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UNIVERSITY GRANTS COMMISSION

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REPORT FOR THE YEAR

1961 - 1962

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

NEW DELHI

UNIVERSITY GRANTS COMMISSION

1961-62

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CONTENTS

	PAGE
NEW UNIVERSITIES ..	1
Agricultural Universities ..	3
Recognition of Other Institutions ..	3
CENTRAL UNIVERSITIES ..	4
Salary Revision of Non-Academic Staff ..	4
Colleges in the Union Territory of Delhi ..	5
Medical Colleges at Aligarh and Banaras ..	5
Visva-Bharati ..	5
Grants to Central Universities ..	5
DEVELOPMENT OF HIGHER EDUCATION AND RESEARCH—CENTRAL AND STATE UNIVERSITIES ..	6
Allocation of Grants to Universities for Library Books and Journals ..	7
•Grants for Purchase of Laboratory Equipment ..	7
Engineering and Technological Education in the Universities ..	7
Visiting Committees ..	8
IMPROVEMENT OF STANDARDS OF TEACHING AND RESEARCH IN UNIVERSITIES ..	8
Review Committees ..	9
Standards Committee ..	9
Centres of Advanced Study ..	9
Examination Reform ..	10
Measures for the Promotion of General Education ..	11
Seminars and Summer Schools ..	11
AFFILIATED COLLEGES ..	12
Increase in the Number of Colleges ..	12
Policy regarding Payment of Grants ..	13
Postgraduate Education in Affiliated Colleges ..	13
Three-Year Degree Course ..	14
Centenary Grants to Colleges ..	15
'Big' Colleges of Calcutta ..	15
TEACHERS ..	15
Revision of Salaries of University Teachers ..	15
Salary Revision of Teachers in Engineering and Technological Institutions. ..	16

Salary Revision of College Teachers	..	16
Provident Fund	..	16
Utilization of Services of Retired Teachers	..	17
Age of Retirement	..	17
Travel Grants	..	17
Staff Quarters	..	17
STUDENTS	..	18
Enrolment of Students in 1961-62	..	18
Student Failures	..	19
Evening Classes and Correspondence Courses	..	20
STUDENTS WELFARE	..	20
Halls of Residence	..	20
Non-Resident Students Centres	..	21
Health Centres	..	21
Students Aid Fund	..	21
Hobby Workshops	..	22
Fellowships	..	22
Scholarships	..	22
Educational Facilities for Physically Handicapped Students	..	22
NATIONAL INTEGRATION	..	22
MEDIUM OF INSTRUCTION	..	23
OTHER SCHEMES	..	23
Archaeology and Museology	..	23
Development of Linguistics	..	23
Special Publications	..	23
University Film Clubs	..	24
Tagore Chairs and Lectures	..	24
Study of Languages	..	24
Preservation and Utilization of Manuscripts	..	24
Gandhi Bhavans	..	24
Foreign Exchange	..	24
Chairs in American Studies under P.L. 480 Funds	..	24
Exchange of Professors between Universities of India and West Germany	..	24
FUNDS OF THE COMMISSION	..	25
OFFICE OF THE COMMISSION	..	25
ACKNOWLEDGEMENTS	..	25

APPENDICES

Appendix I	Statement showing the grants paid to the central universities, constituent colleges of Delhi University and institutions deemed to be universities during the year 1961-62. ..	26
Appendix II	Statement showing the membership of some important committees appointed by the Commission. ..	27
Appendix III	Statement showing the grants paid to the universities under development schemes (Humanities and Science) during the year 1961-62. ..	29
Appendix IV	Statement showing the grants paid to the universities for the purchase of (a) library books and journals (Humanities and Science) (b) scientific equipment. ..	31
Appendix V	Statement showing the grants paid for the development of engineering and technological education during the year 1961-62. ..	32
Appendix VI	Statement showing the grants paid to the universities towards salary revision of university and college teachers during the year 1961-62. ..	33
Appendix VII	Statement of grants paid under plan and non-plan projects for the year 1961-62. ..	34

GRAPHS

Figure I	University enrolment 1946-47 to 1961-62. ..	35
Figure II	Number of students residing in hostels and student enrolment in universities 1956-57 to 1961-62. ..	36

UNIVERSITY GRANTS COMMISSION

ANNUAL REPORT

APRIL 1961 TO MARCH 1962

In compliance with Section 18 of the University Grants Commission Act, 1956 (No. 3 of 1956) we have the honour to present to the Government of India the Annual Report of activities of the Commission for the year 1961-62 to be laid before both Houses of Parliament.

We deeply regret to have to record the death of Prof. N.K. Sidhanta, a member of the Commission and Vice-Chancellor, Delhi University. Prof. Sidhanta was one of the foremost educationists in our country and his advice on various matters relating to university education was invaluable to the Commission in framing its policies.

Shri S.R. Das, formerly Chief Justice of India and now Vice-Chancellor, Visva-Bharati, has been appointed a member of the Commission in the vacancy caused by the death of Prof. Sidhanta, and Shri S. Bhoothalingam, Secretary, Ministry of Finance, has been appointed in place of Shri N.N. Wanchoo, who has resigned.

NEW UNIVERSITIES

The number of universities in the country increased from 33 to 46 during the Second Plan period. During the year under report, 5 new universities were created by Acts of State Legislatures. In the order of their establishment, these are : Panjabi University, Patiala ; North Bengal University, Siliguri; Panjab Agricultural University, Ludhiana; Rabindra Bharati, Calcutta; and Magadh University, Gaya. With the addition of these, the number of universities in the country has risen to 51. Of the 51 universities, 35 are of the affiliating type, 14 are unitary and 2 are federal in character. Most of the new universities are still in the process of formation. Kalyani and North Bengal Universities will take some more time to come into full operation. Rabindra Bharati has been established in the house in which Rabindranath Tagore was born and will be mainly concerned with music and fine arts. Panjab Agricultural University confines its activities to agriculture and related sciences. The Panjabi University at Patiala is of the federal type and has jurisdiction over the colleges in Patiala. Magadh University was created to relieve Patna University of its affiliating function by taking over the colleges formerly affiliated to Patna University. The table on the next page shows the distribution of universities among the States and also indicates the number of university students per thousand of the population.

State	No. of Universities	No. of university students per thousand of population
Andhra Pradesh	.. 3	1.6
Assam	.. 1	2.2
Bihar	.. 6	1.7
Delhi	.. 1	7.8
Gujarat	.. 3	2.2
Jammu & Kashmir	.. 1	2.7
Kerala	.. 1	2.5
Madhya Pradesh	.. 4	1.3
Madras	.. 2	1.7
Maharashtra	.. 5	2.7
Mysore	.. 2	2.0
Orissa	.. 1	0.9
Panjab	.. 4	3.1
Rajasthan	.. 1	1.4
Uttar Pradesh	.. 9	1.4
West Bengal	.. 7	3.7

One of the objects of university expansion is to reduce disparity in the facilities for higher education especially in the professional subjects among the different regions of the country since these have a direct bearing on the nature and pace of economic, social and cultural development. The interest in higher education is continually growing in the country and there is an increasing demand for establishment of more colleges and universities. The establishment of new universities should be carefully planned, and the growth of higher education should be related to the expansion of primary and secondary education and to the increasing need for trained man-power in the country.

A committee* was constituted in September 1961 to examine the question of setting up of new universities and to suggest the broad principles that should guide the establishment of new universities in the next few years, after reviewing the proposals so far received from the State Governments and the resources likely to be made available for the purpose. The committee has produced an interim report; the final report is likely to come out early next year.

The rapidly growing demand for higher education and the need for increasing opportunities for university education in various parts of the country must first of all be met by the establishment of new colleges. In doing so, there is need to harness local resources and enthusiasm and also to provide state support in a systematic way. But as has been pointed out in our earlier reports, some limitation of the number of colleges affiliated to a university and the number of students enrolled in the colleges and departments of a university is necessary, in the interests of maintaining adequate academic standards and discipline and administrative efficiency.

* For the membership of the committee see Appendix II.

The creation of new universities is part of a continuous process of dealing with the growing numbers and the maintenance of standards of university education. Thus the establishment of a new university is justified only if it can help to maintain and raise standards.

The committee referred to above has recommended that it would be desirable for every State to have at least one unitary or federal university. A unitary university is one in which there are no (or very few) affiliated or constituent colleges and the entire teaching is organised on the basis of departments maintained directly by the university. Such a university would of necessity be confined to one campus or to the limits of one city. A federal university is also confined to the limits of one city or the immediate neighbourhood of a city but in addition to teaching and research departments maintained directly by the university, it will have a number of constituent colleges and institutions situated within the limits of the university city or area. A university of the unitary or federal type has the advantage of compactness. It permits the pooling of resources for teaching and research and also offers easy scope for improvement in curriculum and the examination system. The quality of undergraduate teaching is greatly improved by the opportunities provided for contact between the undergraduate students and senior students and the creative elements in the life of the university.

Agricultural Universities

In the context of development of new universities mention may be made here of the agricultural universities that have been established in some of the States. We recognise the importance to our country of agriculture and allied subjects as courses of study at the highest levels. There has been some neglect in this matter in the past. There is definite need now to secure that in some of our universities agriculture is treated not as just one of a large variety of subjects but as the central and primary subject of study and research. But it would be desirable not to name such universities as agricultural universities but simply name them after the town or locality in which they are established. Such universities could be of the unitary or federal type with agricultural and related sciences receiving special attention. In a small town where a university already exists, it is undesirable to establish another unitary university. In the interest of economy and in order to avoid duplication of efforts, it would be better in such cases to develop new faculties in the existing university so as to give the university an orientation that may be desired.

