer (Rs. 700-40-1100-50-1600)

(a) Good academic record with at least a high second class Master's degree in a subject other than Library Science.

(b) Master's degree in Library Science with First class or high second class.

## B. Colleges

1. College Librarian (Rs. 700-40-1100-50-1300 Assessment-50-1600)

(a) Good academic record with at least a high second class Master's degree in a subject other than Library Science.

(b) Master's degree in Library Science with First Class or high second class.

**Selection Scheme:** The details of the scheme are spelt out in the report for the year 1983-84. The Commission has further

where a university in accordance with its Acts/statutes has Librarians, Documentation Officers/Directors/Instructors in addition as teachers, such teachers may also be considered for

purposes of Merit Promotion Scheme in accordance with the guidelines. The scheme was being implemented by 63 universities up to 31st March, 1985.

**7.16 Research Scientists:** The details regarding the scheme of Research Scientists in science and humanities and social sciences have been given in the annual report for 1983-84. The purpose of the scheme is to promote high quality research in Science, Social Sciences and Humanities and to provide an opportunity to persons with outstanding merit and zeal for creative work to strengthen the Departments and Centres in the universities. 100 posts of such research scientists in each category have been created. The appointment will be on a contract basis for a period of 5 years in the first instance. During the year 26 scholars in Science and 31 in Humanities and Social Sciences were offered the position in Category 'A'.

**7.17 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 younger faculty members to acquire M.Phil/Ph.D. degrees. The teacher fellowships are mainly meant for teachers working in affiliated colleges offering instructions in subjects pertaining to the humanities, social sciences and sciences. Professional colleges offering courses of medicine, agriculture and engineering are not covered under the scheme. However, teacher fellowship may also be awarded to teachers in subjects of basic sciences and humanities working in professional colleges of the categories mentioned above. Two types of teacher fellowships are awarded under the scheme at present—short-term and long-term fellowship. The duration of long-term fellowship is three years and can be utilised by the teachers for acquiring Ph.D. degree. The total duration of teacher fellowships for M.Phil. and Ph.D. should not exceed three years. However, proposals from teacher fellows for extension of long-term teacher fellowship by one year only beyond the normal tenure of three years may be considered in special circumstances.

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 assistance towards the salary of the substitute is not pay <sup>by</sup> Librarians; mission if the appointment is made by internal transfers/ the Librarians: The Com. system or by promotion. The Commission is also prevents coming future recruit-allowances of Rs. 500 per month to the teacher delivering within theated to the join the teacher fellowship in case the place of research the Librarian, Docu-Fellow is more than 40 kilometres and is not situated college to or place. The teacher selected for the fellowship is also the expenses to draw his total emolument from the college concerned no dura. of his academic leave. The Commission also provides cor by grant

Rs. 3000 p.a. in respect of the teacher registered for Ph.D. and Rs. 1500 p.a. in respect of the teacher fellow pursuing the M.Phil. course.

The changes brought in the scheme as a result of the review undertaken by the Commission have been reported in the Annual Report for 1983-84.

**7.18 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 who have established competence and good potential in their areas of specialization and to promote their professional growth 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 were not more than 25 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 for the tenure of the award i.e. three years. The awardees are also expected to take part in teaching work of the department. During the year 1984-85, 14 awards have been made in Science/Engineering subjects and 15 in humanities and social sciences.

**7.19 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 resulting from 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. 5.37 lakhs was paid by the Commission for the purpose during 1984-85.

**7.20 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 years 1983-84 (p. 83). Grants amounting to Rs. 97.76 lakhs for staff quarters and Rs. 4.60 lakhs for teachers' hostels were paid by Commission during 1984-85.

## SECTION 8

### Students

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

**8.02 Scholarships and Fellowships:** For the development of research in universities and colleges, the Commission accords high priority to the award of scholarships and fellowships with a view to enabling academically bright students to carry on their research as an independent and full-time activity through adequate support for their maintenance and for the purchase of books, journals and equipments etc. The Commission provides assistance towards junior research fellowships\*, research associateships in sciences, humanities and social sciences and also research fellowships in engineering and technology. The Commission has been providing a lump sum annual grant to the universities for meeting contingent needs of research scholars who are in receipt of any scholarship/fellowship. Assistance for the purpose is given at two levels viz. Rs. 25,000 for universities having on an average full-time research scholars numbering upto 100 and Rs. 50,000 for universities which have more than 100 research scholars.

**8.03 Junior Research Fellowships:** Universities are awarding junior research fellowships to the research fellows out of the fellowships allocated to them under 'any one given time' basis. In all 2,828 junior research fellowships have been allocated to 97 universities, including institutions deemed to be universities, at the end of 1984-85. The universities are required to award the fellowship to only those scholars who have qualified in the National Educational Test conducted by the Commission. The first National Level Test for the selection of candidates for the award of Junior Research Fellow-

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\*The award of Junior Research fellowships can be made only to candidates qualifying in National Test.

ships was held in August 1984 in 12 subjects viz. Physics, Chemistry, Mathematics, Life Sciences, Geology, Geography, Economics, Political Science, Philosophy, Psychology, Sociology and History. The Commission revised the value of the junior research fellowship in the case of candidates qualifying in the National Test and registered for a research degree in an approved institution to Rs. 1,000 p.m. with effect from 1st August, 1984. The amount will be raised to Rs. 1,200 p.m. after rigorous evaluation of the work on completion of a period of 2 years. The Commission has also made a provision for the junior research fellows who may be receiving the fellowship under 'any one given time' basis or in projects, or in Centres of Advanced Study, Departments of Special Assistance, Departmental Research Support, Area Studies etc. The value of fellowships for such fellows has also been enhanced to Rs. 800 p.m. w.e.f. 1st August 1984 with a provision to raise it to Rs. 950 p.m. after rigorous evaluation of the work of the scholar on completion of a period of 2 years. The contingency amount of Rs. 3,000 p.a. has also been revised to Rs. 5,000 p.a. in the case of science candidates. In the case of humanities and social sciences the contingency amount could be enhanced to Rs. 5,000 p.a. in individual cases depending upon the nature of the programme if it includes field work, purchase of the manuscript, computation charges, equipments etc.

**8.04 Research Associateships:** The Commission revised the value of the research associateships w.e.f. 1st August 1984 in all the four categories. The value of Category 'A' has been revised from Rs. 900 to Rs. 1400 p.m. Category 'B' from Rs. 1100 to Rs. 1600 p.m. Category 'C' from Rs. 1300 to Rs. 1800 p.m. and Category 'D' from Rs. 1500 to Rs. 2000 p.m. In addition to this the Commission has also decided to give an annual increment of Rs. 100 p.m. subject to the total emoluments including increment not exceeding Rs. 2000 p.m. The contingent grant of Rs. 4,000 p.a. has also been revised to Rs. 5000 p.a. The Commission awards 150 such awards every year to provide an opportunity to research scholars and teachers to undertake advanced study and research in sciences, engineering and technology and humanities and social sciences.

**8.05 Research Fellowships for Scheduled Castes/Tribes 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. The universities have to award these fellowships to these reserved categories, failing which they would be surrendered to the Commission for making direct awards to Scheduled Caste/Tribe students. In addition to this, the Commission is also awarding directly 50 junior research fellowships annually exclusively for Scheduled Caste/Tribe candidates. The Commission is conducting National Education Test for awarding the junior research fellowships to students for doing Ph.D. The same procedure is followed in the case of Scheduled Caste/Tribes



candidates also. During the year, against the annual allocation of 50 junior research fellowships for Scheduled caste/Tribe candidates only 28 could qualify the test. According to the procedure, the Commission asked for applications from the qualified candidates for the award of the fellowship. However, only three applications were received which are under process. No award, however, could be made during 1984-85. Efforts are being made by the Commission to arrange special coaching classes for Scheduled Castes/Tribes to improve their level of competence so that they could compete in the National Education Test, and the level of utilisation of junior research fellowships for these categories could be improved.

**8.06 Research Associateships for Scheduled Caste/Tribe students:** In addition to the above fellowships, the Commission has also reserved 40 research associateships for the Scheduled Castes/Tribes. During the year under review only 13 applications were received and all the applicants have been awarded research associateship. Since only 13 applications were received from Scheduled Caste/Tribe candidates against an allocation of 40 for the year 1984-85, applications were again invited by the Commission through advertisement for 1984-85 alongwith those for 1985-86. As a further step towards better utilisation of these awards, universities were separately requested\* to forward applications of Scheduled caste/tribe candidates.

**8.07 Research Associateships for Disabled Students:** The Commission is awarding directly 30 research associateships to the physically handicapped students including blind, deaf and mute. During the year under review, the Commission could award only seven research associateships under this category.

**8.08 Research Fellowships in Engineering and Technology:** On the recommendations of the Ministry of Education and Culture the value of the research fellowships in engineering and technology has been revised from Rs. 700 to Rs. 1200 p.m. with effect from 26th November, 1984. Similarly, the contingency grant has also been raised from Rs. 3,000 p.a. to Rs. 5,000 p.a. 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 field of specialization.

**8.09 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 1984-85 the Commission awarded all the 25 scholarships to the meritorious students of this region.

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\*Only 17 applications have been received so far

**8.10 Junior Research Fellowships/Research Associateships to students from Developing Countries:** The Commission is also providing assistance to the students of developing countries by awarding five research associateships and ten junior research fellowships in science, humanities and social sciences every year. During the year 1984-85, the Commission made 18 awards i.e. 15 junior research fellowships and 3 research associateships.

**8.11 Scholarships to Science Students pursuing B.Sc. Courses:** The Commission has decided to provide scholarships to 100 meritorious science students pursuing B.Sc. courses. These students are offered these scholarships who fall after the cut-off-list of the National Talent Search Examination's merit list. Number of students found eligible for these scholarships during 1984-85 was 14 as against 33 during 1983-84. Assistance for the above scholarship is according to the NCERT rules viz. Rs. 200 per month as scholarship and Rs. 300 p.a. as book grant.

**8.12 Bursary Scheme:** The Commission in July, 1983 agreed to introduce the bursary scheme for students belonging to scheduled caste/tribe communities. It provides for the institution of 100 scholarships to identify meritorious students of scheduled caste/tribe categories at the end of their 12th class examination and give them the best education and training in various branches of learning. The merit list of the National Council of Educational Research and Training (NCERT) for the National Talent Search Examination is the basis for drawing up the selection list of the candidates belonging to Scheduled Caste/Tribes categories under this scheme. These candidates are just below those selected by the NCERT.

During the year 1984-85 the NCERT could supply four such names, who were called for interviews by the NCERT but who could not be finally selected for the awards.

**8.13 Construction of Hostels:** Improvement of the conditions in which students live and work has an important bearing on their academic performance. The Commission has, therefore, 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 decided that all universities assisted by it to construct students' hostels would be required to reserve 20 per cent of the seats in such hostels for students belonging to Scheduled Castes and Scheduled Tribes. The Commission has also decided that its assistance for construction of hostels in backward areas would be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas. In order to keep the cost of construction low, the Commission has been encouraging the construction of dormitories

and/or double or triple seated rooms rather than single seated rooms in the hostels.

During 1984-85 a grant of Rs. 485.93 lakhs was paid to universities and colleges towards the construction of hostels as against Rs. 165.16 lakhs in the previous year.

**8.14 Improvement of facilities for the development of sports:** It is proposed to provide additional facilities for the development of sports in the universities during the seventh plan period for which a committee has been constituted to work out the details. It is felt that during the next five years universities should have the minimum facilities like gymnasium and play fields and that during the next 10 years universities should be equipped for full fledged programmes of athletics, combatives and acuatics.

**8.15 Development of Physical Education:** As mentioned in the Annual Report for the year 1983-84, the Commission had constituted a committee for working out the details of a three year degree course in physical education which would be different from physical education courses presently offered by the colleges of physical education. The task of framing detailed courses in this regard was entrusted to a sub-committee. The report of the sub-committee as accepted by the Commission has been circulated to the universities. The main recommendations of the committee are given below. Universities have been asked to have the report considered by their academic bodies so that the course is introduced in selected Arts, Science, Commerce and multi-disciplinary colleges affiliated to the universities from the next academic session.

- (1) The course may be of three-year duration and may be designated as Degree in Bachelor of Science (Physical Education, Health Education and Sports). This will be different from course conducted by colleges for physical education preparing teachers in physical education.
- (2) The course provides facilities for students with an aptitude for sports and games to study this discipline scientifically and achieve a reasonable level of attainment in four sports/games or in two sports/games and one Vocational-oriented course besides Athletics, Gymnastics and Yoga and excel in one sport/game of their choice.
- (3) The course may be introduced in a phased manner in not more than one college of general education (Arts, Science, Commerce and Multi-disciplinary colleges), in a district on a highly selected basis, making use of the facilities in the SNIPES field-stations, already established by the NSNIS Patiala.
- (4) Except in Foundation course, English/Hindi/Regional languages, the weightage for theory and practical should be 50:50.

- (5) To begin with at least four teachers in various fields of physical education, Health Education and sports may be necessary to undertake instructions in theory or practicals, besides the teachers in English and Hindi/Regional Languages which may be otherwise available in the college. Number of teachers may be increased to at least 5 in 2 years and at least 6 in third year. Persons competent to teach vocation-oriented courses should be entrusted with the responsibility.
- (6) Not more than two vocation-oriented courses may be provided by a college. A college is required to provide facilities for compulsory programmes, viz. Track and Field, Gymnastics and Yoga, at least four games/sports from each of the Group II and III, besides two vocation-oriented courses.
- (7) Graduates of this course should be eligible for employment in various services available to other graduates. They will also be suitable for employment in various sports institution/club or industrial centres and all other institutions which desire to have orientation in sports and games.
- (8) The product of this course should be eligible for admission to the B.Ed., Two year MA (P.Ed.) M.Sc. (P.Ed.) M.P.Ed. degrees and diploma courses in Yoga, NIS diploma and postgraduate diploma in health education, physiotherapy.
- (9) Besides the minimum qualifications as prescribed by the UGC for the appointment of Lecturer in Physical Education in universities and colleges, the Committee recommend that it should be highly desirable if the candidate also has:
  - (a) one year degree/diploma in Yoga/game/sport from a recognised institution.
  - (b) Universities/State level participation in Yoga/game/sports.

Persons competent to teach vocation-oriented courses should be entrusted with this responsibility.

## SECTION 9

### **Cultural Exchange Programmes and International Collaboration**

**9.01 Cultural Exchange Programmes:** The University Grants Commission is assigned some items relating to programmes of higher education in the cultural exchange programmes which the Government of India enters into with foreign countries from time to time. These items involve exchange of teachers for study-cum-lecture, exchange of views and developing contacts; development of bilateral academic links between institutions of higher education, organisation of joint seminars, scholarships and fellowships and assignment of foreign language teachers to universities in India. During the year 1984-85, 56 teachers from universities and colleges in India were deputed abroad under these programmes. The corresponding number of scholars coming to India from various countries under these programmes was 74. The Commission nominated about 90 teachers for visit to various countries for this purpose during 1984-85. The exchange of scholars, the Commission feels, provides very useful opportunities to Indian teachers to keep themselves abreast of the latest developments in their fields of specialisation as also to learn latest techniques of teaching and research. It also enables the teachers to project the progress being made by their own institutions and to that extent helps in projecting a proper image of the state of higher education in the country. The inter-action between scholars of India and foreign countries covered by the cultural exchange programmes has also resulted in the identification of large number of areas for collaboration.

As reported in the UGC Annual Report for 1983-84, the Commission continued to emphasise the development of discipline-based links in very specific areas of mutual interest between institutions of higher education in India and the country concerned. The Commission has not been in favour of comprehensive institution-to-institutions links as these are not considered to be academically sound and viable on account of the level of development of teaching and research of the corresponding departments of institutions in the two countries. A discipline-based link where the identified departments on the two sides have attained a particular level of development in a specific area is considered to be appropriate for further development. Areas of bilateral collaboration have already been identified under some of the cultural exchange programmes viz. Union of the Soviet Socialist Republics, Federal Republic of Germany, German Democratic Republic, Bulgaria, Czechoslovakia, Hungary, Poland, France, Yugoslavia, Italy etc. During the year, the areas identified for collaboration with some of the countries were reviewed and additional areas were agreed upon for developing programmes of collaboration. Efforts are also being made to identify areas of collaboration with other countries covered by the cultural exchange programme. The

bilateral institutional links do not necessarily involve one institution on each side. A group of institutions could be identified in one country for developing a link with institutions in the other country, one institution working as the focal point. The collaborative programmes are for a specified period, say 3-5 years and are drawn on the basis of exploratory visits of senior faculty members from the identified institutions. The programmes generally provide for exchange of teachers for short and long-term, joint seminars, joint research and exchange of literature and data.

**9.02 Foreign Language Teachers:** Some of the cultural exchange programme have provision for the assignment of foreign language teachers to universities in India. The Commission's policy is that the foreign language teachers should generally supplement the indigenous efforts and not replace the Indian faculty. The department concerned should have a proper infrastructure for teaching of the foreign language and the foreign language teacher should be allocated for a specified period. During the year under report, about 40 language teachers in Russian, 10 in French, 11 in German (8 from Federal Republic of Germany and 3 from German Democratic Republic) one each in Hungarian, Serbo-Croatian, Bulgarian, Korean, Polish, Vietnamese, Pushto and Romanian were assigned to the universities under the cultural exchange programmes. The Commission also reviewed the requirements of the Russian language teachers for various Universities for 1985-86 and communicated the same to the Soviet authorities.

**9.03 Delegations:** 1. The Commission hosted the visit of a four-member delegation from GDR lead by Dr. G. Bernahardt, State Secretary of Higher Education, GDR, The purpose of the visit of the delegation was to review the on-going programmes of collaboration between the two sides and also to explore the possibility of extending cooperation to other areas of mutual interest. The delegation had detailed discussions with the UGC and also visited some universities. As a result of the discussions, agreement was reached for collaboration in some additional areas. Two protocols of cooperation between the Humboldt University, Berlin, and Jawaharlal Nehru University in the areas of "Economic Development" and "History" were also finalised and signed.

2. The Commission also hosted the visit of a three-member delegation from USSR led by Dr. N.N. Sofinsky, Deputy Minister of Higher and Specialised Secondary Education, USSR, in terms of the provisions of the Cultural exchange programme providing for this visit for determining the areas of cooperation between the two sides. As a result of the deliberations, some tentative areas of cooperation between the universities on the two sides were agreed upon.

3. A four-member delegation from Philipines led by Dr. Edgardo Angara, President of the University of Philipines also visited India and had

detailed discussions with the UGC and other institutions with regard to the possibility of cooperation in areas of mutual interest between universities and institutions of higher education in India and Phillipines.

4. The University Grants Commission decided to send an eight-member delegation to USSR to hold discussions with the Academy of Sciences and the Ministry of Higher and Specialised Secondary Education, USSR, to finalise the areas of cooperation between institutions on the two sides.

5. The Commission agreed to the visit of a delegation of French social scientists in November, 1984, to review and discuss the programmes of cooperation in the field of social sciences. However, the visit of the delegation was postponed on account of the 'assassination of the late Prime Minister, Smt. Indira Gandhi. Subsequently, a team of three French officials visited the Commission and held detailed discussions in this behalf.

6. The Commission also accepted the visit of a three-member delegation from Saudi Arabia led by the President, King Saud University, Riyadh, in November 1984. However, this visit was also postponed on account of the above sad event. The delegation subsequently visited India in May 1985 and had detailed discussions with the UGC and other agencies for cooperation in areas of mutual interest.

**9.04 Joint Seminars:** 1. An Indo-Soviet on "Urbanisation in the Process of Migration" was held at Osmania University, Hyderabad, in September, 1984, in which five Soviet Scholars participated. This Seminar was organised on the recommendation of the Indo-Soviet Joint Commission on Social Sciences.

2. An Indo-Soviet Seminar on "Iron Age and State upto 300 B.C." was organised in USSR in September, 1984, in which Seven Indian scholars participated. This Seminar was a part of the joint collaborative programme between Allahabad University and the Institute of Archaeology, USSR, in the field of "Archaeology and Ethno-Linguistic Studies".

3. An Indo-Canadian Workshop on "Society, Technology and Development" was organised at Rajasthan University, Jaipur, in February 1985 in which four Canadian Scholars participated. This seminar was organised in collaboration with the Shastri Indo-Canadian Institute as a part of the programme of development of Canadian studies in Indian Universities.

4. An Indo-Canadian Seminar on "Development of Canadian studies in Indian Universities" was organised by MS University of Baroda in February 1985, in which four Canadian scholars participated. The seminar discussed in detail the question of development of Canadian studies in Indian universities. As reported earlier, MS University of Baroda has been identified as a Centre for the Development of Canadian Studies in Literature.

5. The Commission agreed to the participation of a group of Indian scholars in the Indo-Soviet Seminar on "Rational Utilisation, Conservation

and Management of Hydro-Resources for Integrated and Comprehensive Regional Development'' to be held in USSR in September, 1985.

Indian teachers also participated in seminars/courses abroad as under:

- (i) Two in the annual International Economic Seminar held in East Berlin, German Democratic Republic.
- (ii) Two in the Philology Course for German Language Teachers organised in two centres of German Democratic Republic.
- (iii) One in summer seminar in Bulgaria for Slovak studies.

**9.05 Fellowships and Scholarships:** 1. The Commission is allocated 12 fellowships by the German Academic Exchange Service every year for advance research in natural sciences, mathematics, geology, German language and literature and some areas of humanities and social sciences. Two of these fellowships are reserved for German language and literature. The Commission nominated teachers for all the 12 fellowships offered during the year.

2. The German Academic Exchange Service offered 16 man-months for the award of fellowships to Indian teachers to collect material in FRG on their research work on topics related to German culture and allied areas. The Commission nominated three teachers under this programme.

3. The German Academic Exchange Service also offered six short-term scholarships for the senior students of M.A. in German language of Indian universities and three short-term fellowships for the teachers of German language. The Commission made nominations against these offers.

4. The Commission nominated seven teachers against the 10 fellowships offered by the French Government under the cultural exchange programme, the duration of each fellowship being two months. The Commission also nominated students and teachers against the 22 scholarships in French language, literature and civilisation offered by the French Government during the year.

**9.06 Development of Canadian Studies in Indian Universities:** It has been reported in the Annual Report for 1983-84 that the following universities have been identified for the development of Canadian studies in the disciplines shown against each under programmes of the Shastri Indo-Canadian Institute:

(i) Delhi and Bombay University	History
(ii) Poona University	Sociology
(iii) Presidency college, Calcutta	Economics
(iv) Rajasthan Univ., Jaipur	Pol. Science
(v) MS University of Baroda	Literature
(vi) Central Institute of English and Foreign Languages, Hyderabad	Literature Resources



Although these Centres have been identified for a single discipline to start with Canadian study programmes, the intention is that in course of time they would develop into multi-disciplinary centres for Canadian studies. A scholar each from Delhi University and MS University of Baroda has visited Canadian universities to familiarise himself with teaching and research with the purpose of introducing courses and research in the identified area. Similarly, a scholar each from Rajasthan University, Jaipur, and Presidency College, Calcutta has also been identified for a visit to Canada for a term time.

