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NORTH-EASTERN HILL UNIVERSITY

Shillong 793 001

EXECUTIVE COUNCIL

Minutes of the Fifth Meeting of the Executive Council held on December 7th, 1974 at the India International Centre, New Delhi 3.

The Fifth Meeting of the Executive Council was held at the India International Centre, New Delhi on the 7th December 1974 at 2.00 P.M.

PRESENT

The following members were present:

1. Dr Chandran D.S. Devanesen { Vice-Chancellor } in the Chair
2. Shri Yajen Aier
3. Prof. M.V. Mathur
4. Dr V.K. Narayana Menon
5. Revd B.M. Pugh
6. Dr U.N. Singh
7. Dr B.M. Udgaonkar

APOLOGIES FOR ABSENCE

Apologies for absence were received from Shri P. Sahai, Shri Ravi Matthal, and Dr A.M. Khusro.

EC5 74:54 CONFIRMATION OF THE MINUTES

The Minutes of the previous meeting held on the 11th of September 1974 at New Delhi, having been circulated, were confirmed.

EC5 74:55 BUSINESS ARISING FROM THE MINUTES

(a) The Minutes of the first meeting of the Sub-Committee of the Executive Council for considering

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- i) A Training Scheme for tribal college teachers prior to appointment in the University; and
- ii) conditions for appointment of staff held on September 11, 1974 in the office of Prof. Mathur were tabled.

EC/5/MTS

② (b) The report prepared by Dr B.M. Udgaonkar and Dr R.V. Kamat after a visit to the colleges teaching Science subjects in Meghalaya from April 29 - May 4 was tabled.

(c) A brief report regarding the development of NSS activities was tabled.

EC5 74:56 APPOINTMENTS UNDER STATUTE 21

It was reported that:

i) Dr T. Mathew had joined as Reader in Economics on 7th October, 1974.

ii) Dr S.C. Malik had joined as Professor in the Centre for Historical Studies on 11th November, 1974.

iii) The Vice-Chancellor reported that Dr V. Venkata Rao could not join as a Visiting Professor owing to ill-health.

EC5 74:57 CONTRACT APPOINTMENTS

It was reported that Shri B.S. Kesavan had, as per minute EC4 &4:36 of the Executive Council dated 11th September 1974, accepted a contract appointment for one year in the first instance as Adviser to the Vice-Chancellor for Library Development and Library Science. He will be in full charge of the Library and responsible for its development. He will also assist in recruiting or training a suitable person for the post of Librarian. Shri Kesavan had joined duty on 21st September 1974.

EC5 74:58 APPOINTMENT ON DEPUTATION

③ It was reported that Shri O.D. Shira, formerly Private Secretary to the Chief Minister of Meghalaya, had joined duty on deputation as Assistant Registrar on 31st August 1974.

EC5 74:59 APPOINTMENTS UNDER STATUTE 20

The Minutes of the following Selection Committees were tabled:

④ (a) Minutes of the Selection Committee to select two lecturers in Philosophy in the School of Social Sciences held in the UGC Building, New Delhi, on the 22nd October 1974.

⑤ (b) Minutes of the Selection Committee to select one Professor, two Advisers and three Readers for the School of Education held in the UGC Building, New Delhi,

(c) Minutes of the Selection Committee in Economics in the School of Social Sciences to select one Reader and two Lecturers held in the UGC Building on the 1st November, 1974. (6)

(d) Minutes of the Selection Committee in Mathematics to select one Professor was held in the UGC Building on the 3rd December 1974. (8)

(e) Minutes of the Selection Committee in History to select ~~one~~ one Reader and two Lecturers held in the UGC Building, New Delhi, on the 4th December 1974. (9)

(f) Minutes of the Selection Committee in Political Science to select two lecturers was held in the UGC Building on the 6th December 1974. (10)

RESOLVED to approve the Minutes of the Selection Committees listed above.