Recognition of Other Institutions

Section 3 of the University Grants Commission Act reads as follows : "The Central Government may, on the advice of the Commission declare, by notification in the Official Gazette, that any institution for higher education, other than a University, shall be deemed to be a University for the purposes of this Act, and on such a declaration being made, all the provisions of this Act shall apply to such institutions as if it were a University within the meaning of clause (f) of Section 2." Institutions doing work of high standard and of a specialised nature can be enabled by this process to grant their own degrees and to have a large measure of autonomy as institutions of higher learning. Since our last report, the Government of India has brought Jamia Millia Islamia, New Delhi, and the Gurukul Kangri Visvavidyalaya, Hardwar, under the operation of this Section.

This brings the total number of institutions deemed to be universities under the Act to five ; the other three being the Indian Institute of Science, Bangalore, the Indian Agricultural Research Institute, New Delhi, and the Indian School of International Studies, New Delhi.

CENTRAL UNIVERSITIES

The University Grants Commission Act lays down that it shall be the duty of the Commission to allocate and disburse grants for the maintenance and development of universities established under a Central Act. The four central universities are those of Aligarh, Banaras, Delhi and Visva-Bharati. A number of steps were taken for improving facilities and conditions of life and work for students and staff in these universities. As reported last year, the scales of pay of teachers in these universities and the constituent colleges in Delhi were revised. The revised scales of pay are :

Professor	..	Rs. 1000—50—1500
Reader	..	Rs. 700—40—1100
Lecturer	..	Rs. 400—30—640—40—800

The college scales are :

Principal	..	Rs. 1000—50—1500
Senior Lecturer	..	Rs. 700—40—1100
Lecturer	..	Rs. 400—30—640—40—800

These salaries are inclusive of dearness allowance formerly paid to teachers. Teachers have been fitted into the new scales on the basis of their previous emoluments. Other allowances, such as city compensatory allowance etc., are now paid, wherever admissible, on the same basis as for Central Government servants. Teachers in these universities and colleges have been allowed to retain their original dates of increment while fixing their salaries in the new scales.

As the main object of the revision of scales of pay was to attract to the teaching profession persons of high ability and professional competence, it was thought important to ensure that persons appointed on these scales should be well-qualified. The Commission has therefore stressed that universities should insist on high standards in the appointment of teachers. Further if persons with suitable qualifications and experience are not available for first appointment as lecturers, universities may appoint, as a *temporary arrangement*, "instructors" in the grade of Rs. 300—25—350. Ordinarily a person will not hold the appointment of instructor for more than three years. Persons thus appointed are eligible if their work is found to be satisfactory for promotion to lectureships on the pay prescribed.

Salary Revision of Non-Academic staff

The salaries of the administrative or non-academic staff of the universities of Aligarh, Banaras and Delhi also have been revised somewhat on the analogy of the salaries recommended by the Pay Commission for Central Government employees. The various allowances to which the Central Government employees are eligible are being paid to the employees of these central universities also.

Colleges in the Union Territory of Delhi

The problem of admission is particularly acute in the Union Territory of Delhi. The Working Group that was set up in 1959 by the Ministry of Education to study the problem of educational facilities in Delhi for the next 20 years indicated that three new colleges might have to be added every two years. In 1960-61 and 1961-62, 3 new colleges have been started in Delhi to meet the growing demand for higher education. Even so the demand for larger facilities for higher education is continually growing. To meet the rising demand more colleges will have to be established, care being taken to ensure that they satisfy at least the minimum requirements in respect of buildings, equipment, libraries, laboratories etc. from the very outset. The items of income and expenditure to be taken into account for the payment of maintenance grants to Delhi colleges have been determined and a grant-in-aid procedure has been drawn up. It is hoped that this will ensure speedy payment of maintenance grants to the colleges.

The Delhi University has transferred the teaching of B.Sc. Group A (Physics, Chemistry and Mathematics) to the constituent colleges. At the request of the Delhi School of Social Work, the university agreed to take over and run the school as a "maintained institution" of the university.

Medical Colleges at Aligarh and Banaras

During the year under review the Commission approved the establishment by the Banaras Hindu University of a college of medical sciences. A sum of Rs. 10 lakhs out of a total estimated cost of Rs. 118 lakhs (NR) and Rs. 13 lakhs (R) per annum was paid to the Banaras Hindu University for equipment, library books, staff and maintenance. We have also agreed to the request of the Aligarh Muslim University for the establishment of a medical college at Aligarh. A proposal to establish a medical college at Aligarh was entertained by the university several years ago and a fund had been raised by the university for this purpose. The capital expenditure for the teaching hospital will be met from this fund which is about Rs. 60 lakhs.

Visva-Bharati

The proposal of the Visva-Bharati for the starting of honours courses in mathematics and chemistry has been approved by the Commission. It is our hope that the introduction of science courses would not lead to a departure from the distinctive characteristics and purposes of Visva-Bharati but on the contrary lead to their strengthening and reinforcement. The Commission has also accepted a proposal from Visva-Bharati for appointment of a visiting professor of English for two years at an estimated cost of Rs. 12,000 per annum.

Grants to Central Universities

The four central universities are given a block maintenance grant which is fixed for a five-year period. To meet the additional cost of new schemes, such as those referred to above, a supplementary grant is sanctioned. A statement of the grants paid to the central universities during the year is given in Appendix I.

As far as development under the Five-Year Plan is concerned, proposals of the central universities are examined by expert visiting committees in the same way as those of the state universities. In the case of central universities, however, the entire development expenditure sanctioned is met by the Commission, whereas in the case of state universities part of the development expenditure has to be met by the State Governments concerned.

In the case of the constituent colleges of Delhi University, 90 per cent of the approved recurring expenditure is met by the Commission and any special expenditure that may be necessitated by special schemes in the university (such as the transfer of science departments) is met wholly or partly by the Commission according to the circumstances of each case.

DEVELOPMENT OF HIGHER EDUCATION AND RESEARCH

Central and State Universities

Although the Commission is concerned with all aspects of university education including professional education, it has been making only limited grants towards medical and agricultural education.

In the case of medicine, agriculture and technology, funds for the expansion and development of professional colleges are provided by the Ministries concerned and do not form part of the allocation to the UGC. It is suggested that with a view to achieving effective co-ordination between the various fields of higher education, particularly at the postgraduate and research stage, these funds are made available to the colleges in consultation with the Commission. The problems of higher education such as the increasing number of students in universities and professional colleges, promotion of quality and standard of education, establishment of new universities and so on are inter-related and should be considered from an overall point of view. We regard this as essential if the best use is to be made of our rather limited resources.

In the case of postgraduate studies and research it is important that there is co-ordination between the development plans of different universities in the country. Worthwhile progress can only be achieved through concentration and co-ordination of effort on an all-India basis. It is therefore felt that a substantial part of the expenditure on advanced study and on other important projects of postgraduate study and research should be met by the UGC. Further, it would be a distinct advantage if arrangements could be made to enable the Commission to meet a part of the committed expenditure relating to these projects beyond the Plan period, wherever considered essential for the progress of the scheme.

The Commission continued to give high priority to the developmental proposals received from the universities for the improvement of quality and number of teaching staff, purchase of books and scientific equipment, and provision and improvement of library and laboratory accommodation. The grants paid to the universities for these purposes during the year under review were:

	Central Universities (NR & R) (in lakhs)	State Universities (NR & R) (in lakhs)	TOTAL (in lakhs)
Humanities	12.09	67.68	79.77
Science	22.07	85.30	107.37
Total	34.16	152.98	187.14

Details of these grants as explained above will be found in Appendix III.

Allocation of Grants to Universities for Library Books and Journals

The sanctioned expenditure for purchase of books during the Second Plan period was Rs. 1.5 crores. Of this a sum of Rs. 1.3 crores was actually paid and the remainder has been carried over to the Third Plan period. We have now proposed for the Third Plan period 'basic grants' for library books and journals according to the following general principle:

- (a) New universities established .. Rs. 3.75 lakhs
during the Second Plan
- (b) Unitary/Federal universities .. Rs. 3.00 lakhs
- (c) Affiliating universities .. Rs. 2.00 lakhs

During 1961-62 we paid Rs. 11.83 lakhs to various universities for the purchase of library books and journals in addition to 'spill-over' grants from the Second Plan schemes (Appendix IV).

Grants for Purchase of Laboratory Equipment

Our assistance to the universities for the purchase of essential scientific equipment has been continued. During the period covered by this report, Rs. 35.70 lakhs were paid to the universities for this purpose. Universities have also been encouraged to fabricate apparatus of various kinds in the central workshops attached to them. Grants have been given to the universities for developing and strengthening also their departmental workshops.

Engineering and Technological Education in the Universities

Several steps have been taken for the development and expansion of engineering and technological education in our universities. The universities have been assisted for increasing the intake of students to existing courses, establishing new engineering colleges, introducing new courses at the undergraduate and postgraduate levels and for extending the duration of courses at engineering colleges and polytechnics. During the year under review total grants of Rs. 101.60 lakhs were paid to 18 universities for continuing or completing their development and expansion schemes. Details of the grants given for this purpose are shown in Appendix V. We have also been encouraging the universities to undertake research work in certain specialised branches. Steps have also been taken to assist some universities for continuing and starting courses in business management and industrial management, the need for which is keenly felt with the growing industrialisation of the country. The universities of Allahabad, Bombay, Delhi, Lucknow and Madras are being given assistance for this purpose. On the recommendation of the All India Council for Technical

Education we have agreed to pay a recurring grant of Rs. 3.22 lakhs per annum to the Roorkee University for the maintenance of the Water Resources Development Training Centre.

To encourage students to take up postgraduate studies in engineering subjects, a number of junior fellowships have been awarded by the Commission. Grants amounting to Rs. 1.62 lakhs were paid to universities for 94 junior fellowships awarded during the year.

We have received from 21 universities a number of schemes for the development of engineering/technological institutions/departments during the Third Plan period. These have been referred to the All India Council for Technical Education for evaluation. On the receipt of the Council's views about these schemes allotment of additional grants will be considered.

Visiting Committees

In accordance with our usual practice, a number of committees were appointed to go to the universities and examine the various proposals for the development of different departments of study and research during the Third Plan period. So far 28 universities have been visited by such committees.