The programme for the development of Canadian Studies in Indian universities was reviewed by the UGC Advisory Committee on Canadian Studies in February, 1985. It was noted that the MS University of Baroda has introduced an optional paper at the MA level of Canadian Literature and that Delhi University have under consideration the introduction of a paper on Canadian History at the postgraduate level. The Committee recommended that apart from areas already identified for development of Canadian Studies, other areas of relevance and interest to India like Mass Communication, Extension Education, Continuing Education, Integrated Rural Development, Population Studies, Regional Development etc. should also be considered for the deputation of Indian scholars to Canada under this programme. The Committee identified certain universities, apart from those already identified, which may formulate proposals for comparative research of India and Canada or for introduction of courses or subject papers on Canada at the undergraduate and post-graduate levels. The Committee further emphasised the need for organisation of summer institutes, workshops and seminars on Canadian studies. The Committee also agreed that the UGC subject panels may formulate model syllabus in identified subjects for the introduction of Canadian studies which may be sent to the Universities for consideration. University Grants Commission may provide financial assistance to universities for the introduction of these courses on the basis of the Commission's programme of restructuring of courses. The recommendations of the Advisory Committee are under consideration.

**9.07 Academics Links Inter-Change Scheme:** This Scheme which is being implemented in collaboration with British Council has replaced the erstwhile Indo-British Universities Collaboration Programme which was suspended after 1981-82 due to cuts in British public expenditure. The scheme provides for support visits which will help establish long-term collaborative links, promote joint research projects, joint publications, curriculum and course development, academic/professional/staff exchange programmes. This programme primarily covers collaboration in science; engineering and technology. The programme provides for the annual exchange of scholars from identified institutions from the two sides for a period not exceeding 20 weeks each. Of the 24 areas identified for collaboration, programmes have been

mutually agreed to in 12 areas for implementation, and scholars were, exchanged between the two sides under this programme.

A four-member team representing the Committee for International cooperation in Higher Education of the British Council visited India in March 1985 with the objective of familiarising with aspects of Indian Higher education and to discuss with UGC and some university departments the programme of academic links, as also to consider further steps to be taken to develop this programme of collaboration. The team had detailed discussions with the UGC and visited some departments where collaborative programmes are being implemented. The report of the committee is awaited.

**9.08 Collection of Source Material for Research Work from UK and other countries:** The Commission is providing assistance to Senior Indian scholars from universities and colleges for a 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 total period available for the visit of Indian scholars is 12 man-months. The Commission provides to and fro travel expenses as well as a maintenance allowance for the duration of the stay of the scholar in UK. During 1984-85 the Commission nominated 6 scholars for a period of 40 man-weeks for visit to UK.

The Commission has also decided to provide travel grant to not more than 20 teachers for their visit to a foreign country for the collection of material for their research work or to avail the offer of a fellowship or, assistance from an agency from that country where the scholars has been offered partial or full financial assistance for his maintenance.

**9.09 Indo-US Fellowship:** The programme initiated in 1975-76 was continued during the year under report. Under this programme, the UGC awards 15 fellowships of ten months each to American scholars for their post-doctoral work in India. Similarly, the American side also awarded 15 fellowships to Indian scholars for pre-doctoral and post-doctoral work. The Government of India allocates generally twelve fellowships per annum to UGC to be awarded to teachers in universities and colleges for their post-doctoral research work in USA. The fellowships for Pre-doctoral work are handled by the Ministry of Education themselves.

During 1984-85, the Government of India allocated 12 fellowships to UGC for the post-doctoral research work of Indian scholars in USA. The Commission decided to convert 5 of these fellowships into 15 visitorships of 13 weeks each. The Commission nominated Indian Teachers for 7 full-term fellowships of ten months each and 15 visitorships of 13 weeks each.

Against the 15 fellowships to be awarded to the American scholars for post-doctoral research work in India, the Commission received 36 nominations for 11 long-term fellowships upto ten months each and 12 short-term fellowships of 2 to 3 months each.

In addition to the above, the Commission nominated 5 teachers from Universities for a visit to USA under the Indo-US Exchange of Scientists Programme (being coordinated by CSIR) for which a period of 150 man-days per annum is made available to UGC. Similarly, six American scientists visited India under this programme during the year.

An Indo-US Seminar on "Education for Young Disabled" was organised by SNDT Women's University, Bombay, in February, 1984, in which six American scholars participated. The recommendations made in the seminar are being examined.

#### **9.10 Commonwealth Academic Staff Fellowships and Scholarships:**

As already indicated in the earlier Annual Reports, the Commission coordinates with the Commonwealth Scholarship Commission in UK in making nominations for the Commonwealth Academic Staff awards to enable promising staff members in universities and colleges in India to obtain experience in a University or Institution in UK. This programme was initiated in 1969-70. The Commonwealth Academic Staff Awards are intended primarily, though not exclusively, to help universities in developing Commonwealth countries to enhance the experience of their academic staff. These awards are not available in the fields of medicine and surgery as Commonwealth Medical Awards are available separately. During 1984-85, the Commission recommended 29 teachers for fellowships and 15 teachers for scholarships. The Commonwealth Scholarship Commission, UK, finally awarded 12 fellowships and 4 scholarships.

#### **9.11 Specialised Programmes organised by International Centres/Agencies:**

The Commission provides financial assistance to the extent of one way air-fare to teachers in Universities and colleges for participation in summer/winter schools organised by the International Centre for Theoretical Physics, Trieste (Italy) where the teacher is provided one way air-fare and living expenses by the Centre or where the living expenses are provided by the Centre and one way air-fare is provided by the institution where the teacher is working or the state Government or any other agency. During the year six teachers were provided financial assistance to participate in the courses organised at the above centre.

The Commission decided to provide financial assistance on the above lines for specialised courses organised by Centres run by international agencies or professional bodies like British Council. This assistance is provided to not more than 20 teachers annually.

#### **9.12 Conference of Vice-Chancellors of Universities in the Asian and Pacific Region:**

A four-day conference of Vice-Chancellors/Heads of Universities in the Asian and Pacific Region was held at Vigyan Bhawan, New Delhi on March 18-21, 1985. The Conference was aimed at providing a forum to the Educational administrators and academics of the Asian and Pacific

Region to familiarise themselves with the problems and experience of each other in the field of higher education and to provide an opportunity for mutual exchange of ideas to devise appropriate proposals for the promotion of co-operation on long term basis amongst the universities in this region.

The Conference had detailed discussion on:—

- (i) Academic Standards, Curricula, Teaching methods and equivalence and recognition of degrees,
- (ii) Management of Universities and
- (iii) Regional cooperation.

There was general consensus on the need for regional Co-operation. The conclusions of the Conference as indicated in the resolution are reproduced below:

The first Conference of the Vice-Chancellors of universities of Asian and Pacific region held at the initiative of the University Grants Commission of India in New Delhi from March 18-21, 1985 fulfilled a long felt need for bridging the communication gap between various Asian countries by providing an appropriate forum for discussion of common education problems and devising cooperative activities, mutual exchange etc. in the field of education in India. The conference more than fulfilled its preliminary objectives of getting the Asian academic world to get together in an informal atmosphere to discuss matters of common interest in the field of education. All participating delegates, while agreeing that such conferences are invaluable for promoting better understanding, cooperation and peace in the area, resolved that

- (i) a Conference of Vice-Chancellors of Asian and Pacific universities should be held every year.
- (ii) the Conference should be hosted by different member countries in rotation.
- (iii) a permanent secretariat be set up with a Secretary-General with a five-year term of office and the Chairman for each year being the nominee of the country which hosts the conference for that year.
- (iv) pending the creation of a permanent Secretariat the University Grants Commission, India may look after the Secretariat work.
- (v) a working group may be set up consisting of one representative from each of the participating countries to finalise the formation of the permanent secretariat & holding of the next conference.

The conference recorded sincere appreciation of the warm and spontaneous desire of many delegates to host the conference in their country in the coming years. It was decided to hold the second conference in 1986 at an appropriate time in a place to be determined by further consultations.

## SECTION 10

### **Adult, Continuing and Extension Education and Distance Learning**

**10.01** Commission's involvement in programmes of Adult and Continuing Education started in 1969 when Adult and Continuing Education Departments were created in universities. Later in 1977, the UGC Policy Frame recognised the importance of Extension work as under:—

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

The objectives and guidelines of the programme have been indicated in the Annual Report for 1983-84. Within this broad frame-work, the universities and Colleges continued to participate in several schemes of the UGC during the year under report as given in the following paragraphs:—

**10.02 Programmes of Removal of Adult Illiteracy:** With a view to promoting involvement of students and teachers from universities/colleges in the removal of adult illiteracy particularly in the age group 15-25 years, the Commission continued to provide support to the universities/colleges on 100% basis through the following schemes:—

- (a) Adult Education and Extension,
- (b) Point No. 16 of the New 20-Point Programme of the Government of India.
- (c) Resource Centres in Adult Education in Indian Universities.

**10.03 Adult Education and Extension:** This scheme which was initiated in 1978 was implemented upto 30th September, 1983 in 68 universities, 705 colleges through 8,790 Centres, when it was merged in the scheme of removal of Adult illiteracy as per point No. 16 of the New 20-Point Programme of Government of India.

**10.04 Point No. 16 of the New 20-Point Programme:** As already indicated in the Annual Report for 1983-84, the Commission accepted the recommendations of the Working Group constituted to review the on-going scheme of Adult Education & Extension. The group had recommended that the adult literacy programme through universities may be implemented in two

phases—first phase to cover the period ending 31st March, 1985 and the Second phase ending 31st March, 1990. In the first phase all affiliating type of universities and at least 1500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres is to be raised to at least 50,000 by involving all the universities and colleges in the country. In the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and in the rural/backward tribal areas are given priority.

The Commission has agreed that with a view to promote continued and larger involvement of universities/colleges in this programme, the assistance to the universities/colleges may be provided on 100% basis upto 31st March, 1990. Suitable guidelines formulated on the basis of the report of the Working Group have been circulated to the universities for formulation of their proposals. As on 31st March, 1985, 74 universities and 2088 colleges were involved in the programme and 36,974 centres were sanctioned by the UGC. The universities were requested to ensure effective training of the adult education functionaries for the implementation and monitoring of the programme.

Point No. 16 of the New 20-Point Programme also relates to the spread of universal elementary education. It visualises that university/college students from the NSS as well as others could be helpful in locating the non-school going children and getting them admitted in primary schools or non-formal education Centre. They could also organise remedial coaching classes for the needy and academically under-privileged children of the society. This would be another dimension to the participation of the students in the implementation of Point No. 16 of the New 20 Point Programme of the Government of India.

**10.05 Resource Centres in Adult Education:** For providing effective support in terms of material, training etc. to the programme of Adult Education, the University Grants Commission continued to provide assistance to the State Resource Centres established at Osmania University and Kashmir University; Regional Resource Centre located at Panjab University and Resource Unit at Sri Venkateswara University for Rayalaseema region of Andhra Pradesh. A Committee has been constituted to review the work of these centres. The Committee has visited a few Centres.

**10.06 Continuing Education and Extension:** With a view to promote the participation of the universities in programmes of Continuing Education for students and general community and also to link post-literacy and follow-up with continuing education so as to ensure the neo-literates do not relapse into illiteracy, the Commission continued to provide financial assistance to 14 universities/colleges. Assistance under the scheme would be made available upto 31st March, 1990, as per norms and guidelines laid down by the Commission.

**10.07 Adult and Continuing Education & Extension:** This scheme was formulated in 1982 with the following objectives:—

- (i) To enable the universities to establish the necessary linkage with the community with a view to fostering social change through meaningful relationships and interactions, which are mutually beneficial, by offering needbased and relevant educational programmes that may ultimately facilitate self-reliance.
- (ii) To provide opportunities for disseminating knowledge in all walks of life in different segments of population to enable individuals and groups to fill up the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues.
- (iii) To cater to the felt needs of all sections of society, specially to needs of the less privileged and under privileged sections in order to secure their effective participation in development process.
- (iv) To enrich higher education by integrating continuing and adult education programme and extension work in the system and thus provide opportunities to remove its isolation.
- (v) To provide an opportunity to the faculty and the students to an exposition of field experiences and to sensitize them with the problems and realities.
- (vi) To enable faculty and students participation in Extension Research and Action Research in selected Areas in relation to major problems of development in cooperation with Government.

Although the scheme would cover all the groups, priority is to be accorded 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 sectors workers in the organised sectors, teachers, teaching primary, secondary and handicapped children and university students from under-privileged sections, rural groups and from slums.

The universities/colleges have also been advised to give priority to national programmes such as National Integration, Population Education, Welfare and Child Care, Environmental protection, Science for the Masses etc.

During the year under report 54 universities and 18 colleges were assisted under this scheme. In order to ensure effective linkage of post literacy with Continuing Education Programmes, the Commission agreed to provide assistance to the universities/colleges upto 31st March, 1990.

**10.08** Some of the other important steps initiated by the Commission for promoting this programme are:—

- (i) The Commission has requested the universities to amend their

statutes so as to establish departments of Adult and Continuing Education and Extension. These departments will be non-vacation academic departments and the staff viz. Directors, Assistant Directors and Project Officers will have the same facilities as are available to other teachers in the university.

- (ii) The Posts of Directors, Assistant Directors and Project Officer in the universities have been provided for effective functioning of the departments.
- (iii) Pay scales of the staff have been brought at par with the scale of pay of Professors, Readers and Lecturers. Appropriate qualifications have also been laid down for the staff.
- (iv) Commission's assistance for the programme will be available upto 31st March, 1990. The Universities have been requested to pursue their respective State Governments for taking over the expenditure on posts and programmes after 1990 when the UGC assistance ceases. The Commission on its own has already agreed to this so far as Central Universities and deemed Universities receiving maintenance grant from the UGC are concerned.
- (v) The universities and colleges have been requested to constitute Advisory Committees for effective implementation, monitoring and coordination of the programme. The University Committee may have the representative of State Resource Centre and State Adult Education department. The College Committee may have the District Adult Education Officer. The Committee of the University level may meet at least twice a year and the Committee at the college level three to four times a year.
- (vi) Universities and colleges have been advised to send monitoring returns regularly in accordance with the procedure laid down by the Directorate of Adult Education in the Government of India.
- (vii) The Universities have been requested to ensure larger involvement of women institutions, institutions in the rural, tribal and backward areas as also in the districts having low literacy rate.
- (viii) The Commission has agreed to the introduction at the University of Delhi, S.N.D.T. Women's University (Bombay) and Gujarat Vidyapith post M.A. Diploma course in Adult Education which will help in developing cadres of Adult Educators in the country.

**10.09 Population Education:** The steps taken by the Commission for promoting awareness of population problem among students/community have been reported in the Annual Report for 1983-84.

One of the major activities relating to the population Education is the establishment of Population Education Clubs in the universities/colleges. The objectives of the Clubs are:



- (i) To make the student community aware of the dynamics of population and to enable them to understand the determinants and consequences of the population problem.
- (ii) To make the students understand the population policies and programmes of the country and appreciate the need for "Small Family Norm".
- (iii) To educate the community about the consequences of rapid population growth at the family and national levels.

Appropriate guidelines and financial pattern have been circulated to the universities for organising population education activities for students and adult learners at the Adult Education Centres. Assistance on 100% basis is provided to the universities/colleges under this scheme which will be continued upto 31st March, 1990. It is expected that by that time all universities/colleges in the country will be involved in this important programme. As on 31st March, 1985, 49 universities and 814 colleges were assisted under the scheme of Population Education Clubs. A grant of Rs. 21.32 lakhs was provided by the Commission for Population Education during 1984-85.

A project for assistance from United Nations Funds for strengthening of Population education activities in a few universities has been submitted to the Government of India.

**10.10 Planning Forums:** The scheme of Planning Forum aims at creating consciousness of the need for planned development in the country among the student community and through them to the general public. The Commission continued to provide assistance on 100 per cent basis to universities and colleges for instituting planning forums. During the year under report, 11 universities and 125 colleges were assisted under this scheme.

**10.11 Women's Studies:** 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 University Grants Commission has agreed to extend financial support to the universities for undertaking well defined projects for research in Women's studies as also for the development of curriculum and relevant extension activities. Proposals have been invited from the universities in this regard which are under the consideration of the Commission with the help of an expert group.

The UGC has accepted an offer of \$1,00,000 made by Ford Foundation to be utilised to provide support largely for Urban collections on Women's studies in a limited number of universities and colleges is also for consultancy by Indian scholars.

Five research projects on Women Studies were assisted during the

year and a grant of Rs. 0.38 lakhs was paid for the purpose. The Commission also agreed to the setting up of a Centre for Research in Women studies at S.N.D.T. Women's University, Bombay and a grant of Rs. 2.15 lakhs was paid for the purpose.

**10.12 Training and Orientation Centres of National Social Service:** The department of sports in the Govt. of India have been providing ear-marked funds to the UGC for financing the training and orientation programmes for NSS Officers at 10 identified Centres. During the year under report the Commission continued to release grants to the universities where these centres are located, for the training and orientation programme of NSS Officers. The Scheme has been transferred to the Department of Sports w.e.f. 1st April, 1985.

**10.13 Programme of Rural Development through Universities and Colleges:** The Commission has agreed to the involvement of Universities and Colleges in promoting a programme of Rural and National Development. The Commission is of the view that it would be desirable to encourage the participation of universities and colleges, particularly those located in rural areas, in local developmental work. The universities have been requested specifically to take up extension work on socially important areas such as alternative sources of energy, soil and water conservation, ecological development, afforestation and adult education. In this connection the Commission circulated to the universities the recommendations made by a Committee on the role of universities in rural development in regard to the socio-economic, scientific and technological aspects of Integrated Rural Development. A Committee has also been constituted to consider the proposals received from the universities under the scheme.

**10.14 Distance Education/Correspondence Courses:** The Commission has been supporting 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. The scheme of distance education/correspondence courses is essentially based on the supply of instructional material 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, the pattern of assistance, the details of universities/institutions being assisted and the guidelines for the implementation of the programme have been indicated in the annual report for 1983-84. A list of universities offering correspondence courses during 1984-85 is given in Appendix XXIV.

Keeping in view the problems and difficulties faced by the schools/

institutions of distance education in regard to their day-to-day functioning, a project has been undertaken by the Commission for the appraisal of this programme. The guidelines for distance education/correspondence courses will be reviewed in the light of the report on the project.

During the year under report, Committees were sent to the North Eastern Hill University, Gauhati University, Kerala University and Rajasthan University for assessing their proposals on distance education.\*

With a view to organise the programme on sound lines the Commission conveyed the following to Universities:--

- (a) Institutes/schools of correspondence courses may be given the status of a department. These will be non-vacation but academic departments.
- (b) The Institutes should have adequate core staff-both senior and junior. The academic staff may be treated like teachers as in other university departments except for their working hours and vacations. The minimum strength of the core staff should be as given in the guidelines of the UGC.
- (c) There should be a system of subsidising the correspondence courses just like that of regular colleges/universities. It would not be desirable to treat the institutes of correspondence courses as income generating institutions but as institutions imparting instructions which should be given support in the same manner as other educational institutions in the country. State Governments must take over the maintenance expenditure on posts etc. whenever the UGC assistance ceases.
- (d) Institutes of correspondence education should have sufficient autonomy in their functioning and in the development of courses. There should be no active Advisory Committee which should monitor and evaluate the progress of the Institute regularly. The Committees may meet three to four times in a year.
- (e) While the institutes may provide instruction for traditional courses, it is important that they play a prominent role in providing non-traditional courses which are need-based and innovative. It would also be desirable to develop credit-based course system.
- (f) Many universities participating in the distance education programme allow private appearance. It is important to put a ban on private appearance so as to compel the students for making use of distance education facilities. This will not only improve the standards of instructions but would also improve the quality of the distance education programmes in the country.

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\* The reports of these Committees have since been accepted by the Commission.

- (g) Lessons prepared by the institutes should be reviewed regularly by experts for evaluating their quality and content.

**10.15 Coaching classes for competitive examinations for weaker sections amongst minority communities:** The Commission continued to provide assistance to universities/colleges for coaching classes for competitive examinations for weaker sections amongst minority communities. The coaching programmes are meant to prepare students belonging to minority communities to enable them to compete in competitive examination for recruitment to services under the Central and State Governments, public undertakings etc. While the main coaching centre is located at the university campus, the sub-centres may be located in a few colleges. The University is largely responsible for organising coaching classes for All India Services and Services at the State level, the college will be responsible to organise coaching classes for other examinations.

Suitable guidelines indicating the number of the students to be admitted for these courses, staff recruitments, honoraria to be paid to staff, organisation of the scheme etc. have been formulated in this regard and circulated to universities. There is a standing Committee also which advises the Commission on this scheme.

Up to 31st March, 1985 as many as 19 universities and 15 colleges were receiving assistance from the UGC for running coaching classes for minorities and a grant of Rs. 23.77 lakhs was paid for the purpose during 1984-85.

**10.16 Film Societies:** In order to encourage interest in serious studies in aspects of the art of the film, UGC has instituted a scheme to support the formation and active functioning of film societies in universities and colleges in India. The Commission had appointed a Committee to examine suitable guidelines for the establishment of film societies in universities and colleges. As recommended by the Committee the objectives of the Film Societies in Universities/colleges would be as under:

- (i) To increase the awareness of film as a modern art form and of the cinema as 20th century medium of social communication and education by exposing students to international and Indian film classics of various genres in a systematic manner.
- (ii) to organise discussions, symposia, lectures and courses on any aspect of film appreciation in support of the promotion of film culture on the campus.

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*Note:* With a view to impart training in the art of film appreciation the Commission organised a four-week workshop at Pune from 13th May 1985 in collaboration with the Film and Television Institute of India (FTII), Pune, National Film Archives of India, Pune and the University of Poona. 23 teachers from various universities/colleges were selected for the training.

- (iii) to attempt to relate film as a subject with other subjects which are being studied on the campus, and with fine arts.
- (iv) to expand the understanding of the relationship of the cinema with the needs of individual growth and with social development.

**10.17 National Integration Programme:** The Commission has been providing assistance to universities and colleges for organising national integration since 1981-82. This scheme had since been reviewed with the help of a committee which Committee felt that most of the proposals received from the universities and colleges were of a routine nature and indicated a general lack of awareness and enthusiasm in the educational institutions about the need for activating the work of national integration. The universities and colleges have, therefore, been asked to propose programmes dealing with specific problems, indicating a definite theme highlighting the most divisive tendency in that area. Universities/colleges may keep in view the following themes while sending their proposals:

- (i) Multi-lingual people living together.
- (ii) Getting to know the neighbours across the state.
- (iii) Projecting culture of one region to the other regions.
- (iv) Appreciation and study of tribal communities and customs around the country.
- (v) Unity in diversity.
- (vi) Processes of integration in time and space.

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 Justice Mr. M.H. Beg, Chairman, Minorities Commission has been constituted to make recommendations in this regard for consideration of the Commission. The report of the Committee is awaited.

## 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 the progress of the implementation of Government of India's orders regarding 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 and other incentives, schemes/programmes launched by the Commission from time to time for the upliftment of Scheduled Caste and Scheduled Tribe communities. The reservation percentages for admission and appointment continued to be 15 per cent for scheduled caste and 7.5 per cent for scheduled tribe candidates.

**11.02 Sub-Plan and Special Component Plan:** The Annual Report for 1983-84 refers to the recommendations made by the Standing Committee on facilities for Scheduled Castes and Scheduled Tribes regarding sub-plan for Scheduled Tribes and Special Component Plan for Scheduled Castes drawn up by its working group. As a part of its Sixth Five Year Plan Programme, the Commission provided an outlay of Rs. 814.25 lakhs for the Sub-Plan for Scheduled Tribes and Rs. 1524.50 lakhs for 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 and Scheduled Tribes as also the new schemes.

