
R E P O R T
VISITING COMMITTEE
(Fifth Five Year Plan)

NORTH EASTERN HILL UNIVERSITY

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI

3rd & 4th Dec., 1976

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI 110002.

No. F.1-4/74(D-5/a)

19th April, 1977.

The Officer on Special Duty (Admn)
North Eastern Hill University
Shillong.

Subject: Higher Education and research - Development
Schemes of the North Eastern Hill University
for the Vth Plan period (1974-79)- Acceptance
by the Commission - regarding

.....

Sir,

I am directed to say that the University Grants Commission has since considered the report of the Visiting Committee to assess the development schemes of the North Eastern Hill University during the Vth Plan Period. The Commission generally accepted the recommendations of the Visiting Committee subject to the following observations:-

- (i) The total allocation of the University for the fifth Plan may be raised from Rs.6 crores to Rs.6.5 crores and the University may be advised to send proposals in respect of the additional allocation of Rs.50 lakhs.
- (ii) In formulating proposals within the additional allocation of Rs.50 lakhs, special stress may be laid on the Centre for Rural Development.
- (iii) It was noted that the orientation for the development of Physics was mainly towards the theoretical side. It would be desirable, as in the case of other Departments of the University to give an experimental bias to Physics by including areas such as ionospheric and atmospheric studies, utilisation of solar energy etc.
- (iv) The instrumentation Centre should be set up and managed in accordance with the guidelines laid down by the Commission.
- (v) In the building construction programme to be undertaken by the University in the new campus, top priority should be given to residential accommodation for teachers and students hostels.
- (vi) In designing the new campus, the University should make provision for a Central Library and also for modest libraries in the Schools.
- (vii) The main aim of the College Development Council should be to promote and oversee the academic development of the Colleges.

(viii) The University should take urgent steps to fill in the senior positions of administrative staff e.g. Registrar, Finance Officer and Library Staff.

(ix) It is important for a University located to a predominantly tribal area to ensure that the faculty has a genuinely helpful attitude towards students of the weaker sections of the society.

2. A copy of the Visiting Committee report is enclosed. (Annexure I)

3. The Commission has made several general suggestions with regard to the implementation of the development schemes by the University during the Vth Plan Period. These are indicated in Annexure 2. The University is requested to ensure that these suggestions are kept in view at the time of implementation of the different programmes.

4. In the case of recurring items of expenditure particularly with regard to additional posts, the University Grants Commission will pay grants to the University as indicated on the basis of actual expenditure incurred in respect of posts filled during the Vth Plan Period.

5. The other general conditions relating to the grants to be paid for the various schemes accepted during the Vth Plan Period are indicated in Annexure 3.

6. The Commission has agreed to provide assistance to the University as given in the Annexure 4.

7. The University is requested to consider various suggestions and conditions relating to the implementation of the Vth Plan programmes approved by the Commission and inform this office that these are acceptable and that the University is in a position to fully implement the schemes within the Vth Plan Period. The University may then proceed with implementation of the schemes.

8. The University is requested to let the Commission know its plans within an amount of B.6.5 crores as indicated at (i) above and in the light of the observations as made above.

9. The receipt of this letter may please be acknowledged.

Yours faithfully,

(M.L. Mehta)
Deputy Secretary.

Encl: As above.

सचिव
SECRETARY

तार : यूनीग्रान्ट्स
Grams : UNIGRANTS

विश्वविद्यालय अनुदान आयोग
बहादुरशाह ज़फर मार्ग
नई दिल्ली-१

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-1

D.O.No.F.7-3/74 (D-5(a))

July 2, 1977.

Dear Dr.Devanesan,

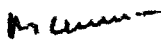
5 JUL 1977

Kindly refer to your letter No.VCF.8:UGC:SF:11:76-2852, dated 13th June, 1977 regarding appointment of teaching faculty as recommended by the Vth Plan Visiting Committee and accepted by the UGC. In this connection I am to say that the University may go ahead with the implementation of schemes as per sanction of UGC conveyed vide this Office letter No.F.1-4/74(D-5/a) dated 19.4.1977 without making any further reference to the Commission if there is no deviation from the sanctions already made by the UGC. This will be applicable for faculty appointments, appointment of other staff, purchase of books, journals and equipment etc.

In the case of buildings, each and every proposal will need to be referred to the Commission for scrutiny in consultation with the C.P.W.D.

With regards,

Yours sincerely,


(R.K.Chhabra)

Dr.Chandran D.S.Devanesan,
Vice-Chancellor,
North Eastern Hill University
Shillong.

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Report of the Visiting Committee to North
Eastern Hill University, Shillong.

The University Grants Commission appointed a Visiting Committee, consisting of the following members, to examine the Fifth Plan development proposals of the North Eastern Hill University, Shillong and to suggest various measures for promoting teaching and research and inter-disciplinary approaches to studies and learning:

1. Professor D.V.Mathur, Convener
Director,
National Staff college of
Educational Planners & Administrators,
New Delhi.
2. Professor G.S.Bhalla, Member
School of Social Sciences,
Jawaharlal Nehru University,
New Delhi.
3. Professor S.K.Joshi,
Professor of Physics,
Roorkee University,
Roorkee. "
4. Dr. Marayana Menon,
National Centre for the
Performing Arts,
Bombay "
5. Professor Nitya Nand,
Director,
Central Drug Research Institute,
Lucknow. "
6. Professor Ramesh Mohan,
Director,
Central Institute of
English & Foreign Languages,
Lucknow. "
7. Professor M.S.A.Rao,
Department of Sociology,
Delhi University,
Delhi. "

8. Professor R.P.Roy,
Head of the Department
Botany,
Patna University,
Patna. Member
9. Professor M.S.Kanungo,
Professor of Zoology,
Banaras Hindu University
Varanasi. "
10. Dr.S.C.Goel,
Deputy Secretary,
University Grants Commission
New Delhi. Secretary
11. Shri V.M.Seth,
Assistant Secretary,
University Grants Commission,
New Delhi.

(Professor Iqbal Narain, Professor of Political Science, University of Rajasthan, Jaipur could not visit Shillong owing to unavoidable circumstances).

II

VISIT BY THE COMMITTEE:

The committee visited the North Eastern Hill University (NEHU) Shillong on December 3 and 4, 1976 and held discussions with the Vice-Chancellor and members of the teaching staff. The committee also met a representative group of students and professors incharge of the National Integration Samiti, the Film society, Editor of the university magazine "Drum Beat" and the staff advisor of the student union. It also called upon the Governor Shri L.P.Singh, who is Chief Rector of the University and Captain Williamson Sanna, the Chief Minister of Meghalaya. It visited the various departments of the university located in different building

complexes in the city viz. the Horse Shoe building, the Law College building (which houses the department of education), a private rented building (which houses the Deptt. of Sociology), Mayur Bhanj and the Bijni House which has been recently acquired by the university and is being equipped for housing the school of physical sciences.

The committee also had informal discussions with the principals of colleges in Shillong who hosted a lunch on December 3, 1976 to meet the committee. The committee also visited the Central Library of the university, departmental libraries, the medical unit, the site for the new campus and boys and girls hostels. The report of the committee follows.

III

Background information on the university:

3.1 **Establishment of the University :-** The North Eastern Hill University is a central university set up under an Act of Parliament passed on 19th July, 1973. The university started functioning at Shillong from the 5th of August, 1973.

3.2 The jurisdiction of the university extends to the states of Meghalaya and Nagaland and the union territories of Arunachal Pradesh and Mizoram.

3.3 The areas under the jurisdiction of the university have considerable administrative differences and their mountainous character has made communications difficult. Another respect in which these areas differ significantly from the other areas of the country is that these are inhabited by a wide variety of tribal people at various states of advancement. They retain their own customs, culture and languages. Khasi with the cognate Jaintia is spoken by a majority of the people, the other main languages being Garo, Mikir and Lushai, but there are a very large number of other languages and dialects. If one includes Nagaland and Arunachal Pradesh the total number of languages will be between 75 and 150.

3.4 The main objective of the university according to section 4 of the North Eastern Hill University Act, 1973 (24 of 1973) is "to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of the conditions and welfare of the people of the hill areas of the North Eastern region and, in particular, their intellectual, academic and cultural advancement".

The university has thus a special responsibility for taking such academic steps as would contribute to the improvement of the economic conditions and welfare of the people of the area. It has nevertheless to function as an all-India institution open to all classes, castes and creeds. This, however, does not prevent the university from making special provisions for admission of students belonging to the weaker sections of community and in particular, scheduled castes and scheduled tribes.

3.5 Schools of Studies:

The main academic unit of the university is the school which is visualized as a community of scholars from related departments. Each school will eventually consist of a number of departments with possibility of inter-disciplinary programmes. The present position of the schools and their programmes in the university is indicated below:

<u>S.N.</u>	<u>School</u>	<u>Departments</u>	<u>Courses</u>
1.	School of Languages	English	M.A.
2.	School of Physical Sciences.	Mathematics	M.Sc.
		Physics	M.Sc.
		Chemistry	M.Sc.
3.	School of Life Sciences.	Botany	M.Sc.
		Zoology	M.Sc.
4.	School of Social Sciences	Economics	M.A.
		Political Science	M.A.
		Philosophy	M.A.

<u>S.N.</u>	<u>School</u>	<u>Departments</u>	<u>Courses</u>
4.	School of Social Sciences.	History Sociology & Anthropology	M.A. M.A.
5.	School of Education	Educational Research and Studies.	M.Ed.
6.	School of Environmental Sciences.	Geography	M.A.

3.6. Conditions of Admission:

The minimum condition laid down by the University for admission to M.A/M.Sc. courses is a bachelor's degree preferably with honours, though pass candidates are also eligible to apply 40% of the seats are reserved for students belonging to the scheduled castes and tribes. In the departments which have laid down minimum marks as a condition of admission, 5% relaxation is made in respect of candidates belonging to the scheduled castes and scheduled tribes. The minimum marks laid down by the university for purposes of admission to the post-graduate courses are as under :-

Mathematics	50%
Physics	55%
Chemistry	55%
Botany	55%
Botany	55%
Economics	50%
Political Science	50%
History	40%
Sociology & Anthropology	50%

For admission to the M.Ed. course, the minimum requirement is the bachelor's degree in education or teaching with at least 50% marks in the aggregate and a minimum of two years' teaching experience.

For admission to the M.A. course in geography, a candidate must have a bachelor's degree in the second division with geography as a subject. Those with allied subjects like geology, meteorology, political science, economics, demography, statistics and sociology are also eligible to apply.

3.7 The duration of the postgraduate courses offered by the university is four semesters or two academic years. The duration of the M.Ed. course is two semesters. In each semester, four courses have to be completed and evaluated. The minimum of 75% attendance is necessary for appearing at semester examinations.

3.8 Student enrolment:

The University started with only one department viz. the department of English in 1973-74. The number of students enrolled for M.A (Previous) that year was 40. The number increased to 285 in 1974-75 and to 403 in 1975-76. There were three research scholars enrolled in the university in 1974-75. The departmentwise breakdown of students in

1975-76 is given below:-

Department	M.A/M.Sc. Previous	M.A/M.Sc. (Final)	Research Scholars	Total
English	44	19	2	65
Economics	36	29	-	65
History	48	34	-	82
Philosophy	13	8	-	21
Political Science	55	26	1	82
B. tany	16	13	4	33
Zoology	16	16	4	36
Mathematics	18	12	-	30
			Total:	414

The stagewise student enrolment in the university (including affiliated colleges) for the last three years is given in the following tables:-

Course	1973-74	1974-75	1975-76
<u>Pre-University</u>			
Arts & Commerce	6059	6203	7022
Science	1678	1323	2126
<u>Degree:</u>			
Arts	3485	3322	2627
Science	571	646	575
Commerce	183	125	171
Postgraduate	40	285	403
Research	—	3	11

B.T./B.Ed.	240	245	317
LL.B.	550	517	520

A fact that emerges from the above table is the poor rate of inflow of students from one stage to another at the tertiary stage of education. The enrolment in all the years of the degree course in Arts, Science and Commerce is nearly 37% of the enrolment in the pre-university courses, which implies that the rate of flow from pre-university to degree classes is not more than 15-20%. Even if account is taken of the duration of the degree course being to years, this reflects an unsatisfactory state of affairs involving large scale wastage and drop outs. The same remarks apply to the relationship between degree and postgraduate courses.

