

*The
Shastri
Indo-
Canadian
Institute*

**ANNUAL
REPORT
1972-1973**

Member Institutions:

UNIVERSITY OF BRITISH COLUMBIA
BROCK UNIVERSITY
CARLETON UNIVERSITY
UNIVERSITY OF MANITOBA
McGILL UNIVERSITY
McMASTER UNIVERSITY
NATIONAL LIBRARY
QUEEN'S UNIVERSITY
SIR GEORGE WILLIAMS UNIVERSITY
UNIVERSITY OF TORONTO
UNIVERSITY OF WINDSOR

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This year marks the fifth anniversary of the founding of the Shastri Indo-Canadian Institute and thus offers me, as President, an occasion to review our past and present accomplishments, to discuss some of our ongoing problems, and to speculate on the future prospects for this unique educational enterprise. Over the past five years, hundreds of Indians and Canadians have been brought into contact with the Institute and its work, and a considerable number of scholars, teachers and students have directly benefited from the learning opportunities which the Institute has presented. We are very conscious, however, that only a small proportion of those who are interested in the study of India or in the development of better understanding between our two countries are aware of the Shastri Indo-Canadian Institute and its programmes. Our purpose in publishing this Annual Report, therefore, is not merely for internal Institute purposes, but to reach out to as many people in Canada and India as possible with information of what the Institute is doing to increase mutual knowledge and understanding between our two countries.

ORIGINS AND PURPOSES

It is now eight years since Prime Minister Lal Bahadur Shastri in his Convocation Address at McGill University in June 1965 suggested the setting up of an Institute dedicated to enhancing mutual understanding between India and Canada through the promotion of scholarly exchange in the field of the humanities and social sciences. Even before that time, a small

group of Canadian scholars who had done research in India and who were struggling to launch programmes of Indian Studies in Canada began urging the Canadian and Indian Governments to make such opportunities possible. The prime role in this latter effort was played by Michael Brecher, Professor of Political Science at McGill University, the biographer of Jawaharlal Nehru. With support from the Canadian High Commission in New Delhi, from Ottawa, and from Prime Minister Gandhi's Government in India, the Bhambhani Indo-Canadian Institute was officially inaugurated in November 1968 by joint Government announcement.

The purposes of the Institute were broadly defined at the outset, thus permitting substantial flexibility for future development. From the beginning, the Institute pursued two basic programmes: a fellowship programme for Canadian scholars at the doctoral and pre-doctoral level wishing to pursue field research in India, and a library programme designed to provide Indian publications for Canada. Both programmes, and indeed the Institute as a whole, had a humanities and social sciences focus, for there already existed considerable scholarly exchange between India and Canada in the realm of science and technology. These activities, and the maintenance of an Institute office in New Delhi, established in March 1965 at 155 Golf Links, were financed by a three-year Indian Government grant of Rs. 3,000,000 allocated from Canadian counterpart rupee funds.* In Canada,

*Counterpart funds are funds which India derives from the sale of food commodities given by Canada in the form of grants. The funds, which amounted to a total of \$469,000,000 in September 1970, are used by the Indian Government for development projects, the allocation being by agreement of both countries.

meanwhile, four institutions - McGill University, the University of British Columbia, the University of Toronto, and the National Library of Canada - constituted themselves founding members of the Institute and arranged to undertake the allocation of research fellowships, the housing of library materials received from India, and the administration of an Institute Head Office. Each founding institution paid an annual membership fee of \$3,000.00, as well as a substantial library fee. Space for the Head Office was generously contributed by McGill University, affording the Institute a headquarters in Canada's largest city, Montreal.

EXPANDING THE STRUCTURE

Shortly after its inauguration, the Institute began to grow apace. Within two years, seven Canadian universities - Brock, Carleton, Manitoba, McMaster, Queen's, Sir George Williams, and Windsor - applied for and became Associate Members of the Institute. Associate Members paid only a modest fee of \$500.00 per year, but had little voice in Institute affairs and received no library acquisitions. They soon indicated their desire for full membership, equality in policy formation, and a share in library benefits - changes which would enable them to more effectively promote undergraduate and M.A. or PhD work in Indian Studies. In 1972, shortly after the Indian Government extended rupee funding of the Institute for a further three years, a compromise plan was worked out whereby all seven Associate Members would gain full membership status.

with voting rights on the Board of Directors. At the same time, the policy of preserving the major graduate Research Collections at the Universities of British Columbia and Toronto was maintained. McGill University decided on a more selective library acquisitions policy, and the National Library undertook to concentrate primarily on government documents. The former Associate Members were designated as Programme Support Libraries, and were allocated funding for the selective purchase of current and retrospective Indian publications for the direct support of their teaching programmes in Indian Studies.