On a careful scrutiny of developmental schemes initiated in the Second Plan but not completed by the end of the Plan period, it has been found that approximately Rs. 19 crores will be needed to complete these 'spill-over' schemes. This means that out of the total allocation of Rs. 37 crores provided for the Commission during the Third Plan period, the Commission will have only about Rs. 18 crores left for new schemes to be taken in hand on the recommendations of these visiting committees. The estimated cost of new schemes so far examined and still to be examined by visiting committees is of the order of Rs. 30 crores. It is clear that even after effecting all possible cuts and economies there will still be a considerable spill-over to be carried over to the Fourth Plan period. But to keep the new schemes within manageable limits in relation to the funds available we have for the time being indicated that it may not be possible to find more than 70 per cent of the cost of the schemes approved by us in addition to meeting the liabilities under the schemes continued from the Second Plan. It is hoped, however, that after a further review of the actual progress of work and expenditure later in the Plan period, it may be possible to find some additional funds to enable the universities to complete the schemes taken up by them during the Third Plan period. We have suggested the following order of priorities in the development plans of the universities :

- (a) Completion of work already commenced
- (b) Appointment of staff
- (c) Purchase of scientific equipment and books
- (d) Construction of buildings

IMPROVEMENT OF STANDARDS OF TEACHING AND RESEARCH IN UNIVERSITIES

One of the important functions of the Commission is to determine measures to be taken for the co-ordination and improvement of standards

of teaching and research in our universities. For this purpose a number of committees were appointed to examine various aspects of the standards of teaching and research, and we also took some steps to bring about desirable reforms in our teaching and examining system.

Review Committees

In 1959 the University Grants Commission appointed review committees to make a broad survey and assess standards of teaching and research in a number of important subjects and the facilities available for the purpose, and to recommend the steps to be taken (including modernization of syllabi) in order to raise the general level of academic attainment and research in the universities. Knowledge itself is expanding at such a rapid pace that a serious and sustained effort is required if teaching is to be kept even reasonably up-to-date. The value and necessity of reviewing committees is apparent, and these are all the more important in the context of our development plans for the expansion of higher education and research especially in the fields of science and technology. So as reported in previous years, the Commission has appointed 17 review committees, 8 in science and 9 in humanities and social sciences. These committees have wide terms of reference. The committees* dealing with Botany, Mathematics, Biochemistry have already submitted their reports. These committees have brought together some of our eminent scholars and the work being done by them represents a significant collaborative effort.

Standards Committee

The problem of assessment of present standards of education and research is as important as it is complex. To investigate whether factors such as rapid increase in the number of students, inadequate preparation of university entrants and difficulties with the medium of instruction have resulted in the deterioration of standards of education in India, we appointed a committee* under the chairmanship of Prof. N. K. Sidhanta to undertake a thorough study of the standards prevailing generally in our universities. But unfortunately before the committee could do very much, Prof. Sidhanta passed away suddenly, and the work of the committee received a setback. Shri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University has since been appointed as chairman of this committee. The committee has as a first step circulated a questionnaire to all the universities to collect information about standards and related matters in the universities. While some deterioration in standards of education and attainment is inevitable in any large scale expansion of higher education, it must be mentioned here that in our country in spite of an unprecedented rise in the university population, there are some departments which consistently maintain a high standard. It may also be mentioned that standards at the postgraduate and research levels in many of our universities have improved substantially during the last few years.

Centres of Advanced Study

It has been felt for some time past that in addition to raising the standards of teaching and research in our universities, it is also necessary to build up to a much higher level some university departments where

good work is being done so that work of a more advanced kind could be carried out in them. In pursuance of this idea it is now proposed that the university departments where already work of high distinction is being carried on be aided in a relatively more generous way and facilities in terms of competent men and equipment provided, so that it may be possible eventually to achieve the highest possible standards and to attract scholars of the highest ability to come and work at these centres. These selected departments are referred to, for want of a better name, as centres of advanced study.

The selection of these centres is being made by a committee* appointed for this purpose and is based primarily on a consideration of work going on in the departments concerned. These centres will be integral parts of the universities but would have a measure of autonomy to enable them to work efficiently and effectively. They would function on an all-India basis and wherever practicable would work in close collaboration with other institutions, such as National Laboratories interested in the same area of work. Each centre would have a team of teachers and research workers of outstanding ability who while participating in the regular teaching work in the university would have sufficient time and facilities for carrying on sustained research work. It is expected that a substantial proportion of the team of outstanding workers at these centres will come on deputation or a visiting arrangement from universities, both in and outside India. It is our hope that such centres, if successfully established, will not only raise standards of teaching and research, but also be a means of encouraging communication and movement among senior teachers and scholars throughout the country.

On the advice of the committee appointed for this purpose, it is proposed to establish during the Third Plan period some 20 centres in various universities. While the choice of centres as stated above is determined primarily on the basis of the work going on in the university departments concerned, the Commission recognises the need for establishing the centres as widely among universities as is practicable.

Examination Reform

In 1958-59 we had reported our concern with the problem of reform of the examination system in India and the appointment of a committee to study the question and make recommendations for improvement. The committee submitted a report which we considered and on which we made certain comments and criticisms. The committee thereafter revised its report, which was then circulated among the universities and colleges for their reaction. The report should stimulate administrators and teachers in our universities to take a serious look at our present examination system in which the failure rates are very high and the correlation between teaching and examining very unsatisfactory. It is our hope that gradually each university will be able to bring about changes and improvements in the existing practices of teaching, learning and testing.

*For membership of the committee see Appendix II.

Measures for the Promotion of General Education

The recommendations of the expert committee on general education have been generally accepted by us, and an advisory committee has been constituted to help the universities in the proper implementation of the scheme and for making recommendations to the Commission. The report of the expert committee has been circulated to the universities and colleges and also to a large number of individual teachers. So far thirteen universities have introduced general education courses in one form or another.

During the year under review a sum of Rs. 7,000 was paid to Aligarh Muslim University for completing its general education reading material project for which the Commission made a total grant of Rs. 1.8 lakhs.

The proposals of the universities of Andhra and Bombay for the preparation of reading material (including the holding of seminars and the temporary appointment of some staff) for courses in general education have been accepted by us. This involved an expenditure of about Rs. 20,000 and Rs. 50,000 respectively. The Commission's share will be 50% of the approved cost in each case.

The Commission has received a sum of \$ 1,75,000 from the Ford Foundation for the development of the programme of general education. We should like to express our thanks to the Foundation for this generous assistance. Prof. Hans Simons, whose part-time services have been made available to us by the Ford Foundation, has continued to be with us and has rendered valuable service in the work of the advisory committee and in assisting universities in their general education programmes.

It might be stated here that general education is not an attempt to counter "specialization" as is sometimes supposed. General education should not prevent specialisation at all but merely its possible exclusiveness. General education has to be an integral part of a curriculum, technical or otherwise in order to enable students better to meet new situations and developments and to extend their understanding over a wider range of problems. Equally important but more difficult to achieve is its related aim, which is to help each student to arrive at a synthesis in his own mind of the subjects that make up his programme of studies.

Seminars and Summer Schools

The Commission has offered assistance to the universities in organising summer schools, institutes, conferences and seminars in different subjects. It is our expectation that some of the leading scholars will participate in them and that a large number of teachers and senior students may benefit by attending these gatherings. Apart from research seminars for advanced students and teachers, actively engaged in research, it is proposed to help the universities and colleges to organise every year during the summer vacation refresher courses and seminars of a more general nature. These courses would be designed to enable teachers to keep abreast of newer developments in their field. Some of these courses and seminars are expected to deal with problems of secondary education and will be intended for secondary school teachers also. This would help in bridging the gap existing between secondary education and university education. It is our hope that summer schools, seminars and refresher courses will help in promoting academic mobility and corporate

intellectual activity through the participation of research workers and students drawn from all universities in the country. While organising the seminars, universities and colleges are encouraged to co-operate with the Council of Scientific and Industrial Research and other organizations concerned with advanced work in various fields. We expect that this will promote effective and fruitful co-operation between the universities and non-university research institutions in the country. A number of important seminars were organised by the universities on subjects like Solid State Physics, Modern Mathematics, Criminal Judicial Administration etc.

AFFILIATED COLLEGES

The University Grants Commission attaches great importance to the development of affiliated colleges. The number of colleges has been increasing rapidly in response to the growing demand for higher education in the country. One of the problems before the Commission has been that of assisting affiliated colleges to the best advantage with the limited funds available to the Commission. We have continued to help the colleges towards improving their physical facilities, for raising teachers' salaries and towards students welfare schemes. Some details of the assistance given by the Commission to colleges for students welfare schemes and towards improving the conditions of service of teachers are set forth in some of the following sections of this report.

Increase in the Number of Colleges

As stated earlier in the report, out of 51 universities in the country, 35 are affiliating universities ; about 86 per cent of the total number of university students in the country are enrolled in the affiliated (or constituent) colleges which provide facilities for instruction in most cases for the first degree, and in some cases up to the postgraduate level. The importance of the affiliated colleges in the present university set up in India cannot be over-stressed. The number of affiliated colleges in the country has been steadily growing. The total number of colleges during the year under report was 1783 which shows an increase of 246 over the figure for 1960-61 which was 1537. This number does not include colleges teaching up to the Intermediate standard only. Of the 1783 colleges, 1223 are run by private managements, 453 are government managed and the remaining 107 are university colleges. Of the total number of colleges functioning in 1961-62, only 589 were professional colleges *e.g.* engineering, medical, agricultural and teacher's training colleges, and the remainder were arts, science and commerce colleges. There has been a continuous rise in the number of women's colleges also. Thirty new women's colleges were established during the year 1961-62, thus bringing their total number in the country to 211. More than 60 per cent of the women's colleges at present functioning in the country have been brought into existence during the last 7 years. It must however be added that many of the other colleges also admit women students.