Another fact of consequence is that while enrolments in science and commerce at the degree level and enrolments in the professional courses have remained fairly stable, there has been a steep decline in enrolment in the degree course in arts, specially during the years 1974-75 and 1975-76. This may also be partly due to the existence of the two years degree course but in view of the fact that students in the postgraduate departments of the university will, by and large, come from areas within the jurisdiction of the university, note has to be taken of this trend in planning for any expansion of the postgraduate departments in the humanities and social sciences.

It may also be mentioned that out of 312 students enrolled for the postgraduate courses in English, Economics, History, Philosophy and Political Science in 1975-76,

there were 11 students belonging to the scheduled castes and 178 students belonging to the scheduled tribes. Thus the proportion of scheduled castes and scheduled tribes in the postgraduate courses of the university is nearly 61%. This may perhaps be linked to the problem of drop outs and will certainly call for detailed investigation and special remedial steps by the university, if necessary.

3.9 Examination Results:

The examination results of the university (including affiliated colleges) show wide variations among the different courses but on the whole the pass percentage is poor specially in the pre-university and degree courses. The pass percentage varies between 25 and 50% for LL.B., pre-University and B.A./B.Sc. two-year courses. It is 50-75% in B.Com (two-year) and B.A./B.Sc. (Part-I & II). In the postgraduate courses the pass percentage varies from 80 to 100 except for M.Sc. (Previous) Mathematics, in which it was 23% in previous and 29% in final. In M.A. (Previous) English, the pass percentage was 52.5.

It is clear from the above that no improvement of standards in the university is possible unless there is a concentration of efforts on the improvement of collegiate education through the training and retraining of teachers and possibly the provision of adequate physical facilities in the colleges, since they are wholly responsible for imparting undergraduate education.

Even at the postgraduate level, results in some of the subjects are not altogether satisfactory. This is partly reflected in the current practice of placing too much emphasis on lectures. In some of the courses in the social sciences departments, there are as many as four lectures per week per paper with only one tutorial per week. Since the postgraduate stage of education is the seminal point requiring a good deal of independent thinking and critical acuity, the committee suggests a maximum of three lectures per week per paper, properly supplemented by tutorials and seminars. It is difficult to see how interdisciplinary studies can be promoted in the absence of a properly integrated seminar approach.

3.10 Teaching Staff:

The total teaching staff in the university departments consists of 9 professors 26 readers and 41 lecturers (including a pool officer) i.e. a total of 76. Information about age available in respect of 63 teachers shows that 18 are in the age-group below 30, 35 in the age-group 30-40, 9 in the age-group 40-50 and 1 is above 50. Thus the average age of the teaching staff is 35 years. This shows that the university has been able to recruit relatively younger members to its faculty.

The departmentwise break-down of the teaching

staff is given below:-

	<u>Profs.</u>	<u>Readers</u>	<u>Lects.</u>	<u>Others</u>
(a) School of Languages				
English	1	3	5	-
(b) <u>School of Social Sciences.</u>				
Political Science	-	2	3	1 (Hony. Faculty Member)
Economics	1	2	4	-
Philosophy	-	1	4	1 (Hony. Faculty Member)
History	1	2	4	1 (Hony. Faculty Member)
Sociology & Anthropology	1	2	2	-
(c) School of Life Sciences:				
Zoology	1	3	2	-
Botany	1	3	3	-
(d) School of Physical Sciences:				
Mathematics	1	2	4	-
Chemistry	-	1	1+1 (yet to join)	1
Physics	1	1	2+3 (yet to join)	-
(e) School of Education:	-	2	1	-
(f) Centre of Continuing Education	-	2	-	-
(g) School of Environmental Sciences:				
Geography	1	-	2	-
	9	26	41	1

4. Nagland College of Education, Kohima.	Nagaland	B.Ed.
1. Shillong Law College	Shillong	LL.B.

3.12 Library:

The central library of the North-Eastern Hill University is housed in Mayurbhanj and, in addition to this, there are departmental libraries attached to the various departments of the university. There are two rooms (approximately 500 sq.ft.) earmarked for library in the Horse Shoe Building also. The libraries of education, mathematics, sociology, physics, and chemistry departments have been located in their respective buildings. The department of English has started building a seminar library of its own. The department of Life Sciences has a periodical section.

The common reading and reference room of the central library is located on the ground floor at Mayurbhanj. It has 23 reading seats including 18 study carrels. The library has at present more than 53,000 volumes and it subscribes to about 375 journals. It is proposed to place orders for 300 additional journals during the current year. The working hours of the library are from 9.00 a.m. to 6:00 p.m. except on holidays.

3.13 Staff quarters:

In the absence of the development of the new campus of the University, the position of staff quarters is far from satisfactory. The university started hiring of buildings on lease in the first year of its establishment. Under these arrangements only two teachers could get the benefit of

A statement of the teaching posts approved so far by the Commission is attached (Annexure-I). The Commission has sanctioned staff consisting of 15 professors, 32 readers and 45 lecturers. This shows that the posts of 6 professors, 6 readers and 4 lecturers are at present lying vacant.

A statement regarding the areas of specialisation of the existing teaching staff and their qualifications, experience etc. is also attached (Annexure-II).*

Information regarding the class/division obtained by the members of the faculty in their postgraduate examination is available in respect of 69 teachers. Of these 38 are in the first division and 31 in the second division. The breakdown of the division/class obtained by the teachers in the first degree examination is as under:-

First Division	23
Second Division	34
Third Division/pass	12

56 teachers of the university have done their Ph.D./D.Phil. and 2 teachers have done their M.Phil., 12 of these teachers have done their postgraduate or research courses from foreign universities. It is also interesting to note that the members of the teaching staff have been drawn from various universities e.g. Benaras, Gauhati, Bombay, Delhi, Calcutta, Jadhpur, Nagpur, Jammu, Kashmir, Madras, Panjab, Kerala, Andhra, Lucknow, Kalyani, Karnataka, Dibrugarh, Poona, Agra, Mysore, Osmania and Aligarh. The University thus reflects a truly cosmopolitan character and this would seem to be a positive advantage for a new university trying to evolve its courses.

of study and syllabi, as it is in a position to draw upon the experience of institutions in different parts of the country.

3.11 Colleges:

24 Colleges are affiliated to the university. Their break-down is as under :-

PreUniversity:

(a) Arts only	12
(b) Arts & Science	8
(c) Arts, Science & Commerce	2
(d) Arts & Commerce	1
(e) Science only	1

Total 24

Degree:

(a) Arts only	10
(b) Science only	1
(c) Arts and Science	3
(d) Arts, Science & Commerce.	2
(e) Arts and Commerce	1

Location of colleges:

Shillong	8
Mendipathar	1
Tura	1
Barapani	1
Champhai	1
Lunglei	1
Aizawl	2
Serchhip	1
Dimapur	2
Pokokchung	1
Kohima	2
Tuensang	1
Jowai	1
Wokha	1

Professional Colleges:

<u>S.N.</u>	<u>Name of College</u>	<u>Place</u>	<u>Professional Courses</u>
1.	Postgraduate Training College	Shillong	B.Ed.
2.	St.Mary's College	Shillong	B.Ed.
3.	Mizoram Institute of Education, Aizawl.	Mizoram	B.Ed.

4. Nagaland College of Education, Kohima.	Nagland	B.Ed
1. Shillong Law College	Shillong	LL.B.

3.12 Library:

The central library of the North-Eastern Hill University is housed in Mayurbhanj and, in addition to this, there are departmental libraries attached to the various departments of the university. There are two rooms (approximately 500 sq.ft.) earmarked for library in the Horse Shoe Building also. The libraries of education, mathematics, sociology, physics and chemistry departments have been located in their respective buildings. The department of English has started building a seminar library of its own. The department of Life Sciences has a periodical section.

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3.13 Staff Quarters:

In the absence of the development of the new campus of the university, the position of staff quarters is far from satisfactory. The university started hiring of buildings on lease in the first year of its establishment. Under these arrangements only two teachers could get the benefit of

accommodation. In a few cases the university also requisitioned houses for accommodation. So far only one house has been allotted to a teacher for residential purposes. In view of the acute situation in this regard and the inability of the university to provide suitable residential accommodation until the development of the new site, it has been decided that teachers will make their own arrangements through direct negotiation with the landlords and the university will pay house rent allowance.

3.14 Student Hostels:

The demand for student hostels in the city is of a very urgent and pressing nature as students enrolled in the university come from distant areas like Nagaland, Mizoram, Garo Hills, Jaintia Hills etc. In August 1974, the university started its first postgraduate girls' hostel with a capacity of 15 seats. In 1975, a postgraduate boys hostel was started at lower Lachammiere with 22 seats. In view of the persistent demand, an additional building was rented by the university and one more hostel each for boys and girls was started in the same year. The present position of hostel accommodation is as under :-

Postgraduate Girls Hostels	3
(a) Two at Nogthymmai with 33 seats	
(b) One at New Colony with 8 seats.	
Postgraduate Boys Hostels	2
(a) One at Lower Lachammiere with 22 seats	
(b) One at Cleve Colony with 25 seats.	

3.15 Medical Unit:

The existing medical facilities available for the students and teachers of the university are wholly inadequate. This problem has become more acute in view of the lack of proper emergency services, public ambulance and adequate pharmacy services in the city. The staff in the medical unit consists of two part-time doctors and nurses but they are not able to carry out regular weekly hostel inspections nor are they in a position to attend to the needs of students requiring urgent medical care and attention. Although the unit has designed a card for maintaining the health record of students, so far there has been no regular medical check up of the students. Necessary equipment for pathological tests, clinical, laboratory, E.C.G. etc. is required urgently for the efficient functioning of the medical unit.

IV.

Fifth Plan Proposals of the University:

4.1 The NEHU was requested to formulate its proposals for the Fifth Plan period within a ceiling of Rs.6.00 crores, in two priorities; the first priority of Rs.4.00 crores and the second priority of Rs.2.00 crores. The first priority would include the schemes already accepted and the grants paid to the university so far during the plan period. The commission has already accepted certain proposals of the university which were required to be implemented urgently. A copy of the list of the schemes approved and the amount sanctioned against each is attached (Annexure-III).

4.2. The committee has already paid the following grants to the university against the approved and new schemes and this will be a charge on the first priority allocation of the university.

1974-75	Rs 50.00 lakhs
1975-76	Rs 70.00 lakhs
1976-77	Rs 50.00 lakhs

4.3. The Commission has also agreed to the creation of teaching and non-teaching posts during this period. The estimated expenditure on these posts in the remaining period of the Fifth plan will be Rs. 49,35,000/-.

4.4. The main task of the university for the remaining period of the fifth plan are as follows:

1. Development of the schools, departments and centres.
2. Campus development in Meghalaya and Nagaland
3. Re-structuring of the courses in the affiliated colleges and examination reforms.
4. Developing the administrative and other services of the university.

4.5. The university has submitted the following schemes for implementation in the 5th plan period. The total plan and non-plan expenditure comes to Rs 8,17,00,000/-, as detailed below:

<u>S.No.</u>	<u>Particulars</u>	<u>Total (Fifth plan)</u> (Rs in thousands)
1.	Faculty staff	Rs 3,628/-
2.	Supporting staff including departments.	Rs 4,058/-

p..t..o...