Under the new structural arrangements, the Institute is governed by a Board of Directors consisting of a representative appointed by each of its eleven member institutions, and the Indian High Commissioner to Canada. These twelve Directors elect one further Director, who serves as President of the Institute. Meeting twice a year, the Board of Directors is served by an Executive Committee consisting of the President, Secretary and Treasurer elected from among Board Members. The Head Office, responsible for administration, consists of an Executive Director, Professor R. W. Stevenson of McGill University, and an Executive Officer, Mrs. Kay de la Ronde. Mrs. de la Ronde, who joined the Institute in 1970 and is its only full-time Officer in Canada, has played an invaluable role in the subsequent development of the Institute.

Specific programme functions of the Institute are

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guided by permanent committees, such as the Library Committee and the Planning and Development Committee. Their Chairmen attend and report to the semi-annual meetings of the Board of Directors. From the inception of the Institute until June 1973, the Library Committee was chaired by David Esplin, Associate Librarian of the University of Toronto. Mr. Esplin organized the entire library acquisitions programme of the Institute, and during his tenure of office made three important visits to India to implement, improve and expand the programme. He has been succeeded by Nick Omelusik, Head of the Acquisitions Division of the University of British Columbia Library.

The Planning and Development Committee was first established in 1971 with Professor John R. Wood, of the Political Science Department, University of British Columbia, as its pioneering Chairman. He resigned in June 1973 to take up the Resident Directorship in New Delhi, and has been succeeded by Professor James Draper of the Ontario Institute for Studies in Education.

To assist the Board of Directors in guiding the work of the Institute, Advisory Councils have been established in both India and Canada. The Chairman of the Indian Advisory Council is the Secretary of the Ministry of Education, and its Members include the External Affairs Officer responsible for North America as well as distinguished academics nominated by the Indian Government. The Canadian High Commissioner to India is also an active Member of the Council. Over the years the

Indian Advisory Council has given much useful advice and the Institute has benefited greatly from the interest and support of the Chairmen of the Council, Messrs. S. Chakravarti, T. P. Singh, and, since 1972, I. D. N. Sahi. The same has been true with respect to the Canadian High Commissioners, Mr. Bruce Williams and his predecessor, Mr. James George.

In New Delhi, the work of the Institute is supervised by a Canadian Resident Director who is one of the Senior Fellowship holders. From July 1972 to March 1973 the Resident Director was James Draper, Professor in the Department of Adult Education of the Ontario Institute for Studies in Education. The New Delhi Office, which handles library book procurement and provides support for Institute scholars, presently consists of eleven Indian staff members, two of whom were added in 1972 to cope with the expansion in the Library Programme. The senior Indian Officer, P. N. Malik, has been with the Institute since 1969, and has played a key role in the successful operation of the fellowship and library programmes. Indeed, the staff of the Delhi Office as a whole has worked commendably well for the Institute.

The financing of the Institute's work has been made possible by grants from the Indian Government totalling Rs. 6,400,000 (approximately \$915,000) in counterpart funds; contributions totalling \$146,300.00 from Canadian governmental and private agencies; and membership fees of \$1,000.00 annually plus library fees varying between \$270.00 and \$1,200.00 a year

from member institutions. The support of the Government of India has been provided in three-year grants, the current one extending up to November 1974. Canadian support has come from the McLean Foundation (\$5,000.00), the Canada Council (\$19,500.00), and two grants of \$50,000.00 and \$71,500.00 from the Canadian International Development Agency. The latter funds have been contributed on a yearly ad hoc basis, and usually ear-marked for specific Institute projects.

NEW APPROACHES, NEW PROGRAMMES

As the Institute grew, some Members of the Board believed that it should expand not only in terms of the number of university members, but also become involved in additional kinds of educational activities designed to reach a larger number of Canadians. The distribution of the benefits of the Institute's fellowship and library programmes would be limited unless interest in India could be stimulated more widely among Canadians. In 1971, the Board elected a Planning and Development Committee to pursue a new and more popular approach to Institute expansion in the development of programmes involving undergraduates and secondary school teachers. The credit for this new departure in Institute activities goes not only to Board Members, but also to Ministry of Education officials in India who challenged the Institute to create a "wider pool of applicants" for the fellowship programme. Credit too belongs to the Canadian International Development Agency, whose officials urged us to help promote development education

at the grassroots level in Canada.