EC5 74:60 SELECTION PANELS

(a) The Executive Council approved the Vice-Chancellor's inclusion of the name of Dr G.S. Bhalla, Head of the Department of Economics, Punjab University, Chandigarh, in the panel of experts for Economics. (7)

(b) The Executive Council approved the following expert panels:

(i) Physics

Dr B.H. Udgaonkar
Prof. A.N. Mitra (Delhi University)
Dr B.S. Rajagopal (Indian Institute of Science,
Prof. P. Venkateswarlu (IIT, Kanpur) Bangalore)
and
Prof. C. Mande (Univ. of Nagpur)

(ii) Chemistry

Dr P.T. Narasimhan (IIT, Kanpur)
Dr Shantappa (CLRI)
Prof. J. Arnikar (Poona University).
and
Prof. L.K. Ramachandran (Osmania University)

The proposal to appoint the professors in Physics and Chemistry as early as possible in order that they may have ample time to plan their work for the development of a School of Physical Sciences was approved. It was also suggested that apart from the advertisement, the Vice-Chancellor should write to a number of experts asking for suggestions of names of suitable candidates.

EC5 74:61 DEPARTMENT OF BOTANY (School of Life Sciences) (11)

A letter from the Head of the Department stressing the urgent need for a qualified taxonomist was tabled.

The Executive Council RESOLVED to approve of the appointment of a Temporary Lecturer according to Statute 20(7) of the Act.

EC5 74:62 ITEMS FROM THE EXAMINATION SECTION

The following items tabled in the agenda were approved:

(a) Affiliation in various subjects granted to the Colleges listed after receipt of the reports of Inspection Commissions. (12)

(b) Recognition of Degrees and Certificates of other Universities on a reciprocal basis. (13)

(c) Sale of old question papers. (14)

(d) Recognition of the Nagaland Board of School Education. (15)

EC5 74:63 ITEMS FROM THE FINANCE SECTION

The following items were tabled:

(a) Draft Statutes providing Service Regulations for Teaching and Non-Teaching Staff (Provident Fund etc.) (16)

(b) Draft Ordinance for Regulating Leave to Teachers of the University. (17)

RESOLVED to take up the items after study at the next meeting of the Executive Council.

EC5 74:64 TEACHERS AND ELECTIONS

A letter from the University Grants Commission (D.O.No.F.1-113/73(CD), dated September 10, 1974, regarding the Commission's views about teachers who are elected to Parliament or State Legislatures was tabled. (18)

RECORDED after noting contents.

EC5 74:65 LETTER FROM EDUCATION MINISTER, MIZORAM

A letter from the Education Minister, Mizoram, offering to set aside 500 acres of land at Aizawl for the (19)

University was tabled.

RECORDED with appreciation.

EC5 74:66 MAYURBHANJ HOUSE

The Vice-Chancellor reported that the University Grants Commission had agreed to the purchase of Mayurbhanj House for a sum of Rupees Twelve Lakhs.

The Executive Council authorized the Vice-Chancellor to take the necessary steps for effecting the purchase.

EC5 74:67 PROCEDURE FOR GRANTING HOUSE RENT ALLOWANCE

A note from the Officer on Special Duty, (Administration) pointing out the problems and difficulties involved in the renting of houses by the University for the teaching staff and suggesting a revised procedure by which the teachers themselves could rent accommodation keeping within the prescribed limits was tabled.

RESOLVED to approve of the renting of houses by the teaching faculty according to the procedure suggested.

EC5 74:68 MEMBERSHIP IN THE INDIA INTERNATIONAL CENTRE,
NEW DELHI

It was reported that the India International Centre had raised its rates for institutional members. But Universities paying an additional sum of Rs.6,500/- would be entitled to the same rates (Rs.25/- per diem) as foundation members.

RESOLVED to authorize the payment of the enhanced admission fee of Rs.6,500/- to the India International Centre in order to avail of the cheaper rates as for foundation members.

EC5 74:69 MEN'S HOSTEL

The Vice-Chancellor reported that the starting of a Women's Hostel (though only for 15 girls) was much appreciated. He requested permission for starting a men's hostel as a large number of Post-graduate students were from outside Shillong.

RESOLVED to authorize the Vice-Chancellor to take steps for starting a Men's Hostel in Shillong.