**11.03 Special Cells in Universities:** In view of the importance of the programmes for Scheduled Castes and Scheduled Tribes and need to accelerate these programmes in the context of the 20-Point programme, the Commission on the recommendations made by its Standing Committee has decided to provide assistance on cent per cent basis to the universities during the current plan period for the creation of special cells as a measure for strengthening the implementation machinery for planning, evaluation and monitoring the programmes for Scheduled Caste and Scheduled Tribe communities. The Commission has accepted the proposal of 65 universities for the setting up of special cells upto the period ending 31st March, 1985.

**11.04 Preparatory Training and Remedial Courses:** With a view to removing the deficiencies of the students belonging to Scheduled Caste and Scheduled Tribe Communities at the earlier stages of their education, deficiencies to follow the existing courses of studies and also to better their performance in languages, mathematics, science subjects and in other identified areas, the Commission on the recommendations made by its Standing Committee

has introduced a scheme relating to preparatory training, remedial teaching and special coaching. The universities have been requested to take immediate steps to organise these courses in all university departments including Centres of Advanced Studies/Departments of Special Assistance and all colleges eligible for Commission's assistance including colleges under COSIP and COHSSIP. Depending upon the courses of studies, a college may start two to three or more units. The Commission has agreed to provide a grant not exceeding Rs. 12,500 per annum per unit for this purpose.

**11.05 Bursary Scheme:** The Commission on the recommendations of its Standing Committees on facilities for Scheduled Castes and Scheduled Tribes constituted a Committee to evolve mechanics for the introduction of Bursary Scheme for students belonging to Scheduled Caste and Scheduled Tribe communities. The details of the scheme are given in para 8.12.

**11.06 Establishment of Coaching Centres for Scheduled Caste/Scheduled Tribe students and institutional unit for Colleges with high proportional enrolment of SC/ST:** In the sub-plan for Scheduled Tribes and Special Component plan for Scheduled Castes formulated by the Commission as a part of the Sixth-five-year plan, it was recommended, inter alia that it was necessary to open a large number of coaching centres so that Scheduled Caste and Scheduled Tribe students could be prepared for all competitive examinations not only for various selections for placements but also for admission to professional, technical and para-professional courses. A committee was constituted to consider the feasibility of the scheme for setting up of coaching centres in the universities.

The Committee felt that it was necessary to identify in the first instance about 50 colleges where there was a sizeable proportion of Scheduled Caste/Scheduled Tribe students. The committee also opined that apart from the total number of Scheduled Caste and Scheduled Tribes students, it would be imperative to take into consideration the number of Scheduled Caste and Scheduled Tribe students separately, besides the total enrolment in the colleges. This is in view of the fact that the distribution of Scheduled Caste and Scheduled Tribe students in the country is not uniform. Once such colleges are identified and selected by the specially constituted committees for on-the-spot study on the basis of physical facilities and other infrastructure created in such institutions, special assistance could be provided to these institutions to raise the level of their performance. The committee emphasised that in fact these colleges might be approached with a basket of schemes like the schemes for the development of education at undergraduate and postgraduate levels, College Science Improvement Programme (COSIP) and College Humanities and Social Science Improvement Programme (COHSSIP) and remedial courses plus new inputs inclusive of assistance that may be required for starting coaching classes/centres to coach

Scheduled Caste/Scheduled Tribe students among other things for entrance test examinations for professional, technical and para-professional courses.

**11.07 Reservations of Fellowships/Scholarships:** Details regarding reservation of various categories of fellowships/scholarships and Research Associateships for the Scheduled Caste/Tribe candidates are given in Section 8 of the report.

**11.08 Reservation of Teacher Fellowships:** The University Grants Commission has instituted 50 teacher fellowships annually (30 for M.Phil. and 20 for Ph.D.) in order to provide opportunities to teachers of affiliated colleges belonging to Scheduled caste and Scheduled tribe categories, for improving their qualifications by doing M. Phil. or Ph.D. These teacher fellowships are of two types (i) Short term fellowships of one year duration for M.Phil. courses and (ii) long-term fellowships of three years duration extendable by one more year in genuine cases for research work leading to Ph.D. degree. The Commission provides financial assistance under the scheme on the same basis as under the general scheme of teacher fellowships given in Section 7 of the report.

**11.09 Reservation in the UGC Office:** Efforts were continued during the year to give due representation to the reserved categories of Scheduled Castes and Scheduled Tribes and to make good the short-fall wherever existing in the office of the Commission in accordance with the 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 Tribes
1	2	3	4	5	6
1.	Under Secretary	1	—	—	—
2.	Section Officer	—	—	1	—
3.	Staff Car Driver	—	1	—	—
4.	Peon	2	1	—	—
5.	Chowkidar	1	—	—	—



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

<i>Cadre</i>	<i>Appointment by direct appointment</i>		<i>Post filled by promotion</i>	
	<i>Scheduled Caste</i>	<i>Scheduled Tribe</i>	<i>Scheduled Caste</i>	<i>Scheduled Tribe</i>
Junior Statistical Officer	1	—	—	—

## SECTION 12

### Higher Education and Women

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

It is gratifying to note that educational opportunities for women in the sphere of general and professional education at the university level have expanded appreciably in recent years. This is in keeping with the general trend the world over but it seems to be more pronounced in India at least in contrast to the situation prevailing in pre-independence India. The trends given in the paragraphs to follow indicate in adequate measure the spread of women education both in terms of numbers as well as in terms of diversity of courses in which women students have enrolled themselves. In response to the needs of the society and the demands of the public and private sectors, there has also been a reorientation in the education of women at the university and college level. The highly specialised and professional courses offered by the universities are no longer a male prerogative as more and more women are competing for admission to these courses.

**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.

It will be seen from the table that since 1950-51, enrolment of women has gone up twenty-five times while the proportion of women to men has increased threefold.

**12.03** Table 12.2 shows the enrolment of women as a proportion of total enrolment during the period 1973-74 to 1984-85. It will be seen that enrolment of women as percentage of total enrolment has increased progressively from 23.3 per cent in 1973-74 to 27.2 per cent in 1980-81 and 28.9 per cent

**Table 12.1**

**Number of women per hundred men**

	1950-51	1955-66	1960-61	1965-66	1975-76	1980-81	1981-82	1982-83	1983-84*	1984-85*
Total women enrolment (in thousands)	40	84	150	271	595	749	817	880	940	1021
Number of women per hundred men	14	17	23	24	33	37	38	39	40	41

\* Estimated

in 1984-85. In absolute terms, the number of women enrolled has almost doubled during the period.

**12.04 Women's Colleges:** Table 12.3 shows the number of colleges meant exclusively for women. This number has gone up by nearly 38 per cent over the period 1974-75 to 1984-85. In absolute terms the number increased from 506 in 1974-75 to 696 in 1984-85.

Table 12.2

Total enrolment and enrolment of women

<i>Year</i>	<i>Total Enrolment</i>	<i>Women Enrolled</i>	<i>Percentage of women</i>
1973-74	22,34,385	5,20,825	23.3
1974-75	23,66,541	5,53,009	23.4
1975-76	24,26,109	5,95,162	24.5
1976-77	24,31,563	6,27,346	25.8
1979-80	26,48,579	7,89,042	26.0
1980-81	27,52,437	7,48,525	27.2
1981-82	29,52,066	8,16,704	27.7
1982-83	31,33,093	8,80,156	28.1
1983-84	33,22,939	9,43,972	28.4
1984-85*	35,38,930	10,21,378	28.9

\*Provisional

**12.05 Statewise distribution:** Statewise distribution of the enrolment of women for the years 1980-81 to 1984-85 is given in Appendix XXV. The enrolment of women as a percentage of total enrolment has gone up in 1984-85 as compared to 1983-84 in all the States except in the States of Assam and West Bengal/Tripura/Sikkim. In these states the percentage remained the same as it was in 1983-84. As in earlier years, Kerala (49.9 per cent) continued to top in terms of women enrolment as percentage of total enrolment followed by Punjab (43.9) Delhi (43.6) and Jammu and Kashmir (37.3). On the other hand Bihar remained at the bottom, with women enrolment only 14.7 per cent of the total enrolment in 1984-85.

**Table 12.3**

**Women's Colleges**

<i>Year</i>	<i>Number of colleges for women only</i>
1974-75	506
1975-76	528
1976-77	543
1979-80	577
1980-81	609
1981-82	624
1982-83	647
1983-84	676
1984-85*	696

\* Provisional

**12.06 Stage-wise distribution:** Enrolment of women at different stages of study is given in Appendix XXVI. It will be seen that during the period 1971-72 to 1984-85 enrolment of women as percentage of total enrolment at the undergraduate level showed a consistent upward trend from 22.4 per cent in 1971-72 to 28.8 per cent in 1984-85. Similar trend is observed at the research level also where women enrolment as percentage of total enrolment went up from 20.7 in 1971-72 to 31.5 in 1984-85. At the post-graduate level, however, percentage enrolment of women, which had been declining in the earlier years, showed a perceptible improvement after 1974-75 rising gradually from 24.9 per cent in 1974-75 to 30.4 per cent in 1984-85. 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.

**12.07 Facultywise distribution:** Faculty wise distribution of women enrolment given in Appendix XXVII shows that women enrolment as percentage of total enrolment registered a decline in 1984-85 as compared to 1983-84 in the faculties of Commerce, Engineering/Technology, Medicine, Agriculture, Veterinary Science and Law. However, it went up in the faculties of Art, Science, Education and others (constituting Physical Education, Fine Arts, etc.). The faculty of Education leads all the faculties

with 52.4 per cent of its total enrolment consisting of women students followed by the faculty of Arts (39.6), 'others' (39.0), Science (29.7), Medicine (27.4) and Commerce (18.3). A noteworthy trend observed during the period 1971-72 to 1984-85 is that women enrolment as percentage of total enrolment has gone up in all the faculties except in 'others' where it has shown an oscillating trend. This shows the increasing tendency of women students to diversify into professional courses away from their traditional inclination towards courses in fine arts etc.

**12.08** The participation of women in research effort in the universities has increased considerably with the result that presently a number of major and minor research projects funded by the UGC and other agencies have been taken up by women, as principal investigators and research staff on projects. The number of women selected in faculty improvement programmes and for award of research fellowships, research associateships, national associateships and other faculty awards of the UGC has also increased in the past few years. The Commission has since relaxed the maximum age-limit for women candidates by ten years for the award of research fellowships, teacher fellowships and research associateships. At least 30 per cent of research fellowships are to be awarded to women candidates. The Commission has also under its consideration a scheme for the award of post-doctoral fellowships on part-time basis and for longer duration for women students. This scheme, if approved, will meet a long-felt need of the working women/house-wives to pursue higher studies.

**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 1984-85 is given in Appendix XXVIII.

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

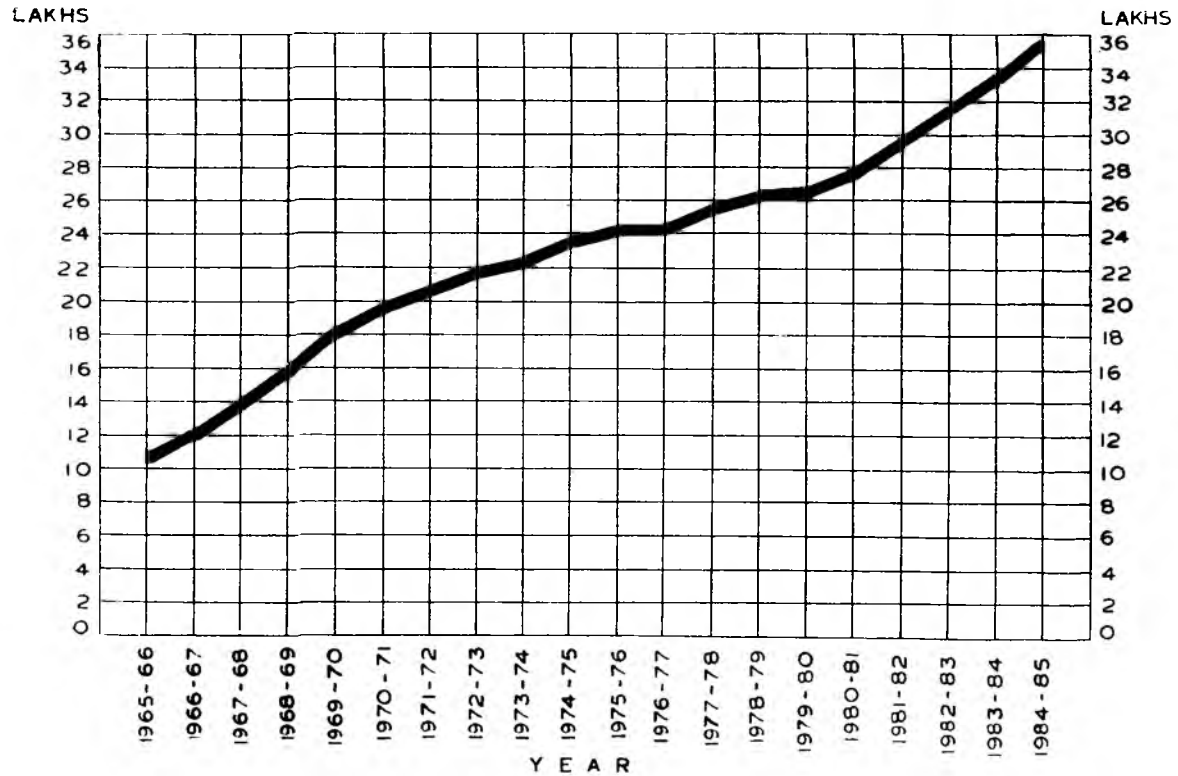
**Dr. (Mrs.) Madhuri R. Shah**  
**Chairman**

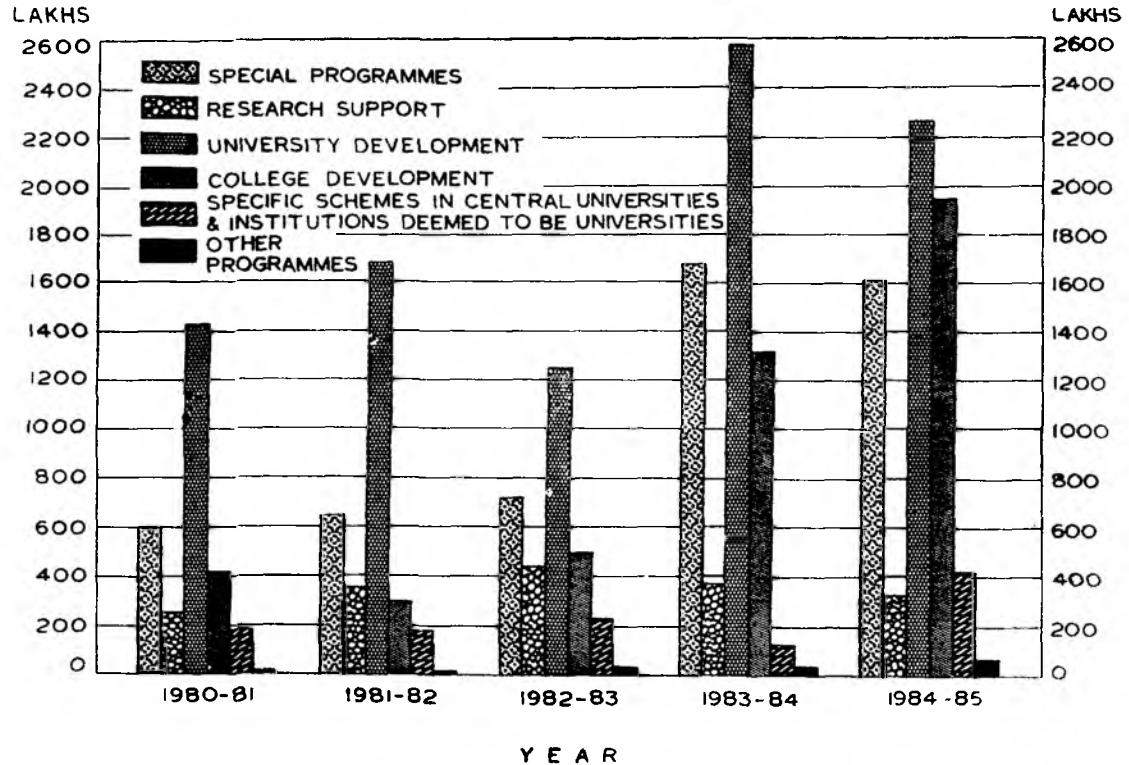
**Dr. Rais Ahmed**  
**Vice-Chairman**

**Members**  
**Shri Anand Sarup**  
**Shri R. Ganapati**  
**Dr. V.C. Kulandaiswamy**  
**Professor H.C. Khare**  
**Mr. Justice M.H. Beg**

# 1. Growth of Student Enrolment (University Level) 1965-66 to 1984-85

(Section 1)

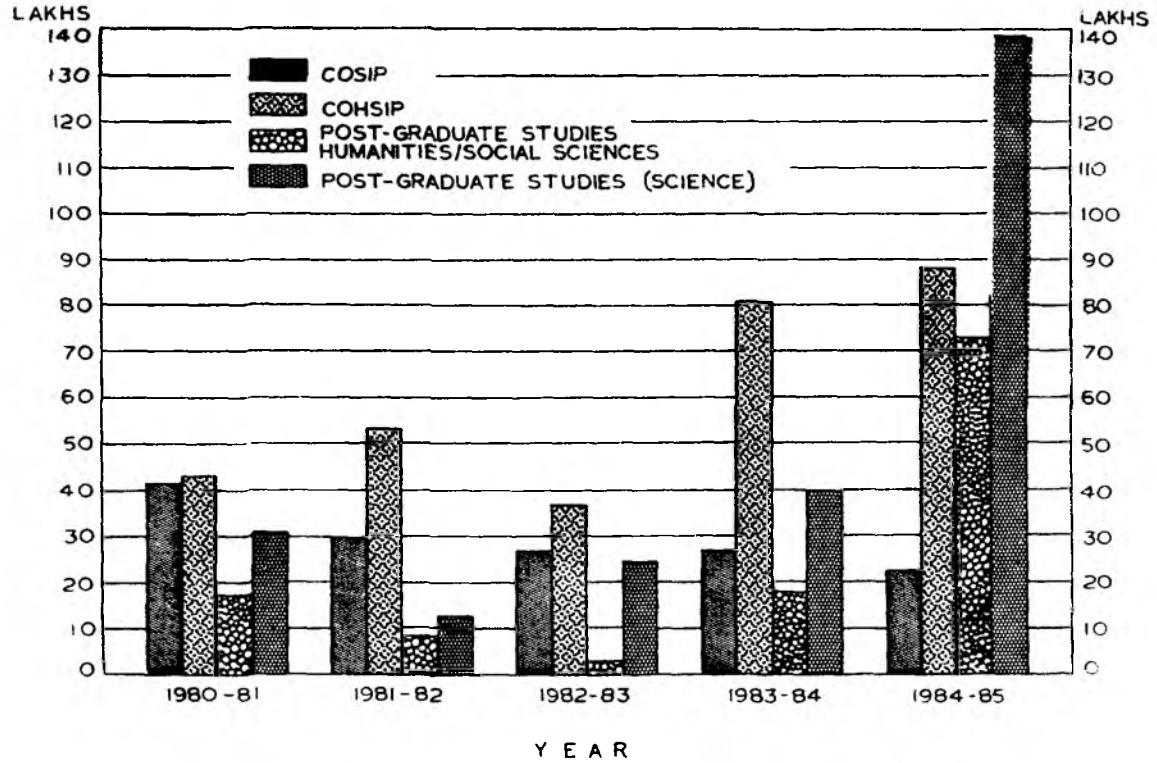




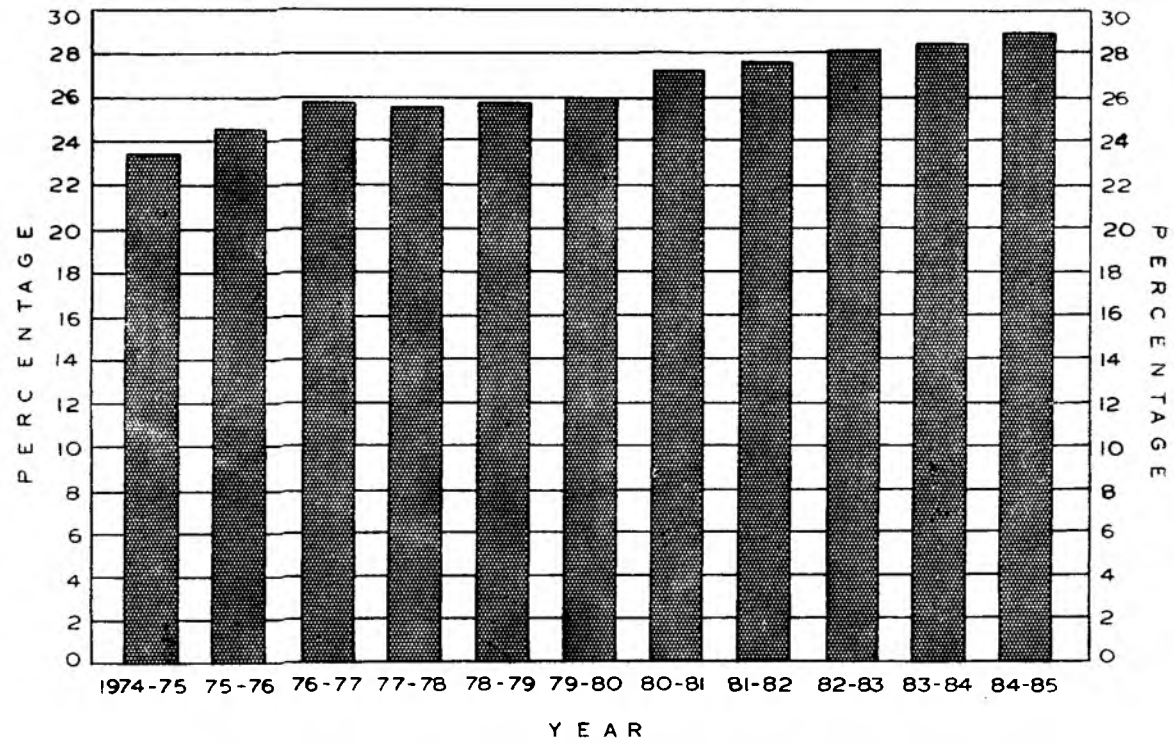
## 2. Grants for the Development of Universities: 1980-81 to 1984-85

(Section 3)





**3. Grants paid to Colleges for Special Programmes: 1980-81 to 1984-85**  
(Section 4)



4. Percentage of Women Enrolled: 1974-75 to 1984-85

(Section 12)

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## APPENDIX I

### List of Universities and Institutions Deemed to be Universities in India. 1984-85

<i>Sl No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
1.	Calcutta	1857
2.	Bombay	1857
3.	Madras	1857
4.	Allahabad	1857
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. H.S. 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
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 Sangcet	1956
36.	Vikram	1957
37.	Gorakhpur	1957
38.	Rani Durgavati	1957
39.	Sampurnanand Sanskrit	1958
40.	Marathwada	1958
41.	G.B. Pant University of Agriculture and Technology	1960
42.	Burdwan	1960
43.	Kalyani	1960