The most dramatic result of the initial expansion efforts undertaken by the Institute was the launching of the Shastri Summer Programmes. These ventures - the first of their kind in area studies in Canada - have brought together annually school teachers, undergraduate students, and university faculty from across Canada to participate in a six week "total immersion" learning experience in Indian Studies on the campus of a Shastri member university. The 1972 Shastri Summer Programme, involving forty-two students and teachers, was held at the University of British Columbia. The programme consisted of a core course on South Asian Civilization taught by Professor Barrie M. Morrison, Director of the Institute of Asian and Slavonic Research of the University of British Columbia, and supplemented by seminars in economic geography, politics and religion. These seminars were led respectively by Professors Ram Tiwari, University of Manitoba; Elliot Tepper, Carleton University; and Wilhelm Halbfass, Brock University. In addition there was a language course in Hindi taught by Professor Deekha Sharma of the University of Windsor. A full and interesting series of cultural events was also provided, thanks to the energetic organizing efforts of Professor John Wood, Director of the Programme.

The Programme as a whole was an outstanding success and as a result the Canadian International Development Agency

was persuaded to fund a second in-Canada programme. In December 1972 the Board of Directors accepted the invitation of McMaster University to host the second summer programme. Plans for that programme, which was to include courses in anthropology, religion and Hindi, were approved by the Board in May, 1973. At that time the Board also approved the appointment of James Pankratz, a former Shastri junior fellow, as Director of the Programme.

Several desirable results are accomplished through the summer programmes. First, they permit all Shastri member institutions to offer their most promising students an exceptional opportunity to advance in the field. Secondly, among undergraduates, the programmes stimulate interest in Indian Studies at the senior and graduate levels. Thirdly, among secondary school teachers, the programmes provide incentive and support for including an Indian focus in social studies classes. Fourthly, for the more advanced students, the programmes afford an opportunity for language instruction and a preliminary exposure to the in-field research milieu. For faculty, the programmes become a forum for cross-Canada interchange in Indian Studies more fruitful than the kind provided by annual conferences or meetings of the Board of Directors. The programmes then, stimulate a flow of teachers and students who are more knowledgeable and better qualified in Indian Studies, into all levels of the educational structure.

From the outset, the Shastri Summer Programme was

conceived as a learning experience in two phases, the second phase sending the most successful of the in-Canada Programme participants to India for a direct experience in the field. Indian society and its development can be only partially understood through books and lectures, while a direct experience can correct misunderstanding, deepen perception and heighten enthusiasm for the subject matter of study. A direct and personal experience is also guaranteed to increase one's ability to project an understanding of India to a wider number of Canadians. Fortunately the Institute was able to persuade C.I.D.A. of the potential benefits of such a follow-up Programme in India. At the December 1972 Board meeting, twenty candidates were approved for inclusion in the first programme. Planning for the programme, which was in the hands of the Planning and Development Committee, went on during the winter and spring. One basic issue was whether the programme should be decentralized into small groups with common discipline focus or whether it should operate as one large interdisciplinary unit. This problem was resolved when the Indian Ministry of Education insisted upon the latter, operational model. Late in the spring the Ministry also laid down other new conditions for the programme, some of which - for example, the exclusion of students - the Institute was unable to accept. On this matter the Institute received the full support of the Canadian Department of External Affairs and the High Commission in Delhi, and the issue was happily

resolved to the satisfaction of both parties, just before the participants were due to leave Canada in late June. The Institute also had some difficulty in recruiting an experienced Canadian Director for the programme, but that matter was resolved when the President finally responded to considerable pressure from within the Institute and agreed to lead the first in-India programme.

The Board of Directors authorized two further pilot projects for 1973, which will carry our expansionary efforts to even wider Canadian audiences. The first is a Shastri School Resources Programme wherein \$5,000.00 has been allotted for the purchase of books, periodicals and other teaching aids to be used in selected Canadian schools. Building on the experience and advice of the Shastri Summer Programme teachers and their pupils, we are attempting to specify teaching/learning needs at the elementary and high school level, and to test materials with an eye to making Indian resources available for geography, social studies, comparative religion, and international development curricula. At its May 1973 meeting the Board agreed that this Committee should consist of the six teachers selected for the Summer Programme in India, and that it should be chaired by the Director of that Programme. The intention was that, as far as possible, the Committee would select Indian materials rather than Western materials about India.