In accordance with the regulations framed under Section 2(f) of the UGC Act, the Commission maintains a list of colleges which fulfil certain minimum conditions and are eligible to receive assistance for various schemes. This list does not include colleges teaching up to Intermediate standard only. So far 1404 colleges have been brought under

the purview of the Commission. This number also includes government colleges which until recently had not been brought under our scheme of assistance to colleges.

A number of cases have come to our notice where affiliation has been granted to new institutions not having adequate funds, buildings or even staff. We have examined the conditions of affiliation prevailing in various universities and have suggested a revision of present practices in many universities. In our opinion it is very important that universities should lay down fairly high minimum standards with regard to buildings, endowment fund etc. and insist on compliance with these before a college is affiliated.

Policy regarding Payment of Grants

During the Second Plan period assistance was given to affiliated colleges for laboratory equipment, library books, for construction of libraries, laboratories, hostels and non-resident students centres, establishment of hobby workshops and for students aid fund. Besides this, assistance was also given towards up-grading the salaries of teachers, and for the introduction of the three-year degree course. Grants for men's hostels were made on a 50 : 50 basis and for laboratories and libraries on 2/3 : 1/3 basis, the Commission's share being $\frac{2}{3}$ of the approved cost. Assistance for hostels for women students was, however, given on 75% basis. The main building grants actually paid to the colleges during the Second Plan period were as follows :

Hostels	..	Rs. 88.75 lakhs
Libraries	..	Rs. 19.44 lakhs
Laboratories	..	Rs. 10.30 lakhs

In view of the large number of colleges and limited funds available with us during the current plan period, it was found necessary to put various restrictions on our assistance. The main purposes for which the Commission will give grants to colleges continue to be the same as during the Second Plan; we shall in addition make grants for the construction of staff houses. But the maximum assistance available to a college for the above-mentioned purposes apart from the three-year degree course scheme during the Plan period will be Rs. 1.5 lakhs. Preference will normally be given to colleges which were not assisted during the Second Five-Year Plan and to colleges which are fairly well-established. In 1961-62 a sum of Rs. 38.66 lakhs was paid to the colleges for various schemes. This grant does not include payments made under the three-year degree course scheme.

Postgraduate Education in Affiliated Colleges

One of the problems of higher education in India is the organisation of postgraduate teaching, particularly in the sciences that require costly apparatus. The general practice is to concentrate postgraduate teaching in university departments administered by the universities themselves. But in the affiliating and federal universities this work is undertaken by some of the colleges. Some of the colleges are old and well-established institutions, often older than the universities to which they are affiliated, and postgraduate teaching may have been undertaken by them before the universities started their own departments. In some cases the exten-

sive territory over which universities have jurisdiction makes decentralization of postgraduate teaching necessary. The distribution of affiliated colleges with postgraduate departments does not, therefore, follow any uniform pattern either within the various universities themselves or in the different regions of the country.

While some of these colleges have been doing outstanding postgraduate work, the others are ill-fitted for this task either because they lack proper facilities such as scientific equipment, library books and journals and laboratory accommodation or because they do not have adequately qualified staff. In some colleges a single teacher may have to deal with three or four specialised branches in his subject. In some cases the number of students admitted to M.Sc. classes is very small, thus making the maintenance of the department uneconomical.

It is apparent that in the interest of economy and quality, expansion of postgraduate education in affiliated colleges should be carefully regulated. Well-established colleges that have already been doing good work in postgraduate studies for a fairly long period should of course continue to do so with a certain amount of assistance from the UGC. In selecting new institutions for this purpose it would naturally be necessary to take into account the regional requirements for expansion of postgraduate facilities. Ordinarily no new college at the university headquarters should be permitted to start a postgraduate course if the university is already teaching the subject. Where postgraduate teaching is organised on a co-operative basis, the colleges participating in the arrangements should be carefully selected and new colleges may be brought into the scheme only to meet the regional needs for postgraduate work. It is also necessary to ensure that the number of students on the rolls of the postgraduate colleges is neither too small to be economical nor too large for the proper maintenance of standards.

We have therefore decided to help a selected number of colleges which possess fairly good physical facilities and also have well-qualified staff in different branches of the subject or subjects in which postgraduate teaching is provided. In 1960-61 there were 240 postgraduate departments in science subjects in 80 colleges and 338 in arts subjects in 188 colleges. On the basis of a limited grant for each postgraduate department during the Third Plan period it will be necessary to find approximately Rs. 3 crores for grants to colleges for this purpose. To ensure continuity of the developments undertaken by them, the colleges concerned have been asked to give an assurance that at the end of the Third Plan the expenditure on this account will be met by them from their own resources or with assistance from the State Governments.

Three-Year Degree Course

In accordance with the formula worked out by the Deshmukh Committee for grants for implementing the three-year degree course scheme an expenditure of Rs. 22.55 crores in 31 universities had been approved, the Commission's share being Rs. 11.37 crores. So far grants totalling Rs. 4.14 crores have been provided to the universities [Rs. 3.66 crores (NR) and Rs. 0.48 crores (R)] according to this formula. Six hundred and ninety two colleges affiliated to 30 universities have so far changed over to the three-year degree course. A sum of Rs. 1.17 crores was paid during the year under review.

We have also agreed to contribute towards the non-recurring and recurring expenditure for implementing the scheme in the centrally administered areas and in Nagaland at an estimated cost of Rs. 40.30 lakhs. From time to time some new colleges have also been brought within the purview of the assistance available under the scheme.

Centenary Grants to Colleges

We have been making a special grant of Rs. 1 lakh to colleges with a continuous history of 100 years or more. The grant is paid in instalments for construction of necessary buildings. During the year a sum of Rs. 40,000 was paid to 3 colleges, thus bringing the total number of colleges that have so far received assistance under the scheme to 34.

'Big' Colleges of Calcutta

The question of regulation of student numbers in the 'big colleges' of Calcutta University was discussed by us with the West Bengal Government and the University. Apart from measures to limit numbers in these colleges we have accepted a proposal of the West Bengal Government for setting up new colleges in Calcutta to reduce pressure on the existing 'big colleges'. Although normally it is not the Commission's policy to give grants for the establishment of new colleges, some assistance is being given for this purpose to the Calcutta University.

TEACHERS

It need hardly be stated that an improvement in the conditions of service of college and university teachers is an important factor in the maintenance of proper standards of education. The Commission has continued to give a great deal of attention to the question relating to the conditions of service of teachers. Besides sanctioning the revision of salaries of university and college teachers the Commission has also taken a number of other measures to enable the teachers to carry out their functions effectively.

Revision of Salaries of University Teachers

It was reported last year that the Commission had agreed to assist the state universities towards further raising the salary scales of teachers to the same level as in the central universities. We are happy to report that the following 22 state universities have so far agreed to participate in the scheme and to provide their matching share of the increased expenditure for upgrading the salaries of teachers.

- | | |
|---------------|-------------------------|
| 1. Agra | 12. Kerala |
| 2. Allahabad | 13. Kuruksetra |
| 3. Andhra | 14. Lucknow |
| 4. Bombay | 15. Nagpur |
| 5. Burdwan | 16. Osmania |
| 6. Calcutta | 17. Panjab |
| 7. Gauhati | 18. Poona |
| 8. Gorakhpur | 19. Varanaseya Sanskrit |
| 9. Jadavpur | 20. Saugar |
| 10. Kalyani | 21. S.N.D.T. Women's |
| 11. Karnataka | 22. Sri Venkateswara |

Other universities are still negotiating with their respective State Governments for financial assistance to take advantage of the scheme. About 3500 university teachers are expected to receive the benefit of the enhanced scales during the year 1962-63. A sum of Rs. 10.86 lakhs was paid to 16 universities under the scheme during 1961-62 as detailed in the statement appended to this report (Appendix VI).

Salary Revision of Teachers in Engineering and Technological Institutions

The engineering and technological institutions or departments of 13 universities have introduced the scales prescribed by the All India Council for Technical Education (AICTE) for their teachers. During 1961-62, Rs. 6.04 lakhs were paid to the universities on this account. As the revised grades of pay of all classes of university teachers now prescribed by the Commission are approximately the same as AICTE scales, we do not think it necessary to have different scales of pay for teachers in different faculties.

Salary Revision of College Teachers

Our assistance to affiliated colleges for the revision of salaries of teachers was continued during the year and a sum of Rs. 58.19 lakhs was paid towards upgrading the salaries of about 12,500 teachers working in 426 colleges affiliated to 22 universities (Appendix VI). Hitherto only private affiliated colleges were given assistance under the scheme but we have now agreed to extend the benefit of the scheme to teachers in government colleges also.

Although the Commission has agreed to assist colleges that did not avail themselves of the scheme during the Second Plan period, only a few such colleges have so far intimated their willingness to implement the UGC scales. This is because the college managements find it difficult to meet the additional expenditure out of their resources. Unless the State Governments agree to help the private colleges it is unlikely that many colleges will be able to take advantage of our offer. We have received many representations from institutions and individual teachers for continuing the Commission's assistance to the colleges under this scheme beyond the original Plan period for which it was given. It is feared that many of the affiliated colleges which introduced the scheme during the Second Plan, would not be able to maintain these scales unless the State Governments give them adequate financial assistance. We have, therefore, taken up with the State Governments the question of continuance of the UGC scales after the withdrawal of our assistance on completion of the five-year period. It is necessary to emphasise the need for State Governments to liberalise their grant-in-aid codes so that the colleges are able to offer higher scales of pay to qualified persons and retain the services of those whom they are able to recruit.

Provident Fund

We have now agreed to contribute towards the increase in provident fund of the teachers consequent upon the introduction of revised scales. The different practices adopted by universities in the matter of contributory provident fund have been examined. The Commission's view that the rate of contribution to the provident fund should not be less than 8½% of pay has been brought to the notice of the universities whose

rates of provident fund contributions were lower. The universities have been informed that persons on probation should be entitled to contribute towards the provident fund and on confirmation the institution should also put in its contribution with retrospective effect. The question of instituting a scheme of annuities or insurance for university and college teachers is under consideration.