Chandran D.S. Devanesen
Chairman

NORTH-EASTERN HILLS UNIVERSITY

Draft Minutes of the First Meeting of the Sub-Committee of the Executive Council of NEHU, to consider

- i) Training Scheme for tribal college teachers prior to appointment in the University, and
- ii) Conditions for appointment of staff.

The First Meeting of the Sub-Committee of the Executive Council of NEHU, took place on September 11, 1974, in the office of Professor M.V.Mathur, National Council for Applied Economic Research. The following were present:

- Professor M.V.Mathur
- Professor B.M.Udgaonkar
- Dr Chandran D.S.Devanosen
- Dr U.N.Singh was unable to attend.

(1) The Sub-Committee discussed the question of qualifications to be demanded when appointing new academic staff at NEHU. It was pointed out by Professor Udgaonkar that recently the UGC had made some recommendations in this regard in relation to the new salary scales. Professor Udgaonkar was requested by the Sub-Committee to send an extract of UGC's recommendations relating to this to the Vice-Chancellor. The relevant extract is appended to the minutes.

(2) It was agreed that detailed criteria with regard to appointment of staff may be laid down by the Sub-Committee only after it has had a chance to meet the faculty of NEHU. This meeting may be arranged as soon as possible, preferably in conjunction with the next meeting of the NEHU Executive Council, which is expected to be in Shillong in early November. In the meantime, the Vice-Chancellor may inform the lecturers recently appointed, that their confirmation would be subject to the detailed criteria which would be laid down in the near future, taking into account the UGC's recommendations which are yet to be formally received by NEHU.

(3) The Sub-Committee considered problems relating to induction of tribals into the teaching staff of the University. The Vice-Chancellor informed the Sub-Committee that while there are not many Ph.D's amongst the tribals, and qualified Ph.D's, wherever available, are being appointed to the staff, one does come across some very bright tribals who have a brilliant academic record upto the Master's degree. Some of them are lecturers in colleges and desirous of getting a lectureship at the University. The Sub-Committee felt that such brilliant tribals could be appointed to lectureship even though they may not have a Ph.D., provided they are willing to undergo an advanced study/research programme leading to M.Phil/Ph.D. The confirmation in such cases may be done only after they fulfill the criteria to be laid down by the University as proposed in Para 2 above. In this connection also, it would be necessary for

the Sub-Committee to have a discussion with the Faculty of NEHU regarding the possibility of organizing M.Phil/Ph.D programmes at NEHU, in which college teachers might be able to participate, either before or after joining University departments as staff members.

The Sub-Committee also felt that there should in any case be a substantial faculty development programme for college teachers of NEHU, in particular for tribal teachers. Promising teachers may be given an opportunity to spend an year either at an appropriate department of NEHU or at a suitable centre elsewhere in the country. Some of these, who show enough motivation and aptitude, may later be enabled to complete a Ph.D programme. The Vice-Chancellor informed that Sub-Committee that he has already started such a programme.

The sub-Committee felt that from the long-term point of view of building up a strong core of faculty for NEHU from amongst the tribals, it would be desirable for NEHU to undertake a systematic programme (possibly in collaboration with the Governments of Meghalaya, Nagaland and Mizoram) of identifying bright fresh M.A's and M.Sc's from amongst the tribals and giving them research fellowships which may be tenable either at an appropriate department of NEHU or at a suitable centre elsewhere in the country. In this way, one could have a fairly large number of young well-qualified tribal Ph.D's available in 5 to 10 years time, not only to provide the backbone of various academic programmes at NEHU, but also to contribute to various other aspects of development of the region.

Date 13.9.1974

Sd/- M.V.Mathur
Sd/- B.N.Udgaonkar
Sd/- Chandran D.S.Devanosen

Extract relating to the UGC's recommendations on qualifications to be prescribed for future recruitment of lecturers in the universities and colleges.

".....With the improved scales of pay of lecturers in the universities and colleges, the following minimum qualifications be prescribed for future recruitment:

Essential: Good academic record with first or high second class (B plus) at the Master's degree.