3. Field work for students and faculty including seminars, symposia, extension lectures, educational tours, etc.	Rs 3,259/-
4. Centres of Studies:	
(a) Faculty staff	Rs 849/-
(b) Supporting staff	Rs 1,210/-
5. Deans' offices	
Supporting staff	Rs 171/-
6. Students' Health services	Rs 215/-
7. Administrative staff	Rs 3,903/-
8. Library	Rs 1,160/-
9. Books and journals, etc.furniture	Rs 10,497/-
Furniture	Rs 1,440/-
10. Equipments and furniture including teaching, aids, scientific equipments, hostel equipment, sports equipment and vehicles, etc.	
Teaching	Rs 12,205/-
Non-teaching	Rs 2,693/-
11. Other capital expenditure	Rs 7,292/-
12. Scholarship/fellowships	Rs 3,222/-
13. Miscellaneous membership and contribution	Rs 120/-
14. Other items	Rs 3,053/-
15. Common services (TA.etc.)	Rs 3,079/-
16. Other general charges	Rs 9,654/-

4.6. During the period of 1974-75 and 1975-76, the university incurred an expenditure of Rs 1,01,51,638/- as indicated in the plan submitted by the university. It is understood that the accounts of the university have not been finalised so far even for the earlier years*. In spite of verbal and written requests the university office has not been able to submit the details of the estimated expenditure on the posts approved by the

* University Note: Accounts of 1973-74, 1974-75 and 1975-76 have since been finalised.

Commission, the posts created by the University. and other expenditure on administration, student amenities, library, medical unit, etc., etc., for the remaining years of the Fifth Plan. This perhaps implies that the administrative staff of the university needs to be augmented and the vacant posts (including that of Registrar) to be filled up immediately. The committee has made a lump sum provision of Rs 50,00,000/ for each of the years 1974-75 and to 1978-79. This is on the basis of the expenditure already incurred during 1974-75 and 1975-76. The actual expenditure in 1975-76 was Rs 61,26,000. Excluding the capital expenditure, the expenditure on revenue account comes to Rs 38,18,494. The university has made a provision of Rs 82,49,870 for expenditure on revenue account in its budget estimates for 1976-77. The committee, however, considers an expenditure of Rs 50,00,000 for each of the remaining three years of the Fifth plan to be a more realistic estimate. This, represents an increase of less than 20% per annum over the expenditure during the year 1975-76 but would seem to be essential keeping in view the fact that the university has so far not been able to fill up a number of vacant posts. The total expenditure on the present basis for the entire fifth plan period comes to Rs 2,50,00,000. To this a sum of Rs 50,00,000 is being added to take care of the expenditure on account of further expansion of the administrative staff, library staff, provision of student amenities including health care and other expenditure contingent on the recommendations of the committee for augmenting the teaching staff, library and laboratory facilities M. Phil., fellowships and merit-cum-means

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merit-cum-means scholarships etc. The university will be required to submit detailed proposals to the UGC and seek its clearance before implementing schemes within the provision of Rs. 500 lakhs. The total provision of Rs. 3.00 crores will be a first charge on the Fifth Plan allocation of the University.

General Observations and Recommendations:

5.1 Socio-Economic Development of the North-Eastern Region:

In the course of discussion, the committee tried to ascertain the extent to which the university has been able to discharge its special role and responsibility in helping the improvement of the socio-economic conditions and welfare of the people in the region. As already pointed out, under the Act of the University it has a special responsibility to give intellectual leadership to the region and to its socio-economic and cultural development, with special emphasis on the tribal population. The tribal people have to articulate a cultural system which will retain its uniqueness and at the same time form an integral part of the essential unity of the country. The committee is happy to note that the university has moved in this direction in a small but firm manner through the setting up of a Centre of Continuing Education and through proposals formulated by it for the establishment of centres for population studies, forestry and natural resources, rural development, tribal history and culture etc. More importantly the university has been able to build these up into its teaching and research programmes, specially in the field of social

sciences. In this connection, the committee noted that in several disciplines e.g. economics, political science etc. special papers have been incorporated in the syllabus, having a direct bearing on the problems of the region. A number of departments have also taken up research projects that would provide an information base as well as solutions to local problems. This is in keeping with the UGC scheme of restructuring of courses as also in line with the objectives of the university. The University has also sought fulfilment of the same objective through a number of leading seminars on relevant problems. These activities are reviewed under each of the departments in the following section but it must be recorded here that the effort already made by the university and the proposals formulated by it for strengthening these activities deserve full encouragement and support.

5.2 Inter-institutional co-operation:

The University has also been successfully collaborating with other universities, governmental agencies and voluntary organisations in its academic and research programmes. Such inter-action, is essential not only to bring the university's academic community closer to peers in other organisations, but also to make available to the community and the country at large the fruits of higher education and research. Apart from short-term visits by faculty members to other universities and lectures/seminars by outstanding teachers of other universities, there are specific programmes of interaction, briefly revised below.

The department of Botany is collaborating with the Botanical Survey of India in the study of floristics of Meghalaya and other States in the region. The department also proposes to undertake studies on the ecological implications of shifting cultivation in collaboration with the Indian Council of Agricultural Research. A research scheme has been sanctioned by the Department of Science and Technology under the "Man and Biosphere" programme for this study. The botany and zoology departments are also planning to study the ecological aspects of the rodent problem in collaboration with ICAR and Delhi University especially in Mizoram. The department of Zoology has also undertaken a joint project with the department of Fisheries, Government of Meghalaya for the development of fisheries in the Garo Hills.

The Department of Chemistry is contemplating a collaborative study with the CSIR in studying the mineral, petrochemical aquatic problems. The department of Physics would like to collaborate with existing national facilities in TIFR, Radio Telescope in Ooty etc. for purposes of research.

The Department of Mathematics is collaborating with the TIFR, Bombay and other institutions specialised in mathematics.

The School of Education works in close collaboration and cooperation with the departments of education of various state Governments. The teacher Training Colleges also interact with the school, particularly in curriculum making and methods of evaluation.

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The Department of Sociology/working with the North Eastern Council on a research project "socio-economic impact of shifting cultivation control schemes". The department is also collaborating with the Jawaharlal Nehru University on another research project called "Relationship between agricultural growth and primary school enrolment and literacy". The members of the department have also close liaison with ICSSR, CSIR, UNICES, Administrative Staff College, ICAR and other organisations. The school of languages has been co-operating with the Central Institute of Indian Languages, Mysore and the CIEFL, Regional Centre, Shillong.

5.3 Inter-disciplinary approach:

The committee discussed in detail with the heads of the departments and the Vice-Chancellor the existing possibilities and arrangements for inter-school and inter-departmental collaboration. The departments of the university form part of the school on the pattern of the Jawaharlal Nehru University. There is provision for a school board, a board of postgraduate studies and a committee for advanced study and research at the school level. However, the concept of the school has not yet fully evolved as it is only in one school viz. the School of Life Sciences that the dean is in position. There are two schools with only a single department viz. the school of languages comprises the department of English and the school of environmental sciences ~~xx~~ has the department of geography only. Even in schools having three or more departments, it is not altogether certain whether there is the fullest possible.

interaction. On the other hand, the committee was happy to note that under the regulations of the university it is possible for a student to offer some courses in other departments and similarly it is possible for a student who has taken his master's degree in one subject to register for Ph.D. in another department. One of the schools that has been able to develop a fairly integrated programme is the School of Life Sciences, as the primary objective of the school is to promote inter-disciplinary studies and to make the studies relevant to the needs of the region. This is sought to be promoted by defining the areas for development i.e. forest biology, fresh water biology and agro-eco-system. The aim of the M.Sc. course in Botany and Zoology is to produce scientists who have a broad understanding of borderline areas e.g. zoology, cell biology, cyto-genetics etc. In the revised syllabus with a semester orientation over one third of the papers are offered as an integrated course for students of botany and zoology. Similar possibilities of inter-action in the field of social sciences and between the social sciences and sciences should be fully explored. The various departments could, for example, collaborate in studying the socio-economic problems of Meghalaya,

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Mizoram and Nagland and could also come together in inter-departmental seminars on such problems as forestry, population studies, environmental studies, etc. In this context, the committee recognises the existing limitations like physical separation of the various departments, absence of adequate facilities etc. but even so with greater initiative from the university, inter-disciplinary approaches can be promoted through teaching, seminars and research projects. The committee suggests that a Board of Academic Planning for each of the schools be set up and the dean and heads of departments should meet at least once every month. It is also recommended that out of 16 courses being offered at the postgraduate level on the semester pattern, at least four courses should be of an inter-disciplinary character. There should also be a proper administrative and intellectual integration of the departments, if the concept of the school has to become meaningful in the near future. Depending upon the research projects and other programmes of the schools, such of the schools as have reached the take-off stage could be provided with common facilities by way of stenographic assistance, statistical investigators, calculating machines etc.

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Expenditure on this account may be met from the allocation of Rs.50 lakhs already recommended by the committee. Most of the grants recommended by the committee for equipment should also be with the schools rather than with the individual departments.

5.4 M.Phil Programme:

A number of university departments in the humanities, social sciences and science subjects have plans to introduce the M.Phil. course from the next academic year. This would require a good deal of planning regarding the duration, objectives and contents of the course as well as an assessment of the demand for the courses. The M.Phil degree being the first research degree, its components should include courses at an advanced level on specialised topics and training in research methodology and the writing of a dissertation or project or design work. It is also important to ensure that admission to the M.Phil course is made not only on the performance at the postgraduate examinations but also on the basis of an admission test conducted by the department, giving due weightage to the research and teaching aptitude of the student. Moreover, the performance of the student during the course should be evaluated on a continuing basis.

The University may be advised to await these guidelines and formulate its proposals in the light of UGC guidelines. It would also be in the interest of coordination ~~ix~~ if NEHU Shillong consults with

Gauhati and Dibrugarh Universities so that M.Phil courses in the three universities are offered in a coordinated manner in subjects in which the university concerned has strong and well-established postgraduate departments. Simultaneously the university should also assess the demand for the M.Phil courses in the region within the jurisdiction of the university. This would be important in view of the fact that enrolments in the postgraduate courses in the university are rather low and of those who complete the postgraduate courses successfully not many are likely to have the proper motivation for research and teaching or inclination to join the M.Phil programmes.

5.5. Campus development in Nagaland and Mizoram:

Section 3(2) of the North Eastern Hill University Act 1976 (24.1973) provides that "the Head quarters of the university shall be at Shillong and it shall have campuses in the States of Meghalaya and Nagaland. It may also establish campuses at such other places within the jurisdiction as it may deem fit". The committee noted that inspite of this statutory provision, the university has not been able to establish a campus or any academic activity in Nagaland and this has created a feeling of frustration bordering on resentment against the university. A similar feeling is prevalent in the union territory of Mizoram. Considering the special situation of these areas and keeping in view the background under which the university came to be established, rival claims being staked by almost all the territories, steps have to be taken by NEHU on a priority basis not only to meet the academic needs and aspirations of people in these areas but also in the larger interest of bringing them into the main

stream of national life. In this connection, the committee noted the following recommendation from the report of the Wadia Committee on the setting up of a university for the North Eastern Region of India, "A university of the unitary type conducting both undergraduate and postgraduate teaching in a single campus cannot satisfy the needs and aspirations of vastly scattered areas and other people. On the other hand, an affiliating university will not be able to develop the feeling of oneness among the colleges for them to feel that they are part of an academic community. The situation can best be met by establishing a federal type of university with a constituent college in each important centre." The committee feels that this particular recommendation ~~is~~ should be immediately translated into reality. In making specific recommendations in this regard, the committee has drawn heavily on the report and recommendations of a committee, appointed by the Executive Council of the university under the Chairmanship of Professor B.M. Udgaonkar (an advance copy of the commendations was made available to the committee for its confidential use). It is understood that the Government of Nagaland has provided free of cost to the university, the erstwhile air field area measuring about 1200 acres as permanent site for the Nagaland campus. The existing building there has already been renovated.

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The University has also been able to assist the colleges of education in Nagaland and Mizoram through the placement of an Adviser/Reader in these colleges but on the whole, the efforts have been rather sporadic and scanty.