Another \$5,000.00 project launched this year, under a committee consisting of Professor K. K. Sarkar, Windsor

University, Professor Jim Draper and Jim Pankratz, will start an audio-visual library of films, tapes, and slide packages of India-related material. These will be available for lending to member universities and interested schools and colleges. Both of these projects are essentially of a pilot nature and can only be sustained through continued support from government. Our hope is that such support will be forthcoming, and that through these projects an increasing number of young Canadians will develop a new awareness of an appreciation for the riches of India's culture, and the complexities of her modern social development.

ACCOMPLISHMENTS

Looking back, it is possible to begin assessing the accomplishments of the Institute although, as is ever the case with such educational enterprises, the results are neither fully tangible nor precisely calculable.

As of mid-1971, the Institute has sponsored some thirty-four advanced scholars doing research in India in fields such as anthropology, economics, education, history, linguistics, politics, religion and sociology. A full list of Shastri Fellows and their research topics has been appended to this Report. It will be noticed that twenty-six of the fellowship recipients have been professors teaching in Canadian universities, while eight have been PhD candidates.

As of March 1971 approximately 70,500 volumes of Indian books and documents have been sent to Canada under the

Shastri Institute Library Programme. It should be noted that the preparation of these books for library use in Canada has involved considerable expense for the receiving libraries. At present we can be proud of the establishment of three first rate comprehensive research collections including vernacular and classical language materials, one comprehensive governmental publications collection, and seven programme support collections. Further details will be found in Appendix V.

The first Shastri Summer Programme at the University of British Columbia benefited some forty-two high school teachers and undergraduates throughout Canada. Many other citizens of Vancouver were also involved in the cultural events - artistic performances, photographic exhibitions, film nights, special speakers - which were put on in conjunction with the Summer Programme. Similar side benefits can be anticipated from other summer programmes in Canada. Summer programmes in India will heighten the awareness of a significant number of mature and interested young Canadians to the reality of India, the grandeur of its heritage and the baffling complexity of its present.

PROBLEMS AND FUTURE TRENDS

Despite the far-flung nature of our work across two huge countries, and the challenge of communication between widely separated cultures, the Institute's work has generally been carried out efficiently and harmoniously. It would be less than honest, however, in an Annual Report of this kind to

refer only to accomplishments without mentioning several problems which tend to complicate the work of the Institute.

In general the Library Programme has always operated smoothly, the procurement of books being a matter which involves few issues of controversy. While there are no constraints on the purchase of current publications, the Institute has voluntarily imposed a ban on the purchase of all out-of-print publications over fifty years old. Furthermore, under David Esplin's able direction the Institute has for some time been developing a project to microfilm rare books and documents in India. Under this project, which is to be funded almost entirely in dollars, copies of the microfilm material will be deposited in several leading libraries in India and Canada and thus made available more extensively to interested scholars in both our countries. This microfilm project, we are happy to report, received the approval of the Indian Ministry of Education in July 1973, and one of our important tasks during the forthcoming year will be to begin actual microfilming operations.

In the area of fellowships there have always been certain difficulties. For one thing, the number of Canadian scholars specializing in Indian Studies is fairly limited. Moreover, the recent levelling off in the phase of rapid expansion which had characterized Canadian higher education during the past decade has had its effect in limiting university appointments in Indian Studies. In light of the above, it is

particularly gratifying to be able to report that there has been a very substantial increase in the number of junior scholars applying to the Institute for fellowships to study in India. This clearly reflects the impact being made by the Institute in stimulating interest in Indian Studies at Canadian universities. Since Indian Studies does not constitute a high priority area in most of our universities, the role of the Institute in promoting research in the subcontinent will become increasingly crucial.

It was partly because of the Board's perception of the comparative weakness of the position of Indian Studies in a time of budgetary restraint, that it deeply regretted the Indian Government's rather sudden imposition in January 1973 of new guidelines governing foreign scholars wishing to study in India. The immediate effect of the guidelines was to disqualify all of our nine 1973 junior applicants unless they were in a position either to substantially revise their projects to make them comparative or to abandon their partially completed PhD programmes and enrol instead in an Indian university and work towards an Indian degree. The Institute made every effort to persuade the Ministry of Education to exempt the above students from the operation of the guidelines, but as of May 1973 was assured that that was impossible. In addition, the Board was concerned that the new guidelines would have the inevitable effect of weakening research on India in Canadian universities.