Utilization of Services of Retired Teachers

We have adopted a scheme to enable outstanding teachers after their superannuation to continue their teaching or research activities for a further period. Under this scheme a teacher will be paid an honorarium of Rs. 4000 per annum and an annual grant of Rs. 1000 for contingent expenses. Additional grants will also be made to the teachers if the research work undertaken by them requires special equipment. The grant will be sanctioned for two years in the first instance, and may be renewed for a further period till the teacher reaches the age of 65 if he remains active and useful. In exceptional cases, the assistance may be continued even beyond the age of 65. The universities and colleges will be enabled through this scheme to continue to use the services of experienced teachers of outstanding merit who have crossed the normal age of retirement but who are otherwise fit to continue their research and teaching activities. So far 22 superannuated teachers have been selected for such assistance.

Age of Retirement

The Commission thought it desirable that there should be uniformity in the practice relating to the age of retirement of teachers in universities and colleges. We have suggested that normally the age of retirement of teachers should be 60 and that provision may be made for further extension up to 5 years. The universities were consulted about this and we are glad to report that 35 universities have agreed to raise the age of retirement of teachers to 60 years.

Travel Grants

Travel grants were awarded to teachers to enable them to visit and work in institutions where advanced work is being done. Several teachers took advantage of the scheme, and a sum of Rs. 1.22 lakhs was paid to 42 universities on this account.

Travel grants were also sanctioned to some university teachers for enabling them to participate in academic conferences abroad. In 1961-62 we paid grants amounting to Rs. 17,000 for this purpose.

Staff Quarters

There is a great shortage of houses for teachers in our universities and colleges. We have made a beginning in assisting universities and colleges to build more houses for teachers, and grants have also been paid to a few universities to construct modest guest houses. But the needs in this matter are very great, and the Commission will be unable to make a real contribution to the solution of the problem unless our resources are greatly increased. During the year under report proposals have been accepted for construction of houses towards which the Commission will pay about Rs. 7 lakhs.

STUDENTS

The year under report has been one of rapid expansion in the enrolment of students in universities and colleges as indicated by the comparison of enrolment figures for the previous year and the year under report. The trends which have been in evidence during the last few years have continued, and pure and applied sciences have continued to gain more rapidly than arts. An outstanding feature of the present quinquennium has been the rapid increase in the number of women students in our universities and colleges. As has already been stated earlier in the report, as many as 126 new women's colleges have been established during the last seven years. Although a large majority of women students pursue arts courses, many of them are also participating in professional studies. The following table gives the total enrolment as well as the number of women enrolled in different faculties :

Faculty	Total Enrolment (in thousands)	Women Enrolment (in thousands)	Percentage of Women to Total
Arts	512	128.0	25.0
Science	337	35.0	10.4
Agriculture	25	0.1	0.4
Commerce	125	2.0	1.6
Education	22	9.0	40.9
Engineering & Technology	58	0.3	0.5
Law	29	0.9	3.1
Medicine	40	9.2	23.0
Veterinary Science	5	0.03	0.6
Others (Music, Fine Arts etc.)	3	1.5	50.0
Total	1156	186.03	16.1

Enrolment of Students in 1961-62

The total student enrolment in our universities and colleges during the year 1961-62 was 11,55,380 an increase of 1,07,532 over the previous year. This represents an increase of 11.0 per cent in the year as against 5 per cent increase in the previous year. The following table indicates the extent of expansion that has taken place during the year in various faculties of the universities.

Serial No.	Faculty	Enrolment in 1960-61 (in lakhs)	Enrolment in 1961-62 (in lakhs)	Percentage increase
1.	Arts	4.73	5.12	8.2
2.	Science	3.15	3.37	7.0
3.	Commerce	1.09	1.25	14.7
4.	Education	0.15	0.22	46.7
5.	Engineering and Technology	0.37	0.58	56.8
6.	Medicine	0.27	0.40	48.2
7.	Veterinary Science	0.05	0.052	4.0
8.	Law	0.23	0.29	26.1
9.	Agriculture	0.14	0.25	78.6
10.	Others	0.30	0.03	—
		10.48	11.56	11.0

The overall increase of nearly 11% in the total number of students during the year is shared by all the faculties. The highest increase has been in the faculty of agriculture followed by engineering, medicine and education.

There has also been an increase in the enrolment at the post-graduate and research levels. The number of students engaged in post-graduate studies and research was 72,859 in 1961-62 as against 63,000 in 1960-61. The enrolment of postgraduate students has almost doubled during the last 5 years. Of the 72,859 postgraduate students about 58 per cent were studying arts subjects and 22 per cent science subjects.

The increase in the enrolment of students was not, unfortunately, matched by a proportionate increase in the number of teachers. In fact the staff-student ratio was 1 to 15.5 in 1961-62 as against 1 to 15.3 in 1960-61.

There has been a great increase in the admissions to universities at the pre-university stage during the year 1961-62 as may be seen from the table below :

Faculty		1960-61	1961-62	Percentage increase
P.U.C.	Arts ..	1,03,402	1,21,807	17.8
	Science ..	73,138	96,784	32.3
	Commerce ..	17,460	31,761	81.9
TOTAL ..		1,94,000	2,50,352	29.0

The total number of women students enrolled in our universities and colleges increased from 1,67,332 in 1960-61 to 1,86,016 in 1961-62. Although there is an increase of 11 per cent in the number of women students during the year under report, the fact remains that they form only about 16 per cent of the total enrolment. This shows that there is much leeway to be made up by women students in the field of higher education.

The rapid expansion of higher education that has already taken place has created a heavy strain on the staff and material resources of the universities. If increasing number of students continue to be admitted in our universities without corresponding expansion of facilities there is grave risk of the academic standards being impaired further. Also in view of the increasing cost of university education, it is necessary from a purely economic point of view to see that only such students are admitted to our universities as are most likely to benefit from university education.

Student Failures

The following table gives the percentage of failures in the various university examinations of 1960.

	Percentage failure		
B.A.	.. 57.0	B. Ed.	.. 31.0
B. Com.	.. 50.8	B.L.	.. 40.7
B. Sc.	.. 49.0	B. Sc. (Ag.)	.. 22.2
M.A.	.. 23.1	B. Sc. (V. Sc.)	.. 31.6
M. Sc.	.. 21.4	B. Sc. (Tech)	.. 13.7
M. Com.	.. 16.9	M.B.B.S.	.. 46.6
B. Sc. (Engg)	.. 30.1		

An analysis of the results at different university examinations reveals that a large number of the successful graduates secure only the minimum marks required for passing the examinations. It is extremely important and urgent to bring about improvements in the teaching and examining methods of our universities. Improvement of the teacher-pupil ratio, increased use of tutorials and seminars, and reform of the examination system will all help to reduce the percentage of failures.

Evening Classes and Correspondence Courses

Correspondence courses and evening classes play an important role in providing opportunities for university education for those adults who for some reason or other could not join the regular courses in a college. Also the pressure of numbers in our universities and colleges in the larger cities may be considerably reduced by the extended use of evening classes and by developing a system of correspondence courses. Evening classes were started in some Delhi colleges when the Panjab University Camp College ceased to function in 1959. This was thought of as a temporary measure but circumstances necessitated the continuance of these classes as a permanent feature. The Commission has, therefore, recommended to the colleges under the Delhi University that the teaching and non-teaching staff employed for conducting the evening classes may be confirmed in accordance with the university rules. The basis on which grants are to be paid to the colleges for running evening classes has been worked out in consultation with the colleges concerned. In the Third Five Year Plan there is a scheme for extended use of evening classes.

The Government of India has also included in the Third Five-Year Plan of educational development a scheme for assisting the universities to impart instruction through correspondence courses. To begin with, correspondence courses are to be started in arts subjects only but at a later stage science subjects will also be included. The University of Delhi was requested by the Government to take steps to introduce correspondence courses. The courses in arts subjects would start from the session 1962-63.

STUDENTS WELFARE

The Commission is of the opinion that "students welfare forms an integral part of educational development". It cannot be denied that the general academic atmosphere in a college or university is affected very significantly by the conditions in which students live and work. With the rapid increase in the number of students seeking the benefits of higher education, the need for adequate amenities for students in colleges and universities has become greater and more urgent. Several schemes relating to students welfare are already under implementation.

Halls of Residence

Halls of residence have constituted an important part of the building programme in universities and colleges for which the Commission has been giving assistance. In 1961-62 the number of students† residing

†Excludes Intermediate Boards.

in the hostels was 1,78,423, an increase of 23,033 over the figure for 1960-61 which was 1,53,390. In 1956 there were only 1,15,112 students living in halls of residence while at the end of the Second Plan the number had risen to 1,53,390. This means that one among every 5 students lives in a hostel now as compared to one amongst 6 in 1956. During the Second Plan period the Commission gave grants for the construction of 107 hostels in the affiliated colleges. These accounted for 34% of the additional hostel accommodation provided during the Second Plan period. As a result of the construction of these hostels, living accommodation was provided to more than 13,000 students. During the year under review, construction of 17 hostels at an estimated cost of Rs. 36.67 lakhs has been approved and a sum of Rs. 5.75 lakhs has been paid to the colleges. These hostels will provide residential accommodation to some 1000 students. We have also approved the construction of 15 hostels in the universities of Aligarh, Banaras, Bihar, Burdwan, Gujarat, Kuruksetra, Osmania and Panjab at an estimated cost of Rs. 55.72 lakhs of which the Commission's share will be Rs. 37.4 lakhs. These hostels are expected to provide living accommodation for about 1800 students. The total grants paid to the universities towards the construction of hostels approved during the previous years and in 1961-62 was Rs. 41.44 lakhs.

Non-Resident Students Centres

During the year under report, the construction of non-resident students centres in the universities of Allahabad, Gauhati and Gujarat was approved at an estimated cost of Rs. 2.55 lakhs. This brings the total number of non-resident students centres established in the universities to 19. In 1961-62, a sum of Rs. 4.05 lakhs was paid to the universities for the implementation of the scheme.