The most urgent need of the State of Nagaland and the Union Territory of Mizoram is to strengthen undergraduate education and at a later stage to locate university's postgraduate courses in specialised subjects. The committee recommends that steps be taken to set up a university college in each of the territories to serve as a pace setting institution for general improvement of undergraduate education. The University colleges can be built around the Kohima Science College and the F&G College, Aizawl as nuclei. They should be enabled to offer arts and science courses at both the pass and honours levels and to maintain high standards. They should also function as autonomous colleges with freedom to experiment with new types of courses, syllabi, methods of teaching and techniques of evaluation. Thus the university will not only be able to promote undergraduate education but break new ground and make its presence visible in the region in a real sense. An allocation of Rs 50,00,000 during the fifth plan period is recommended for the purpose.

It would also be helpful if a study centre with multiple copies of text books is established at Aizawl in view of the distance of F&G college and the fact that a large number of working students are attending the evening college. A similar study centre may be established at Kohima. In accordance with the normal pattern of UGC assistance for the establishment of study centres, the expenditure on each of the centres will be

Rs 30,000 non-recurring and Rs 30,000 recurring per annum during the remaining period of the fifth plan. A total provision of Rs 1,20,000 is recommended for the purpose.

5.6 The role of the University in the development of colleges

Another aspect concerning the functioning of the university which requires immediate attention is that of strengthening collegiate education and that of fostering the bonds of affiliation between the university and its colleges. The colleges affiliated to the university are with the exception of a few colleges in Shillong very small and non-viable units and most of the colleges are so scattered in remote and inaccessible areas that they cannot acquire the feeling of being part of the university or the education system in the country. The UGC itself had organised a conference of Principals of colleges in the North-Eastern Region at Imphal way back in 1969 and the need for removing the isolation of these colleges became apparent during the course of the conference itself. Not much has happened since then and the university at Shillong is even today seen by most of the colleges as a remote affiliating centre. Not only that the colleges have not been able to lift any substantial part of the UGC assistance but many of them would seem to be blissfully ignorant of the various schemes being implemented by the Commission for the development of undergraduate education. The initiative taken by the university to organise an annual conference of principals in Shillong from February 10 to 14, 1976 is therefore to be welcomed. A number of recommendations were made concerning examination schedule, university sports, utilisation of available resources, contacts with the UGC and modernising the administrative set up of the colleges. This, however, will hardly

touch a fringe of the problem unless there is a permanent unit in the university to oversee developments in the colleges and to help them function more effectively as an integral part of the university. The committee would urge that the following recommendations be implemented on a priority basis.

Firstly, there should be a college development council which should advise colleges affiliated to the university (including colleges in Nagaland and Mizoram) on the improvement of their academic programmes and facilities. The Council will have to monitor the development of colleges. It will also have to maintain statistical data about the colleges and to arrange for the periodical inspection of colleges. It is understood that in some colleges even proper records of attendance are not maintained. The Council will have to oversee the over all functioning of the colleges, the conduct of examinations, maintenance of records, etc., and also feed the colleges with necessary information concerning central and state schemes of assistance and the academic programmes and activities of the university. Some permanent staff at the senior level and some administrative support including statistical investigators would be necessary for the proper functioning of the council. A sum of Rs 50,000 is recommended for the purpose. Secondly, it would be necessary to have a regular programme of exchange of faculty between the university departments and the affiliated colleges. It should be possible for teachers from the colleges to spend some time in the concerned departments of the university for advanced study/research and for teachers of the university departments to visit some of the colleges to give lectures/seminars to teachers and students in the colleges. This has taken into consideration in recommending additional staff for the university

teaching departments. Thirdly, there should be a regular year round programme of refresher courses/ workshops for the college teachers of the university. This is particularly necessary in the context of upgraded degree courses under the new pattern of education which cannot be implemented successfully unless the university plays an active role in the orientation of college teachers. While most of the teachers will come from Shillong, there will be quite a few from outside for whom proper accommodation will have to be provided. Provision should be made for accommodating six members of the NEHU faculty each at Kohima and Aizawl and to accommodate about 15 college teachers from affiliated colleges at Shillong. A provision of Rs 2,50,000 is recommended for the faculty, complex, in addition to an allocation of Rs 5,00,000 for the fifth plan period to enable the university to offer training and retraining programmes on a regular basis.

5.7 Meeting with students

The students who met the committee emphasized the need for the following facilities in the university, (a) extension of reading room (b) multiple copies of text books (c) adequate arrangements for transport in view of the fact that the different departments of the University are scattered all over the city (d) the need for games and sports on a regular basis, equipments and trained coaches (e) additional hostel accommodation for boys and girls and (2) a regular forum for cultural activities. It is understood that the Meghalaya Government is already taking steps for the appointment of staff for its Sangeet Academy and that the government is equally keen to forge links with the university community in this enterprise of preserving and projecting the cultural heritage of the region. In regard to the other points made by the students and some of the staff representatives, the committee was of the view that in spite of their being an urgent need for promoting games and

sports, clubs and societies, etc., some of these programmes can really get going after the development of the university campus on the new site which will inevitably take time. In the meantime, attention has to be paid to the need for temporary structures, buses for linking the various departments and schools of the university and provision for boys and girls hostels. In the course of discussion with the committee, the Chief Minister of Meghalaya also emphasized the urgent need for putting up hostels in view of the persistent and growing demand for hostel seats from students coming to Shillong for higher studies from different parts of the region. A provision of Rs 2 lakhs for one boys hostel and one girls hostel and Rs 2 lakhs for two buses is recommended in the first priority.

5.8 The problem of location

In terms of agreement between the Government of India and the Government of Meghalaya, the State Government has made available to the university a piece of land measuring 1025 acres approximately. The land is situated at Mawkynroh Umshing at a distance of approximately 3-4 kms from the heart of the city. The university acquired possession of the land on 6th December, 1975. The Executive Council of the university has constituted a Campus Development Committee. The university decided to conduct an architectural competition and issued a notice inviting the architects willing to participate in the submission of designs. Eight firms of architects were selected by a Board of Assessors and asked to submit their designs by 30th November, 1976.

The Commission has already sanctioned an expenditure of Rs 6,00,000 for the construction of roads. A proposal for putting up boundary pillars has also been accepted.

The Committee visited the site and was gratified to note that this will be an excellent location for the

university in the sense that it will be a little remove from the nerve centre of Shillong where students^{and} teachers may have all kinds of distractions, Shillong being a natural centre of attraction for the tourists specially during summer and early winter. The site of the university also has the advantage of freely drawing upon the existing sources of water supply and electricity. It has two approaches from Shillong, the more accessible being one from Shillong-Nongpeh Road. Nevertheless, it was the committee's feeling that it will take at least four or five years before some of the departments could be shifted to the new site or hostels for boys and girls or staff quarters could be put up there. The committee recommends an allocation of Rs 50,00,000 for the remaining years of the fifth plan for the development of the campus and for putting up such structures as may be immediately feasible and for meeting the cost of maintaining an engineering unit, etc., a provision of Rs 25,00,000/- is also recommended in the second priority. The university may submit detailed proposals in this regard for clearance by the Commission.

In the meantime attention has to be paid to the problem of housing the departments, provision of working facilities for the members of the teaching and administrative staff and for arranging a modicum of residential facilities for boys and girls. The existing buildings comprise the Horse Shoe building, Bijni House and Mayurbhanj. The Horse Shoe Building has been placed at the disposal of the university by the State Government on a temporary basis, while Bijni House and Mayurbhanj have been acquired by the university. These have sufficient space for putting up additional structures.

A possibility considered by the committee was that of the acquisition of the Oxford Mission House but on inspection it was found that in spite of their being an extensive built area, the complex would not be functionally suitable. The main problem under the

circumstances, is that of reallocation for the various departments with a view to the optimum utilisation of space and integrated functioning of the departments as penumbra of the school. This is a matter to be decided essentially by the Vice-Chancellor and the university authorities but the committee would like to suggest two alternative plans for their consideration.

The Horse Shoe building may be utilised for the school of social sciences and school of languages, the Bijni House as an administrative office with such additions as may be contingent and the Mayurbhanj House for the school of life sciences and the school of physical sciences.

If, however, in view of the fact that the administrative wing of the university is already well-housed in the Horse Shoe building and shifting is likely to create some problems and the furnishing of laboratories etc., is already under way for the school of physical sciences in the Bijni House, it is felt that the above plan may not work. The alternative would be as under:-

The Horse Shoe building may be used exclusively as an administrative wing, the Bijni House for the school of physical sciences and the Mayurbhanj House for housing the central library, the school of social sciences and the school of languages with such temporary structures as may be necessary.

In either of the plans, it would be necessary to provide for additional temporary structures, as the development of the campus is likely to take the whole of the current plan period and a major part of the fifth plan period. A lump sum provision of Rs. 8,00,000 is recommended for the purpose has already been accepted by the Commission. The plans and estimates already submitted by the university may be examined accordingly.

5.9 Library

The development of the library, particularly in the field of social sciences and humanities, is of immense importance because in this region there is no other good library and the university library will have to serve as the focal point for the whole of the region. The developmental support of the library will have to be viewed in this context.

While considering the requirements of books and journals of different departments, the committee felt that a certain degree of realistic approach will have to be maintained in subscribing to journals. Journals that are essential for teaching and form an important primary source material ought to be subscribed to along with journals that have some relationship with the ongoing areas of research but other journals can at best receive a low priority. The same policy should be reflected in the acquisition of back volumes of journals. In regard to the back volumes it is also necessary that the period for which these journals should be acquired is clearly defined.

Although the university has a library committee, it is understood that so far the selection of books has been done mostly on an ad hoc basis with the result that there has been some duplication in acquiring books and journals. It is highly desirable to coordinate the library policy of different departments particularly in the formative years of the university. It is suggested that a standing committee consisting of all heads of the departments may be appointed to formulate the necessary guidelines in this regard.

The Committee would also recommend that instead of having departmental libraries, the university should try to build up libraries at the school level so that interdisciplinary efforts are further strengthened.

The library has not been functioning at the optimum level as the important posts of the librarian and deputy librarian have not been filled up so far. The shortage of technical hands has also resulted in the accumulation of unclassified and uncatalogued books. The committee recommends that the vacant posts be filled up as early as possible and provision be made for an additional staff of one assistant librarian, one documentation officer and two professional assistants. This additional staff will be able to take care of technical jobs in the central library as well as in the school libraries. It should also be able to help in the setting up of a newspaper clipping section for the North-Eastern region as proposed by the university. The committee also recommends the setting up of a binding section in the library, in view of the present difficulty of the university in obtaining hard bound books and to get the paper backs bound from time to time. A provision of Rs 50,000 is recommended for the binding section and for essential furniture for the library viz., almirahs, shelves, chairs, tables, periodical stands, trolleys, cabinets, glass-partition, etc. A lump sum allocation of Rs 5 lakhs is also recommended for the central library for the acquisition of books and journals during the current plan period.

5.10. Administration

In an earlier section of the report, the committee commented upon some administrative problems and delays concerning the finalisation of accounts and formulation of the fifth plan proposals of the university. These are temporary problems to which a solution can be found by strengthening the administrative machinery out of the additional provision of Rs 50,00,000 recommended by the committee for the remaining period of the fifth plan. The more complex problem is that of the attitude of the administrative staff to the schools and different departments in the university. The reactions of the

heads of departments indicate that some parts of administration have not realised that their role is to serve the academic work. The committee was given to understand that there is too much of centralisation involving procedures that are cumbersome and inefficient. The most common difficulty mentioned is delay and red-tapism. There is also the absence of any systematic planning in administrative matters resulting in attention being paid only when they grow into problems. Some of these difficulties perhaps stem from a sociological situation peculiar to NEHU and may also be due to the problems involved in starting a new unive sity, still passing through a period of gestation. The committee suggests that the administrative procedures shouldbe simplified and revised and a task force appointed by the university to identify the difficulties and bottle-necks. There should also be an in-built device through which unnecessary delays can be eliminated. The administrative machinery shouldbe decentralised as far as possible. It will also be necessary to pay some attention to the problem of selection of personnel and their orientation. However, the task force may go into all these matters with a view to improving efficiency in administration in consonance with the all important canon of economy.