In view of the concerns over the guidelines, the

Board of Directors particularly welcomed the opportunity to meet with Prime Minister Gandhi during her official tour of Canada in June 1973. In our meeting, which took place in Government House on the 13th of June, Mrs. Gandhi showed sympathetic understanding of our general concerns about the guidelines, and assured us that her Government would ensure reasonable flexibility in the interpretation and application of the guidelines. The Board was well satisfied with the Prime Minister's assurance, and thoroughly enjoyed the opportunity for a meaningful interchange of ideas and a pleasant social meeting with the Prime Minister and her senior advisers. Subsequently the Government of India liberalized the guidelines and all of our 1972-73 junior fellows became eligible to pursue their original research projects in India.

Looking to the future, the Board recognizes the need to develop new programmes which will increase the reciprocity of the Institute's scholarly exchange function. As originally established, the Institute was essentially designed to benefit Canadian scholars interested in India and to promote Indian Studies generally in Canada. Because comparatively large numbers of Indians were coming to our country on Canadian assisted programmes to study science and technology, the Institute was conceived largely as a very modest one way reverse flow. However, once the Institute began its operations in India, it soon became clear to many of our Fellows especially that our base there would be much stronger if we were able to

provide some positive assistance to Indian scholars. "What do the Institute do for India?" was a question frequently asked by scholars with whom we came in contact within India. That is a fair question and is not altogether answered by the fact that the Institute is endeavouring to make India and its rich heritage better understood in Canada. As the Board of Directors has increasingly recognized, something more tangible is required. The problem, however, is to obtain funding to undertake even limited reciprocal programmes. With money received from the McLearn Foundation the Institute has made one modest beginning in this area. Following consultation with the Indian University Grants Commission, the Institute has made available to thirteen Indian universities publications on South Asia by academics at Canadian universities and colleges. A number of Indian universities have made known their strong desire for subscriptions to Canadian learned journals in the humanities and social sciences. As yet the Institute has been unable to find dollar funding for such a project.

One other reciprocal programme in which the Institute is much interested is that of lecture/seminar tours of Canadian universities by distinguished Indian scholars. Lacking its own dollar resources to do this, the Institute successfully nominated a distinguished Sanskrit scholar, Dr. V. Raghavan, for a Commonwealth Visiting Fellowship in 1971. Unfortunately, however, Dr. Raghavan was forced to resign the fellowship at the last moment because of personal reasons. The

Institute has nominated another Indian academic for a Commonwealth Visiting Fellowship for the academic year 1974-75, but in the meantime has also applied to the Canadian Department of External Affairs for funding to establish a modest visiting lectureship programme under the Institute's direct auspices.

Though there will continue to be difficulties ahead, as long as the Institute continues to enjoy the kind of support it has had from South Asian scholars in Canada, and the large measure of backing which it has received from the Canadian and Indian Governments, it can look forward to a useful and expanding role.

Department of History,
University of Manitoba.
December, 1974.

E. C. MOULTON,
President.

APPENDIX A

SHASTRI FELLOWS AND THEIR RESEARCH TOPICS

1969-70-71

Senior Long Term

- DR. M. A. R. BARKER, Institute of Islamic Studies, McGill University. "Preparation of an Advanced Reader of Urdu Poetry for the use of non-Urdu Speakers."
- DR. DAVID WILLIAM CARMENT, Department of Psychology, McMaster University. "A Study of Cultural Differences in Risk-taking, Co-operation and Competition, the Process of Bargaining, and Response to Threat in Interpersonal Relations."
- DR. N. K. CHOUDHRY, Department of Political Economy, University of Toronto. "Incorporation of Cross-sectional Data in a Time Series Planning Model in India."
- DR. JOHN R. HOPLEY, Department of Sociology and Anthropology, Carleton University. "A Study of the Extent to which Caste and Class Groups Structure the Pattern of Interaction in Urban India."
- DR. EDWARD C. MOULTON, Department of History, University of Manitoba. "India and the British Left: A Study of Relationships Between British Radicals and Socialists and the Indian Political Elite in the Late Nineteenth and Early Twentieth Century."
- DR. G. M. C. SPRUNG, Department of Philosophy, Brock University. "A Study of Certain Buddhist and Vedanta Schools of Thought with a view of writing a Philosophic Study on the Nature and Validity of the Philosopher's Claim to 'know'."
- DR. PAUL YOUNGER, Department of Religion, McMaster University. "An Analysis of the Role of Tradition in the Contemporary Political Life of India."