Desirable: Ph.D., M.Phil or equivalent published work of high standard.

The persons recruited should possess both the essential and desirable qualifications as indicated above. However, if an institution is unable to appoint a person with a desirable qualifications, it should be ensured that he attain these qualifications within five years of his appointment, failing which he would not be able to earn further increments till he has obtained the desirable qualifications....."

Report on a visit to the Science Colleges in Meghalaya
(April 29 - May 4, 1974)

②

15 pgs

1. The North-Eastern Hill University (NEHU) was established in 1973 'for the benefit of the people of the hill areas of the North-Eastern region and to develop the intellectual, academic and cultural background of the said people'. The colleges in this region, which were previously affiliated to the Gauhati University, have now been given provisional affiliation to the new University. These colleges are still following the Gauhati University syllabi in all subjects, and NEHU has started holding examinations on the basis of these syllabi.

Soon after assuming the Vice-Chancellorship of NEHU in August 1973, Dr. Chandran D.S. Devanesen visited a large number of colleges affiliated to NEHU, and prepared a Preliminary Report on the colleges. This was considered by the Planning Board and the Executive Council of NEHU at their meetings on November 29 - 30, 1973, and it was agreed that a Survey Commission be set up to study the affiliated colleges and their needs, and to advise on the future development of collegiate education in the area served by NEHU. Since the remoteness of the region made it difficult to get together soon enough a Commission of Experts covering a broad spectrum of disciplines, the Vice-Chancellor invited the undersigned to undertake a survey of the colleges having science sections, principally from the point of view of adequacy of the facilities for education in Physics. We visited all the science colleges in the State of Meghalaya between April 30 and May 4. Though the limited time at our disposal did not allow us to visit colleges outside Meghalaya, it appears to us from our discussions that our observations and suggestions, with some local variations, are likely to apply to science colleges in the other regions served by NEHU. Also, some of the inadequacies noticed by us (e.g. with regard to libraries) and the suggestions made in connection with them, are likely to apply to Arts and Commerce Colleges also.

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Dr. R. George Michael, the newly appointed Professor of Life Sciences, joined us during our visits to the colleges at Jowai and Tura.

Apart from visiting the science colleges and meetings with the Principals and science teachers of these colleges, we were also able to have very useful discussions with the Vice-Chancellor, NEHU, and with the educational authorities of the Government of Meghalaya: the Chief Minister and Minister of State for Education, the Secretary for Education and the Director of Public Instruction. We appreciate the friendly co-operation of all these people and the college principals and staff, during this visit.

2. General Observations

2.1. Isolation and Communication Gap

Colleges in this region experience certain special difficulties arising from the remoteness of the region and the consequent lack of adequate communications with the rest of the country, and in some cases even among themselves, due to the difficult terrain. Though the problems of isolation and communication exist elsewhere in the country also, especially in rural areas far away from the urban centres, they appear to be quite acute here. Further, no serious effort seems to have been made to get over these difficulties, either by local initiative and mutual help or through the intervention of an outside agency. We noticed a widespread sense of isolation and helplessness, and were surprised to observe the extent of ignorance regarding a college development scheme like COSIP, which was introduced by the UGC about three years ago. We also noted that very few, if any, seemed to have understood the concept of autonomy for colleges, or to have given consideration to it in relation to their own colleges.

It would be desirable for the UGC to take note of this problem, and to try to evolve better channels of communication with such colleges.

The communication and information gap also manifested itself in the quality and number of books on the library shelves (see below). There also appeared to be a similar lack of information, in a few colleges, with regard to laboratory equipment.

2.2. Physical Facilities

As both of us are physicists (Dr. Michael joined us only later during the visits to Jewai and Tara colleges), we looked primarily for the physical facilities of the Physics Departments, though we also visited the Chemistry and Biology Sections also, in most colleges.

(i) Laboratories:

Laboratory facilities seemed to be adequate for the prescribed laboratory courses. We have, however, a few suggestions for improvement.