5.11 Examination Reform

The University has introduced a number of specific measures for reforming the examination system. From 1976, it has introduced the semester pattern in all the postgraduate courses with unit courses, credit system and internal assessment. The weightage given to internal assessment is 50 per cent for postgraduate courses and 40 per cent for the B.Ed. courses. A committee of the teachers of colleges at its meeting held on 22nd May, 1976 has recommended the development of question banks. The university has also decided to adopt the grading system on a seven-point scale. The university organised a workshop on question banks, grading and internal assessment on December 7-8, 1976.

It is firmly hoped that in the course of the next one year or so, the movement towards examination reform in the university will gain further momentum and it will be able to secure assistance from the UGC towards the establishment of a monitoring unit outside the plan allocation of the university in accordance with the usual pattern of assistance.

5.12 Autonomous colleges

So far, there is no autonomous college within the jurisdiction of the university. The committee would strongly urge that the two university colleges to be developed in the course of the next one or two years, one at Kohima and the other at Aizawl, should function as autonomous colleges within the general framework and academic guidance of the university. This will provide fillip to the general process of restructuring of courses at the undergraduate level and may also lead to a consideration of the question of conferring autonomous status to other deserving colleges with good innovative programme.

VI

Recommendations concerning schools, departments and centres*

6. Science Faculty (General recommendations)

(a) The committee was much impressed by the enthusiasm, sense of motivation and zeal of the young faculty members. The faculty showed a keen sense of appreciation of the problems of the region and the role that NEHU has to play in its development. In spite of the difficult physical constraints, the progress made by some of the departments in this short period has been commendable.

* The areas of specialisation mentioned against additional posts are merely indicative of the general thrust the concerned departments should take but this matter there should be some flexibility in a new university like N.E.H.U.

(b) The members felt that there is need to coordinate the development and growth of the three science schools (schools of life sciences, physical sciences and earth sciences). This could be done in the first instance by forming a committee of the three deans for this purpose with one of them as a chairman by rotation for a period of one year.

(c) The schools of life sciences, physical sciences and also earth sciences should be located in the same campus as many of the facilities would be common for these three schools and there would also be a considerable amount of common teaching and research programmes. This physical proximity will encourage better interaction.

(d) In the development and growth of each department, the committee felt that while recruiting the staff it should be kept in view that all the important areas of each subject are adequately covered in the teaching programme. However, the research emphasis should be directed to not more than two or three selected areas so that there can be major thrust made in a few selected areas. For each of these areas there should be adequate number of staff at different level, so that continuity of interest is assured and any investment made for special equipment does not go waste if a member of the staff leaves the university. These thrust areas should include development programmes of the North Eastern Hill region.

(e) Central Instrumentation Facility. The committee was of the view that a Central Instrumentation facility should be created for the three schools, so that sophisticated and costly equipments are not duplicated in different departments and are properly maintained and fully utilised. This instrumentation centre

should include :

Instruments

General Workshop

Glass blowing shop

Electronic and electrical engineering group for maintenance and design.

(f) A provision of Rs 1 lakhs for the 5th plan period is recommended for the purpose. The instrumentation centre should preferably be headed by an Electronics-Engineer with proper career development opportunities. This centre should be in the beginning have the following staff:

1. S.S.O. - 1	(Rs 1100-1600/- Reader)
2. Technician	1 -E
	1-D
3. Technician	1-E
	1-D
4. Technician	1-E
5. Glass Blowers	1-C
	1-B
6. Instruments Operator	2-S.T.A.
	2-J.T.A.
7. Carpenter T.A.	Rs 225-308

This group will also help in the maintenance of the equipment in different departments. This centre should be managed by a Committee of the Deans with one of the Deans acting as the Chairman by rotation for a period of two years.

(g) Department/School of Pharmacy

Although there are a few medical colleges in this region, so far there is no School of Pharmacy. It is, therefore, suggested that a department of pharmacy may be started. It may be part of the basic science school in the first instance. This department will help in (i) training of pharmacists to man both the State and private pharmacies (ii) Pharmaceutical technologists for starting pharmaceutical industries and (iii) training personnel in the field of pharmacognosy, pharmacology bacteriology and clinical chemistry.

School of Physical Sciences

6.1. Department of Mathematics

The Department of Mathematics started in August 1974, It admitted 20 students in the previous class and adopted the Gauhati University curriculum. The staff consists of one professor, two readers and four lecturers.

The committee was happy to note that inspite of the meagre staff facilities the teaching and research programme is already under way and that the department has established interaction with other institutes like TIFR and Allahabad University. The members of the staff contributed a number of papers for the IMS Conference 1976: The department also organised a display of more than 200 selected books on applied mathematics. It has a Mathematical Association also.

The committee felt that all the essential areas of mathematics are not adequately covered in the present teaching programme since trained staff in some of the areas is not available, and more staff should be recruited early. The major areas of specialisation of the present faculty members include topology and algebra. There is therefore need to strengthen the staff in other areas, particularly in the field of statistics and optional research.

In the choice of new faculty members, strengthening the staff in a few areas of specialisation should be kept in view, so that the department becomes a place of excellence in selected areas of research.

In the light of the above observations, the following recommendations are made:

1. Staff

Priority one

- | | | |
|--------------|-----|--|
| 1. Professor | one | Statistics |
| 2. Reader | one | Operational
research/fluid
mechanics |

3. Lecturer one Algebra/ statistics

Priority two

1. Lecturer one Statistics/operational research/fluid mechanics.

II. Library

Priority one

1. Current books and journals Rs 1.50 lakhs

2. Back volumes Rs 1.50 lakhs

Priority two

1. Back volumes Rs 1.00 lakh

III. Equipment

Priority one

1. Calculator and computing time Rs 75,000 (Mini Computer)

Priority two

Calculating machines Rs 40,000/-

6.2 Department of Physics

At the time of the visit of the committee, the department was manned by four persons, one professor and head (who is a theoretical Nuclear Physicist), one reader (theoretical physicist) and two lecturers (one is experimental Nuclear Physicist and the other is a theoretical physicist). Another reader who is an experimentalist working in Quantum Electronics was expected to join the department around middle of December 1976. In spite of the fact that all the teachers have joined the department very recently the pace of organising the department is praiseworthy. The first batch of 10 students joined the department this year. A comprehensive scheme of courses has been drawn up to prepare students for professional careers. Activity for setting up laboratories for students was noticeable and organisational work for putting together a good library for teaching and research is making good progress.

Recommendations

Staff :- If one looks at the specialisation of the staff which has been recruited and which may ultimately join the departments, one find certain gaps. The persons recruited have specialised, broadly speaking in Nuclear physics and Quantum electronics. In the recruitment of additional faculty, efforts should be made to recruit persons who have expertise in solid state physics. With a staff strength of about ten teachers it should be possible to maintain three viable research groups in Nuclear Physics, Quantum Electronics and Solid State Physics.

In order to strengthen the department so that it can take care of core courses and also have viable units of research which can successfully grapple with research problems, the following staff is recommended:

Ist priority

IIInd priority

- | | | | |
|--------------|---|----------|---|
| 1. Professor | 1 | Lecturer | 1 |
| 2. Reader | 1 | | |
| 3. Lecturer | 1 | | |

These additional posts should enable the department to build up a viable Solid State group, also.

EQUIPMENT

The work of the setting up of the teaching laboratories of the department is in very initial stages. The research laboratories are yet to be planned. The department plans to start the experimental research activity in Quantum Electronics very soon. This would need heavy inputs of funds and majority of equipment needed, will have to be imported. For developing teaching and research laboratories Rs 10 lakhs is recommended in the first priority with as large as component of this in foreign exchange as possible. If more funds become available the demands of this department should be accommodated. A functional research laboratory in quantum Electronics needs

huge funds (with foreign exchange component) for acquiring basic equipment. Rupees 4 lakhs be provided for equipment in the second priority. The details of the equipment to be purchased are to be left to the discretion of the department. These details will emerge more clearly when all the persons who have been recruited would have joined the department.

LIBRARY

The department has just started acquiring books and journals. The department would need large sums to buy text books, books-review series and back volumes and current issues of journals. In the first priority Rs 2.5 lakhs is recommended for acquiring back volumes of journals. Rs 3.0 lakhs is recommended for buying books, review series and subscribing to current journals for the remaining period of the fifth plan. In the second priority Rs 1.5 lakhs is recommended for the back volumes of journals.

6.3. Department of Chemistry:- This is perhaps one of the youngest departments in the science faculty. It is at present headed by a reader, and has 2 lecturers on the staff. A few more members of the staff recruited recently have yet to join. The committee noted that most of the important areas of chemistry are covered in the teaching programme and the syllabus quite well drawn up, giving special emphasis to problems of the state. However, the committee felt that keeping in view the industrial development of the State, there should be still greater emphasis on industrial chemistry in the teaching curricula, which should also be reflected in the teaching and research programmes. It is suggested that while at the stage of M.Sc.(Prev.) the basic aspects of chemistry should be covered, in the M.Sc.(final) a special optional paper (or project report) should be introduced in industrial chemistry/applied chemistry, particularly in

in subjects of direct importance to the North-Eastern region. The students should also be encouraged to have industrial tours in the country as a part of the M.Sc. programme.

In view of these observations, the committee recommends the following:

Staff

In addition to the posts already sanctioned, the following are recommended:

Priority one

- i) Professor one Applied/industrial chemistry (the existing unfilled post should be for organix chemistry).
- ii) Reader one Physical/Natural products
- iii) Lecturers two Bio-organic, Natural products chemistry.

Priority two

- iv) Readers two Industrial chemistry/chemical technology/physical chemistry Natural products chemistry.
- v) Lecturers two Analytical chemistry/Nuclear chemistry.

LIBRARY

Priority one

- i) Current journals and books Es 1.50 lakhs
- ii) Back volumes Es 3.50 lakhs

Priority two

- Back volumes Es 1.50 lakhs

EQUIPMENT

Priority one

- i) Imported (foreign exchange) Es 5.00 lakhs
- ii) Indigenous (Indian currency) Es 4.50 lakhs.

CENTRAL FACILITY

- i) NMR-T-60 (foreign exchange) Es 5.00 lakhs
- ii) Philips liquid air plant Es 3.50 lakhs (foreign exchange)

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6.4. School of Life Sciences

1. Department of Botany
2. Department of Zoology

The department of Botany consists of one professor, three readers and three lecturers. It has 16 students in M.Sc.(Prev.) and 13 in M.Sc.(Final) in addition to 4 research scholars. The department of Zoology has a staff of one professor, three readers and two lecturers. There are 16 students each in M.Sc. (Prev.) and (Final) and 4 research scholars.

The members of the committee were impressed by the progress that the school has made since its inception two years ago, both in teaching and research programmes. The committee particularly commends the choice of the problems taken up for research which are very relevant to the needs of the North-Eastern region. The committee was happy to note that about 40% of the teaching programmes common to the two existing departments of the school, and there is considerable interaction between the departments in the execution of research problems. It is very heartening to note that the faculty members have already been able to receive research grants from other agencies and about 20 research scholars are actively engaged in research.

While the M.Sc. syllabi for both Botany and Zoology are in general well drawn up, there is scope for improvement. For example, in the botany syllabus, Algae and Biostatistics are kept as one paper which are not compatible. Also, paper 2 (fungi, lichens, bacteria, plant viruses), paper 3 (bryophytes, pteridophytes and gymnosperms), paper 10 (Taxonomy of Angiosperms) do not go well with the theme of Life Sciences. There could be in their place papers on (1) Microbiology (2) Biosystematics and Biostatistics and one more paper on (3) Biochemistry.

For the M.Sc. syllabus in Zoology, only one paper on entomology emphasising physiology and insect control would be desirable instead of two. The other paper may be replaced by microbiology and parasitology which has relevance to the programme of work being undertaken in the department. The microbiology paper of the two departments should be taught jointly by the two departments. Also, one of the papers on developmental biology may be replaced by biochemistry.