## APPENDIX I (Contd.)

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
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
53.	Jodhpur	1962
54.	Sukhadia University	1962
55.	Shivaji	1962
56.	Devi Ahilya	1964
57.	Jiwaji	1964
58.	Ravi Shankar	1964
59.	University of Agricultural Sciences—Bangalore	1964
60.	Andhra Pradesh Agricultural	1964
61.	Bangalore	1964
62.	Jawaharlal Nehru Krishi	1964
63.	Dibrugarh	1965
64.	Kanpur	1965
65.	Meerut	1965
66.	Madurai Kamraj	1965
67.	Saurashtra	1965
68.	South Gujarat	1965
69.	Berhampur	1967
70.	Sambalpur	1967
71.	Gujarat Ayurveda	1968
72.	Jawaharlal Nehru	1968
73.	Mahatma Phule Krishi Vidyapith	1968
74.	Calicut	1968
75.	Awadesh Pratap Singh	1968
76.	Assam Agricultural	1968
77.	Guru Nanak Dev	1969
78.	Jammu	1969
79.	Panjab-rac Krishi	1969
80.	Haryana Agricultural	1970
81.	Himachal Pradesh	1970
82.	Bhopal	1970
83.	Rajendra Agricultural	1970
84.	Tamilnadu Agricultural	1971
85.	Cochin	1971
86.	Kerala Agricultural	1972
87.	Gujarat Agricultural	1972
88.	Konkan Krishi Vidyapith	1972

## APPENDIX I (Contd.)

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
89.	L.N. Mithila	1972
90.	Marathwada Krishi Vidyapith	1972
91.	Jawaharlal Nehru Technological	1972
92.	North Eastern Hill	1973
93.	Kumaon	1973
94.	Garhwal	1973
95.	Kashi Vidyapith	1974
96.	Bidhan Chandra Krishi	1974
97.	Hyderabad	1974
98.	Narendra Deo University of Agriculture and Technology	1974
99.	Chandrasekhar Azad University of Agriculture and 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
109.	Manipur	1980
110.	Gulbarga	1980
111.	Mangalore	1980
112.	Birsa Agricultural	1980
113.	Vidyasagar	1981
114.	Sri Jagannath Sanskrit	1981
115.	Sri Krishnadevaraya	1981
116.	Tamil	1981
117.	Bharathiar	1982
118.	Bharathidasan	1982
119.	Sher-e-Kashmir University of Agricultural Sciences and Technology,	1982
120.	Andhra Pradesh Open University	1982
121.	Sri Padmavathi Mahila	1983
122.	Amravati	1983
123.	Guru Ghasidas	1983
124.	Gandhi, Kottayam	1983
125.	Mother Teresa Women's	1984



**APPENDIX I (Contd.)**

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<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of recognition as institution deemed to be University</i>
<b>Institution deemed to be Universities</b>		
1.	Indian Institute of Science, Bangalore	1958
2.	Indian Agricultural Research Institute	1958
3.	Gurukul Kangri Vishvavidyalaya, Hardwar	1962
4.	Jamia Millia Islamia, New Delhi	1962
5.	Gujarat Vidyapith, Ahmedabad	1963
6.	Tata Institute of Social Sciences, Bombay	1964
7.	Birla Institute of Technology and Science, Pilani	1964
8.	Indian School of Mines, Dhanbad	1967
9.	Central Institute of English and 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

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## APPENDIX II

### Growth of Student Enrolment (1965-66 to 1984-85)

<i>Year</i>	<i>Total Enrolment</i>	<i>Increase over the preceding year</i>	<i>Percentage increase</i>
1965-66	10,66,884	1,16,607	12.3
1966-67	11,90,713	1,23,829	11.6
1967-68	13,70,261	1,79,548	15.1
1968-69	15,66,103	1,95,842	14.3
1969-70	17,92,780	2,26,677	14.5
1970-71	19,53,700	1,60,920	9.0
1971-72	20,65,041	1,11,341	5.7
1972-73	21,68,107	1,03,066	5.0
1973-74	22,34,385	66,278	3.1
1974-75	23,66,541	1,32,156	5.9
1975-76	24,26,109	59,568	2.5
1976-77	24,31,563	5,454	0.2
1977-78	25,64,972	1,33,409	5.5
1978-79	26,18,228	53,256	2.1
1979-80	26,48,579	30,351	1.2
1980-81	27,52,437	1,03,858	3.9
1981-82	29,52,066	1,99,629	7.3
1982-83	31,33,093	1,81,027	6.1
1983-84	33,22,939	1,89,846	6.1
1984-85*	35,38,930	2,15,991	6.5

\*Estimated

### APPENDIX III

#### Growth of Enrolment (excluding P.U.C./Inter/P.P) during the period from 1980-81 to 1984-85

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

### APPENDIX III (Contd.)

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

**APPENDIX III (Contd.)**

Sl.	State/Union Territory	1982-83		
		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 and 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	—4.09
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
	All India	31,33,093	1,81,027	6.1

**APPENDIX III (Contd.)**

<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>1983-84</i>		
		<i>Enrolment</i>	<i>Increase over the preceding year</i>	<i>Percentage increase</i>
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	2,60,055	34,475	15.3
11.	Maharashtra	4,02,487	29,102	7.8
12.	Manipur	9,590	1,035	12.1
13.	Meghalaya/Nagaland	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
<b>Total</b>		<b>33,22,939</b>	<b>1,89,846</b>	<b>6.1</b>

**APPENDIX III (Contd.)**

Sl. No.	State/Union Territory	1984-85			
		Enrolment (estimated)	Increase over the preceding year	Percentage increase	Average Annual compound rate of growth during the period from 1980-81 to 1984-85
1.	Andhra Pradesh	2,75,359	23,429	9.3	9.2
2.	Assam	78,714	7,318	10.2	13.4
3.	Bihar	2,90,015	48,537	20.1	20.1
4.	Gujarat	2,04,151	8,041	4.1	4.0
5.	Haryana	74,689	4,360	6.2	6.1
6.	Himachal Pradesh	18,358	2,404	15.1	9.0
7.	Jammu & Kashmir	26,217	1,970	8.1	4.5
8.	Karnataka	2,53,206	14,332	6.0	6.0
9.	Kerala	1,35,197	5,822	4.5	4.5
10.	Madhya Pradesh	2,73,318	13,263	5.1	6.4
11.	Maharashtra	4,27,844	25,357	6.3	6.3
12.	Manipur	11,439	1,849	19.3	14.7
13.	Meghalaya/Nagaland	8,118	584	7.8	2.3
14.	Orissa	70,330	3,540	5.3	5.3
15.	Punjab	1,23,708	3,017	2.5	2.5
16.	Rajasthan	1,70,294	7,021	4.3	4.3
17.	Tamil Nadu	2,50,498	10,787	4.5	5.1
18.	Uttar Pradesh	4,78,597	8,462	1.8	1.8
19.	West Bengal/Tripura/Sikkim	2,74,927	23,162	9.2	9.7
20.	Delhi	93,951	2,736	3.0	6.6
<b>Total</b>		<b>35,38,930</b>	<b>2,15,991</b>	<b>6.5</b>	<b>6.5</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 enrolment of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The enrolment of Chandigarh has been merged with that of Punjab.

## APPENDIX IV

### Student enrolment in the Universities: Stage-wise (1980-81 to 1984-85)

<i>Stage</i>	1980-81		1981-82		1982-83		1983-84		1984-85	
	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>
Graduate	24,01,485	87.2	25,88,759	87.7	27,57,893	88.0	29,26,286	88.0	31,14,259	88.0
Post-graduate	2,73,357	9.9	2,85,892	9.7	2,96,103	9.4	3,14,601	9.5	3,36,198	9.5
Research	32,171	1.2	34,588	1.2	36,731	1.2	36,249	1.1	38,928	1.1
Diploma/Certificate	45,444	1.7	42,827	1.4	42,366	1.4	45,803	1.4	49,545	1.4
<b>Total</b>	<b>27,52,437</b>	<b>100.0</b>	<b>29,52,066</b>	<b>100.0</b>	<b>31,33,093</b>	<b>100.0</b>	<b>33,22,939</b>	<b>100.0</b>	<b>35,38,930</b>	<b>100.0</b>



## APPENDIX V

### Stage-wise enrolment: Universities and Affiliated Colleges: 1984-85 (Estimated)

<i>Stage</i>	<i>University Departments/ University Colleges</i>	<i>Affiliated Colleges</i>	<i>Total</i>	<i>Percentage in affiliated Colleges</i>			
				1984-85	1983-84	1982-83	1981-82
Graduates	3,85,134	27,29,125	31,14,259	87.6	87.5	87.8	87.9
Postgraduate	1,47,591	1,88,607	3,36,198	56.1	56.8	56.1	55.3
Research	33,128	5,800	38,928	14.9	15.0	14.5	15.1
Diploma/Certificate	28,687	20,858	49,515	42.1	44.9	41.2	40.3
<b>Total</b>	<b>5,94,540</b>	<b>29,44,390</b>	<b>35,38,930</b>	<b>83.2</b>	<b>83.2</b>	<b>83.5</b>	<b>83.2</b>

## APPENDIX VI

### Student Enrolment in Universities: Faculty-wise: 1980-81 to 1984-85

<i>Courses of Study</i>	1980-81		1981-82		1982-83		1983-84		1984-85	
	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total (Estimated)</i>
Arts (including Oriental Learning)	11,14,417	40.5	11,90,177	40.3	12,59,587	40.2	13,45,669	40.5	14,29,728	40.0
Science	5,33,859	19.4	5,78,766	19.6	6,23,545	19.9	6,56,223	19.8	6,97,129	19.7
Commerce	5,54,253	20.1	6,28,031	21.3	6,69,813	21.4	7,06,333	21.3	7,43,175	21.00
Education	71,204	2.6	71,168	2.4	74,167	2.4	74,829	2.2	84,934	2.4
Engineering/Technology	1,28,937	4.7	1,30,189	4.4	1,42,440*	4.5	1,53,703	4.6	1,59,252	4.5
Medicine	1,10,020	4.0	1,13,794	3.9	1,13,902	3.6	1,18,989	3.6	1,34,479	3.8
Agriculture	39,231	1.4	39,318	1.3	39,425*	1.3	41,588	1.2	46,006	1.3
Veterinary Science	7,648	0.3	8,173	0.3	8,797	0.3	9,268	0.3	10,617	0.3
Law	1,74,374	6.3	1,74,445	5.9	1,83,153	5.8	1,95,739	5.9	2,12,336	6.0
Others	18,494	0.7	18,005	0.6	18,264	0.6	20,603	0.6	21,234	0.6
<b>Total</b>	<b>27,52,437</b>	<b>100.0</b>	<b>29,52,066</b>	<b>100.0</b>	<b>31,33,093</b>	<b>100.0</b>	<b>33,22,939</b>	<b>100.0</b>	<b>35,38,930</b>	<b>100.0</b>

\* Revised

## APPENDIX VII

### Distribution of Colleges according to Courses of Study: 1980-81 to 1984-85

(Number of Colleges)

<i>Courses of Study</i>	<i>Number of Colleges*</i>				
	1980-81	1981-82	1982-83	1983-84	1984-85
Arts, Science and Commerce	3,393	3,504	3,617	3,758	3,925**
Technical/Professional	490	510	522	563	608
<i>Break Up</i>					
(a) Engineering/Technology	149	155	158	191	215
(b) Medicine/Pharmacy/Ayurveda/Nursing/Dentistry/Homeopathy	262	272	279	286	304
(c) Agriculture	54	56	57	58	61
(d) Veterinary Science	25	27	28	28	28
Law	163	168	179	186	192
Physical Education and Education	350	364	377	391	416
Oriental Learning	274	282	283	283	276
Music/Fine Arts	52	58	61	65	65
<b>Total</b>	<b>4,722</b>	<b>4,886</b>	<b>5,039</b>	<b>5,246</b>	<b>5,482</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 1980-81 to 1984-85 (Statewise)

State/Union Territory	1980-81		1981-82		1982-83		1983-84		1984-85	
	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 1980-81 to 1984-85
1	2	3	4	5	6	7	8	9	10	11
1. Andhra Pradesh	363	399	36	410	11	420	10	429	9	66
2. Assam	149	148	7	154	6	154	-	163	9	22
3. Bihar	386	417	31	442	25	473	31	493	20	107
4. Gujarat	271	279	8	283	4	285	2	288	3	17
5. Haryana	131	137	6	139	2	143	4	143	-	12
6. Himachal Pradesh	27	27	-	27	---	27	---	27	---	---
7. Jammu and Kashmir	38	40	2	40	---	41	1	39	-2	1
8. Karnataka	436	440	4	466	26	498	32	533	35	97
9. Kerala	179	180	1	183	3	184	1	184	-	5
10. Madhya Pradesh	344	360	16	379	19	396	17	410	14	66
11. Maharashtra	600	611	11	625	14	693	68	802	109	202
12. Manipur	22	22	-	22	---	22	---	23	1	1
13. Meghalaya/Nagaland	30	32	2	33	1	33	-	34	1	4
14. Orissa	119	137	18	150	13	179	29	214	35	95

**APPENDIX VIII (Contd.)**

1	2	3	4	5	6	7	8	9	10	11
15. Punjab	219	222	3	228	6	228	—	229	1	10
16. Rajasthan	201	204	3	211	7	221	10	222	1	21
17. Tamil Nadu	282	282	—	285	3	285	—	285	—	3
18. Uttar Pradesh	547	548	1	559	11	561	2	561	—	14
19. West Bengal/Tripura/ Sikkim	332	347	15	349	2	348	-1	348	—	16
20. Delhi	54	54	—	54	—	55	1	55	—	1
<b>Total</b>	<b>4,722</b>	<b>4,886</b>	<b>164</b>	<b>5,039</b>	<b>153</b>	<b>5,246</b>	<b>207</b>	<b>5,482</b>	<b>236</b>	<b>760</b>
UC=University Colleges			AC=Affiliated Colleges							

*Note* - Colleges situated in the Union Territory of A&N Islands, Arunachal Pradesh, Mizoram, Pondichery, Goa, Daman and Diu have been merged with the colleges of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. Colleges in Chandigarh have been merged with colleges in Punjab.

**APPENDIX IX**

**Increase in Number of Affiliated Colleges (Arts, Science and Commerce only)  
during the period 1980-81 to 1984-85 (Statewise)**

(i) (A)

State/Union Territory	1980-81		1981-82		1982-83		1983-84		1984-85	
	No. of colleges	No. of colleges	Increase over the preceding year	No. of colleges	Increase over the preceding year	No. of colleges	Increase over the preceding year	No. of colleges	Increase over the preceding year	Increase during the period from 1980-81 to 1984-85
1	2	3	4	5	6	7	8	9	10	11
1. Andhra Pradesh	242	273	31	281	8	287	6	295	8	53
2. Assam	114	119	5	125	6	125	—	132	7	18
3. Bihar*	264	279	15	300	21	331	31	349	18	85
4. Gujarat	183	188	5	190	2	191	1	193	2	10
5. Haryana	93	99	6	102	3	106	4	107	1	14
6. Himachal Pradesh	22	22	—	22	—	22	—	22	—	—
7. Jammu and Kashmir	22	23	1	23	—	23	—	23	—	1
8. Karnataka	273	272	1	291	19	314	23	342	28	69
9. Kerala	127	128	1	129	1	128	1	129	1	2
10. Madhya Pradesh	242	253	11	270	17	283	13	298	15	56
11. Maharashtra	427	432	5	441	9	472	31	532	60	105
12. Manipur	18	18	—	18	—	18	—	19	1	1
13. Meghalaya/Nagaland	22	25	3	25	—	25	—	25	—	3
14. Orissa	90	97	7	104	7	118	14	145	27	55

**APPENDIX IX (Contd.)**

1	2	3	4	5	6	7	8	9	10	11
15. Punjab	170	171	1	176	5	176	—	176	—	6
16. Rajasthan	119	122	3	125	3	130	5	129	—1	10
17. Tamil Nadu	206	206	—	206	—	204	—2	203	—1	-3
18. Uttar Pradesh	372	376	4	387	11	390	3	390	—	18
19. West Bengal/Tripura/ Sikkim	258	272	14	273	1	273	—	273	—	15
20. Delhi	37	37	—	37	—	36	—1	36	—	-1
Total	3,301	3,412	111	3,525	113	3,652	127	3,818	166	517

\*Also includes Constituent colleges.

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

## APPENDIX X

### Number and Distribution of Teaching Staff in the University Departments University Colleges according to Designation (1980-81 to 1984-85)

<i>Year</i>	<i>Professors</i>	<i>Readers</i>	<i>Lecturers*</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1980-81	4,123 (10.3)	7,900 (19.8)	25,758 (64.4)	2,183 (5.5)	39,964 (100.0)
1981-82	4,170 (9.9)	9,299 (22.0)	26,648 (66.2)	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 (4.41)	46,859 (100.0)
1984-85**	5,289 (10.7)	11,370 (23.0)	30,737 (62.2)	2,040 (4.1)	49,436 (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 (1980-81 to 1984-85)

<i>Year</i>	<i>Senior Teachers*</i>	<i>Lecturers**</i>	<i>Tutors Demonstrators</i>	<i>Total</i>
1980-81	16,343 (10.7)	1,27,952 (83.4)	9,082 (5.9)	1,53,377 (100.0)
1981-82	15,599 (9.9)	1,34,019 (85.0)	8,100 (5.1)	1,57,718 (100.0)
1982-83	18,905 (11.5)	1,37,780 (83.8)	7,736 (4.7)	1,64,421 (100.0)
1983-84	22,892 (13.5)	1,39,612 (82.0)	7,679 (4.5)	1,70,183 (100.0)
1984-85***	26,092 (14.8)	1,42,408 (80.9)	7,469 (4.3)	1,75,969 (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: Faculty-wise (1979-80 to 1983-84)

<i>Faculty</i>	1979-80	1980-81	1981-82	1982-83	1983-84*
Arts	1,831	2,246	2,347	2,422	2,678
Science	2,261	2,792	2,846	2,892	2,848
Commerce	118	105	173	175	177
Education	120	173	178	191	187
Engineering/Technology	176	189	190	160	192
Medicine	58	44	66	71	59
Agriculture	422	466	471	575	648
Veterinary Science	56	60	93	64	65
Law	13	13	14	20	8
Others	21	42	26	27	72
Total	5,076	6,080	6,404	6,597	6,934

\*Provisional.

## APPENDIX XIII

### List of Centers of Advanced Study in Science Subjects

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

### APPENDIX XIII (Contd.)

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1	2	3	4
14.	Biochemistry	Department of Biochemistry Indian Institute of Science, Bangalore	Proteins, Lipids, Vitamins
15.	Botany	Banaras Hindu University	Algology and Ecology
16.	Botany	Calcutta University	Cell and Chromosome Research
17.	Inorganic and Physical Chemistry	Indian Institute of Science, Bangalore	Inorganic and Physical Chemistry
18.	Metallurgical Engineering	Banaras Hindu University	Physical and Mechanical Metallurgy
19.	Biophysics	Indian Institute of Science, Bangalore	Molecular Biophysics

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## APPENDIX XIV

### List of Centres of Advanced Study in Humanities and Social Sciences

<i>Sl. No.</i>	<i>Subject</i>	<i>University</i>	<i>Thurst Area(s)</i>
1	2	3	4
1.	Economics	Department of Economics Bombay University, Bombay	Public Finance and Industrial Economics
2.	Economics	Department of Economics Delhi University, Delhi	Economics of Develop- ment and Economic History
3.	Economics	Gokhale Institute of Politics and Economics, Poona University, Poona	Agricultural Economics
4.	Linguistics	Department of Linguistics Annamalai University	Dravidian Linguistics
5.	Education	Department of Education M.S. University of Baroda	Educational Research
6.	Philosophy	Department of Philosophy Madras University, Madras	Advaita and Allied System of Philosophy
7.	Sanskrit	Department of Sanskrit Poona University, Poona	Sanskrit Literature
8.	History	Department of History Aligarh Muslim University	Medieval Indian History
9.	Sociology	Department of Sociology Delhi University	Sociology
10.	Psychology	Department of Psychology Utkal University, Bhubaneswar	Educational and Social Psychology

## APPENDIX XV

### List of Departments of Special Assistance in Science Subjects

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>
Chemistry	(1) Allahabad	(i) Fast reaction kinetics (ii) Natural products and Synthetics Organic Chemistry (iii) Structural Chemistry
	(2) Calcutta	Natural products
	(3) Osmania	Natural products
	(4) Panjab	Organic, Inorganic and Physical Chemistry
	(5) Poona	Organic, Inorganic and Physical Chemistry
	(6) Rajasthan	(i) Structural aspect of Organometallic compounds
		(ii) Homogeneous Catalyst (iii) Organic compounds as Biocides (iv) Chemistry of Nitrogen Ligand (v) Kinetics and Electro-Organic reactions
	(7) Sardar Patel	Polymer Chemistry
	(8) I.I.Sc., Bangalore	Solid State Structural Chemistry
	(9) I.I.Sc., Bangalore	Organic Chemistry
	(10) Madras	Organic Chemistry
	(11) Hyderabad	Organic Chemistry
(12) Jadavpur	Organic, Inorganic and Physical Chemistry	
Bio-Chemistry	(1) Lucknow	Bio-chemistry and Metabolism of angiosperm parasite including host parasite interaction
	(2) M.S.U., 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 and experimental solid state physics
		(ii) Physics of collision process
	(4) Panjab	Nuclear physics
	(5) I.I.Sc., Bangalore	Condensed matter physics
(6) B.H.U.	(i) Physics of material	
	(ii) Theoretical physics	

## APPENDIX XV (Contd.)

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>	
Physics (Contd.)	(7) A.M.U.	(i) Theoretical Nuclear Physics with Interacting Experimental Physics (ii) Laser Raman Spectroscopy (iii) Digital Signal Processing Techniques	
	(8) Madras	Crystallography and Biophysics	
Mathematics	(1) Bangalore	Fluid Mechanics	
	(2) Jadavpur	Applied and pure Algebra	
	(3) A.M.U.	Algebra, Analysis	
	(4) Madurai	Algebra, Number theory, Analysis	
Statistics	(1) Poona	Probability Theory, Stochastic Process, Applied Probability, Statistical Inference	
Botany	(1) Andhra	Cytogenetics	
	(2) Lucknow	Plant Nutrition	
	(3) Patna	Cytogenetics and Plant Breeding	
	(4) Kalyani	Molecular Taxonomy	
Zoology	(1) B.H.U.	(i) Cell Physiology and Biochemistry (ii) Cytogenetics (iii) Reproductive Biology	
	(2) Calcutta	Entomology and fisheries	
	(3) Marathwada	Comparative Animal Physiology and Invertebrate Endocrinology	
	(4) Mysore	(i) Population Genetics and Metagenetics (ii) Reproductive Biology	
	(5) Panjab	(i) Aquatic 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	
	Bio-Sciences (Interdisciplinary)	(1) Madurai	(i) Biochemistry and Molecular Biology (ii) Developmental Biology and Immunology (iii) Animal Physiology (iv) Microbiology