PSSC experiments, exactly as they stand, have been introduced at P.U. level, following the Gauhati University syllabus. Dynam kits, as laboratory equipment, seemed to be widely used. However, for many simple PSSC experiments, emphasis could have been laid on building the apparatus (e.g. straw balance, or the equipment for studying the refraction of a particle etc.), instead of merely using the readymade kits which are always more expensive. We were surprised that, though PSSC experiments were being carried out with the help of Dynam kits, some teachers were not aware of the existence of the PSSC text and the Laboratory Manual, which have been brought out by the NCERT. Reference to these would have saved these teachers from some misconceptions about some of the experiments, as also frustrations.

For some experiments like mirrors and lenses, elaborate bench arrangements are sometimes in use, instead of simple ones that could be rigged up in the college itself, if the services of a carpenter and a few simple workshop tools were made available to the Physics Department (and other departments as well).

Due to the remoteness of the region, there seemed to be a problem regarding the timely availability of simple instruments and apparatus, and of servicing facilities. If apparatus of simple design, designed and constructed in the college itself were used, this could minimise the problems of availability and break-downs.

The University workshop, when established, should be able to help the colleges in fabrication and maintenance of apparatus. In fact, it should be planned in such a way that it caters to the immediate simple needs of the colleges affiliated to NEHU.

(ii) Library:

The weakest link in the whole college educational set up in this region appears to be the poor library facility in the colleges. Almost all the libraries, even in the better known colleges of Shillong, were found to be inadequate in many respects:

(a) The number of (Physics) books on the library shelves was small. Many of them were outdated and of dubious value. One mainly was locally written books. Many internationally known books, even by some Indian authors, were not to be seen. In fact, from our discussions we found that some of them were not as well-known as they should have been. The booklists in Chemistry and Physics, prepared by NCSE, also seemed to be unknown. There were hardly any scientific journals to be seen in the library; and even educational journals brought out by the NCSE - namely the Journal of Physics Education and the Indian Journal of Chemical Education - were also unknown to most people.

The library must have a better coverage of books, both textbooks and books for reference and collateral reading.

(b) The books were often placed in a haphazard fashion, in locked cupboards. This could be ascribed to the fact that in several colleges the libraries were managed by untrained librarians, with no assistants. We were surprised to find that even a college, with a standing of several years, did not have a qualified librarian on its staff.

The University must ensure that every college has a trained librarian on its staff.

(c) The reading room facilities of the college libraries, barring a couple of exceptions, were uniformly poor. Inadequate natural daylight, poor lighting arrangements, poor ventilation, uncomfortable furniture, and sometimes dingy surroundings, conspired to make the reading rooms inhospitable.

(d) The reading rooms in most college libraries had newspapers and popular magazines.

Barring a few serious magazines and journals, such material should be shifted to some other more suitable place, such as the Students' Common Rooms, the management of this part of the library being left to the students themselves.

2.3. The Difficulty of the Hill People vis-a-vis Mathematics

A problem that attracted the Committee's attention was that very few tribal students took to science. Not only was their enrolment in science courses poor, but we were informed that even amongst those who enrolled for P.U.C. in science, the incidence of drop-cuts to arts courses and elsewhere was quite large.

The number of tribals teaching science in the colleges was also correspondingly very small. The Committee was, however, happy to be able to meet some bright young science teachers who hailed from the hill areas, and to discuss with them the special problems faced by the hills people when studying science and especially mathematics. The Committee also discussed this problem extensively at each college they visited, with principals and teachers, individually and collectively, and with the educational authorities.

The fact that few tribal students took up science course was generally attributed to their poor background in mathematics, and the college teachers and principals traced this to the poor basic mathematical foundation they acquired at the primary and secondary school levels. This in turn was traced to

- (a) non-availability of good teachers, especially at the primary level where the local language is the medium of instruction
- (b) inadequacy of good text-books, with examples chosen from the child's natural environment
- (c) problems related to the transition from Khasi/Jaintia/Garo to English as medium of instruction at Class VI.

There was also a reference to the possible lack of aptitude of ability for mathematics and science among the tribals.