The establishment of 22 non-resident students centres in colleges has been approved at an estimated cost of Rs. 10.13 lakhs. So far 288 non-resident students centres have been established in colleges. The total grants paid to colleges on this account during the year was Rs. 18.65 lakhs. We have also accepted the proposal of Kerala University for the construction of a students home. A students home provides somewhat better facilities for day students than non-resident students centres.

Health Centres

The establishment of two health centres at the universities of Bombay and Kuruksetra has been sanctioned by us. Grants totalling to Rs. 3.87 lakhs were paid to the universities under this scheme in 1961-62.

Students Aid Fund

Three hundred and two colleges joined our scheme of students aid fund during the year 1961-62 thus bringing the total number of colleges having these funds to 927. A sum of Rs. 9.31 lakhs was paid to the colleges on this account. Similarly 21 universities implemented the scheme during the year and received payments amounting to Rs. 1.37 lakhs. It has been decided that contributions towards the students aid fund of the evening units of colleges be made on the same basis as for the day colleges.

Hobby Workshops

During the year the setting up of a hobby workshop at the Jadavpur University has been approved by us. This brings the total of hobby workshops so far approved in the universities to 12. A sum of Rs. 1.55 lakhs was paid to various universities for this purpose.

The Commission sanctioned the establishment of 15 hobby workshops in colleges. Ninety three hobby workshops in colleges have so far been approved by us.

Fellowships

A number of fellowships are at present available to students in the universities. Some of them are provided by the Council of Scientific and Industrial Research, the AICTE etc. The value of junior and senior fellowships has been fixed at Rs. 300 and 500 per month respectively. Twenty five junior fellowships in humanities and 86 junior fellowships in science were awarded during the year and grants amounting to Rs. 1.5 lakhs were paid.

Twenty seven senior fellowships in engineering and technology were awarded during the year and a sum of Rs. 92,000 was paid on this account. senior fellowships of the value of Rs. 500/- were awarded to 12 candidates in the humanities and to 31 candidates in science. A sum of Rs. 1.49 lakhs was paid towards the senior fellowships in science and humanities.

Scholarships

In our last report mention was made of the transfer of research scholarships of the value of Rs. 200 per month each, from the Commission to the Ministry of Education, in pursuance of the decision of Government of India that schemes relating to the award of scholarships from all sources be dealt with by the Ministry of Education. These scholarships have now been transferred back to the Commission along with the research scholarships in humanities which were being awarded by the Ministry. During 1961-62, 151 research scholarships in humanities and 100 in science were awarded.

Educational Facilities for Physically Handicapped Students

Some facilities for physically handicapped students already exist in a number of universities, but there are others where no provision has yet been made. We wrote to the universities that special consideration may be given to physically handicapped students and asked them to take any steps that they may consider appropriate in this regard. The need for improving the existing facilities has been recognised by all the universities. Some universities propose to have some of their rules suitably amended so as to give more facilities to physically handicapped students, particularly to the blind and the deaf.

NATIONAL INTEGRATION

In 1958 the Commission had organised a seminar on national integration. The national integration conference convened by the Prime Minister in September 1961 found the report of this seminar

useful in its deliberations. The attention of the universities has been drawn to the recommendation of the seminar that admission of students to educational institutions should not be made on communal, caste or parochial considerations. We have also supported the suggestion that 'great days' and important occasions in the national life of India may be celebrated in the universities and colleges. It is proposed to organise another seminar some time in 1963 to consider what further action can be taken by the universities to assist in the development of national integration.

MEDIUM OF INSTRUCTION

Our views regarding the problem of medium of instruction have been stated in our previous reports. In our opinion the transition from English to an Indian language should be brought about in as short a period as possible consistently with the maintenance of proper standards. It is proposed to discuss this question at the Conference of Vice-Chancellors which the Commission and the Ministry of Education are jointly convening in October, 1962.

OTHER SCHEMES

A considerable part of the University Grants Commission's assistance to universities consists of grants towards relatively small schemes, but many of which are of real value to the universities and contribute to the improvement of conditions of study and work. Some of these are listed below :

Archaeology and Museology

For the establishment and development of courses in ancient history and archaeology and museology we have paid grants amounting to Rs. 2.98 lakhs (R) and Rs. 3.39 lakhs (NR) to 6 universities. The universities of Baroda and Calcutta were given a sum of Rs. 73,000 (R & NR) for the development of courses in museology.

Development of Linguistics

The proposals of four universities for additional staff in modern descriptive linguistics and phonetics or linguistic geography have been approved at an estimated cost of Rs. 3.20 lakhs. This expenditure is to be wholly met by the Commission. The payments made under the scheme during the year amount to Rs. 19,000 (R) and Rs. 1.97 lakhs (NR).

Special Publications

Assistance to the universities of Annamalai, Baroda, Kerala and Madras for the publication of Kamba Ramayana, Valmiki Ramayana, Malayalam Lexicon and English-Tamil Etymological Dictionary respectively has been continued. A sum of Rs. 18,000 was paid to the universities of Annamalai, Baroda and Madras.

University Film Clubs

During the year under report, a sum of Rs. 9,000 was paid to 25 universities for the establishment of university film clubs.

Tagore Chairs and Lectures

In 1961-62 the universities of Gujarat, Marathwada, and Panjab established Tagore Chairs. Grants (towards endowments) totalling Rs. 22.31 lakhs were paid during the year to the universities that have established Tagore Chairs or lectureships.

Study of Languages

The universities of Aligarh, Banaras and Delhi were given a grant of Rs. 32,000 for teaching south Indian languages.

Preservation and Utilization of Manuscripts

The University of Panjab was paid a grant of Rs. 25,000 for the purchase of equipment and appointment of trained personnel for the manuscripts section of its library.

Gandhi Bhavans

During the year proposals of the universities of Aligarh and Jammu & Kashmir for the construction of Gandhi Bhavans were accepted. A sum of Rs. 1.3 lakhs was paid during the year to the universities of Allahabad, Delhi, Nagpur and Panjab under the scheme.

Foreign Exchange

In 1961-62 foreign exchange of the value of Rs. 42 lakhs was placed at the disposal of the Commission by the Government of India; of this Rs. 33.96 lakhs were released to the universities for the import of scientific equipment and Rs. 7.53 lakhs for the import of books. In addition foreign exchange of the value of Rs. 5 lakhs was allotted to the Commission during the licensing period October 1961 to March 1962 for the procurement of equipment from east European countries on rupee payment basis.

Chairs in American Studies under P.L. 480 Funds

We have welcomed a proposal for establishing chairs in American studies in some selected Indian universities. In the first instance, 3 such chairs are proposed to be established at the universities of Bombay, Jadavpur and Osmania. To start with, American professors will be appointed to these chairs, and money for this purpose would be available from P.L. 480 funds for a period of 3 years.

Exchange of Professors between Universities of India and West Germany

We have accepted in principle a proposal for the exchange of professors between some universities of India and West Germany. Each country will select the professors to be invited and will bear their salaries and maintenance expenses. The Commission has agreed to provide funds for this as and when necessary.

FUNDS OF THE COMMISSION

A sum of about Rs. 10.7 crores for plan and non-plan purposes was placed at the disposal of the Commission by the Government of India during 1961-62 which was the first year of the Third Five-Year Plan. A statement showing the broad details of the grants paid to the universities under different heads is appended (Appendix VII).

OFFICE OF THE COMMISSION

The new office building of the Commission which is being constructed on the Mathura Road is nearing completion. It is hoped to move our office to the new building by February 1963. It would then be possible for us to have adequate staff to deal with the increasing activities of the Commission.

ACKNOWLEDGEMENTS

In conclusion we should like to thank the universities and colleges for their co-operation. Our thanks are due to the many persons who have helped us by serving on the numerous committees through which our work has to be carried on. We should also like to place on record our appreciation of the assistance and co-operation extended to us by the various Ministries and departments of the Government of India.

S. Mathai,
Secretary

D.S. Kothari,
Chairman

Dewan Anand Kumar
S. Bhoothalingam

S.R. Das

A.C. Joshi

P.N. Kirpal

H.N. Kunzru

D.C. Pavate

A.R. Wadia

APPENDIX—I

STATEMENT SHOWING THE GRANTS PAID TO THE CENTRAL UNIVERSITIES,
CONSTITUENT COLLEGES OF DELHI UNIVERSITY AND INSTITUTIONS DEEMED
TO BE UNIVERSITIES DURING THE YEAR 1961-62

Serial No.	Name of the University	Recurring	Non-recurring	Block grants paid during 1961-62. (Rupees in Thousands)	Total
1.	Aligarh Muslim University	—	1,130	5,203	6,333
2.	Banaras Hindu University	—	2,661	7,500	10,161
3.	Delhi University ..	96	952	4,013	5,061
4.	Constituent Colleges of Delhi University ..	4,355	454	—	4,809
5.	Indian Institute of Science	20	272	3,700	3,992
6.	Indian School of International Studies ..	—	—	246	246
7.	Visva-Bharati ..	16	410	2,140	2,566
TOTAL		4,487	5,879**	22,802*	33,168

*Out of which Rs. 4.43 lakhs was paid by adjustment.

**Out of which Rs. 589.00 was paid by adjustment.

APPENDIX—II

STATEMENT SHOWING THE MEMBERSHIP OF SOME IMPORTANT COMMITTEES
APPOINTED BY THE COMMISSION**Committee on Establishment of New Universities :**

Dr. D.S. Kothari	Chairman, University Grants Commission.
Shri Prem Kirpal	Secretary, Ministry of Education, Government of India.
Shri S. Bhoothalingam	Secretary, Ministry of Finance, Government of India.
Dr. A.L. Mudaliar	Vice-Chancellor, Madras University.
Dr. A.C. Joshi	Vice-Chancellor, Panjab University.
Prof. M.V. Mathur	Professor of Economics, Rajasthan University.
Prof. N.K. Sidhanta*	Vice-Chancellor, Delhi University.
Prof. B.C. Guha*	Head of the Department of Biochemistry, Calcutta University.
Shri S. Mathai	Secretary, University Grants Commission.