**APPENDIX XV (Contd.)**

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area (s)</i>
Bio-Sciences ( <i>Contd.</i> )	(1) Madurai	(v) Plant Physiology and Environmental Biology (vi) Cell Biology (vii) Reproductive Physiology (viii) Plant genetics
	(2) M.S.U., Baroda	Microbiology
	(3) B.H.U., (I.M.S.)	Molecular Biology
	(4) Saurashtra	Environmental Biology and Ecosystems
	(5) Kerala	Aquatic Biology and Fisheries
Geology	(1) Andhra	Marine Geology
	(2) Jadavpur	Economic Geology
	(3) Roorkee	(i) Engineering Geology (ii) Engineering Geophysics (iii) Engineering Geohydrology
	(4) M.S.U.	Quaternary Geology (Basic and Applied)
	(5) Mysore	Stratigraphy and Palaeontology
Geography	(1) A.M.U.	(i) Population geography (ii) Land use and agricultural Geography
	(2) Osmania	Applied Geography
Engineering	(1) Anna	Chemical Engineering
	(2) Roorkee	Civil Engineering
	(3) I.I.Sc., Bangalore	Electrical Engineering
	(4) Roorkee	Earthquake Engineering
	(5) Jadavpur	Production Engineering
	(6) I.I.Sc., Bangalore	Metallurgy
	(7) Jadavpur	Electrical Engineering
	(8) I.I.Sc.	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
Pharmacy	(1) Nagpur	Pharmacy
	(2) Panjab	Pharmacy



## APPENDIX XVI

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

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>
1	2	3
Economics	(1) Andhra	(i) Agricultural Economics and Co-operation (ii) Regional and Urban Economics (iii) Public Economics
	(2) Calcutta	(i) Urban Economics
	(3) Punjabi	(i) Regional Economics (ii) Economics of Socialism
	(4) Presidency College	(i) Indian Economy
	(5) Osmania	-----
	(6) Sri Venkateswara	(i) Labour Economics (ii) Agricultural Economics
	(7) Madras	(i) Economics of applied welfare and applied development (ii) Growth processes of Indian Economy
	(8) M.S. University of Baroda	
History	(9) Patna	(i) Socio-Economic History of Medieval India with special emphasis on urban problems
	(10) M.S. University, Baroda	(i) Medieval Archaeology and History of Western India (ii) Medieval Art, Archaeology, Epigraphy and Numismatics
	(11) Allahabad	(i) Socio-Economic History of India (ii) Archaeology
	(12) Calcutta	(i) Economic History of Modern India (ii) Modern Indian History with reference to Agrarian History, Social History and Intellectual History
	(13) Mysore	(i) Pre-modern and Modern South Indian History with particular reference to Socio-Economics History of the region
Philosophy	(14) Rajasthan	(i) Logic and Philosophy of Science (ii) Indian Philosophy (iii) Philosophy of Law
	(15) Jadavpur	(i) Theory of Knowledge and Reality Indian and Western (ii) Logic and Language Indian and Western

## APPENDIX XVI (Contd.)

1	2	3
Philosophy ( <i>Contd.</i> )	(15) Jadavpur	<ul style="list-style-type: none"> <li>(iii) Ethics, Religion, Social and Political Philosophy, Indian and Western</li> <li>(iv) Philosophy of mind-Indian and Western</li> </ul>
Political Science	(16) Rajasthan  (17) M.S. University of Baroda	<ul style="list-style-type: none"> <li>(i) Indian Political Tradition and Contemporary Political Structure and Processes in India</li> <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 and contemporary and projected dimensions of the International legal order</li> <li>(iv) Strategic studies, defence analysis</li> <li>(v) Conflict analysis and peace research studies</li> </ul>
Psychology	(18) Allahabad	<ul style="list-style-type: none"> <li>(i) Applied and Experimental Social Psychology</li> <li>(ii) Organisational Psychology</li> </ul>
Sociology	(19) Panjab University (20) Ravi Shankar	Continuity change in folklore and traditional culture in the following aspects:  <ul style="list-style-type: none"> <li>(i) Study of traditional folk culture</li> <li>(ii) Study of elite tradition</li> <li>(iii) Dynamics of Indian Society</li> </ul>
Anthropology	(21) Ranchi	<ul style="list-style-type: none"> <li>(i) Advanced anthropological theory and Methodology</li> <li>(ii) Meco Analysis, quantification methods and System analysis</li> </ul>
Linguistics	(22) Osmania	<ul style="list-style-type: none"> <li>(i) Historical and Comparative method (Indo-Aryans and Dravidians).</li> <li>(ii) Phonetics (Linguistic and Experimental)</li> <li>(iii) Contact and Convergence study</li> </ul>

**APPENDIX XVI (Contd.)**

1	2	3
Linguistics ( <i>Contd.</i> )	(22) Osmania	(iv) Socio-Linguistics and Applied Socio-Linguistics with special reference to language teaching Literacy and Translation (v) Psycho-linguistics
Archaeology	(23) Deccan College	(i) Pre-historic and proto-historic Archaeology (ii) Evaluation of the patterns of adaptations of prehistoric human society to local environment (iii) Re-construction of paleo environment by extensive field work
Gujarati	(24) S.N.D.T.	(i) Modern Gujarati literature
Hindi	(25) S.P. University	(i) Linguistics and linguistic approach to literature (ii) Comparative literature. (iii) Drama and Dramaturgy
Bengali	(26) Burdwan	(i) Language and Culture of Rarh (ii) Comparative study of the literature of Eastern Indian Languages (iii) Modern Bengali Poetry Structural Stylistics study (iv) 19th Century Bengali literature
Kannada	(27) Mysore	(i) Comparative literature (ii) Classical studies (iii) Folklore

## APPENDIX XVII

### List of Departmental Research Support Projects in Science Subjects

<i>Subject</i>	<i>University</i>	<i>Thrust Area(s)</i>
1	2	3
Chemistry	(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 and Stereo Chemistry
	(4) M.S. University of Baroda	Synthetic organic and Coordination Chemistry Ion Exchange liquid crystals
	(5) Jodhpur	Physical Chemistry-Electrochemistry
	(6) Guru Nanak Dev	Chemistry
Physics	(1) Osmania	Solid State Physics
	(2) Rajasthan	Material Physics
	(3) Karnataka	(a) Life time and spectral measurement of Molecules and condensed matter (b) Transport studies in organic and amorphous Semiconductors
	(4) Sri Venkateswara	Solid State Physics
Botany	(1) Jodhpur	(i) Plant tissue culture (ii) Ecology and Texonomy of desert plants
	(2) Kerala	Studies on coastal Ecosystem of Kerala in relation of fisheries
	(3) Allahabad	Plant Physiology, Morphology and Mycology
	(4) Sri Venkateswara	Plant Physiology
	(5) Mysore	Seed Pathology
	(6) Saugar	Mycology, Plant Pathology and Microbiology
	(7) M.S. University of Baroda	Development Physiology
	(8) Rajasthan	Plant Pathology, Physiology and Biochemistry
	(9) Sardar Patel	Plant Anatomy
Genetics	(1) Osmania	Plant Genetics

## APPENDIX XVI

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

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>
1	2	3
Economics	(1) Andhra	(1) Agricultural Economics and Co-operation (ii) Regional and Urban Economics (iii) Public Economics
	(2) Calcutta	(i) Urban Economics
	(3) Punjabi	(i) Regional Economics (ii) Economics of Socialism
	(4) Presidency College	(i) Indian Economy
	(5) Osmania	
	(6) Sri Venkateswara	(i) Labour Economics (ii) Agricultural Economics
	(7) Madras	(i) Economics of applied welfare and applied development (ii) Growth processes of Indian Economy
	(8) M.S. University of Baroda	
History	(9) Patna	(i) Socio-Economic History of Medieval India with special emphasis on urban problems
	(10) M.S. University, Baroda	(i) Medieval Archaeology and History of Western India (ii) Medieval Art, Archaeology, Epigraphy and Numismatics
	(11) Allahabad	(i) Socio-Economic History of India (ii) Archaeology
	(12) Calcutta	(i) Economic History of Modern India (ii) Modern Indian History with reference to Agrarian History, Social History and Intellectual History
	(13) Mysore	(i) Pre-modern and Modern South Indian History with particular reference to Socio-Economics History of the region
Philosophy	(14) Rajasthan	(i) Logic and Philosophy of Science (ii) Indian Philosophy (iii) Philosophy of Law
	(15) Jadavpur	(i) Theory of Knowledge and Reality Indian and Western (ii) Logic and Language Indian and Western

## APPENDIX XVI (Contd.)

1	2	3
Philosophy (Contd.)	(15) Jadavpur	(iii) Ethics, Religion, Social and Political Philosophy, Indian and Western (iv) Philosophy of mind-Indian and Western
Political Science	(16) Rajasthan  (17) M.S. University of Baroda	(i) Indian Political Tradition and Contemporary Political Structure and Processes in India (i) International relations theory/ International Political Economy World-over Studies (ii) Comparative foreign policy studies with particular emphasis on Indian Foreign Policy analysis (iii) International organisations and contemporary and projected dimensions of the International legal order (iv) Strategic studies, defence analysis (v) Conflict analysis and peace research studies
Psychology	(18) Allahabad	(i) Applied and Experimental Social Psychology (ii) Organisational Psychology
Sociology	(19) Panjab University (20) Ravi Shankar	Continuity change in folklore and traditional culture in the following aspects:  (i) Study of traditional folk culture (ii) Study of elite tradition (iii) Dynamics of Indian Society
Anthropology	(21) Ranchi	(i) Advanced anthropological theory and Methodology (ii) Meco Analysis, quantification methods and System analysis
Linguistics	(22) Osmania	(i) Historical and Comparative method (Indo-Aryans and Dravidians). (ii) Phonetics (Linguistic and Experimental) (iii) Contact and Convergence study

## APPENDIX XV (Contd.)

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area (s)</i>
Physics (Contd.)	(7) A.M.U.	(i) Theoretical Nuclear Physics with Interacting Experimental Physics (ii) Laser Raman Spectroscopy (iii) Digital Signal Processing Techniques
	(8) Madras	Crystallography and Biophysics
Mathematics	(1) Bangalore	Fluid Mechanics
	(2) Jadavpur	Applied and pure Algebra
	(3) A.M.U.	Algebra, Analysis
	(4) Madurai	Algebra, Number theory, Analysis
Statistics	(1) Poona	Probability Theory, Stochastic Process, Applied Probability, Statistical Inference
Botany	(1) Andhra	Cytogenetics
	(2) Lucknow	Plant Nutrition
	(3) Patna	Cytogenetics and Plant Breeding
	(4) Kalyani	Molecular Taxonomy
Zoology	(1) B.H.U.	(i) Cell Physiology and Biochemistry (ii) Cytogenetics (iii) Reproductive Biology
	(2) Calcutta	Entomology and fisheries
	(3) Marathwada	Comparative Animal Physiology and Invertebrate Endocrinology
	(4) Mysore	(i) Population Genetics and Metagenetics (ii) Reproductive Biology
	(5) Panjab	(i) Aquatic 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
Bio-Sciences (Interdisciplinary)	(1) Madurai	(i) Biochemistry and Molecular Biology (ii) Developmental Biology and Immunology (iii) Animal Physiology (iv) Microbiology

**APPENDIX XV (Contd.)**

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area (s)</i>
Bio-Sciences ( <i>Contd.</i> )	(1) Madurai	(v) Plant Physiology and Environmental Biology (vi) Cell Biology (vii) Reproductive Physiology (viii) Plant genetics
	(2) M.S.U., Baroda	Microbiology
	(3) B.H.U., (I.M.S.)	Molecular Biology
	(4) Saurashtra	Environmental Biology and Ecosystems
	(5) Kerala	Aquatic Biology and Fisheries
Geology	(1) Andhra	Marine Geology
	(2) Jadavpur	Economic Geology
	(3) Roorkee	(i) Engineering Geology (ii) Engineering Geophysics (iii) Engineering Geohydrology
	(4) M.S.U.	Quaternary Geology (Basic and Applied)
	(5) Mysore	Stratigraphy and Palaeontology
Geography	(1) A.M.U.	(i) Population geography (ii) Land use and agricultural Geography
	(2) Osmania	Applied Geography
Engineering	(1) Anna	Chemical Engineering
	(2) Roorkee	Civil Engineering
	(3) I.I.Sc., Bangalore	Electrical Engineering
	(4) Roorkee	Earthquake Engineering
	(5) Jadavpur	Production Engineering
	(6) I.I.Sc., Bangalore	Metallurgy
	(7) Jadavpur	Electrical Engineering
	(8) I.I.Sc.	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
Pharmacy	(1) Nagpur	Pharmacy
	(2) Panjab	Pharmacy



## APPENDIX XIV

### List of Centres of Advanced Study in Humanities and Social Sciences

<i>Sl. No.</i>	<i>Subject</i>	<i>University</i>	<i>Thurst Area(s)</i>
1	2	3	4
1.	Economics	Department of Economics Bombay University, Bombay	Public Finance and Industrial Economics
2.	Economics	Department of Economics Delhi University, Delhi	Economics of Develop- ment and Economic History
3.	Economics	Gokhale Institute of Politics and Economics, Poona University, Poona	Agricultural Economics
4.	Linguistics	Department of Linguistics Annamalai University	Dravidian Linguistics
5.	Education	Department of Education M.S. University of Baroda	Educational Research
6.	Philosophy	Department of Philosophy Madras University, Madras	Advaita and Allied System of Philosophy
7.	Sanskrit	Department of Sanskrit Poona University, Poona	Sanskrit Literature
8.	History	Department of History Aligarh Muslim University	Medieval Indian History
9.	Sociology	Department of Sociology Delhi University	Sociology
10.	Psychology	Department of Psychology Utkal University, Bhubaneswar	Educational and Social Psychology

## APPENDIX XV

### List of Departments of Special Assistance in Science Subjects

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>	
Chemistry	(1) Allahabad	(i) Fast reaction kinetics (ii) Natural products and Synthetics Organic Chemistry (iii) Structural Chemistry	
	(2) Calcutta	Natural products	
	(3) Osmania	Natural products	
	(4) Panjab	Organic, Inorganic and Physical Chemistry	
	(5) Poona	Organic, Inorganic and Physical Chemistry	
	(6) Rajasthan		(i) Structural aspect of Organometallic compounds (ii) Homogeneous Catalyst
			(iii) Organic compounds as Biocides (iv) Chemistry of Nitrogen Ligand (v) Kinetics and Electro-Organic reactions
	(7) Sardar Patel	Polymer Chemistry	
	(8) I.I.Sc., Bangalore	Solid State Structural Chemistry	
	(9) I.I.Sc., Bangalore	Organic Chemistry	
	(10) Madras	Organic Chemistry	
	(11) Hyderabad	Organic Chemistry	
(12) Jadavpur	Organic, Inorganic and Physical Chemistry		
Bio-Chemistry	(1) Lucknow	Bio-chemistry and Metabolism of angiosperm parasite including host parasite interaction	
	(2) M.S.U., 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 and experimental solid state physics (ii) Physics of collision process
			Nuclear physics
	(4) Panjab	Nuclear physics	
	(5) I.I.Sc., Bangalore	Condensed matter physics	
(6) B.H.U.		(i) Physics of material (ii) Theoretical physics	

## APPENDIX XV (Contd.)

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area (s)</i>
Physics (Contd.)	(7) A.M.U.	(i) Theoretical Nuclear Physics with Interacting Experimental Physics (ii) Laser Raman Spectroscopy (iii) Digital Signal Processing Techniques
	(8) Madras	Crystallography and Biophysics
Mathematics	(1) Bangalore	Fluid Mechanics
	(2) Jadavpur	Applied and pure Algebra
	(3) A.M.U.	Algebra, Analysis
	(4) Madurai	Algebra, Number theory, Analysis
Statistics	(1) Poona	Probability Theory, Stochastic Process, Applied Probability, Statistical Inference
Botany	(1) Andhra	Cytogenetics
	(2) Lucknow	Plant Nutrition
	(3) Patna	Cytogenetics and Plant Breeding
	(4) Kalyani	Molecular Taxonomy
Zoology	(1) B.H.U.	(i) Cell Physiology and Biochemistry (ii) Cytogenetics (iii) Reproductive Biology
	(2) Calcutta	Entomology and fisheries
	(3) Marathwada	Comparative Animal Physiology and Invertebrate Endocrinology
	(4) Mysore	(i) Population Genetics and Metagenetics (ii) Reproductive Biology
	(5) Panjab	(i) Aquatic 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
Bio-Sciences (Interdisciplinary)	(1) Madurai	(i) Biochemistry and Molecular Biology (ii) Developmental Biology and Immunology (iii) Animal Physiology (iv) Microbiology

## APPENDIX XV (Contd.)

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area (s)</i>
Bio-Sciences ( <i>Contd.</i> )	(1) Madurai	(v) Plant Physiology and Environmental Biology (vi) Cell Biology (vii) Reproductive Physiology (viii) Plant genetics
	(2) M.S.U., Baroda	Microbiology
	(3) B.H.U., (I.M.S.)	Molecular Biology
	(4) Saurashtra	Environmental Biology and Ecosystems
	(5) Kerala	Aquatic Biology and Fisheries
Geology	(1) Andhra	Marine Geology
	(2) Jadavpur	Economic Geology
	(3) Roorkee	(i) Engineering Geology (ii) Engineering Geophysics (iii) Engineering Geohydrology
	(4) M.S.U.	Quaternary Geology (Basic and Applied)
	(5) Mysore	Stratigraphy and Palaeontology
Geography	(1) A.M.U.	(i) Population geography (ii) Land use and agricultural Geography
	(2) Osmania	Applied Geography
Engineering	(1) Anna	Chemical Engineering
	(2) Roorkee	Civil Engineering
	(3) I.I.Sc., Bangalore	Electrical Engineering
	(4) Roorkee	Earthquake Engineering
	(5) Jadavpur	Production Engineering
	(6) I.I.Sc., Bangalore	Metallurgy
	(7) Jadavpur	Electrical Engineering
	(8) I.I.Sc.	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
Pharmacy	(1) Nagpur	Pharmacy
	(2) Panjab	Pharmacy

## APPENDIX XVI

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

<i>Subject</i>	<i>University/Institution</i>	<i>Thrust Area(s)</i>
1	2	3
Economics	(1) Andhra	(1) Agricultural Economics and Co-operation (ii) Regional and Urban Economics (iii) Public Economics
	(2) Calcutta	(i) Urban Economics
	(3) Punjabi	(i) Regional Economics (ii) Economics of Socialism
	(4) Presidency College	(i) Indian Economy
	(5) Osmania	
	(6) Sri Venkateswara	(i) Labour Economics (ii) Agricultural Economics
	(7) Madras	(i) Economics of applied welfare and applied development (ii) Growth processes of Indian Economy
	(8) M.S. University of Baroda	
History	(9) Patna	(i) Socio-Economic History of Medieval India with special emphasis on urban problems
	(10) M.S. University, Baroda	(i) Medieval Archaeology and History of Western India (ii) Medieval Art, Archaeology, Epigraphy and Numismatics
	(11) Allahabad	(i) Socio-Economic History of India (ii) Archaeology
	(12) Calcutta	(i) Economic History of Modern India (ii) Modern Indian History with reference to Agrarian History, Social History and Intellectual History
	(13) Mysore	(i) Pre-modern and Modern South Indian History with particular reference to Socio-Economics History of the region
Philosophy	(14) Rajasthan	(i) Logic and Philosophy of Science (ii) Indian Philosophy (iii) Philosophy of Law
	(15) Jadavpur	(i) Theory of Knowledge and Reality Indian and Western (ii) Logic and Language Indian and Western

**APPENDIX XVI (Contd.)**

1	2	3
Philosophy ( <i>Contd.</i> )	(15) Jadavpur	(iii) Ethics, Religion, Social and Political Philosophy, Indian and Western (iv) Philosophy of mind-Indian and Western
Political Science	(16) Rajasthan  (17) M.S. University of Baroda	(i) Indian Political Tradition and Contemporary Political Structure and Processes in India (i) International relations theory/ International Political Economy World-over Studies (ii) Comparative foreign policy studies with particular emphasis on Indian Foreign Policy analysis (iii) International organisations and contemporary and projected dimensions of the International legal order (iv) Strategic studies, defence analysis (v) Conflict analysis and peace research studies
Psychology	(18) Allahabad	(i) Applied and Experimental Social Psychology (ii) Organisational Psychology
Sociology	(19) Panjab University (20) Ravi Shankar	Continuity change in folklore and traditional culture in the following aspects:  (i) Study of traditional folk culture (ii) Study of elite tradition (iii) Dynamics of Indian Society
Anthropology	(21) Ranchi	(i) Advanced anthropological theory and Methodology (ii) Meco Analysis, quantification methods and System analysis
Linguistics	(22) Osmania	(i) Historical and Comparative method (Indo-Aryans and Dravidians). (ii) Phonetics (Linguistic and Experimental) (iii) Contact and Convergence study

**APPENDIX XVI (Contd.)**

1	2	3
Linguistics ( <i>Contd.</i> )	(22) Osmania	(iv) Socio-Linguistics and Applied Socio-Linguistics with special reference to language teaching Literacy and Translation (v) Psycho-linguistics
Archaeology	(23) Deccan College	(i) Pre-historic and proto-historic Archaeology (ii) Evaluation of the patterns of adaptations of prehistoric human society to local environment (iii) Re-construction of paleo environment by extensive field work
Gujarati	(24) S.N.D.T.	(i) Modern Gujarati literature
Hindi	(25) S.P. University	(i) Linguistics and linguistic approach to literature (ii) Comparative literature. (iii) Drama and Dramaturgy
Bengali	(26) Burdwan	(i) Language and Culture of Rarh (ii) Comparative study of the literature of Eastern Indian Languages (iii) Modern Bengali Poetry Structural Stylistics study (iv) 19th Century Bengali literature
Kannada	(27) Mysore	(i) Comparative literature (ii) Classical studies (iii) Folklore

## APPENDIX XVII

### List of Departmental Research Support Projects in Science Subjects

<i>Subject</i>	<i>University</i>	<i>Thrust Area(s)</i>	
1	2	3	
Chemistry	(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 and Stereo Chemistry	
	(4) M.S. University of Baroda	Synthetic organic and Coordination Chemistry Ion Exchange liquid crystals	
	(5) Jodhpur (6) Guru Nanak Dev	Physical Chemistry-Electrochemistry Chemistry	
Physics	(1) Osmania (2) Rajasthan (3) Karnataka	Solid State Physics Material Physics (a) Life time and spectral measurement of Molecules and condensed matter (b) Transport studies in organic and amorphous Semiconductors	
	(4) Sri Venkateswara	Solid State Physics	
	Botany	(1) Jodhpur	(i) Plant tissue culture (ii) Ecology and Taxonomy of desert plants
		(2) Kerala	Studies on coastal Ecosystem of Kerala in relation of fisheries
(3) Allahabad		Plant Physiology, Morphology and Mycology	
(4) Sri Venkateswara		Plant Physiology	
(5) Mysore		Seed Pathology	
(6) Saugar		Mycology, Plant Pathology and Microbiology	
(7) M.S. University of Baroda		Development Physiology	
(8) Rajasthan		Plant Pathology, Physiology and Biochemistry	
(9) Sardar Patel		Plant Anatomy	
Genetics	(1) Osmania	Plant Genetics	



**APPENDIX XVII (Contd.)**

1	2	3
Zoology	(1) Poona  (2) Kalyani (3) Aligarh Muslim (4) Gujarat (5) Cochin  (6) M.S. University of Baroda	Cellular and Biochemical parameters of growth and fertilization in developing Cytology, Cell Biology and Fishers Nematology Cell Biology Marine Science—Physical Oceanography and Marine Geology and Industrial Fisheries Developmental Physiology/Biology
Bio-Sciences (Interdisciplinary)	(1) Amednagar College (2) Indore  (3) Indian Institute of Science, Bangalore	Biochemistry Life Sciences (i) Plant Physiology/Reproductive Physiology and Endocrinology Microbiology and Cell Biology (i) Genetics and Molecular Biology (ii) Basic & Applied Microbiology (iii) Immunology
Geology	(1) Patna  (2) Osmania (3) Indian School of Mines, Dhanbad	Systematic Geochemical Exploration and Geochemistry of ground water Geophysics Geology/Geophysics
Geography	(1) Banaras Hindu (2) Panjab  (3) Calcutta	Geography (i) Migrational trends in Bist-Doab (ii) Unemployment and under employment in rural Panjab (iii) Population Geography of Scheduled Castes in India Integrated study in land use
Engineering and Technology	(1) Andhra  (2) Andhra  (3) Roorkee (4) Roorkee	Chemical Engineering (corrosion Engineering) Mechanical Engineering (i) Heat Transfer (ii) Machine design (iii) Industrial Engineering and Fluid power control (iv) Metallurgy/material research Electrical Engineering Electronics and Communication (i) Gallium Arsenide technology

## APPENDIX XVII (Contd.)

1	2	3
Engg. & Techn. (Contd.)	(4) Roorkee	(ii) Microwave propagation and power sources
	(5) Roorkee	Metallurgy (i) Thermodynamics (ii) Metal Casting technology
Mathematics	(1) Roorkee	(i) Solid Mechanics and Vibrations
		(ii) Fluid mechanics and magneto Hydrodynamics
		(iii) Astrophysics and Cosmology
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

## APPENDIX XVIII

### List of Departmental Research Support Projects in Humanities and Social Sciences

<i>Sl. No.</i>	<i>University</i>	<i>Subject</i>	<i>Thrust Area(s)</i>
1	2	3	4
1.	Marathwada	Marathi	(i) Ancient Literature (ii) Modern Literature (iii) Folk Literature
2.	Sambalpur	Oriya	(i) Folk Literature (ii) Comparative Literature (iii) Modern Literature
3.	Gauhati	Assamese	(i) Assamese Language (ii) Culture and Literature including study of dialects, folklores and manuscript
4.	B.H.U.	Music and Musicology	(i) Hindustani Music vocal and instrumental (ii) Melodic Analysis

## APPENDIX XIX

### Departments supported under Science and Technology Infrastructure Development Programme (COSIST) during the years 1983-84 and 1984-85

Sl. No.	Name of the Department University/Institution	COSIST support provided for strengthening of PG Education	Research in the following thrust area(s)
1	2	3	4

#### PHYSICS

1.	Deptt. of Radiophysics & Electronics, Calcutta University	—	Solid State and Electronic devices, Micro-electronics techniques, Fabrication of IMPATT diodes including establishment of a mm wave laboratory and photo-voltaic devices
2.	Deptt. of Physics Panjab University	PG Education	Experimental Nuclear Physics Solid State Physics
3.	Deptt. of Physics University of Poona	PG Education	—
4.	Deptt. of Physics Indian Institute of Science Bangalore		Crystal Growth and material preparation/characterisation
5.	Deptt. of Physics Banaras Hindu University	PG Education	Physics of Materials with particular ref. to Synthesis, Crystal growth and characterisation of crystals; lasers and Molecular Photo-physics
6.	School of Physics University of Madras	PG Education	Nuclear and Theoretical Physics

#### CHEMISTRY

7.	Deptt. of Chemistry Panjab University	PG Education	Organic and Physical Chemistry
8.	Solid State and Structural Chemistry Indian Institute of Science Bangalore	—	Solid State and Structural Chemistry
9.	Deptt. of Chemistry University of Delhi	PG Education	Synthesis and Structural Organic Chemistry with particular ref.