We do not agree with the argument, sometimes presented, that the tribals inherently do not have an aptitude for or ability in mathematics, and feel that the reasons for the present situation are to be sought elsewhere.

The problem of mathematics training of the tribals at the school level is indeed a very serious problem and has to be tackled carefully and systematically, through collaborative efforts on the part of NEHU, the colleges and the school system, with help from Government wherever necessary. Unless this is done, the NEHU would not be able to serve the aspirations of the region, for progress in science, technology and education, and concomittant development.

We were surprised that, though college teachers and principals, tended to put the blame for the situation on the mathematics teaching at school level, even colleges which had schools attached to them, run by the same agency, did not seem to have made efforts to understand the problem and take corrective steps.

The Committee has given a considerable thought to this problem, and to the views expressed by the large number of people it met. It feels that this problem can be and must be attacked as a matter of great urgency. Some suggestions in this regard are given in section 3.

2.4. Poor use of the Library and a Possible Language Problem

We noticed that, inspite of the fact that our visit took place during the examination season, when elsewhere the reading rooms are usually full, we did not see a single student in any

of the college libraries we visited (and we visited the libraries of all the science colleges in Meghalaya). In some of the colleges, the libraries together with their reading rooms were opened, only after we expressed a desire to see them. In some others, they were being used for purposes other than those for which the library is meant.

The poor use of the library by the students could be due to a variety of causes:

- (i) lack of good books to attract the students;
- (ii) lack of adequate facilities to take out the books from the locked cupboards;
- (iii) absence of a qualified librarian who would take an active interest in seeing that the library gets well equipped and is optimally utilized by students and staff;
- (iv) lack of awareness among the teaching staff about the existence of several good books;
- (v) lack of co-ordination between the teaching departments and the library;
- (vi) strict adherence by the staff to the prescribed syllabus through notes etc., and absence of any reference to collateral reading material, i.e. a lack of interest shown by the college authorities in the library as an important component of the teaching-learning process;
- (vii) inadequate physical facilities in the library (see above).

We raised this question at the joint meeting with the teachers and principals, held on May 1, 1974. Some of the teachers and principals tried to explain away the non-use of the library, and the reluctance of teachers to give collateral reading references to students, as being due to a weakness of the students in English. Others maintained that this was not the case, since English was a medium of instruction at the high-school stage in most schools (all high schools, in the case of tribals). It was clear that the college authorities could give some more serious thought to this question.

We noticed, for example, when we tried to converse with a couple of students in Jowai in English, that they had a difficulty.

The question of a possible language barrier needs a more detailed investigation, and can have a bearing on the difficulty experienced by hill students in scientific mathematics and science. Here language has to be considered in a larger context - not just Khasi, Garo or English, not merely, in terms of reading or writing abilities, but also from the point of correlating the contents of science and mathematics teaching (including text-books) to the natural experiences of the student. In the absence of such a correlation, science and mathematics can become a foreign language or a jargon, which has to be learnt by rote and reproduced in a certain fashion at the examination, without becoming a part of the intellectual make-up of the student. Correspondingly, science and mathematics would appear more difficult to the student than need be.

The Vice-Chancellor mentioned to us some of the steps he had taken at Madras Christian College to overcome the language problem of some of the students joining the college. Similar steps could be taken for students joining NERU colleges, though, like in other matters, here too the initiative may have to be taken by the University.

2.5 Constraints of Syllabus and Possibilities of Innovation

All colleges affiliated to NERU are, for the present, following the syllabuses of Gauhati University. We looked at the physics syllabus, and found that both the syllabus and the books used were out-dated, even at the honours level. Reluctance of the teachers to introduce additional material, or to make a reference to good textbooks of other books besides the usual text-books, or to use new teaching techniques, was traced to the constraints imposed by the necessity to adhere closely to the prescribed syllabus, and the rigidity of the examination system. While we appreciate these difficulties, we were sorry to notice a feeling of helplessness before the system, almost everywhere.