Review Committee in Mathematics :

Dr. R.P. Bambah	Professor of Mathematics, Panjab University.
Dr. P.L. Bhatnagar	Professor of Mathematics, Indian Institute of Science, Bangalore.
Dr. B.N. Prasad	Professor of Mathematics (Retd.) Allahabad University.
Dr. C.R. Rao	Head of Research & Training Division, Indian Statistical Institute, Calcutta.
Dr. Alladi Ramakrishnan	Professor of Physics, Madras University.
Prof. B.R. Seth	Professor of Mathematics, Indian Institute of Technology, Kharagpur.
Dr. B.D. Laroia	Development Officer, U.G.C. Member Secretary.

Review Committee in Botany :

Prof. P. Maheshwari	Professor of Botany, Delhi University.
Dr. B.P. Pal	Director, Indian Agricultural Research Institute, Delhi.
Rev. Fr. H. Santa Pau	Head of the Department of Botany, St. Xavier's College, Bombay.
Prof. T.S. Sadasivan	Professor of Botany, Madras University.
Dr. Sri Ranjan	Ex-Vice-Chancellor, Allahabad University.
Dr. B.D. Laroia	Development Officer, U.G.C. Member Secretary.

Review Committee in Biochemistry :

Dr. B.C. Guha	Head of the Department of Biochemistry, Calcutta University.
Dr. B. Mukherjee	Director, Central Drug Research Institute, Lucknow.
Dr. P.S. Sarma	Head of the Department of Biochemistry, Indian Institute of Science, Bangalore.
Dr. Husain Zaheer	Director, Regional Research Laboratory, Hyderabad.
Dr. V. Jagannathan	Asst. Director, National Chemical Laboratory, Poona.
Dr. P.S. Krishnan	Professor of Biochemistry, Lucknow University.
Dr. B.D. Laroia	Development Officer, U.G.C. Member Secretary.

Standards Committee :

Shri S. Govindarajulu	Vice-Chancellor, Sri Venkateswara University.
Dr. A.C. Joshi	Vice-Chancellor, Panjab University.
Shri G.D. Parikh	Rector, Bombay University.

* Since deceased.

Dr. G.L. Datta	Vice-Chancellor, Vikram University.
Shri G.C. Bannerji	Professor of English, Bombay University.
Dr. R.C. Majumdar	Professor of Physics, Delhi University.
Shri R.M. Roy	Principal, Surendranath College, Calcutta.
Prof. T.K.N. Menon	Director, Central Institute of Education, Delhi.
Prof. A.B. Lal	Professor of Political Science, Allahabad University.
Dr. A.K. Dasgupta	Professor of International Economics, Indian School of International Studies, New Delhi.
Dr. George Kuriyan	Professor of Geography, Madras University.
Shri S. Mathai	Secretary, University Grants Commission.
Dr. P.J. Philip	Development Officer, U.G.C., Secretary.

Committee to advise on the selection of Centres of Advanced Study :

Prof. A.R. Wadia	Director, Tata Institute of Social Sciences—Member, U.G.C.
Prof. S.K. Mitra	Emeritus Professor of Physics, Calcutta University.
Prof. T.R. Seshadri	Head of the Department of Chemistry, Delhi University.
Prof. B.N. Ganguli	Director, Delhi School of Economics, Delhi University.
Dr. P.K. Kelkar	Director, Indian Institute of Technology, Kanpur.
Prof. N.R. Sen	Retired Professor of Applied Mathematics, Calcutta University.
Dr. K. Chandrashekharan	Deputy Director (Mathematics) Tata Institute of Fundamental Research, Bombay.
Prof. T.S. Sadasivan	Director, University Botany Laboratory, Madras University.
Dr V.S. Patankar	Development Officer, U.G.C., Secretary

APPENDIX—III

STATEMENT SHOWING THE GRANTS PAID TO THE UNIVERSITIES UNDER
DEVELOPMENT SCHEMES HUMANITIES AND
SCIENCE DURING THE YEAR 1961-62

S. No.	Name of the University	Science		Humanities		Total
		Non-recurring	Recurring	Non-recurring	Recurring	
1.	2	3	4	5	6	7
(Rupees in Thousands)						
Central Universities						
1.	Aligarh Muslim University	198	142	221	79	640
2.	Banaras Hindu University	569	156	150	7	882
3.	Delhi ..	945	197	296	456	1894
	TOTAL ..	1,712	495	667	542	3416
State Universities						
1.	Agra ..	30	—	—	53	83
2.	Allahabad ..	193	26	108	14	341
3.	Andhra ..	385	63	324	57	829
4.	Annamalai ..	220	29	65	40	354
5.	Baroda ..	34	39	287	54	414
6.	Bihar ..	145	—	—	—	145
7.	Bombay ..	—	—	79	41	120
8.	Burdwan ..	285	10	—	—	295
9.	Calcutta ..	346	15	160	—	521
10.	Gauhati ..	60	6	165	—	231
11.	Gorakhpur ..	237	—	108	3	348
12.	Gujarat ..	330	62	14	71	477
13.	Jabalpur ..	40	—	125	116	281
14.	Jadavpur ..	170	7	25	8	210
15.	Jammu & Kashmir ..	310	25	10	—	345
16.	Karnatak ..	229	92	—	—	321
17.	Kerala ..	—	38	128	40	206
18.	Kuruksetra ..	—	—	100	—	100
19.	Lucknow ..	354	33	38	8	433
20.	Madras ..	262	366	—	26	654
21.	Marathwada ..	30	—	—	—	30
22.	Mysore ..	400	62	266	213	941
23.	Nagpur ..	50	16	100	—	166
24.	Osmania ..	120	16	366	7	509
25.	Panjab ..	818	—	1,522	—	2340
26.	Patna ..	230	13	420	5	668
27.	Poona ..	221	98	48	38	405

APPENDIX III (Continued)

1	2	3	4	5	6	7
28.	Rajasthan ..	632	106	93	24	855
29.	Ranchi ..	10	—	—	—	10
30.	Roorkee ..	184	28	75	—	287
31.	Saugar ..	351	57	243	63	714
32.	S.V.V. Peeth ..	46	31	190	70	337
33.	Sri Venkateswara ..	233	68	209	—	510
34.	S.N.D.T. Women's ..	2	—	200	—	202
35.	Sanskrit University ..	—	—	50	—	50
36.	Utkal ..	135	32	168	48	383
37.	Vikram ..	70	30	78	5	183
	TOTAL ..	7,162	1,368	5,764	1,004	15298
	Grand Total for Central Universities and State Universities ..	8,874	1,863	6,431	1,546	18714

APPENDIX—IV

STATEMENT SHOWING THE GRANTS PAID TO THE UNIVERSITIES FOR THE PURCHASE OF (A) LIBRARY BOOKS AND JOURNALS (HUMANITIES AND SCIENCE) (B) SCIENTIFIC EQUIPMENT

S.N.	Name of the University	Library Grant	Scientific equipment
1	2	3	4
(Rupees in Thousands)			
1.	Agra ..	30	—
2.	Allahabad ..	50	133
3.	Aligarh ..	83	55
4.	Andhra ..	20	322
5.	Annamalai ..	40	135
6.	Banaras ..	52	168
7.	Baroda ..	60	—
8.	Bihar ..	30	95
9.	Burdwan ..	30	129
10.	Calcutta ..	11	50
11.	Delhi ..	—	716
12.	Gauhati ..	120	—
13.	Gorakhpur ..	30	—
14.	Gujarat ..	40	90
15.	Indian Institute of Science ..	10	—
16.	Jadavpur ..	—	20
17.	Jammu & Kashmir ..	—	60
18.	Karnatak ..	30	129
19.	Lucknow ..	125	34
20.	Madras ..	—	—
21.	Marathwada ..	30	132
22.	Mysore ..	40	4
23.	Nagpur ..	40	30
24.	Osmania ..	—	40
25.	Panjab ..	—	425
26.	Patna ..	—	105
27.	Poona ..	25	55
28.	Rajasthan ..	60	251
29.	Ranchi ..	15	10
30.	Roorkee ..	—	84
31.	Sanskrit ..	40	—
32.	Sri Venkateswara ..	—	183
33.	Saugar ..	65	11
34.	S.N.D.T. Women's ..	22	—
35.	Utkal ..	35	38
36.	S.V.V. Peeth ..	—	46
37.	Vikram ..	—	20
38.	Visva-Bharati ..	50	—
TOTAL ..		1183	3,570

APPENDIX—V

STATEMENT SHOWING THE GRANTS PAID FOR THE DEVELOPMENT OF ENGINEERING
AND TECHNOLOGICAL EDUCATION DURING THE YEAR 1961-62

S. No.	Name of the University	Post Graduate		Degree Course		Diploma Course		Total
		N.R.	R.	N.R.	R.	N.R.	R.	
1	2	3	4	5	6	7	8	9
(Rupees in Thousands)								
1.	Aligarh ..	—	—	150	350	100	407	1,007
2.	Andhra ..	—	—	433	150	—	—	583
3.	Annamalai ..	—	—	150	156	160	—	466
4.	Banaras ..	169	148	1,075	267	—	—	1,659
5.	Baroda ..	10	—	—	21	207	166	404
6.	Bombay ..	—	—	155	296	—	—	451
7.	Calcutta ..	—	—	50	264	—	—	314
8.	Indian Institute of Science ..	—	—	700	375	—	—	1,075
9.	Jadavpur ..	25	26	415	816	—	—	1,282
10.	Madras ..	—	—	—	11	—	—	11
11.	Mysore ..	—	—	225	110	—	—	335
12.	Nagpur ..	—	—	—	6	—	—	6
13.	Osmania ..	—	—	160	1	—	—	161
14.	Panjab ..	—	—	37	—	—	—	37
15.	Patna ..	—	—	200	—	—	—	200
16.	Roorkee ..	280	349	419	264	150	137	1,599
17.	Saugar ..	—	—	9	—	—	—	9
18.	Sri Venkateswara ..	—	—	200	26	—	—	226
19.	Utkal ..	—	—	154	181	—	—	335
TOTAL ..		484	523	4,532	3,294	617	710	10,160