## APPENDIX XIX (Contd.)

1	2	3	4
9. (Contd.)			to biologically active compounds, peptides etc. Physical Chemistry with particular ref. to studies of micelles and instrumentation
10.	School of Chemistry	PG Education	Organic Synthesis
11.	Deptt. of Chemistry Jodhpur University	PG Education	Phytochemistry of Arid Zone Plants, Soil Chemistry and Physical Chemistry
12.	Deptt. of Chemistry University of Madras	--	Inorganic Chemistry
13.	Deptt. of Chemistry University of Poona	PG Education	Radiation and Nuclear Chemistry
14.	Deptt. of Chemistry Rajasthan University	PG Education	Organometallic Chemistry and Organofluorine Chemistry
15.	Deptt. of Organic Chemistry Indian Institute of Science Bangalore	--	Organic Chemistry
<b>BIO-SCIENCES</b>			
16.	Deptt. of Bio-Chemistry Institute of Med. Sciences Banaras Hindu University	--	Molecular Biology and Genetic Engineering
17.	Deptt. of Botany Calcutta University	--	Cell Biology, Chromosome Research
18.	School of Life Sciences Jawaharlal Nehru University	PG Education	Radiation Biology, Tissue Culture and Molecular Biology including Genetic Engineering.
19.	School of Bio-Sciences Madurai Kamraj University	PG Education	Molecular Genetics, Immunology, Plant Pathology and Plant Physiology
20.	Deptt. of Micro biology MS University of Baroda	PG Education	Industrial Micro biology and Microbial Genetics
21.	PG School of Biological Studies Ahmednagar Col- lege (Poona University)	PG Education	Evolutionary Genetics

## APPENDIX XIX (Contd.)

1	2	3	4
22.	Deptt. of Bio-chemistry Osmania University	PG Education	Chemistry and Bio-Chemistry of Amino Acids, Peptides and Proteins, Metal toxicity and fungal metabolism
23.	Entomology Research Institute Loyola College Madras (Madras Univ.)	-	Host specificity in relation to Insect-Plant interaction
24.	Deptt. of Micro-biology & Cell Biology Indian Instt. of Science Bangalore	-	Gene structure, organisation and functions in micro-organism and Eukaryotes Microbial metabolism and applied microbiology Immunology of pathogenic organism, tumor immunology immuno-diognostic technology
25.	Deptt. of Bio-chemistry Indian Institute of Science Bangalore	-	Lipids and Biomembranes, Molecular Endocrinology, Neurochemistry and Bioenergetics Protein structure and enzymology
<b>GEO-SCIENCES</b>			
26.	Deptt. of Geology Presidency College Calcutta	PG Education	Study of Crustal evolution and metalogenesis in some pre-cambrian shield
27.	Deptt. of Geology Gauhati University	PG Education	Petrology (Sedimentary, metamorphic, Igneous and coal)
28.	Deptt. of Geology Kumaon University	PG Education	Geohydrological, Geomorphological and environmental investigation of the Gaula river in the outer lesser Himalaya Natural resources and environmental degradation assessment through remote sensing of the outer ranges of lesser Himalaya
29.	Deptt. of Geology M.S. University of Baroda	PG Education	Quaternary Geology
30.	Deptt. of Earth Sciences University of Roorkee	PG Education	Engineering Geophysics, Engineering Geohydrology, Engineering Geology

## APPENDIX XIX (Contd.)

1	2	3	4
<b>MATHEMATICS</b>			
31.	Deptt. of Mathematics Panjab University	PG Education	Number theory, Algebra Analysis (Pure Mathematics. Deptt.) Magneto hydrodynamics (Applied Mathematics Department)
<b>ENGINEERING/TECHNOLOGY</b>			
32.	Civil Engineering Deptt. University of Roorkee	PG Education	Transportation Engineering Environmental Engineering Remote Sensing and Photogram- metric Engineering General facilities for Teaching and Research
33.	Deptt. of Chemical Engineering Anna University	PG Education	Process Development Transport Processes Crystal Growth
34.	Department of Chemical Technology Division of Chemical Engineering University of Bombay	PG Education	Multiphase reactions Multiphase reactors Separation Processes
35.	Deptt. of Electrical Engineering Indian Institute of Science Bangalore	PG Education	Power Electronics and Drives Remote sensing, Signal & Image processing General facilities for PG Education and Research
36.	Deptt. of Electronics Engineering Institute of Technology Banaras Hindu University	PG Education	Microwave Engineering Commu- nication System Engineering  General facilities for PG Educa- tion and Research both
37.	Deptt. of Earthquake Engineering University of Roorkee	PG Education	Structural Dynamics Soil and Rock Dynamics Engineering Seismology and Seismotectonics
38.	Deptt. of Electrical Communication Engineering Indian Institute of Science Bangalore	PG Education	Computer—software, hardware and optical communication, digital circuits

**APPENDIX XX**

**Statement showing Grants paid to Universities during 1984-85 (Major Head-wise)  
under Plan and Section III**

Sl. No.	Name of University	Humanities	Science	Engg. & Tech.	S.A.C.C.	Development of colleges	Miscellaneous Scheme	Miscellaneous expenditure	Total	Section III Specific purpose	Grand Total
		A	B	CA	CB	D	E	F			
1	2	3	4	5	6	7	8	9	10	11	
<b>CENTRAL UNIVERSITIES</b>											
1.	Aligarh	11.70	49.78	13.37	--	0.22	264.27	0.33	339.67	0.50	340.17
2.	Banaras	25.41	64.26	33.06	84.04	0.97	133.88	0.16	341.78	0.09	341.87
3.	Delhi	40.62	129.97 *0.01	2.30	21.98	1.83	222.13 *0.21	0.67	419.50 *0.22	223.05	642.55 *0.22
4.	Hyderabad	64.10	84.32	--	--	0.25	68.14	--	216.81	0.42	217.23
5.	Jawahar Lal Nehru	78.05	112.47	--	5.80	0.31	132.43	0.85	329.91	--	329.91
6.	N.E.H.U.	41.53	149.30	--	--	0.71	276.62	0.02	468.18	-	468.18
7.	Visva-Bharati	24.68	3.70 *0.05	--	--	0.24	16.67	0.06	45.35 *0.05	--	45.35 *0.05
	<b>Total</b>	<b>286.09</b>	<b>593.80</b> *0.06	<b>48.73</b>	<b>111.82</b> 21	<b>4.53</b>	<b>1,114.14</b> *0.21	<b>2.09</b>	<b>2,161.20</b> *0.27	<b>224.06</b>	<b>2,385.26</b> *0.27

\*By Adjustment



**APPENDIX XX (Contd.)**

<i>Sl. No.</i>	<i>Institution deemed to be University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11	12
1.	B.I.T.S. Pilani	—	0.72	31.00	—	—	5.00	—	36.72	0.35	37.07
2.	CIEFL Hyderabad	—	—	—	—	0.32	40.81	0.15	41.28	—	41.28
							*0.02		*0.02		*0.02
3.	Dayalbagh Education Institute	3.50	15.36	7.20	—	—	5.83	—	31.89	—	31.89
4.	G.R.I.	2.50	0.22	—	—	—	4.07	—	6.79	0.13	6.92
5.	Gujarat Vidyapeeth	5.00	4.10	—	—	—	41.84	—	50.94	—	50.94
6.	Gurukul Kangri	6.50	3.04	—	—	—	6.30	—	15.84	—	15.84
7.	I.I.Sc. Bangalore	—	40.39	133.88	140.16	—	3.19	0.08	317.70	—	317.70
			*0.03						*0.13		*0.13
8.	IARI, New Delhi	—	—	—	—	—	0.10	—	0.10	—	0.10
9.	I.S.M., Dhanbad	—	0.08	6.80	—	0.08	0.87	0.02	7.85	—	7.85
10.	J.M.I., New Delhi	5.68	5.28	3.00	—	—	98.26	0.02	112.24	1.90	114.14
							*0.03		*0.03		*0.03
11.	School of Planning Architecture	—	—	—	—	—	0.20	—	0.20	—	0.20
12.	Shri Satya Sai Institute Higher Learning	2.53	2.82	—	—	—	8.02	—	13.37	—	13.37
13.	I.I.Sc., Bombay	9.19	—	—	—	0.16	6.68	—	16.03	—	16.03
14.	Banaras Mahilya Vidyapeeth	1.65	3.42	—	—	—	2.15	—	7.22	—	7.22
	<b>Total</b>	<b>36.55</b>	<b>75.43</b>	<b>181.88</b>	<b>140.16</b>	<b>0.56</b>	<b>56,223.32</b>	<b>0.27</b>	<b>658.17</b>	<b>2.38</b>	<b>660.55</b>
			*0.13				*0.05		*0.18		*0.18

(Tx)

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>ANDHRA PRADESH</b>										
A.P. Agril. University	—	0.05	—	—	—	—	—	0.04	—	0.04
Andhra University	10.44	31.70	17.68	—	5.38	19.88	0.08	85.16	0.35	85.51
Jawaharlal Nehru Tech. University	0.04	0.01	33.72	—	—	10.19	—	43.96	—	43.96
Kakatiya University	4.62	4.49	0.38	—	0.89	0.00	0.05	18.43	—	18.43
Nagarjuna University	2.14	4.13	—	—	1.81	15.57	0.18	23.83	—	23.83
Osmania University	7.75	12.24	7.86	36.33	3.37	16.16	0.02	83.73	0.10	83.83
Shri Krishna Devaraya	0.38	5.14	—	—	0.28	11.21	0.01	17.02	0.40	17.42
Sri Venkateswara	1.70	3.95	17.97	—	3.10	29.46	0.11	56.29	—	56.29
						*0.03		*0.03		*0.03
Total	27.07	61.70	77.61	36.33	14.83	110.47	0.45	328.46	0.85	329.31
						*0.31		*0.31		*0.31
<b>ASSAM</b>										
Dibrugarh University	—	0.89	—	—	0.19	9.47	0.15	10.70	—	10.70
Gauhati University	4.13	9.58	4.00	19.35	3.02	33.82	0.17	74.07	—	74.07
	*2.04							*2.04		*2.04
Total	4.13	10.47	4.00	19.35	3.21	33.29	0.32	84.77	—	84.77
	*2.04							*2.04		*2.04

\*By adjustment.

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>BIHAR</b>										
Bhagalpur University	2.62	3.32	---	---	0.26	12.20	---	18.40	---	18.40
Bihar University	1.65	14.27	---	---	0.20	10.79	---	26.91	---	26.91
K.S. Dharbhanga Sanskrit	4.85	---	---	---	---	0.35	---	5.20	---	5.20
Magadh University	0.14	0.51	---	---	0.60	11.42	---	12.67	0.08	12.75
L.N. Mithila University	---	---	---	---	0.07	0.86	---	0.93	---	0.93
Patna University	0.14	1.61	2.50	---	1.25	4.70	---	10.20	---	10.20
Ranchi University	9.99	5.89	---	---	0.25	10.73	0.27	37.13	---	37.13
<b>Total</b>	<b>19.39</b>	<b>35.60</b>	<b>2.50</b>	<b>---</b>	<b>2.63</b>	<b>51.05</b>	<b>0.27</b>	<b>111.44</b>	<b>0.08</b>	<b>111.52</b>
<b>GUJARAT</b>										
Gujarat University	0.91	2.00	---	---	0.37	13.85	0.18	17.31	---	17.31
						*0.12		*0.12		*0.12
Bhavnagar University	---	0.80	---	---	---	---	---	0.80	---	0.80
M.S. University of Baroda	7.18	5.26	3.31	25.96	0.08	10.55	0.15	52.49	---	52.49
	*1.20							*1.20		*1.20
Sardar Patel University	2.49	4.00	---	---	0.29	15.96	0.03	22.77	0.10	22.87
						*0.31		*0.31		*0.31
Saurashtra University	---	3.31	---	---	---	6.96	0.13	10.40	---	10.40
South Gujarat University	0.34	0.93	---	---	---	8.19	0.01	9.47	---	9.47
<b>Total</b>	<b>10.92</b>	<b>16.30</b>	<b>3.31</b>	<b>25.96</b>	<b>0.74</b>	<b>55.51</b>	<b>0.50</b>	<b>113.24</b>	<b>0.10</b>	<b>113.34</b>
	*1.20					*0.43		*1.63		*1.63

\*By adjustment

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>HARYANA</b>										
Haryana Agricultural Univ.	-	0.92	-	-	-	-	-	0.92	-	0.92
Kurukshetra University	4.51	6.18	-	-	1.43	7.04	0.04	19.20	0.50	19.70
Maharishi Dayanand Univ.	28.22	0.24	-	-	-	24.97	0.18	53.61	-	53.61
<b>Total</b>	<b>32.73</b>	<b>7.34</b>	<b>-</b>	<b>-</b>	<b>1.43</b>	<b>32.01</b>	<b>0.22</b>	<b>73.73</b>	<b>0.50</b>	<b>74.23</b>
<b>HIMACHAL PRADESH</b>										
Himachal Pradesh	3.35	4.87	-	-	0.31	2.16	-	10.69	-	10.69
<b>Total</b>	<b>3.35</b>	<b>4.87</b>	<b>-</b>	<b>-</b>	<b>0.31</b>	<b>2.16</b>	<b>-</b>	<b>10.69</b>	<b>-</b>	<b>10.69</b>
<b>JAMMU AND KASHMIR</b>										
Jammu University	-	14.96	-	-	0.35	10.01	0.02	25.34	-	25.34
Kashmir University	2.29	1.04	-	-	0.76	31.79	0.01	35.89	-	35.89
	*0.01							*0.01		*0.01
<b>Total</b>	<b>2.29</b>	<b>16.00</b>	<b>-</b>	<b>-</b>	<b>1.11</b>	<b>41.80</b>	<b>0.03</b>	<b>61.23</b>	<b>-</b>	<b>61.23</b>
	*0.01							*0.01		*0.01

\*By adjustment.

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>KARNATAKA</b>										
Bangalore University	16.02	13.34	---	---	0.28	5.00	---	34.64	---	34.64
Karnatak University	0.46	15.95	---	---	0.74	7.67	---	24.82	---	24.82
Mysore University	2.11	8.24	---	---	---	11.51	0.21	22.07	---	22.07
University of Agril. Science	---	---	---	---	---	0.01	0.02	0.01	---	0.01
<b>Total</b>	<b>18.59</b>	<b>37.53</b>	<b>---</b>	<b>---</b>	<b>1.02</b>	<b>24.18</b>	<b>0.23</b>	<b>81.55</b>	<b>---</b>	<b>81.55</b>
						<b>*0.11</b>		<b>*0.11</b>		<b>*0.11</b>
<b>KERALA</b>										
Calicut University	0.14	1.09	---	---	1.88	10.40	0.18	13.69	---	13.69
Cochin University	0.20	15.66	26.78	---	0.78	12.18	0.02	55.62	---	55.62
Kerala University	0.97	0.85	---	---	3.57	17.42	0.23	23.04	---	23.04
						<b>*0.05</b>		<b>*0.05</b>		<b>*0.05</b>
<b>Total</b>	<b>1.31</b>	<b>17.60</b>	<b>26.78</b>	<b>---</b>	<b>6.23</b>	<b>40.00</b>	<b>0.43</b>	<b>92.35</b>	<b>---</b>	<b>92.35</b>
						<b>*0.12</b>		<b>*0.12</b>		<b>*0.12</b>

\*By adjustment.

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>MANIPUR</b>										
Manipur University	21.50	8.85	—	—	—	4.45	-	34.80	—	34.80
Total	21.50	8.85	—	—	—	4.45	—	34.80	—	34.80
<b>MADHYA PRADESH</b>										
Awdesh Pratap Singh	—	4.02	—	—	—	16.84	—	20.86	-	20.86
Bhopal University	1.12	2.37	—	—	0.34	4.71	0.06	8.60	—	8.60
Indira Kala Sangeet	0.30	—	—	—	—	0.96	-	1.26	—	1.26
						*0.50		*0.50		*0.50
Devi Ahilya V.V.	0.07	3.78	—	—	—	6.40	-	10.25	-	10.25
Rani Durgavati V.V.	0.05	0.96	—	—	0.22	3.22	-	4.45	-	4.45
						*0.13		*0.13		*0.13
Jawaharlal Nehru Krishi Vidyalaya	—	0.06	—	—	—	—	—	0.06	—	0.06
Jiwaji University	—	0.74	—	—	—	6.01	—	6.75	—	6.75
Ravi Shankar University	2.50	0.94	—	—	0.08	6.98	0.03	10.53	—	10.53
Dr. H.S. Gour V.V.	3.00	7.02	2.55	—	0.94	16.06	0.02	29.59	-	29.59
						*0.07		*0.07		*0.07
Vikram University	0.76	3.22	—	—	1.92	19.54	0.01	25.45	-	25.45
						*0.23		*0.23		*0.23
Total	7.80	23.11	2.55	—	3.50	80.72	0.12	117.80	-	117.80
						*0.93		*0.93		*0.93

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**APPENDIX XX (Contd.)**

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<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>MAHARASHTRA</b>										
Bombay University	1.83	47.70	8.25	45.78	1.03	12.87	0.01	117.47		117.47
						*0.05		*0.05		*0.05
Marathwada University	1.87	3.22	--	--	3.09	2.07	0.17	10.42		10.42
		*0.80						*0.80		*0.80
Marathwada Krishi Nagpur University	--	0.01	--	--	--	--		0.01		0.01
	0.69	1.59	2.99	--	2.03	9.55		16.85		16.85
Poona University	1.23	10.75	--	27.78	4.27	14.84	0.28	59.15		59.15
		*0.02						*0.02		*0.02
S.N.D.T. Women's University	6.97	4.26	15.08	--	1.17	28.08	3.00	58.56	2.15	60.71
						*0.66		*0.66		*0.66
Shivaji University	0.38	3.67	--	--	4.35	12.91	0.04	21.35	0.35	21.70
		*0.30				*0.23		*0.53		*0.53
<b>Total</b>	<b>12.97</b>	<b>71.20</b>	<b>26.32</b>	<b>73.56</b>	<b>15.94</b>	<b>80.32</b>	<b>3.50</b>	<b>283.81</b>	<b>2.50</b>	<b>286.31</b>
		*1.12				*0.94		*2.06		*2.06
<b>ORISSA</b>										
Berhampur University	3.84	3.74	--	--	1.23	12.45	--	21.26		21.26
Sambalpur University	0.50	1.60	2.00	--	0.56	5.27	0.15	10.08		10.08
Utkal University	5.26	1.32	--	--	2.89	17.80	0.27	27.54		27.54
<b>Total</b>	<b>9.60</b>	<b>6.66</b>	<b>2.00</b>	<b>--</b>	<b>4.68</b>	<b>35.52</b>	<b>0.42</b>	<b>58.88</b>	<b>--</b>	<b>58.88</b>

**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>PUNJAB</b>										
Guru Nanakdev University	0.35	8.26	--	--	0.82	4.81 *0.30	--	14.24 *0.30	--	14.24 *0.30
Panjab University	3.96	45.52	7.10	13.81	1.25	4.25 *0.04	0.26	76.15 *0.04	0.50	76.65 *0.04
Punjab Agricultural University	--	2.84 *0.05	--	--	0.13	0.30	--	3.27 *0.05	--	3.27 *0.05
Punjabi University	5.36	5.56	--	--	1.15	3.60	--	15.67	--	15.67
<b>Total</b>	<b>9.67</b>	<b>62.18 *0.05</b>	<b>7.10</b>	<b>13.81</b>	<b>3.35</b>	<b>12.96 *0.34</b>	<b>0.26</b>	<b>109.33 *0.39</b>	<b>0.50</b>	<b>109.83 *0.39</b>
<b>RAJASTHAN</b>										
Jodhpur University	8.14	9.90	3.73	24.07	--	7.94	0.05	53.83	--	53.83
Rajasthan University	5.25	18.35 *0.01	1.00	27.00	14.88	4.79	0.04	71.31 *0.01	--	71.31 *0.01
M.L. Sukhadia University	17.65	6.36	--	--	0.52	16.72	0.02	41.27	--	41.27
<b>Total</b>	<b>31.04</b>	<b>34.61 *0.01</b>	<b>4.73</b>	<b>51.07</b>	<b>15.40</b>	<b>29.45</b>	<b>0.11</b>	<b>166.41 *0.01</b>	<b>-</b>	<b>166.41 *0.01</b>