We feel that unlike established universities, which are often weighed down by tradition, a new University like NEHU has a chance to introduce new curricula and innovative techniques like self-study, programmed learning, seminars, open-ended experiments, use of audio-visual techniques etc., even in the college system at the undergraduate level. We were impressed with the interest and enthusiasm often shown by the several young teachers whom we met in the colleges, and hope that the University will be able to provide them with a leadership in this matter, once its School of Physical Sciences starts functioning. It should be one of the recognised functions of this School to provide this leadership, in addition to its normally recognized functions of building up a post-graduate teaching and research programme.

3. Suggestions and Recommendations

It appears to us that NEHU will have to depart from the usual pattern in the country, in which universities tend to confine their activities mainly to the development of post-graduate education in their own departments, exercising merely a regulatory role vis-a-vis the undergraduate colleges. NEHU will have to take a much greater interest, right from the beginning, in the development of its colleges. This is necessary, not only because of the sense of isolation from which the colleges suffer, but also because of the special problems of the tribals, relating to mathematics and language, the solution of which will demand a co-operation between the school and college systems and correspondingly a leadership role from the University. We were happy to note the keenness of the Vice-Chancellor to see that NEHU play its role in putting undergraduate education on a sound footing, and welcome his proposal to set up a Unit for the Planning and Development of Colleges.

The situation calls for a concerted action by the NEHU, the educational authorities in the State and the college and school authorities, and above all the teaching community at all levels.

3.1. A Unit for Planning and Development of Colleges.

The general idea to establish such a unit, which the University now has, is welcome. However, we feel that a careful thought should be given to the structure and functioning of this unit.

We envisage that the unit should play a dynamic role, not only in identifying problems and needs of individual colleges and helping them with advice, but also in identifying talented and well-motivated teachers in the colleges and encouraging them to take advantage of the facilities in the departments of NEHU and/or other centres in the country, and thus co-ordinating a meaningful faculty-development programme for teachers in the colleges. These tasks could be carried out more effectively if the College Development Unit is not a mere administrative unit attached to the University office, but consists of a compact Committee on Collegiate Education of the University, with members drawn from the faculty of various University departments, and chaired by one of them, and serviced by an Administrative Officer.

In this way, the responsibility for college development will be explicitly assigned to the academics in the University departments, where it should rightfully belong.

In order that the University may be able to carry out this responsibility effectively, it must participate in the recruitment of fresh academic staff in the colleges, through a representative of the department concerned: the faculty development programme mentioned above has to be accompanied by a system of careful selection of new staff.

3.2. Removal of Sense of Isolation and Communication Gap

(a) The Unit for Planning and Development of Colleges should help remove the sense of isolation and communication gap which exists at present. The Unit's task will be helped considerably if the science teachers organize themselves into professional associations whose functions are purely academic and which have periodic meetings to discuss developments in their respective subjects, relevance of syllabi or new methods of teaching and evaluation.

It will be thus useful for the physics teachers (including those in the University, when the University starts its Department of Physics) to form a NEHU Physics Teachers Association. Such organisations exist elsewhere (e.g. Bombay University Physics Teachers' Association) (or Bombay Mathematics Colloquium) and have been playing a useful role in bringing together the interested physics and mathematics teachers in Bombay, and thus creating and maintaining a climate for change.

Expenses for such activities should be met out of teacher contributions, with NEHU and / or Government providing marginal assistance.

The Physics Teachers of NEHU could also establish a liaison with the Indian Physics Association by starting a local chapter.

The Meghalaya Science Association, which already exists, could also help.

(b) Another method of breaking isolation is to encourage teachers to avail themselves of various teacher fellowship programme of UGC. It will also be useful for colleges to establish bilateral exchange programmes with other colleges in the country. In the beginning this may be done ^{with} colleges like Madras Christian College, Madras, St. Xavier's College, Bombay, Ahmednagar College, Ahmednagar, in view of personal contacts which already exist. These are COSIP colleges and it will be useful for NEHU college teachers to know at first hand what programmes have been or are being attempted in these colleges under COSIP and COHSIP.

(c) The colleges may try to ensure (with help of NEHU if necessary) that they get information regarding various schemes of UGC. They should also get on the mailing lists of Indian Journal of Chemical Education (NCSE), Journal of Physics Education (NCSE), COSTP News and Views etc.