APPENDIX—VI

STATEMENT SHOWING THE GRANTS PAID TO THE UNIVERSITIES TOWARDS SALARY REVISION OF UNIVERSITY AND COLLEGE TEACHERS DURING THE YEAR 1961-62

S. No.	Name of the University	Grants paid to the University teachers	Grants paid to the College teachers	Grants paid to the Technical teachers	Total
1	2	3	4	5	6
(Rupees in Thousands)					
1.	Aligarh	—	—	54	54
2.	Andhra	137	400	6	543
3.	Annamalai	—	—	110	110
4.	Baroda	154	—	—	154
5.	Banaras	—	—	115	115
6.	Bhagalpur	9	—	—	9
7.	Bombay	—	335	—	335
8.	Burdwan	—	180	—	180
9.	Calcutta	56	1,446	7	1,509
10.	Gauhati	—	36	—	36
11.	Gujarat	—	18	—	18
12.	Jabalpur	—	13	—	13
13.	Jadavpur	7	—	100	107
14.	Karnatak	4	150	—	154
15.	Kerala	8	1,196	—	1,204
16.	Kuruksetra	20	—	—	20
17.	Madras	—	907	9	916
18.	Marathwada	—	13	—	13
19.	Mysore	477	160	93	730
20.	Nagpur	16	108	23	147
21.	Osmania	6	100	17	123
22.	Panjab	51	340	—	391
23.	Patna	—	—	32	32
24.	Poona	76	262	—	338
25.	Rajasthan	—	4	—	4
26.	S.N.D.T. Women's	29	21	—	50
27.	Saugar	33	33	—	66
28.	S.V.V. Peeth	—	8	—	8
29.	Sri Venkateswara	—	77	25	102
30.	Utkal	3	12	12	27
TOTAL ..		1,086	5,819	603	7,508

APPENDIX—VII

STATEMENT OF GRANTS PAID UNDER PLAN AND NON-PLAN PROJECTS DURING
THE YEAR 1961-62

	<i>Rupees in Crores</i>
Non-Plan Projects	
1. Administrative Charges of the U.G.C.	.. 0.146
2. Block Grants to Central Universities including the Institutions deemed to be Universities	.. 2.257
3. Maintenance Grants to Constituent colleges of Delhi University	.. 0.456
Total	.. <u>2.859</u>
Plan Projects	
1. Development Schemes	.. 3.352
2. Revision of salary scales of University and Colleges teachers	.. 0.750
3. Three-Year Degree Course	.. 1.167
4. Grants to affiliated and constituent colleges and universities for the construction of Library, Laboratory buildings, Hostels etc.	.. 1.000
5. Centenary Grants to Universities and Colleges	.. 0.284
6. Students Welfare Scheme e.g., Hobby Workshops, Students Aid Fund, Non-Resident Students Centres etc.	.. 0.418
7. Fellowships and Scholarships	.. 0.059
8. General Education and Reform of Examination system	.. 0.008
9. Miscellaneous Schemes	.. 0.794
TOTAL	.. <u>7.832</u>
Grand Total (Plan and Non-Plan):	.. <u>10.691</u>

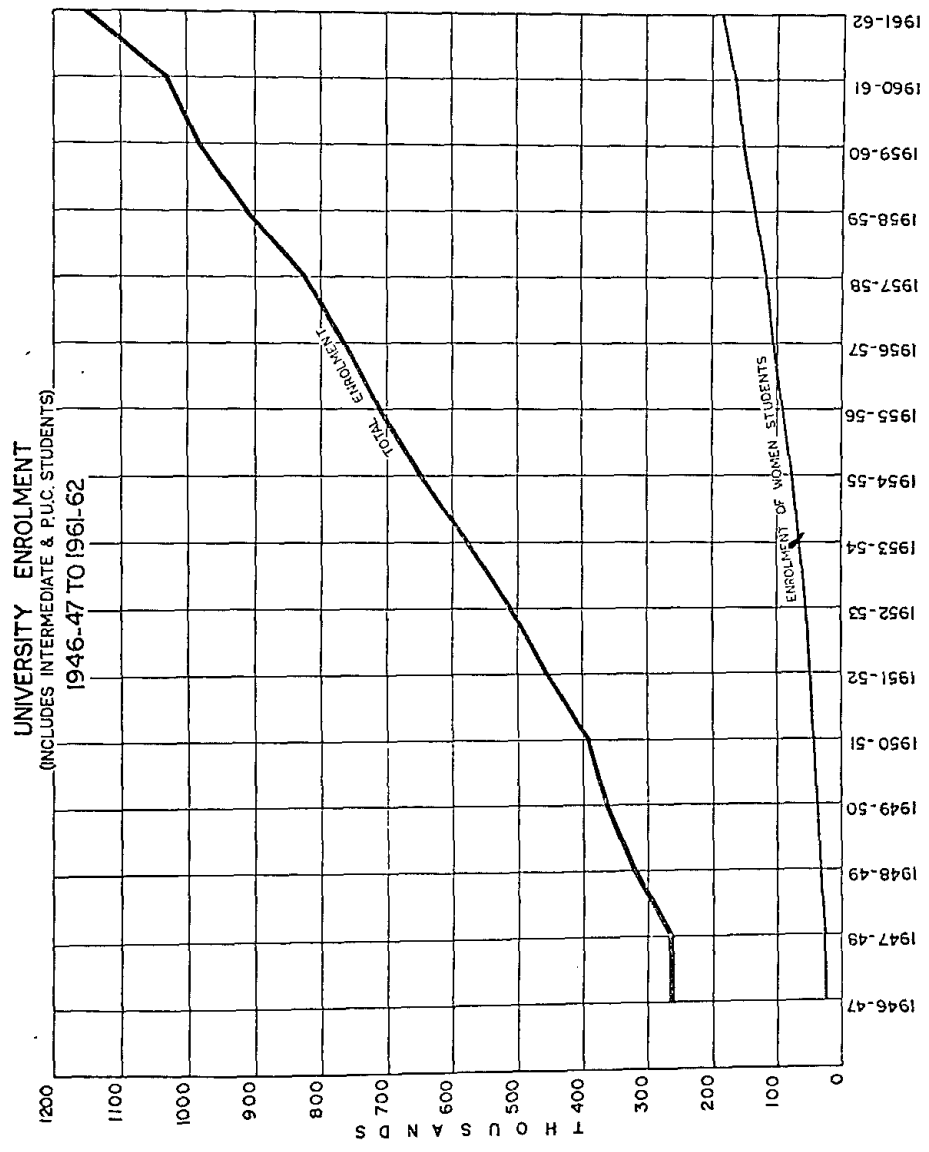
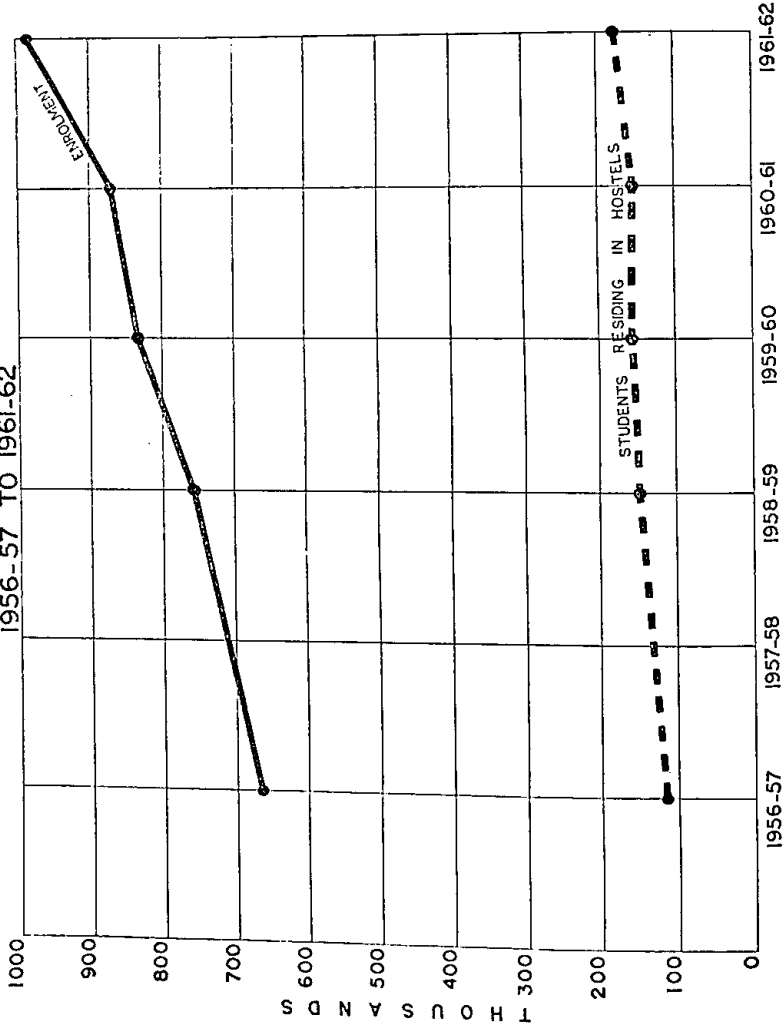


FIGURE 1

NUMBER OF STUDENTS RESIDING IN HOSTELS & STUDENT ENROLMENT IN UNIVERSITIES
(EXCLUDES INTERMEDIATE BOARDS)



NB. FIGURES FOR 1957-58 NOT AVAILABLE.

FIGURE 2