One big gap that the committee noted was in the field of biochemistry. Life Sciences as a whole and the two existing departments in particular, can make meaningful progress only with the help of biochemistry. Hence it is strongly recommended that a department of biochemistry be immediately set up as a constituent unit of the school of life sciences. This department can suitably interact in the teaching and research programmes of the departments of Botany and Zoology and also with those of physical sciences. In the light of the above observations, the following recommendations are made:

A new department of Biochemistry be opened under the school of Life Sciences with the following provisions:

Staff

Priority one

Professor	one	Enzyme or protein chemistry/microbiological transformation/metabolism.
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Reader	one	-
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Lecturer	one	Lipids/natural products
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Priority two

Lecturer	one	Nucleic acids
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Note:- The professor should be appointed first who should then participate in the selection of other staff members.

Equipments

Priority one - Rs 6 lakhs (including Rs 3.00 lakhs in foreign exchange).

Department of Zoology

Priority one

Readers one Limnology/animal biochemistry
or physiology/microbiology.
Lecturer one Genetics/animal physiology/
fish biology.

Priority two

Professor one Developmental biology/cell
physiology
Lecturer one Animal ecology/insect control
Equipment Rs 6.00 lakhs (including Rs 3.00 lakhs
in foreign exchange)

Department of Botany

Priority one

Reader one Population ecology/cell biology
Lecturer one Plant pathology

Priority two

Professor one Microbiol ecology
Lecturer one Lower plants
Equipments Rs 6.00 lakhs (Rs 3.00 lakhs in
foreign exchange)

Glass House Rs 0.50 lakhs

Library for School of Life Sciences.

Priority one

Current journals and books Rs 3.00 lakhs
Back volumes Rs 4.00 lakhs.

Priority two

Back volumes Rs 1.00 lakh

The library should be common for the school
and be looked after by a professional assistant.

Jeep with trailer and driver two
Rs 1.50 lakhs

(one each for Botany and Zoology)

It is recommended that sophisticated equipments
(costing over Rs 30,000) should be kept in a common
instrument room of the school and be incharge of a
trained technician. Small equipments could be in
individual laboratories.

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65. School of Social Sciences

The school of social sciences is by far the largest school in the university with five departments viz. economics, history, philosophy, political science, sociology and anthropology. The members of the faculty belong to the relatively younger age group and are all keen & enthusiastic teachers. The committee was particularly impressed by the large number of research projects and seminars undertaken or proposed to be undertaken by the social sciences departments on problems of relevance to the socio-economic development of the North-Eastern Region. However, the committee is not certain about the extent of inter departmental collaboration which may be partly explained by the physical constraint of the departments being separated from one another. The

departments have also not been able to contribute effectively to the programmes of continuing education organised by the centre of the university for the purpose. The courses of study are fairly modernised and some of the departments which adopted traditional courses initially are now engaged in giving a new look to them. By and large, the departments have also introduced one or two papers having a bearing on the problems of the region.

A number of departments in the school of social sciences have submitted proposals for the purchase of jeeps to enable them to undertake field work and investigations. It is difficult to recommend jeeps for individual departments as such for that may not be in the interest of optimum utilisation. However, the committee suggests that a jeep or a mini bus may be acquired to enable the social science departments, viz., economics, political science, history, etc., (including geography which is in the school of environmental sciences) to do their field work and investigations. A provision of Rs one lakh including the salary of driver and running costs repair, etc., is recommended for the purpose.

6.6 Department of Economics

The staff of the Department of Economics consists of one professor, two readers and four lecturers. The post of professor has been lying ~~is~~ vacant except during 1975-76 when Shri Sarangapani, retired professor of Economics, Gauhati University joined the department as professor on contract for a period of one year. The number of students was 32 in M.A.(Prev.) and 31 in 1975-76.

The students of the department have formed an association called 'fraternity' which has so far brought out two issues of a journal called "common weal". Similar associations are functioning in other departments also.

In the M.A. economics course, the attempt is to focus on Indian experience to enable the students to apply their theoretical knowledge to concrete problems and to familiarise themselves with contemporary methods of analysis. The existing areas of specialisation of the staff members of the economic department are : Public Economics, Micro Theory, Econometrics, Labour and, Employment and Monetary economics.

The department as a team is organising a research project on the economic problems and potentialities of development of the North Eastern region. Mention may also be made of a paper written by Dr. T.Mathew on "Some aspects of the economy of the tribal areas of the North Eastern Region" and a faculty seminar on "inter-disciplinary research in social sciences" held on March 25, 1976. The department also organised a seminar on tribal economy with financial support from the University Grants Commission. 35 scholars from the university and its affiliated colleges, research organisations in the area and the State Governments participated in the seminar. The university has also organised a planning forum which proposes to carry out field work in and around Shillong.

The committee recommends the following additional facilities for the department.

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First priority

One professor (with specialisation in public economics, mathematical economics).

Two readers

Books	Rs 75,000
Back volumes of journals	Rs 1,00,000
Electronic calculator	Rs 20,000

Second priority

One Lecturer

Books and journals	Rs 25,000
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6.7. History

The staff of the department of History consists of one professor, two readers, and four lecturers. 52 students were admitted to the M.A.(Prev) class in 1974, 57 students in 1975 and 35 students in 1976.

The academic perspective of the department at present is to strengthen the instruction at the M.A. level which alone will provide a strong basis for research programmes in the future. As an interim measure, the department followed the Gauhati University syllabus. But from 1976 onwards the course content, syllabi, method of instruction and evaluation have been revised not only to meet the special needs of the region but also to make the students familiar with the latest trends in historical thinking in India and abroad. The department has also introduced a compulsory paper on the history of the North Eastern region.

The areas of specialisation of the teachers of the department are as under:

Historiography and history of Tamil Nadu, History and political institutes of modern South East Asia, archaeology, history of North East India, military history of the North-East Frontier.

The department of history and the university played host to the Twelfth annual conference of the institute of Historical Studies from October 7 to October 10, 1974. The main theme of the conference was the "Social and Religious Movements in the 19th and 20th centuries".

The Department organised study tours to historic and cultural monuments in different parts of the country. It also invited from time to time distinguished scholars from other universities and institutions. Special mention may be made of a series of lectures on the social history of North East India by Dr. B.K.Roy Barman and lectures on the history of Arunachal Pradesh by Shri L.N.Chakravarty, Arunachal Pradesh Government. The teachers of the department have participated in a number of seminars and symposia and also published articles in various journals.

The department also collaborated with the centre of continuing education in organising a series of lectures on the history of North East India for the general public of Shillong.

The main interest of the department is to develop studies on South East Asia, with special reference to Bangladesh and the development of archaeology. The committee suggests that studies of South East Asia should be developed on an inter disciplinary basis and proposals in this regard may be sent to the UGC for its consideration under the area studies programme. In so far as the development of archaeology is concerned, the department may seek assistance for equipments, etc.,

from the Archaeological Survey of India.

The committee recommends the following assistance for the department in the fifth plan period.

Priority one

one professor (Specialisation in South East Asian history/
Modern Indian History).

one reader (Specialisation in the history of North
eastern India)

one lecturer

books Rs 50,000

Backvolumes of journals Rs 50,000

Second priority

One lecturer

Equipment Rs 35,000

Books and journals Rs 25,000

6.8 Department of Phylosophy

The strength of the department consists of one reader and four lecturers. The department admitted 14 students in 1975 and 23 students in 1976. The department has a seminar group and informal discussion groups. The seminar group meets on most working days on Wednesdays and the informal discussion groups on alternate Thursdays.

The main areas of specialisation of the teachers of the department are : phylosophy of mind, theory of knowledge, phylosophy of religion, political and moral phylosophy, etc.

The department invites visiting professors and also arrange for extension lectures. Extension lectures have so far been arranged on the following three topics (i) Classic and romantic in English Literature (ii) Man and environment (iii) the theory of and practice of courtly love. The teachers of the department have also some publications to their credit. The department is contemplating to undertake a research project on the phylosophical heritage of the region. It could also undertake studies on comparative religion but this is a somewhat sensitive issue in the region.

The committee recommends the following additional facilities for the department:

First priority

One Reader (Analytical phylosophy)

Books £ 50,000

Back volumes of journals £ 50,000

Second priority

One reader

Books and journals £ 20,000

6.9. Political Science

The strength of the department is two readers and three lecturers. The department has 40 students in M.A.(Previous) and 40 in M.A.(final) class.

The postgraduate courses in political science have been recently revised with a view to making them modern and up-to-date and incorporating recent theoretical and methodological advances. The new courses seek to capture the essentials of continuity and change in political ideas and institutions and the perspective of modern social sciences. They further aim at promoting an inter-disciplinary understanding of political phenomenon while maintaining the distinctive perspective of the discipline and to impart social relevance to them by concentrating on the basic theoretical and empirical issues. They also seek to promote scientific orientation and training by including papers on Modern Political Analysis and Research Methodology. Emphasis is also laid on a study of the problems of politics and government in India and in the States of North-East India with a view to making the studies significant and relevant to the environment of the student.

The teachers of the department have contributed a large number of papers including one on "political problems in Sikkim". The department is contemplating to undertake research projects on (i) organisation and working of the Government of Meghalaya and (ii) functioning of democracy in an Assamese and Khasi village, a comparative study. The University Grants Commission selected the department for conducting one of its regional workshops on political science syllabi. The workshop was held on November 10-13, 1976. The University Grants Commission has selected the department for undertaking faculty improvement and university leadership project. The major areas of specialisation of the teachers in the department are: modern political analysis, comparative government public administration, politics of North Eastern Region, International politics and political developments in Bangladesh and Pakistan.

The committee recommends the following additional facilities for the department:

First priority

Reader one (preferably in political sociology)

Books B 50,000

Back volumes of journals B 1,00,000

Second priority

Two lecturers

Books and journals B 50,000

6.10 Department of Sociology & Anthropology

The department of sociology and anthropology started functioning from August 1976 with 21 students in M.A.(Previous) class. The department has at present staff consisting of one professor, two readers and two lecturers.

The main areas of specialisation of the teaching staff are: sociology of occupations and professions, sociology of development, urban sociology, tribal cultures, sociology of kinship, political sociology and sociology of North-East India.

The department is especially interested in developing research and instruction in the following areas:

- (a) Regional development and planning.
- (b) Sociology of occupations and professions.
- (c) Sociology of knowledge.

One of the papers in the M.A. course relates to the society and culture of North East India. The department proposes to introduce two more optional courses from the next academic session and to enable students to take up a dissertation in place of the optional subjects. It has launched the following research projects during the current academic year.

- (a) Socio-economic impact of shifting cultivation control schemes;
- (b) Relationship between agricultural growth and primary school enrolment and literacy.

6.11 School of Environmental Sciences

The school has only one department viz. the department of geography. The staff of the department of geography consists of one professor and two lecturers. 18 students were admitted to B.A. (Previous) in 1976-77.

The department could possibly interact with either the social sciences or with environmental sciences but the immediate possibility is that of developing social geography in view of the fact that at present the department is oriented more towards the social sciences. The physical side could be developed at a later stage with necessary inputs on a large scale. However, in the current plan period the focus will, of necessity be on the study of human aspects.

The major areas of specialisation in the department are: settlement population, political regional developmental planning, political geography, regional planning and development and quantitative analysis.

The committee was distressed to find that owing to shortage of space, classes in geography were being held in the house of the professor. It is in this context that the recommendations of the committee regarding additional temporary structures may be considered.

The committee recommends the following additional facilities for the department of geography.

Priority one

One reader (specialisation in Geomorphology/climatology/
social geography)

Two lecturers

Back volumes of journals £ 1,00,000

Books £ 75,000

Equipment (cartography, photo
reproduction, maps, field work
equipment etc) £ 3,00,000

The department has at present one professor, three readers and five lecturers. The major portion of the language courses in the M.A. programme is being taught by the staff of the Regional Centre of the Central Institute of English and Foreign Languages, which undertakes about six periods a week of teaching in the department. The field of interest of the professor, the three readers and of the lecturers is literature and they are teaching only literature courses. Two of the lecturers recently appointed are qualified in the field of English Language teaching and linguistics. But one of them, who has a diploma from the Central Institute of English and Foreign Languages and who has been trained in the field of english language teaching is not being fully utilised for teaching even the present language papers that the university is offering.