Senior Short Term

- DR. JAMES CUTT, Department of Economics, York University. "A Systematic Approach to Budgetary Policy."
- DR. SHOTARO IIDA, Department of Religious Studies, University of British Columbia. Project A: "Final Preparation of a Manuscript on Later Madhyamika in India." Project B: Editing of a Documentary Film on Tibetan Monasteries."

DR. LAWRENCE M. HEAD, Department of Religion, Carleton University.
"A Study of the Role of Bhakti Margā in Promoting Values
Associated with Modernisation."

Junior Long Term

MR. DONALD W. ATTWOOD, Department of Anthropology, McGill
University. "Rural Development in India."

MISS CAROLE M. FARBER, Department of Anthropology and Sociology,
University of British Columbia. "The Social Organisation of
the Jatra."

MR. JOHN W. GARTRELL, Department of Sociology and Anthropology,
University of Guelph. "Community Development: Organization
and Environment in India."

MR. JERRY D. SCHMIDT, Department of Asian Studies, University
of British Columbia. "Historical, Linguistic and Literary
Study of the Divyavadana in its Sanskrit Original and
Chinese Translations."

FELLOWS FOR 1971-72

Senior Long Term

PROFESSOR MAHINDER D. CHAUDERY, Department of Economics, Royal
Military College of Canada. "Education and Inter-regional
Growth Rate in India."

DR. FRITZ L. LEHMANN, Department of History, University of
British Columbia. "Sufism in 18th Century Bihar."

DR. ROBERT D. MacDOUGALL, Department of Anthropology,
University of British Columbia. "Indigenous Architect
Traditions in Selected Areas of India."

DR. SHEILA McDONOUGH, Department of Religion, Sir George
Williams University. "Educational Theories of Dr. Zakir
Husain."

Senior Short Term

DR. AILEEN D. ROSS, Department of Sociology, McGill University.
"A Comparative Study of the Role of Women in Australia,
Canada and India."

DR. R. M. SMITH, Department of East Asian Studies, University
of Toronto. "Study of Decorative Motives to Provide an
Aid in Working Out the Chronology of Indian History as Well
as Art."

PROFESSOR A. H. SOMJEE, Department of Politics, Simon Fraser
University. "A Study of the Political System of Anand
Taluka in Gujarat."

DR. N. K. WAGLE, Department of East Asian Studies, University
of Toronto. "Maratha Social History 1720-90."

Junior Long Term

MR. ROY CULPEPER, Department of Political Economy, University
of Toronto. "Growth of Indian Fertiliser Industry and its
Bearing on Agricultural Techniques."

MR. JAMES N. PANKRATZ, Department of Religion, McMaster
University. "Analysis of the Association of Religious
Ideas and Socio-political Orientation in the Life and
Writings of Raja Ram Mohun Roy."

FELLOWS FOR 1972-73

Senior Long Term

DR. JAMES A. DRAPER, The Ontario Institute for Studies in
Education. "The University in India as a Social
Institution."

MRS. LEENA DEVI NAIDU, Department of Sociology, Brandon
University. "Women in the Indian Parliament - A
Political Sociological Analysis."

DR. SHREEKANT PALEKAR, Department of Economics, Sir George
Williams University. "Wages Under Planning: India - A
Case Study."

Senior Short Term

DR. BRENDA E. F. BECK, Department of Anthropology and
Sociology, University of British Columbia. "Study of the
Sociological Characteristics of the Boundary Area Between
Konku and Other Distinctive Regions in the South of India."

DR. JOHN P. LIPKIN, Department of Social Foundations of
Education, McGill University. "Contemporary Developments
in Indian Secondary Teacher Training."

DR. PETER PENNER, Department of History, Mount Allison
University. "The Career in India of Robert Martin Bird."

DR. J. I. RICHARDSON, Department of Religious Studies,
University of British Columbia. "Religious and Social
Change in Andhra Pradesh 1870-1970."