**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>TAMIL NADU</b>										
Annamalai University	2.51	4.42	0.70	—	4.03	4.54	0.06	16.26	—	16.26
Madras University	0.71	71.59	—	59.65	3.91	5.57	0.30	141.73	—	141.73
	*0.03	—	—	—	—	*0.60	—	*0.63	—	*0.63
Bharathidasan University	—	—	—	—	—	0.10	—	0.10	—	0.10
Madurai Kamraj University	0.39	3.32	—	—	7.21	10.19	0.02	21.13	—	21.13
	—	*0.01	—	—	—	—	—	*0.01	—	*0.01
Perarignar Anna University Tamil University	1.40	2.90	67.19	34.21	0.34	9.46	—	115.50	0.12	115.62
	—	—	—	—	—	1.84	—	1.84	—	1.84
<b>Total</b>	<b>5.01</b>	<b>82.23</b>	<b>67.89</b>	<b>93.86</b>	<b>15.49</b>	<b>31.70</b>	<b>0.38</b>	<b>296.56</b>	<b>0.12</b>	<b>296.68</b>
	*0.03	*0.01	—	—	—	*0.60	—	*0.64	—	*0.64
<b>UTTAR PRADESH</b>										
Agra University	4.31	18.56	—	—	0.16	5.96	—	28.99	—	28.99
Allahabad University	31.22	21.97	2.40	—	0.55	9.79	0.29	66.22	—	66.22
Avadh University	—	—	—	—	—	5.57	—	5.57	—	5.57
Garhwal University	2.43	10.41	—	—	—	8.54	0.02	21.40	—	21.41
G.B. Pant University of Agriculture and Technology	—	0.15	5.80	—	—	—	0.04	5.99	—	5.99
Gorakhpur University	13.26	33.09	—	—	0.85	5.67	0.07	52.94	—	52.94
Kanpur University	0.15	2.00	—	—	0.16	5.81	0.06	8.18	—	8.18
Kashi Vidyapith	0.12	0.10	—	—	—	3.46	0.02	3.76	0.25	4.01

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**APPENDIX XX (Contd.)**

<i>Name of the State &amp; University</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1	2	3	4	5	6	7	8	9	10	11
<b>UTTAR PRADETH (Contd.)</b>										
Kumaon University	8.06	28.80	--	19.40	-	0.35	0.04	56.65	--	56.65
Lucknow University	3.57	15.43	--	--	0.48	7.96	0.08	27.52	--	27.52
Meerut University	2.03	9.92	--	--	2.07	20.09	0.06	34.17	--	34.17
Roorkee University	1.00	23.19	20.82	105.70	--	13.74	0.06	164.51	--	164.51
Sampurnanand Sanskrit	2.00	--	--	--	--	4.56	--	6.56	0.50	7.06
Bundelkhand University	--	--	--	--	--	0.15	0.02	0.17	--	0.17
<b>Total</b>	<b>68.15</b>	<b>163.68</b>	<b>29.02</b>	<b>125.10</b>	<b>4.27</b>	<b>91.65</b>	<b>0.76</b>	<b>482.63</b>	<b>0.75</b>	<b>483.38</b>
<b>WEST BENGAL</b>										
Bidhan Chandra Krishi	--	0.50	--	--	--	--	--	0.50	--	0.50
Burdwan University	8.82	3.64	4.55	--	1.20	6.88	--	25.09	--	25.09
	*0.50							*0.50		*0.50
Calcutta University	20.79	46.66	1.50	--	2.29	8.67	0.15	80.06	0.02	80.08
		*0.07						*0.07		*0.07
Jadavpur University	1.09	15.98	11.45	--	1.61	10.51	0.02	40.66	--	40.66
Kalyani University	2.05	10.20	--	--	0.18	5.93	--	18.36	0.50	18.86
North Bengal University	1.04	0.86	--	--	0.09	4.52	0.02	6.53	--	6.53
Rabindra Bharati	17.50	--	--	--	0.07	7.95	--	25.52	--	25.52
<b>Total</b>	<b>51.29</b>	<b>77.84</b>	<b>17.50</b>	<b>--</b>	<b>5.44</b>	<b>44.46</b>	<b>0.19</b>	<b>196.72</b>	<b>0.52</b>	<b>197.24</b>
	*0.50	*0.07						*0.57		*0.57

## APPENDIX XXI

### Computer facilities available in Universities

Sl. No.	Name of University	Type of Computer	
1	2	3	
1.	Aligarh Muslim University, Aligarh	VAX-11/780	
2.	Andhra University, Waltair	IBM-1130	
3.	Annamalai University, Annamalai Nagar	TDC-316	
4.	Banaras Hindu University, Varanasi	ICL-1904	
5.	Bombay University, Bombay	(i) IBM-1620 (ii) TDC-316	
6.	Calcutta University, Calcutta	IBM-1130	
7.	Delhi University, Delhi	IBM-360/44	
8.	Dibrugarh University, Dibrugarh	TDC-312	
9.	Gauhati University, Gauhati	TDC-316	
10.	Gujarat University, Ahmedabad	IBM-1620	
11.	Jadavpur University, Calcutta	B-6700	Eastern Regional Computer Centre
12.	Jammu University, Jammu	TDC-316	
13.	Jawaharlal Nehru University, New Delhi	R-1020	
14.	Jodhpur University, Jodhpur	TDC-12	
15.	Karnatak University, Dharwar	TDC-12	
16.	Kerala University, Trivandrum	TDC-316	
17.	Kurukshetra University, Kurukshetra	(i) TDC-12 (ii) TDC-316	
18.	Madras University, Madras	IBM-1130	
19.	M.S. University of Baroda, Baroda	IBM-360/44	
20.	Mysore University, Mysore	TDC-1130	
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	By transfer from PRL Ahmedabad
27.	Birla Institute of Technology, Pilani	IBM-1130	
28.	Utkal University, Bhubaneswar	IBM-1130	
29.	Indian Institute of Science, Bangalore	DEC-1090	
30.	Madurai Kamraj University, Madurai	IBM-1130	By transfer from A.M. University
31.	Anna University, Madras	IBM-360/44	By Transfer from VSSC, Trivandrum
32.	Hyderabad University, Hyderabad	CMC-58000	
33.	Jawaharlal Nehru Technological University, Hyderabad	CMC-58000	
34.	Sri Venkateswara University, Triupati	TDC-332	
35.	S.N.D.T. University, Bombay	NELCO	

**APPENDIX XXII**

**Statement showing Grants paid to Colleges during the year 1984-85 (Major Head-wise) under Plan and Section III**

(Rs. in lakhs)

<i>Name of State &amp; Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>Central Universities</b>										
Banaras	—	—	—	—	2.44	—	—	2.44	—	2.44
Delhi	2.85	2.38	5.10	—	94.62	31.67	0.09	136.71	0.05	136.76
North Eastern Hill Univ.	0.07	0.31	1.13	—	5.79	0.60	—	7.90	—	7.90
<b>Total</b>	<b>2.92</b>	<b>2.69</b>	<b>6.23</b>	<b>—</b>	<b>102.85</b>	<b>32.27</b>	<b>0.09</b>	<b>147.05</b>	<b>0.05</b>	<b>147.10</b>
<b>State Universities</b>										
<b>ANDHRA PRADESH</b>										
Andhra University	1.10	0.98	—	—	67.08	1.46	0.02	70.64	—	70.64
Kakatiya University	0.47	0.65	—	—	7.43	0.76	—	9.31	—	9.31
Nagarjuna University	0.15	0.34	—	—	30.69	0.53	—	31.71	—	31.71
Osmania University	0.30	0.65	—	—	57.02	4.34	—	62.31	—	62.31
Sri Venkateswara University	0.43	0.12	—	—	18.44	0.65	—	19.64	—	19.64
<b>Total</b>	<b>2.45</b>	<b>2.74</b>	<b>—</b>	<b>—</b>	<b>180.66</b>	<b>7.74</b>	<b>0.02</b>	<b>193.61</b>	<b>—</b>	<b>193.61</b>

**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>ASSAM</b>										
Dibrugarh University	0.17	0.09	—	—	17.75	0.45	—	18.46	0.09	18.55
Gauhati University	0.49	0.84	—	—	35.05	1.25 0.09*	—	37.63 0.09*	—	37.63 0.09*
Manipur University	—	0.03	—	—	2.31	0.10	—	2.44	—	2.44
<b>Total</b>	<b>0.66</b>	<b>0.96</b>	<b>—</b>	<b>—</b>	<b>55.11</b>	<b>1.80</b> <b>0.09*</b>	<b>—</b>	<b>58.53</b> <b>0.09</b>	<b>0.09</b>	<b>58.62</b> <b>0.09*</b>
<b>BIHAR</b>										
Bhagalpur University	0.33	0.35	—	—	16.22	0.35	0.02	17.27	0.08	17.35
Bihar University	0.16	0.29	—	—	28.49	0.30	—	29.24	—	29.24
Magadh University	0.38	0.12	—	—	36.86	0.48	—	37.84	0.05	37.89
L.N. Mithila University	0.31	0.24	—	—	31.26	0.02	—	31.83	0.28	32.11
Patna University	0.27	0.08	—	—	8.90	0.15	—	9.40	—	9.40
Ranchi University	0.20	0.24	—	—	28.18	0.16	—	28.78	0.30	29.08
<b>Total</b>	<b>1.65</b>	<b>1.32</b>	<b>—</b>	<b>—</b>	<b>149.91</b>	<b>1.46</b>	<b>0.02</b>	<b>154.36</b>	<b>0.71</b>	<b>155.07</b>

\*By adjustment.

**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>GUJARAT</b>										
Bhavnagar University	—	0.02	—	—	—	—	—	0.02	—	0.02
Gujarat University	0.04	0.03	—	—	24.56	2.25	—	26.88	—	26.88
Sardar Patel University	—	0.06	—	—	8.27	0.20	—	8.53	—	8.53
Saurashtra University	0.13	—	—	—	12.13	1.35	0.08	13.69	—	13.69
South Gujarat University	—	0.85	—	—	8.22	1.10	—	10.17	—	10.17
<b>Total</b>	<b>0.17</b>	<b>0.96</b>	<b>—</b>	<b>—</b>	<b>53.18</b>	<b>4.90</b>	<b>0.08</b>	<b>59.29</b>	<b>—</b>	<b>59.29</b>
<b>HARYANA</b>										
Kurukshetra University	0.29	0.26	—	—	29.81	7.72	—	38.08	—	38.08
Maharishi Dayanand	0.59	0.59	—	—	10.61	0.33	—	12.12	—	12.12
<b>Total</b>	<b>0.88</b>	<b>0.85</b>	<b>—</b>	<b>—</b>	<b>40.42</b>	<b>8.05</b>	<b>—</b>	<b>50.20</b>	<b>—</b>	<b>50.20</b>
<b>HIMACHAL PRADESH</b>										
Himachal Pradesh University	0.13	0.11	—	—	10.18	0.22	—	10.64	—	10.64
<b>Total</b>	<b>0.13</b>	<b>0.11</b>	<b>—</b>	<b>—</b>	<b>10.18</b>	<b>0.22</b>	<b>—</b>	<b>10.64</b>	<b>—</b>	<b>10.64</b>

**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>JAMMU &amp; KASHMIR</b>										
Jammu University	—	—	—	—	9.06	0.62	—	9.68	—	9.68
Kashmir University	0.04	0.63	—	—	14.98	0.40	—	16.05	—	16.05
Total	0.04	0.63	—	—	24.04	1.02	—	25.73	—	25.73
<b>KARNATAKA</b>										
Bangalore University	0.03	0.16 0.08*	—	—	21.97	1.09	0.01	23.26 0.08*	—	23.26 0.08*
Gulbaraga University	0.05	0.19	—	—	5.69	0.57	—	6.50	—	6.50
Karnataka University	0.07	0.54	—	—	16.92	1.11	0.02	18.66	—	18.66
Mangalore University	—	0.28	—	—	8.91	1.04	—	10.23	—	10.23
Mysore University	0.26	0.23	—	—	14.28	1.07	—	15.84	—	15.84
Total	0.41	1.40 0.08*	—	—	67.77	4.88	0.03	74.49 0.08*	—	74.49 0.08*
<b>KERALA</b>										
Calicut University	0.53	0.11	—	—	48.73	4.05	—	53.42	0.01	53.43
Kerala University	0.08	0.52	—	—	57.92 0.05*	0.85	0.08	59.45 0.05*	0.06	59.51 0.05*
Total	0.61	0.63	—	—	106.65 0.05*	4.90	0.08	112.87 0.05*	0.07	112.94 0.05*

\*By adjustment.

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**APPENDIX XXII (Conf.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>MADHYA PRADESH</b>										
Awadesh Pratap Singh	0.29	0.07	---	---	23.86	0.16	-	24.38	-	24.38
Bhopal University	0.14	0.23	---	---	17.48	1.50	-	19.35	-	19.35
Devi Ahilya	---	0.06	---	---	18.14	1.30	-	19.50	-	19.50
Rani Durgavati V.V.	---	---	---	---	13.81	---	-	13.81	-	13.81
Jiwaji University	0.07	0.07	---	---	41.91	0.18	-	42.23	-	42.43
Ravi Shankar University	---	0.02	---	---	34.95	0.45	-	35.42	-	35.42
Dr. H.S. Gour Univ.	---	0.04	---	---	17.86	0.44	-	18.34	-	18.34
Vikram University	0.04	0.76	---	---	30.40	0.42	-	31.62	-	31.62
<b>Total</b>	<b>0.54</b>	<b>1.25</b>	<b>---</b>	<b>---</b>	<b>198.41</b>	<b>4.45</b>	<b>---</b>	<b>204.65</b>	<b>---</b>	<b>204.65</b>
<b>MAHARASHTRA</b>										
Amaravati University	---	---	---	---	---	0.23	---	0.23	-	0.23
Bombay University	1.10	0.93	---	---	63.40	2.19	0.01	67.63	-	67.63
Marathwada University	0.78	0.37	---	---	45.73	2.86	0.02	49.76	---	49.76
Nagpur University	0.21	1.14	---	---	51.59	4.09	0.02	57.05	---	57.05
Poona University	8.22	1.81	---	---	75.58	10.17	0.02	95.80	1.34	97.14
S.N.D.T. Women's University	---	---	---	---	1.96	0.95	---	2.91	---	2.91
Shivaji University	0.18	0.57	---	---	34.08	4.19	---	39.02	---	39.02
<b>Total</b>	<b>10.49</b>	<b>4.82</b>	<b>---</b>	<b>---</b>	<b>272.34</b>	<b>24.68</b>	<b>0.07</b>	<b>312.40</b>	<b>1.34</b>	<b>313.74</b>

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**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>ORISSA</b>										
Berhampur University	0.52	0.65	--	--	12.92	0.10	0.02	14.21	0.18	14.39
Sambalpur University	0.33	0.57	--	--	14.12	0.53	--	15.55	0.30	15.85
Utkal University	1.36	1.96	0.26	--	44.29	0.25	0.04	48.16	--	48.16
<b>Total</b>	<b>2.21</b>	<b>3.18</b>	<b>0.26</b>	<b>--</b>	<b>71.33</b>	<b>0.88</b>	<b>0.06</b>	<b>77.92</b>	<b>0.48</b>	<b>78.40</b>
<b>PUNJAB</b>										
Guru Nanak Dev University	0.15	-	--	--	35.20	0.56	--	35.91	-	35.91
Panjab University	0.14	0.11	0.55	--	37.22	1.17	0.02	39.21	0.20	39.41
Punjabi University	0.30	0.03	--	--	13.64	0.04	--	14.01	--	14.01
<b>Total</b>	<b>0.59</b>	<b>0.14</b>	<b>0.55</b>	<b>--</b>	<b>86.06</b>	<b>1.77</b>	<b>0.02</b>	<b>89.13</b>	<b>0.20</b>	<b>89.33</b>
<b>RAJASTHAN</b>										
Jodhpur University	0.02	-	--	--	0.24	--	--	0.26	--	0.26
Rajasthan University	1.68	1.62	--	--	88.12	7.63	--	99.05	0.20	99.25
Mohan Lal Sukhadia University	--	--	--	--	--	0.20	--	0.20	--	0.20
<b>Total</b>	<b>1.70</b>	<b>1.62</b>	<b>--</b>	<b>--</b>	<b>88.36</b>	<b>7.83</b>	<b>--</b>	<b>99.51</b>	<b>0.20</b>	<b>99.71</b>

**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>TAMIL NADU</b>										
Bharathidasan University	0.28	1.16	—	—	34.16	1.27	—	36.87	—	36.87
Madras University	0.40	3.94	—	8.80	67.83	2.46	—	83.43	0.61	84.04
Madurai Kamraj University	2.25	2.10	—	—	81.32	1.67	—	87.34	—	87.34
Bharathiar University	0.26	0.39	—	—	22.14	0.94	—	23.73	—	23.73
<b>Total</b>	<b>3.19</b>	<b>7.59</b>	<b>—</b>	<b>8.80</b>	<b>205.45</b>	<b>6.34</b>	<b>—</b>	<b>231.37</b>	<b>0.61</b>	<b>231.98</b>
<b>UTTAR PRADESH</b>										
Agra University	1.64	3.27	—	—	37.97	0.50	—	43.38	0.10	43.48
Allahabad University	0.29	0.18	—	—	4.07	0.46	0.04	5.04	—	5.04
Avadh University	0.20	0.37	—	—	19.57	1.47	—	21.61	0.04	21.65
Bundelkhand University	0.05	0.15	—	—	5.06	1.08	—	6.34	—	6.34
					0.12*			0.12*		0.12*
Garhwal University	0.31	0.58	—	—	4.54	0.07	—	5.50	—	5.50
Gorakhpur University	1.00	1.80	—	—	41.34	0.94	—	45.08	0.75	45.83
Kanpur University	0.29	1.77	—	—	30.08	0.42	—	32.56	—	32.56
Kumaon University	0.33	0.10	—	—	6.20	0.06	0.02	6.71	0.20	6.91
Lucknow University	0.23	0.16	—	—	9.30	1.21	—	10.90	0.70	11.60
Meerut University	1.68	2.83	—	—	51.32	1.59	0.10	57.52	0.15	57.67
Rohilkhand University	0.62	1.86	—	—	8.44	1.13	—	12.05	—	12.05
<b>Total</b>	<b>6.64</b>	<b>13.07</b>	<b>—</b>	<b>—</b>	<b>217.89</b>	<b>8.93</b>	<b>0.16</b>	<b>246.69</b>	<b>1.94</b>	<b>248.63</b>
					0.12*			0.12*		0.12*

**APPENDIX XXII (Contd.)**

<i>Name of State and Universities</i>	<i>A</i>	<i>B</i>	<i>CA</i>	<i>CB</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
<b>WEST BENGAL</b>										
Burdwan University	0.28	1.74	---	---	27.00	0.49	---	29.51	0.31	29.82
Calcutta University	3.43	3.39	0.15	-	31.87	0.42	---	39.26	---	39.26
Jadavpur University	---	---	---	---	---	---	---	---	---	---
Kalyani University	---	---	---	---	0.18	---	---	0.18	---	0.18
North Bengal University	0.14	0.34	---	---	7.62	0.23	---	8.33	0.05	8.38
					0.10*			0.10*		0.10*
<b>Total</b>	<b>3.85</b>	<b>5.47</b>	<b>0.15</b>	<b>---</b>	<b>66.67</b>	<b>1.14</b>	<b>---</b>	<b>77.28</b>	<b>0.36</b>	<b>77.64</b>
					0.10*			0.10*		0.10*
<b>Total Colleges</b>	<b>39.13</b>	<b>49.43</b>	<b>7.19</b>	<b>8.80</b>	<b>1997.28</b>	<b>123.26</b>	<b>0.63</b>	<b>2225.72</b>	<b>6.05</b>	<b>2231.77</b>
		0.08*			0.27*	0.09*		0.44*		20.44*
<b>Total Universities</b>	<b>659.45</b>	<b>1407.00</b>	<b>501.92</b>	<b>691.02</b>	<b>104.67</b>	<b>2149.16</b>	<b>10.55</b>	<b>5523.77</b>	<b>232.36</b>	<b>5756.13</b>
	3.78*	1.45*				4.04*		9.27*		9.27*
<b>Grand Total Plan</b>	<b>698.58</b>	<b>1456.43</b>	<b>509.11</b>	<b>699.82</b>	<b>2101.95</b>	<b>2272.42</b>	<b>11.18</b>	<b>7749.49</b>	<b>238.41</b>	<b>7987.90</b>
<b>Section III Colleges/Universities</b>	<b>3.78*</b>	<b>1.53*</b>			<b>0.27*</b>	<b>4.13*</b>		<b>9.71*</b>		<b>9.71*</b>

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### Summary of Plan Expenditure 1984-85

Sl. No	Institutions	Humanities	Science	Engg. & Tech.	SACL	Dev. of Colleges	Misc. Schemes	Misc. Exp.	Total	Dec. III Specific purpose	Grand Total
		A	B	CA	CB	D	E	F			
1	2	3	4	5	6	7	8	9	10	11	12
1.	Central Universities	286.09	593.80	48.73	111.82	4.53	1114.14	2.09	2161.20	224.06	2385.26
			0.06*				0.21*		0.27*		0.27*
2.	Institutions deemed to be Universities	36.55	75.43	181.88	140.16	0.56	223.32	0.27	658.17	2.38	660.55
			0.13*				0.50*		0.18*		0.18*
3.	State Universities	336.81	737.77	271.31	439.04	99.58	811.70	8.19	2704.40	5.92	2710.32
		3.78*	1.26*				3.78*		8.82*		8.82*
	Total	659.45	1407.00	501.92	691.02	104.67	2149.16	10.55	5523.77	232.36	5756.13
		3.78*	1.45*				4.04*		9.27*		9.27*
4.	Colleges	39.13	49.43	7.19	8.80	1997.28	123.26	0.63	2225.72	6.05	2231.77
			0.08*			0.27*	0.09*		0.44*		0.44*
5.	Non-University Institutions	---	---	---	---	---	---	7.34	7.34	---	7.34
	Total: (1+2+3+4+5)	698.58	1456.43	509.11	699.82	2101.95	2272.42	18.52	7756.83	238.41	7995.24
		3.78*	1.53*			0.27*	4.13*		9.71*		9.71*
6.	Other Misc. Exp. i.e. CEP-TA/DA/Publication Capital Expenditure	---	---	---	---	---	---	80.83	80.83	0.70	81.53
									Awards		
	Grand Total Plan and Section III (1+2+3+4+5+6)	698.58	1456.43	509.11	699.82	2101.95	2272.42	99.35	7337.66	239.11	8076.77
		3.78*	1.53*			0.27*	4.13*		9.71*		9.71*

\*By adjustment.