The department of english proposes to diversify its courses in english. In the opinion of the committee, instead of further diversification of literary courses (increasing two more options in literary courses as proposed by the department) which should be meant only for small minority of students who have the necessary background and equipment for pursuing literary studies fruitfully, the department should consolidate and develop its language courses and start language programmes (remedial courses) for the students of other departments also. The department also proposes to start an M.Phil. programme which would be both a terminal course for college teachers and a course leading to the Ph.D. for a selected few. The M.Phil. programme which would essentially benefit college teachers should have adequate component of language courses to equip college teachers suitably for the improvement of the standards of teaching english in the colleges. It should require two semesters of course work followed by dissertation.

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It is also suggested that some of the existing staff should be required to undergo the necessary training in the field of english language teaching so that eventually the department itself should be in a position to offer courses in ELT and to run training programmes for college teachers under the jurisdiction of the university, and should thus be self-reliant in ELT programmes.

The department also needs to enrich its existing library resources. It is, however, essential that adequate funds be made available to the department for building the necessary library resources for postgraduate and research programmes both in the field of english language and literature.

The department has asked a sum of B 50,000/- for equipment. Although the language laboratory of the Regional Centre of the Central Institute of English and Foreign Language is available for the use of the students in the department of english, it is necessary that the department should have some basic equipment of its own for its language programmes, such as tape recorders, tapes, a projector film strips and records, etc., for which a sum of B 50,000/- requested by the department is a reasonable demand. The committee makes the following recommendations :

Priority one

one professor (he may not possess any formal and specialised training in the field of language but should have sufficient interest and experience in developing and implementing english language teaching programmes).

One reader (with specialisation in english language teaching and linguistics)

Books	B 50,000
Back volumes of journals	B 1,00,000
Equipment	B 50,000

Priority two

One lecturer (specialisation in the field of English language teaching and linguistics)

Books and journals	B 25,000
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6.13. School of Education

The school of education has only one department viz. the department of Educational Research and Studies. The department of educational research and studies of the university started functioning from September 1976 with 20 students selected for the Master of Education course. The staff consists of two readers and one lecturer. Their areas of specialisation are: teacher education and socio-educational motivation. The department is presently housed in "Brook Haven", building in the Shillong Law College. It has adequate accommodation for its present activities including rooms for the members of the teaching staff, a reading room and library.

The M.Ed. course is of one academic year with two semesters. The schedule of the department is arranged in such a way that formal lectures are kept at a minimum and learning activities which promote initiative, team work and self-reliance are given importance. Each day half an hour is spent on "thought for the day when each student initiates discussion on a selected theme. In the work scheduled, 50 per cent of the time is devoted for seminars, field work and practical work. Field work has so far been undertaken on (i) A survey of learning problem of school children, (ii) A study of teacher traits, liked or disliked by children and (iii) A survey of behaviour problems in the schools as perceived by the teacher. The first two surveys covered more than six hundred pupils in six schools and the third one, more than a hundred teachers.

The department hosted a week long seminar in September 1976 on the "improvement of student teaching" organised by the NCERT for the staff of the teacher training colleges. It also arranged a discussion on educational research in India.

Every week there is a planning and review session also. The department has built up a library of over, 2,000 volumes and subscription is arranged for 50 journals and periodicals. The students maintain an album of current educational developments.

The department has also been playing some role in the development of colleges of education at Kohima and Aizawl by making available the services of adviser/reader appointed on contract basis. However, the fact that the services of the Adviser were provided on a part time basis detracts from the value of this arrangement. It is also likely that the arrangement may seem to the local colleges to be in the nature of an imposition. The committee, would, therefore, suggest that in the first instance the wishes of the local colleges of education should be ascertained and then the university might create the floating position of a reader who may spend one semester in Kohima and the other semester at Aizawl.

The department has formulated a proposal for two year part -time M.Ed course. In this connection, it was noted that education is a subject of a study in the B.A. pass and pre-university courses in the local colleges. Colleges also offer part-time B.Ed/B.T. courses. The committee is of the view that in the first place a proper assessment of the demand for the part time M.Ed course should be made and even if the demand is found to be adequate, the course should be instituted only if proper care is taken for the maintenance of standards.

The other proposal of the department is for instituting a two year M.A course in education, open to all students having a bachelor's degree. The main objective of the course will be to train teachers for the +2 stage (in the new pattern of education). One

Besides organising a lecture course on the art of parent hood in April/May, 1975, a symposium on Khasi Literature in May, 1975, a lecture course on student counselling and guidance in August, 1975, a seminar on tribal economy in March, 1976 and a workshop for general medical practitioners in March, 1976, the centre offered the following regular programmes during the short period of its existence.

(i) Courses in Clothing construction: A course on clothing construction was arranged for the wives of Jawans from April 26 to May, 28, 1976 at the Army Welfare Centre. The aim of the course was to enable participants to acquire skills in preparing clothes for everyday use, especially for women and children. The course covered the selection of fabrics, placing and adapting paper patterns on cloth, cutting and stitching. Twenty five ladies attended the course.

(ii) Seminar on Legal Aid to the Poor and Law Reforms: A seminar on Legal Aid to the Poor and Law Reforms was jointly convened by the department of Continuing Education, Law Department of the Government and the Shillong Bar Association from 26 to 28 May, 1976.

(iii) Summer school in Art : (June 1 to 21, 1976) The course was intended to create among the participants an awareness of art and its appreciation and to encourage them to engage in artistic activity. Sixty five participants (both men and women) from different walks of life attended the course.

(iv) Functional literary course for tea kongs: From 1 July, 1976 a functional literacy class was started for the benefit of tea kongs serving in the canteens of different offices of the city. More than fifty tea kongs are participating in the course which is proposed to be a continuing activity of the department.

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(v) Course in Tourism: A course in tourism was organised from 18 August to 29 September, 1976 for the benefit of prospective guides and employees of the departments of tourism of the States of North-Eastern Region. The course was run in collaboration with the Government of Meghalaya. Twentyone participants coming from Meghalaya, Nagaland, Assam, Orissa, Tripura and West Bengal participated in the course.

(vi) Course in Home Gardening: A short course in Home Gardening was organised by the centre from 12 to 16 October, 1976 in collaboration with the Botanical Survey of India. 42 persons participated in the course.

(vii) Seminar on people and forests in the North-Eastern region: The centre collaborated with the Himalaya Seva Sangh, Meghalaya in organising a two-day seminar on people and forests on 18 to 19 October, 1976. Thirty eight participants from different parts of the country participated in the seminar.

(viii) Survey of the educational needs of the Community: A survey to assess the needs of the community in regard to Continuing Education is presently being undertaken in collaboration with the Council of Social Development, New Delhi.

From an account of activities of the centre of continuing education given above, the committee feels that the activities so far have been somewhat diversified and there has been a certain degree of adhocism in organising the various programmes. It is suggested that on the basis of the survey of educational needs being carried out by the centre, definite occupational, professional and other groups should be identified and then regular programmes organised for them on a continuing basis. The other shortcoming of the existing programmes seems to be that most of them have been conducted with the help of experts from outside agencies. A programme of university continuing education cannot become meaningful unless the academic community in the university takes active interest in the programme. Therefore, there

should be a far greater collaboration with the university departments in organising the programmes of continuing education. In view of the recommendation of the committee for making a lump sum allocation to the university for the training and retraining of college teachers, this activity should also be handled by the centre of continuing education.

In addition to the two readers already in position, the committee recommends that assistance may be provided for the following:

One Programme Associate (B 550-900)
One programme assistant (B 425-575)

Programmes B 50,000 p.a., i.e., B 1,00,000 for the remaining two years in the fifth plan.

The assistance will be outside the plan allocation of the university in accordance with the pattern laid down by the Commission.

Centre of Creative Arts

The University proposes to set up a centre of creative arts to help develop amongst the students the ability to appreciate and enjoy various artistic forms and to encourage artistic talents and sensibilities amongst the students and community. There is within jurisdiction of the university a very rich and varied heritage of tribal and non-tribal art forms in the field of music, sculpture, painting, weaving, dance, etc. It is proposed that to begin with, the centre of creative arts will provide facilities for practising art forms for part-time students and will later on offer full time courses. So far the creative talents of the people in the region have mostly remained spontaneous expressions of their inner urge and no effort has been made to provide a meaningful direction. The university has, therefore, a significant role to play not only as a catalyst in the development of arts but also an integrated force through exposure, appreciation, criticism and comparative studies.

The real problem is to ensure that the centre does not merely develop as a school for practising various art forms or a forum for organising talks, exhibitions, seminars performance tours, etc., but is built up as a department with an academic stance. This will require identifying the forms on which there should be a proper focus and then developing curriculum, teaching staff, library, equipment, etc., around these areas. Some of the existing staff members have keen interest in this field but detailed proposals in this regard would need to be reformulated with proper care and attention.

The committee feels that during the present five year plan period, the centre should make a modest beginning and attempt to create in the minds of the students interest in theatre, in the folk music of the various groups like Khasis, Nagas, Mizos, Garos, Jaintias, etc., and provide instruction in westerns as well as Indian music. While there need not be any serious objection to the pursuit of light music of the western or Indian idiom, teaching should encourage the learning and appreciation of classical music..

In the light of the above the committee recommends the following facilities:

First priority

Readers	two
Lecturers	two
Instruments and equipments	Rs 40,000
Books and journals	Rs 10,000

Second priority

Professor	one
Lecturer	one
Performance tours	Rs 15,000
Seminars and exhibitions	Rs 10,000

The committee could not discuss the following proposals in details

- (a) Centre for Regional Development & Resource Management
- (b) Centre for Integrated Rural Development

- (c) Centre for Population Studies
- (d) Centre for Tribal Studies.

The proposal for Forestry and Industrial Resources development is being examined by experts separately. The suggestion of the committee for setting up a school of Pharmacy could be examined by the university and a detailed proposal formulated.

The financial implications of the recommendations of the committee are as under:

<u>Item</u>	<u>Ist priority</u>	<u>2nd priority</u>
Continuing schemes	250.00	(Rs. in lakhs)
Staff (Annexure IV)	15.96	5.40
Buildings (Annexure V)	62.50	25.00
Equipment	63.45	7.75
Books and Journals	35.85	7.20
Miscellaneous (Annexure VII)	122.20	0.25
Total:	549.96	45.60
GRAND TOTAL:	595.56	

ANNEXURE - I

Statement showing the position of
teaching and non-teaching posts
approved by the Commission

.....