DR. L. P. SINGH, Department of Political Science, Sir George Williams University. "Indian Foreign Policy Under Lal Bahadur Shastri."

Junior Long Term

MR. R. J. HENRY, Department of History, University of British Columbia. "A Study of the Social Response to the Implementation of Scientific and Technological Policies in Aligarh District 1890-1920."

MRS. KAREN HILL, Department of History, McGill University. "The Abolition of Indian Indentured Emigration."

APPENDIX B

Library Programme

At the time of membership restructuring the library programme was modified to provide library materials to support both teaching and research for Indian Studies on a national basis. The policy provided for two kinds of library collections:

i) Resource Libraries -

National Library - Federal and State Government documents and current periodicals.

University of British Columbia and University of Toronto - Broad coverage of currently published books covering all subjects (subject to Charter of Institute) in all languages.

McGill University - English language publications in humanities and social sciences including Central Government publications; selected vernacular and classical language material.

ii) Programme Support Libraries -

For all other participating libraries the selective purchase of materials (both current and retrospective) for the support of teaching programmes generally up to the masterate level including doctoral programmes in specific fields.

A condition for the receipt of material through the Institute is that it will be reported to the Canadian Union Catalogue in Ottawa and be available on inter-library loan. The Institute insists that each university and its library is also providing significant support for Indian Studies from its own resources.

The annual library fund is presently Rs. 720,500, divided among the Member institutions as follows:

i) Resource Libraries

McGill University	Rs. 95,000	
National Library	125,000	
University of British Columbia	125,000	
University of Toronto	<u>125,000</u>	Rs. 470,000

ii) Programme Support Libraries

University of Manitoba	Rs. 42,750	
McMaster University	42,750	
Sir George Williams University	42,750	
University of Windsor	42,750	
Brock University	26,500	
Carleton University	26,500	
Queen's University	26,500	
		<u>250,500</u>
		Rs. <u>720,500</u>

APPENDIX CFINANCIAL STATEMENT - HEAD OFFICEFor the Year Ended 31st March 1973INCOME

Bank Balance April 1st, 1972	\$ 31,444.47
Bank Interest	592.60
Fees - Membership	33,000.00
- Library	8,570.00
Grants - Canadian International Development Agency (first instalment)	35,000.00
- The Canada Council	10,000.00
Refund of registration fees - Summer Programme at the University of British Columbia	<u>300.00</u>
Total Income	\$ <u>119,907.07</u>

EXPENDITURES

Administration	\$ 32,483.84
Programmes - Library	3,625.98
- Summer Programme at McMaster University	9,500.00
Projects - Tibetan Film	2,056.93
- Publications to Indian Universities	<u>1,012.00</u>
Total Expenditures	\$ <u>49,779.41</u>

Bank Balance April 1st, 1973	\$ <u>49,127.64*</u>
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*Includes grant moneys for 1973 Summer Programmes

APPENDIX D

FINANCIAL STATEMENT - DELHI OFFICE

For the Year Ended 31st March 1973

RECEIPTS

A. Cash and bank balance as at 1 April 1972	Rs. 13,40,806.56
B. Grant Received	12,00,000.00
C. Interest received on bank deposits	48,060.03
D. Amount received from Head Office for Library Programme	1,18,853.95
E. Other receipts	<u>3,250.00</u>
Total Receipts	Rs. <u>27,10,970.54</u>

PAYMENTS

A. Administration Expenditures	Rs. 1,36,785.42
B. Programme Expenditure -	
i) Research Scholars	4,18,041.41
ii) Library	5,54,014.67
C. Credit balance of Professor Barker paid	<u>5,303.68</u>
Total Expenditures	Rs. <u>11,14,145.18</u>
Cash and Bank Balance as at 31st March 1973	Rs. <u>15,96,825.36</u>

Details of Cash and Bank Balances

	<u>At 1 April 1972</u>	<u>At 31 March 1973</u>
Cash in hand	Rs. 1,000.00	Rs. 1,000.00
<u>With the Chartered Bank</u>		
On Current Account	1,39,806.56	-
On Fixed Deposit	12,00,000.00	7,00,000.00
<u>With Indian Overseas Bank</u>		
On Current Account	-	(-) 4,174.64
On Fixed Deposit	-	<u>9,00,000.00</u>
	Rs. <u>13,40,706.56</u>	Rs. <u>15,96,825.36</u>