## APPENDIX XXIII

**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 years 1982-83 and 1983-84**

### Central Universities

*(Rupees in lakhs)*

<i>State/University</i>	<i>Maintenance grants from U.G.C.</i>		<i>Non-Plan Recurring Expenditure</i>	
	1982-83	1983-84	1982-83	1983-84
<b>ANDHRA PRADESH</b>				
Hyderabad	137.51	173.42	141.08	169.73
<b>MEGHALAYA</b>				
North Eastern Hill	118.00	176.75	141.59	179.60
<b>UTTAR PRADESH</b>				
Aligarh Muslim	1162.83	1322.25	1131.40	1351.07
Banaras Hindu	1602.75	1790.58	1598.45	1911.28
<b>WEST BENGAL</b>				
Visva-Bharati	278.96	387.58	441.43	460.17
<b>DELHI</b>				
Delhi	785.71	983.33	758.91	899.21
Jawaharlal Nehru	407.82	495.83	401.91	499.96

**APPENDIX XXIII (Contd.)**

**Institutions deemed to be universities**

(Rs. in lakhs)

<i>State/Institution deemed to be University</i>	<i>Maintenance grants from U.G.C.</i>		<i>Non-Plan Recurring expenditure</i>	
	1982-83	1983-84	1982-83	1983-84
<b>ANDHRA PRADESH</b>				
1. Central Institute of Engineering and Foreign Languages	45.00	80.92	59.62	65.13
2. Sri Sathya Sai Institute of Higher Learning	—	—	18.46	24.60
<b>BIHAR</b>				
Indian School of Mines	142.00	168.00	160.98	179.33
<b>GUJARAT</b>				
Gujarat Vidyapith	41.00	58.77	44.79	NA
<b>KARNATAKA</b>				
Indian Institute of Science	426.00	502.00	552.35	647.45
<b>MAHARASHTRA</b>				
Tata Institute of Social Sciences	37.00	43.46	43.38	49.85
<b>RAJASTHAN</b>				
1. Birla Institute of Technology and Science	—	—	132.05	NA
2. Banasthali Vidyapith (established in 1983)	—	—	—	42.86
<b>TAMIL NADU</b>				
Gandhigram Rural Institute	32.78	45.06	39.01	49.43
<b>UTTAR PRADESH</b>				
1. Dayal Bagh Educational Institute	—	—	46.01	47.87
2. Gurukul Kangri	19.80	28.77	20.90	29.16
<b>DELHI</b>				
1. Jamia Millia Islamia	96.00	111.00	NA	NA
2. School of Planning & Architecture	—	—	56.47	69.57

*Note:* NA stands for Not Available.

**APPENDIX XXIII (Contd.)**

**State Universities**

(Rupees in Lakhs)

<i>State/University</i>	<i>Non-Plan maintenance Grants from State Government</i>		<i>Total Non-Plan Recurring Expenditure</i>	
	1982-83	1983-84	1982-83	1983-84
<b>ANDHRA PRADESH</b>				
Andhra	414.38	527.18	673.98	841.15
J.N. Tech.	220.56	266.32	336.57	449.53
Sri Padmavaty*	—	30.00	—	5.64
<b>ASSAM</b>				
Dibrugarh	65.00	85.00	96.02	116.16
<b>BIHAR</b>				
L.N. Mithila	689.80	NA	800.70	NA
Magadh	743.60	NA	1021.54	NA
<b>GUJARAT</b>				
Sardar Patel	90.04	99.42	125.48	143.82
Saurashtra	89.96	108.29	143.16	212.43
South Gujarat	82.72	75.51	124.00	128.39
<b>HARYANA</b>				
Kurukshetra	265.02	233.84	419.88	438.89
Maharishi Dayanand	138.00	130.00	217.97	251.19
<b>HIMACHAL PRADESH</b>				
Himachal Pradesh	143.00	190.00	240.62	260.76
<b>JAMMU AND KASHMIR</b>				
Jammu	128.30	146.00	113.40	118.88
Kashmir	177.00	NA	171.08	NA
<b>KARNATAKA</b>				
Gulbarga	172.00	186.00	143.94	178.30
Karnatak	364.08	389.05	451.05	481.58
Mangalore	132.77	NA	158.78	NA
Mysore	340.11	NA	444.02	NA
<b>KERALA</b>				
Cochin	83.73	114.51	189.13	255.57
Kerala	127.83	200.15	524.89	645.21
<b>MADHYA PRADESH</b>				
Bhopal	14.00	NA	44.66	NA
Devi Ahilya	41.13	NA	110.37	NA
Dr. Hari Singh Gaur	95.11	NA	242.15	NA

**APPENDIX XXIII (Contd.)**

*State Universities (Contd.)*

1	2	3	4	5
<b>Madhya Pradesh (Contd.)</b>				
Guru Ghasidas*	---	---	---	17.21
Indira Kala Sangeet	12.86	NA	18.67	NA
Jiwaji	11.77	NA	72.09	NA
Rani Durgavati	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
<b>MAHARASHTRA</b>				
Amravati*	---	18.15	NA	12.40
Bombay	105.09	176.21	431.88	537.85
Nagpur	172.13	NA	335.59	NA
S.N.D.T. Women's	113.09	141.52	304.35	368.26
Shivaji	138.01	150.63	215.50	227.03
<b>MANIPUR</b>				
Manipur	54.00	---	53.46	
<b>ORISSA</b>				
Berhampur	61.37	68.19	88.88	109.85
Sambalpur	67.00	73.32	116.63	145.29
Utkal	129.90	NA	252.56	NA
<b>PUNJAB</b>				
Panjab	634.15	636.57	780.10	842.09
Punjabi	385.10	430.63	473.15	535.59
<b>RAJASTHAN</b>				
Jodhpur	315.83	361.56	332.59	369.88
Rajasthan	419.20	584.86	668.98	842.04
<b>TAMIL NADU</b>				
Anna	180.00	190.62	285.55	301.81
Annamalai	59.86	NA	298.46	NA
Madurai Kamraj	57.47	43.00	256.98	287.94
<b>UTTAR PRADESH</b>				
Allahabad	159.20	NA	274.05	NA
Bundelkhand	---	---	26.11	33.47
Garhwal	NA	64.05	NA	113.29
Kashi Vidyapith	41.83	NA	65.01	NA
Kumaon	74.33	NA	99.21	NA
Meerut	5.70	NA	123.28	NA
Roorkee	288.53	NA	380.41	NA
Sampurnanand Sanskrit	60.04	NA	81.72	NA



**APPENDIX XXIII (Contd.)**

*State Universities (Contd.)*

1	2	3	4	5
<b>WEST BENGAL</b>				
Burdwan	231.11	241.16	273.04	285.71
North Bengal	151.09	NA	163.90	NA
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 Government (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.

NA stands for Not Available.

## APPENDIX XXIV

### List of Universities offering Correspondence Courses (1984-85)

<i>Sl. No.</i>	<i>Name of the University</i>	<i>Courses offered</i>
1.	Allahabad University	B.A. B.Com.
2.	Annamalai University	B.A. B.Com. B.Ed. B.Lit. B.A. J. Diploma in Law M.A. M.Sc. M.Com. M.Ed.
3.	Andhra University	P.U.C. B.A. B.Com. M.A. in Economics M.Com.
4.	Bhopal University	B.A. B.Com.
5.	Central Institute for English and Foreign Languages	P.G. Diploma (English) M.A. in Russian, French & German.
6.	Delhi University	B.A. B. Com. B.Com (Hons.). M.A. in Hindi & Political Science.
7.	Himachal Pradesh University	Prep. B.A. M.A. in English, Hindi, Sanskrit, Economics & Political Science M.Ed. M.Com.
8.	Jammu University	B.A. B. Com. B.Ed. LL.B. M.Com.
9.	Kashmir University	B.A. B.Com. B.Ed. LL.B.
10.	Kerala University	B.A. B.Com. Pre Degree
11.	Madurai University	Prep. B.A. B.Com. M.A. in History, Economics, Political Science, Tamil, English. M.Com. B.Sc. B.G.L. (Professional)
12.	Meerut University	B.A.
13.	Mysore University	PUC B.Com. B.G.L. B.A. M.A. in English, Kannada, History, Political Science, Sociology. B.Ed.
14.	Osmania University	B.A. B.Com.
15.	Panjab University	Prep. B.A. B.Com. English, Kannada, History, M.A. in English Public Administration, Economics, Political Science, History, Hindi, Punjabi.
16.	Punjabi University	Prep. B.A. M.A. in Punjabi English, History, Political Science, Economics.
17.	Rajasthan University	B.A. B.Com., M.A. in History, Hindi, Political Science, Sociology Economics, Public Administration. B.Ed. M.Com.
18.	SNDT Women's	B.A.
19.	Sri Venkateshwara University	B.A. B.Com.
20.	Udaipur University	B.A.
21.	Utkal University	I.A. B.A. Inter Com. B.Com.
22.	Patna University	B.A. B.Com.
23.	Bombay University	Inter (Arts & Com.) M.A. M.Com. B.A. B.Com.

## APPENDIX XXV

### Percentage of Women Enrolment to Total Enrolment: Statewise 1980-81, 1981-82, 1982-83, 1983-84 and 1984-85

		1980-81		
Sl. No.	State/Union Territory	Total Enrolment	Women Enrolment	Percentage of Women
1	2	3	4	5
1.	Andhra Pradesh	1,93,416	50,931	26.3
2.	Assam	47,517	11,945	25.1
3.	Bihar	1,39,341	18,221	13.1
4.	Gujarat	1,74,786	50,535	28.9
5.	Haryana	58,900	18,864	32.0
6.	Himachal Pradesh	12,986	3,676	28.3
7.	Jammu and Kashmir	21,968	7,641	34.8
8.	Karnataka	2,00,829	49,866	24.8
9.	Kerala	1,13,352	53,211	46.9
10.	Madhya Pradesh	2,12,823	54,277	25.5
11.	Maharashtra	3,35,312	1,04,085	31.0
12.	Manipur	6,601	2,229	33.8
13.	Meghalaya/Nagaland	7,416	2,248	30.3
14.	Orissa	57,194	10,177	17.8
15.	Punjab	1,12,103	44,566	39.8
16.	Rajasthan	1,44,130	29,446	20.4
17.	Tamil Nadu	2,05,382	63,630	31.0
18.	Uttar Pradesh	4,45,677	84,824	19.0
19.	West Bengal/Tripura/Sikkim	1,89,849	59,473	31.3
20.	Delhi	72,855	28,680	39.4
Total		27,52,437	7,48,525	27.2

**APPENDIX XXV (Contd.)**

		1981-82		
1	2	3	4	5
1.	Andhra Pradesh	2,18,441	54,481	24.9
2.	Assam	58,781	14,583	24.8
3.	Bihar	1,66,473	23,608	14.2
4.	Gujarat	1,95,179	57,202	29.3
5.	Haryana	59,534	19,952	33.5
6.	Himachal Pradesh	14,771	3,985	27.0
7.	Jammu and 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
<b>Total</b>		<b>29,52,066</b>	<b>8,16,704</b>	<b>27.7</b>

**APPENDIX XXV (Contd.)**

1982-83				
1	2	3	4	5
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 and 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	30.3
20.	Delhi	91,756	38,340	41.8
All India		31,33,093	8,80,156	28.1

**APPENDIX XXV (Contd.)**

		1983-84		
1	2	3	4	5
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	2,60,055	71,556	27.5
11.	Maharashtra	4,02,487	1,31,583	32.7
12.	Manipur	9,590	3,398	35.4
13.	Meghalaya/Nagaland	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>Total</b>		<b>33,22,939</b>	<b>9,43,972</b>	<b>28.4</b>

**APPENDIX XXV (Contd.)**

			1984-85*	
1	2	3	4	5
1.	Andhra Pradesh	2,75,359	68,959	25.0
2.	Assam	78,714	20,755	25.4
3.	Bihar	2,90,015	42,515	14.7
4.	Gujarat	2,04,151	66,927	32.8
5.	Haryana	74,689	26,005	34.8
6.	Himachal Pradesh	18,358	4,991	27.2
7.	Jammu & Kashmir	26,217	9,768	37.3
8.	Karnataka	2,53,206	65,216	25.8
9.	Kerala	1,35,197	67,441	49.9
10.	Madhya Pradesh	2,73,318	77,352	28.3
11.	Maharashtra	4,27,844	1,42,427	33.3
12.	Manipur	11,439	4,181	35.6
13.	Meghalaya/Nagaland	8,118	2,818	34.7
14.	Orissa	70,330	14,534	20.7
15.	Punjab	1,23,708	54,279	43.9
16.	Rajasthan	1,70,294	35,366	20.8
17.	Tamil Nadu	2,50,498	87,470	34.9
18.	Uttar Pradesh	4,78,597	99,880	20.9
19.	West Bengal/Tripura/Sikkim	2,74,927	89,563	32.6
20.	Delhi	93,951	40,936	43.6
Total		35,38,930	10,21,378	28.9

\*Estimated

## APPENDIX XXVI

### Sexwise Distribution of Enrolment: Stagewise: 1971-72 to 1984-85

<i>Year</i>	<i>Graduate</i>			<i>Postgraduate</i>			<i>Research</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	18,35,077	4,11,301	22.4	1,80,343	45,952	25.5	14,995	3,097	20.7
1972-73	19,20,364	NA	NA	1,95,307	NA	NA	16,443	NA	NA
1973-74	19,64,432	4,54,972	23.2	2,14,691	53,871	25.1	16,417	3,605	22.0
1974-75	20,75,039	4,84,382	23.3	2,34,114	55,572	23.7	17,977	4,107	22.8
1975-76	21,65,919	5,26,260	24.5	2,19,826	54,824	24.9	18,381	4,477	24.4
1976-77	21,41,542	NA	NA	2,18,128	NA	NA	21,910	NA	NA
1979-80	23,07,924	5,99,493	26.0	2,65,251	71,963	27.1	29,570	7,331	24.8
1980-81	24,01,485	6,52,808	27.2	2,73,337	77,001	28.2	32,171	8,780	27.3
1981-82	25,88,759	7,16,249	27.7	2,85,892	81,645	28.6	34,588	9,581	27.7
1982-83	27,57,893	7,73,342	28.0	2,96,103	86,380	29.2	36,731	10,673	29.1
1983-84	29,26,286	8,28,682	28.3	3,14,601	94,174	29.9	36,249	10,615	29.3
1984-85*	31,14,259	8,95,749	28.8	3,36,198	1,02,138	30.4	38,928	12,256	31.5

\*Estimated



**APPENDIX XXVI (Contd.)**

(ixxii)

<i>Year</i>	<i>Diploma/Certificate</i>			<i>Total</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	34,626	8,340	24.1	20,65,041	4,68,696	22.7
1972-73	35,993	NA	NA	21,68,197	NA	NA
1973-74	38,845	8,378	21.6	22,34,385	5,20,825	23.3
1974-75	39,411	8,948	22.7	23,66,541	5,53,009	23.4
1975-76	40,983	9,601	23.4	24,26,109	5,95,162	24.5
1976-77	49,983	NA	NA	24,31,563	6,27,346	25.8
1979-80	45,834	10,255	22.4	26,48,579	6,89,042	26.0
1980-81	45,444	9,936	21.9	27,52,437	7,48,525	27.2
1981-82	42,827	9,229	21.5	29,52,066	8,16,704	27.7
1982-83	42,366	9,811	23.2	31,33,093	8,80,156	28.1
1983-84	45,803	10,501	22.9	33,22,939	9,43,972	28.4
1984-85*	49,545	11,235	22.7	35,38,930	10,21,378	28.9

\*Estimated

T=Total Enrolment

W=Women Enrolment

N.A. =Not available

## APPENDIX XXVII

### Distribution of Student Enrolment: Sexwise and facultywise 1971-72 to 1984-85

<i>Year</i>	<i>Arts</i>			<i>Science</i>			<i>Commerce</i>		
	<i>T</i>	<i>W</i>	%	<i>T</i>	<i>W</i>	%	<i>T</i>	<i>W</i>	%
1971-72	9,06,068	3,03,063	33.4	5,05,925	1,01,215	20.0	2,89,946	10,549	3.6
1972-73	9,63,044	NA	NA	4,94,599	NA	NA	3,18,888	NA	NA
1973-74	10,03,375	3,41,238	34.0	4,73,685	1,01,244	21.4	3,40,392	16,121	4.7
1974-75	10,56,077	3,62,979	34.4	4,63,441	1,06,203	22.9	3,89,504	22,127	5.0
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	13,45,664	5,19,447	38.6	6,56,223	1,90,662	29.0	7,06,333	1,31,551	18.6
1984-85*	14,29,728	5,65,537	39.6	6,97,169	2,07,340	29.7	7,43,175	1,36,150	18.3

\*Estimated

**APPENDIX XXVII (Contd.)**

(A1X X T)

Year	Education			Engg./Tech.			Medical		
	T	W	%	T	W	%	T	W	%
1971-72	63,658	24,003	27.7	82,804	958	1.2	89,921	19,919	22.2
1972-73	67,848	NA	NA	82,674	NA	NA	99,643	NA	NA
1973-74	76,680	27,571	39.0	86,665	1,026	1.2	1,02,242	21,314	20.8
1974-75	77,179	29,055	37.6	90,685	1,341	1.5	1,06,340	20,992	19.7
1975-76	76,641	30,110	39.3	96,067	2,061	2.1	1,05,140	19,208	18.3
1976-77	75,512	NA	NA	1,00,040	NA	NA	1,13,151	NA	NA
1979-80	72,981	34,497	47.3	1,18,607	4,428	3.7	1,12,194	24,426	21.8
1980-81	71,204	33,708	47.3	1,28,937	4,949	3.8	1,10,020	26,797	24.4
1981-82	71,168	34,383	48.3	1,30,189	5,866	4.5	1,13,794	29,792	26.2
1982-83	74,167	34,893	47.0	1,42,440**	7,173	5.0	1,13,902	31,648	27.3
1983-84	74,829	35,400	47.3	1,53,703	8,483	5.5	1,18,989	33,676	28.3
1984-85*	84,934	40,753	48.0	1,59,252	8,273	5.2	1,34,479	36,872	27.4

\*Estimated

T=Total Enrolment

W=Women Enrolment

N.A.=Not Available

**APPENDIX XXVII (Contd.)**

(Axx7)

<i>Year</i>	<i>Agriculture</i>			<i>Vet. Science</i>			<i>Law</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	25,971	274	1.1	6,086	59	1.0	84,443	4,551	5.4
1972-73	25,882	NA	NA	5,954	NA	NA	98,855	NA	NA
1973-74	26,520	233	0.8	6,334	50	0.8	1,13,230	5,769	5.1
1974-75	29,293	272	0.9	6,736	80	1.2	1,34,811	5,888	4.4
1975-76	30,160	432	1.4	6,377	91	1.4	1,41,298	7,053	5.0
1976-77	31,860	NA	NA	6,700	NA	NA	1,40,680	NA	NA
1979-80	39,962	1,101	2.8	7,435	202	2.7	1,77,448	10,975	6.2
1980-81	39,231	1,311	3.3	7,648	249	3.3	1,74,374	11,948	6.9
1981-82	39,318	1,390	3.5	8,173	352	4.3	1,74,445	12,309	7.1
1982-83	39,425**	1,595	4.0	8,797	424	4.8	1,83,153	13,576	7.4
1983-84	41,588	1,719	4.1	9,268	470	5.1	1,95,739	15,219	7.8
1984-85*	46,006	1,838	4.0	10,617	511	4.8	2,12,336	15,831	7.5

\*Estimated

\*\*Revised

APPENDIX XXVII (Contd.)

Year	Others			Total		
	T	W	%	T	W	%
1971-72	10,219	4,105	40.2	20,65,041	4,68,696	22.7
1972-73	10,720	NA	NA	21,68,107	NA	NA
1973-74	11,262	6,269	55.7	22,34,385	5,20,825	23.3
1974-75	12,475	4,072	32.6	23,66,541	5,53,009	23.4
1975-76	11,649	4,205	36.1	24,26,109	5,95,162	24.5
1976-77	14,253	NA	NA	24,31,563	6,37,346	25.8
1979-80	18,943	7,350	38.8	26,48,579	6,89,042	26.0
1980-81	18,494	7,352	39.8	27,52,437	7,48,525	27.2
1981-82	18,005	6,992	38.8	29,52,066	8,16,704	27.7
1982-83	18,264	6,740	36.9	31,33,093	8,80,156	28.1
1983-84	20,603	7,345	35.7	33,22,939	9,43,972	28.4
1984-85*	21,234	8,273	39.0	35,38,930	10,21,378	28.9

\*Estimated

T=Total Enrolment

W=Women Enrolment

\*Estimated

T=Total Enrolment

W=Women Enrolment

N.A.= Not available

**APPENDIX XXVIII**

**Details of tours undertaken by the Chairman/Vice-Chairman and officers of  
the Commission during the year 1984-85**

<i>Sl. No.</i>	<i>Name and designation of the officers</i>	<i>Name of the country visited</i>	<i>From</i>	<i>To</i>	<i>Purpose</i>	<i>Remarks</i>
1.	Dr. (Mrs) Madhuri R. Shah Chairman	(a) London (U.K.)	1-5-84	3-5-84	To attend a meeting of the Student Mobility Committee in London, U.K.	Expenditure not met by the UGC.
		(b) Holland USA— New York South Carolina, Boston, Chicago and Washington London, U.K.	11-8-84	6-9-84	To inaugurate the World Education Fellowship Conference and present a paper. Meeting under the UGC INSAT-1B Satellite Programme. UGC Satellite INSAT-1B Programme for consultation with the British Council, BBC, Film Producers, etc., and finalisation of terms for using their programmes for INSAT-1B	Expenditure met by the U.G.C.
		(c) Manila (Philippines), Hongkong	11-11-84	19-11-84	To attend a Conference of International Rice Research Institute, Manila and to meet the V.Cs. of Hongkong and Chinese Universities in connection with the first Asian Conference of Vice-Chancellors.	Expenditure not met by the U.G.C.
2.	Dr. Rais Ahmed Vice-Chairman	Japan	2-12-84	10-12-84	Delegation regarding cooperation in the areas of Electronics.	Expenditure met by the UGC
3.	Prof. S.K. Khanna Secretary	Nicosia (Cyprus)	20-7-84	28-7-84	To attend as a member of the Indian delegation to the Ninth Commonwealth Education Minister's Conference.	Expenditure met by the Ministry of Education and Culture (Dept. of Edn.)

APPENDIX XXVIII (Contd.)

1	2	3	4	5	6	7
4. Dr. M.L. Mehta Joint Secretary	Algeria	(a) 8-3-85	22-3-85	To visit Algeria under Indo-Algerian Cultural Exchange Programme 1982-85.	Cost of International air travel met by U.G.C. Local hospitality met by Govt. of Algeria.	
		(b) 24-3-85	5-4-85	To visit Open University of England in combination with his deputation abroad to visit Algeria as a member of the delegation under Indo-Algeria Cultural Exchange Programme 1982-85.	-do-	
5. Shri L.R. Mal Joint Secretary	(a) Syria	20-8-84	24-8-84	To finalise and sign the Cultural Exchange Programme with that Country.	Expenditure met by the U.G.C.	
	(b) Republic of Egypt (Cairo)	16-10-84	22-10-84	To negotiate and finalise the Indo-ARE Cultural Exchange Programme for the years 1984-86.	-do-	
6. Dr. C.P. Srivastava Education Officer	Sri Lanka	3-12-84	7-12-84	To participate and deliver a lecture in the Sub-Regional Workshop on Low Cost Equipment for Chemistry Teaching at the University level at Talwakalls.	Expenditure met by the UNESCO	
7. Prof. V.N. Wanchoo Project Officer	Australia	5-12-84	20-12-84	To participate in International Symposium on World Trends in Science and Technology Education and to attend the Workshop on Science Education Project of Australia.	Expenditure met by the U.G.C.	

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