I. Teaching posts

<u>School of Social Sciences</u>	<u>Professor</u>	<u>Reader</u>	<u>Lecturer</u>
History	1	2	4
Economics	1	2	4
Philosophy	1	2	3
Sociology	1	1	1
Cultural Anthropology	1	1	1
Political Science	1	2	4
<u>School of Physical Sciences</u>			
Mathematics	1	2	4
Physics	1	2	3
Chemistry	1	2	4
<u>School of Languages</u>			
English	1	4	6
<u>School of Life Sciences</u>			
Zoology	1	3	2
Botany	1	3	4
Geography	1	1	2
Geology	1	-	-
<u>School of Education</u>			
Education	1	3	2
Continuing Education	-	2	1
Total:	15	32	45

II. Non-Teaching Posts:

O.S.D.	5
Assistant Registrar	3
Librarian	1
Statistician	1
PS to Vice-Chancellor	1
Director of Sports	1
Assistant Librarian	2
Planning Officer	1
Chief Project Engineer	1
Assistant Finance Officer	1
Editor	1

ANNEXURE I- III

List of schemes already approved

<u>Sl.No.</u>	<u>Scheme</u>	<u>Sanction of UGC</u>	<u>REMARKS</u>
1.	Payment of ad-hoc grant for the year 1975-76.	Rs 70,00,000.00	
2.	Publication of learned/ research work	Rs 20,000.00	
3.	Payment of ad-hoc grant for the year 1976-77	Rs 40,00,000.00	
4.	Construction of access road	Rs 8,00,000.00.	
5.	Competition of architdts	Rs 2,00,000.00	
6.	Placing of books, in the study centre of state central library	Rs 25,000.00	To be met out of the annual allocation
7.	Purchase of books & journals	Rs 10,00,000.00	
8.	Purchase of scientific equipments (Physics, Chemistry & Geography)	Rs 6,50,000.00	
9.	Purchase of Bijni Castle		Cost to be determined by the CPND.
10.	Construction of boundary pillars round the university campus at Mawkynroh, Umshing	Rs 45,500.00.	
11.	Procurement of survey and drawing equipment	Rs 43,186.00	
12.	Purchase of Mayurbhanj Estate	Rs 15,00,000.00	Expenditure so far 13,21,075/-

ANNEXURE IV

ADDITIONAL STAFF

S.No.	Department	Ist priority				2nd priority		
		P	R	L	Others	P	R	L
1.	Mathematics	1	1	2	-	-	-	-
2.	Physics	1	1	1	-	-	-	1
	Chemistry	1	1	2	-	-	2	2
School of Life Sciences								
4.	Botany	-	1	1	-	1	-	1
5.	Zoology	-	1	1	-	1	-	1
6.	Biochemistry School of Social Sciences	1	1	1	-	-	-	1
7.	Economics	1	2	-	-	-	-	1
8.	History	1	1	1	-	-	-	1
9.	Philosophy	-	1	-	-	-	1	-
10.	Pol. Sciences	-	1	-	-	-	-	2
11.	Sociology & Anthropology	-	1	1	-	-	1	1
School of Environmental Sciences								
12.	Geography	-	1	2	-	-	1	-
School of Languages								
13.	English	1	1	-	-	-	-	1
School of Education								
14.	Educational Research & Studies	1	2*	1	-	-	-	-
15.	Continuing Education	-	-	-	2**	-	-	-

(Programme Associate-1)
(Programme Asstt.-1)

**outside the plan.

p.t.o....

16. Library	- - -	1. Asstt. Lib. 2. Doc. Officer 3. Prof. Asstt.
17. Centre for Creative arts	- 2 2 -	1 - 1
18. Central Instrumentation facility	- - -	14***

*** Senior Scientific Officer/ Reader 1

Technicians	3E
"	3D
Technicians	1C
"	1B
Instrument operator	2 STA
"	2 JTA
Carpenter	1 TA

APPENDIX I

List of schemes already approved

<u>S.No.</u>	<u>Scheme</u>	<u>Sanction of UGC</u> Rs
1.	Payment of ad-hoc grant for the year 1975-76	70,00,000.00
2.	Publication of learned/Research work	20,000.00
3.	Payment of ad-hoc grant for the year 1976-77	40,00,000.00
4.	Construction of access road	8,00,000.00
5.	Competition of Architects	2,00,000.00
6.	Placing of Books in the Study Centre of State Central Library	25,000.00
7.	Purchase of books and journals.	10,00,000.00
8.	Purchase of Scientific equipments (Physics, Chemistry and Geography)	6,50,000.00
9.	Purchase of Bijni Castle	
10.	Construction of boundary pillars round the university campus at Mawkynroh, Umshing.	45,400.00
11.	Procurement of survey of drawing equipment.	43,186.00
12.	Purchase of Mayurbhanj Estate	15,00,000.00

APPENDIX 2

New Schemes of a non-recurring nature accepted by the Commission

(a) Building:

<u>S.No.</u>	<u>Building</u>	<u>Rs. in lakhs</u>
1.	Faculty Complex	2.50
2.	Boys' Hostel and Girls' Hostel	2.00
3.	Campus Development including maintenance of Engineering Unit	75.00 *
4.	Temporary Structure	<u>8.00</u>
		<u>87.50</u>

* Detailed proposals to be sent by the University.

(b) Books & Equipment

<u>S.No.</u>	<u>Department</u>	<u>Equipments</u> (Rs. in lakhs)	<u>Books and Journals</u>
1.	Mathematics	1.15	4.00
2.	Physics	14.00	7.00
3.	Chemistry	18.00	6.50
<u>School of Life Science</u>			
4.	Botany	6.50	
5.	Zoology	6.00	8.00
6.	Bio-Chemistry	6.00	
<u>School of Social Sciences</u>			
7.	Economics	0.20	2.00
8.	History	0.35	1.25
9.	Philosophy	-	1.20
10.	Political Science	-	2.00
11.	Sociology and Anthropology	0.10	1.50

contd/.....2.

School of Environmental Sciences

12. Geography 5.00 2.25

School of Languages

13. English 0.50 1.75

School of Education

14. Educational Research & Study 3.00 0.50

15. Central Library - 5.00

16. Centre for Creative Arts. 0.40 0.10

17. Central Instrumentation
facility 10.00 -

Total: 71.00 43.05

MISCELLANEOUS SCHEMES

<u>S.No.</u>	<u>Scheme</u>	<u>(Rupees in Lakhs)</u>
1.	Study Centres	1.20
2.	College Development Programme	0.50
3.	Buses	2.00
4.	Library (Binding Section)	0.50
5.	Administrative Machinery, Library Staff, Health Care, M.Phil. Programme etc.	50.00*
6.	Central Instrumentation facility	10.00
7.	Jeep + trailer + driver - School of Life Sciences.	1.50
8.	Performance tours	0.15
9.	Seminars and Exhibition	0.10
10.	Training Programmes for College teachers.	5.00
11.	Library furniture	0.50
12.	University Colleges at Kohima and Aizawl	50.00*
13.	Jeep/Mini Bus + Driver - School of Social Sciences and Environmental Sciences.	1.00

Total: 122.45

*Detailed proposals to be sent by the University.

APPENDIX IV

Posts sanctioned on the recommendations of the Visiting Committee and as accepted by the Commission

.....

<u>S. No.</u>	<u>Department</u>	<u>Posts sanctioned with specialisation</u>
1.	Mathematics	1 P - Statistics 1 R - Operational research/fluid mechanics 2 L - Algebra/Statistics
2.	Physics	1 P - The committee recommended solid 1 R - State Physics as the area of 2 L - specialisation of the faculty. The UGC however desired that the University may give an experimental bias to physics by including ionospheric and atmospheric and atmospheric studies, utilisation of Solar energy etc.
3.	Chemistry	1 P - Applied Industrial Chemistry 3 R - 1 P Physical/Natural Products; 2 R - Industrial Chemistry/ Chemical Technology/Physical/ Natural Products 4 L - 2 L - Bio-organic Natural Products. 2 L - Analytical Chemistry/ Nuclear Chemistry.
4.	Botany	1 P - Microbial Ecology 1 R - Population Ecology/Cell Biology 2 L - 1 L - Plant Pathology, 1 L - Lower plants
5.	Zoology	1 P - Development Biology/Cell 1 - Physiology, 1 R - Limnology/Animal Biochemistry or Physiology/Microbiology 2 L - 1 L - Genetics/Animal Physiology/ Fish Biology and 1 L - Animal Ecology/Insect Control.
6.	Biochemistry	1 P - Enzymes or Protein Chemistry/ Microbiological Transformation/ Metabolism. 1 R - Open 2 L - 1 L - Lipids/Natural Products, 1 L - Nucleic acids
7.	Economics	1 P - Public Economics/Mathematic Economics 2 R - Open 1 L - Open

Contd.....2/-

<u>S.No.</u>	<u>Department</u>	<u>Posts sanctioned with specialisation</u>
8.	History	1 P - South East Asian History/ Modern Indian History 1 R - History of North Eastern India 2 L - Open
9.	Philospphy	2 R - 1 R Analytical Philosophy 1 R Open
10.	Pol.Science	2 R - 1 R Political Sociology and 1 R Open 2 L - Open
11.	Sociology and Anthropology	2 R - 1 R Social Cultural Anthropol- ogy 1 R Society and culture of North East India 2 L - Open
12.	Geography	2 R - 1 R - Geomorphology/ S Climatology Social Geography 1 R - Economic Geography/Quantitative Geography 2 L - Open
13.	English	1 P - should not possess any formal or specialised training but have sufficient interest and experience in developing and implementing English language teaching programme. 1 R - English Language teaching and Linguistics 1 L - English language teaching and Linguistics.
14.	Educational Research & Study	2 R - 1 R - Floating 1 R - Instructional Technology 1 L - Sociology of Education
15.	Continuing Education	Programme Associate - 1 Programme Assistant - 1.
16.	Centre for Creative Arts	1 P - Open 2 R - " 3 L - "
17.	Library	Asstt. Librarian - 1; Documen- tation Officer - 1, Profession- al Asstts-2.
18.	Central Instru- mentation facility	1 Sr. Scientific Officer, 3 Technicians B grade, 3 Techni- cians D grade 1 Technician C Grade, 1 Technician B Grade, 2 Instrument Operator (Sr. Technical Asstt), 2 Instrument Operator (Jr. Technical Asstt.) and 1 Carpenter (Tech. Asstt.)

ANNEXURE IV

Schemes accepted by the University Grants Commission on the basis of the recommendations of the Visiting Committee to North Eastern Hill University

- (1) Schemes approved by the Commission on the condition that the expenditure would be a charge on the 5th Plan allocation.

App. I

- (2) New Schemes of a non-recurring nature accepted by the Commission.

App. 2

- (3) Miscellaneous schemes as accepted by the Commission on the recommendation of the Visiting Committee.

App. 3

- (4) Additional posts to be created during the 5th Plan on the basis of the recommendations of the Visiting Committee and as accepted by the Commission.

App. 4

ANNEXURE V

BUILDING

	<u>Priority I</u>	<u>Priority II</u>
	(Rs. in lakhs)	
1. Faculty Complex	2.50	-
2. Boys' Hostel & Girls' Hostel	2.00	-
3. Campus Development including maintenance if Engineering Unit	50.00	25.00
4. Temporary structure	8.00	-
Total:	<u>62.50</u>	<u>25.00</u>

ANNEXURE VI

Sl. No.	Department	<u>Books & Journal</u>		<u>Equipments</u>		
		<u>I Prio- rity</u>	<u>II Prio- rity</u>	<u>I Prio- rity</u>	<u>II Prio- rity</u>	
(Rs. in lakhs)						
1.	Mathematics	3.00	1.00	0.75	0.40	
2.	Physics	5.50	1.50	10.00	4.00	
3.	Chemistry	5.00	1.50	18.00		
<u>School of Life Sciences</u>						
4.	Botany	}	}	6.50		
5.	Zoology			7.00	1.00	6.00
6.	Bio-Chemistry					6.00
<u>School of Social Sciences</u>						
7.	Economics	1.75	0.25	0.20		
8.	History	1.00	0.25	-	0.35	
9.	Philosophy	1.00	0.20			
10.	Pol. Science	1.50	0.50			
11.	Sociology & Anthro- pology	1.25	0.25	0.10		
<u>School of Environmental Sciences</u>						
12.	Geography	1.75	0.50	3.00	2.00	
<u>School of Languages</u>						
13.	English	1.50	0.25	0.50		
<u>School of Education</u>						
14.	Educational Research and Study	0.50		2.00	1.00	
15.	Central Library	5.00				
16.	Centre for Creative Arts	0.10		0.40		
17.	Central Instrumen- tation facility.			10.00		
Total:		35.85	7.20	63.45	7.75	

Annexure VII

	<u>Priority I</u>	<u>Priority II</u>
	(Rs. in lakhs)	
1. Study Centres	1.20	-
2. College Development Programme	0.50	-
3. Buses	2.00	-
4. Library (Binding Section)	0.50	-
5. Administrative Machinery, Lib. staff, health care, M.Phil Programme etc.	50.00	-
6. Central Instrumentation facility.	10.00	-
7. Jeep + Tractor + Driver - School of Life Sciences.	1.50	-
8. Performance Tours	-	0.15
9. Seminars & Exhibition	-	0.10
10. Training Programmes for College Teachers	5.00	-
11. Library furniture	0.50	-
12. University Colleges at Kohima and Aizwal	50.00	-
13. Jeep/Mini Bus + Driver School of Social Sciences and Environmental Sciences	1.00	-
Total:	122.20	0.25