3.3 Syllabi, Physical Facilities and related questions

(a) The present laboratory facilities look adequate from the point of view of current syllabus, which however is outdated. As soon as the new department of NEHU starts functioning, the University teachers, in collaboration with the college teachers, should embark on a programme of modernizing the syllabi, and concurrently the teaching and evaluation methods. This is an urgent need at all

levels, starting with P.U.C. Introduction of new course programmes should be accompanied by vacation refresher courses for the college teachers. The summer courses should also deal with new teaching and examination and evaluation methods.

With regard to material on examinations and assessment, the colleges may study the recent UGC brochure on examination reform, and contact may also be established with Dr. J. Edwin Harper, Jr. Ewing Christian College, Allahabad, U.P.

New syllabi will of course imply a concomitant improvement of laboratory facilities, with regard to which the University Departments will have to give guidance.

As mentioned earlier, the University workshops, carpentry shops, glass-blowing shops etc., when established, should be made available to the NEHU colleges, as a central facility, (a) for servicing of equipment (b) for fabrication of laboratory equipment according to designs supplied by college teachers (c) for giving short-term training as laboratory technicians to laboratory staff in colleges. This will help very considerably in the continuous development of laboratory facilities in colleges.

Each science college must have a provision for at least simple workshop tools, and the honours colleges at least should aim at establishing a small workshop of their own.

(b) Library

i) Every college must have a trained librarian and at least one assistant. If there is a dearth of trained librarians in the area, the NEHU librarian, as soon as he is appointed, may initiate training programme for librarians in the colleges affiliated to the NEHU -e.g. through short-term certificate courses for librarians already in service. There may be extended evening courses for librarians within Shillong, and concentrated full-time courses for librarians outside Shillong area.

ii) Since a librarian is not expected to be an expert in various subjects taught in the college, there has to be a better collaboration between the teaching staff in the college and the librarian in ordering the right kind of books, in cataloging them and in placing them in the proper order.

iii) The reading room facilities have to be considerably improved, as mentioned in Section 2.2(ii).

iv) There has to be an adequate stock of books in the library. A list of books in Physics, which could be considered a minimum requirement for any undergraduate college library, will be sent separately to the Vice-Chancellor.

v) The library must become an integral part of the teaching-learning process. This can happen only if the teachers give frequent references to good books and journal articles available in the library, and/or make self-study with some guidelines, an integral part of the curriculum.

3.4. The Problem of Mathematics

As mentioned earlier, the Committee feels that this problem has to be tackled with a sense of urgency, through collaborative efforts on the part of NEHU, the colleges and the school system, with help from the Government wherever necessary. Our specific proposals, based on experience of some of our colleagues in Bombay and also elsewhere in rural areas in related circumstances, involve the creation of school-college(University) complexes working along the following lines:

a) A college, which has one or two motivated mathematics-physics-chemistry teachers, preferably tribals, could "adopt" a few schools in the neighbourhood. It may begin by organizing a meeting/workshop between these college teachers and the teachers in these schools to discuss teaching methods and work out new teaching material and graded problems based on the local situation. A beginning could be made at any level in the primary or secondary school according to the needs. The teaching material so generated should be tried out on the children in the school and the response assessed. Further, periodical meetings between the school and college teachers involved should be used to discuss the response of the children and prepare in that light, the next set of lessons and problems. This programme could go on continuously throughout the year, as far as colleges and schools in Shillong are concerned. Also, this programme could be started for more than one class simultaneously.

b) The University/Government should organise refresher courses in mathematics for the professional growth of the school teachers, in the vacations or spread throughout the year, as a collateral activity. These courses should have relevance to the school curriculum that the teachers are required to teach. These refresher course should be suitably integrated with programme mentioned under (a).

c) Some variations on this programme will be needed for the schools in rural areas. To help in the improvement of this sector, the college should give paid leave of, say, 2 months to a teacher who goes to a rural centre where he could assemble teachers from a few schools in the surrounding areas and carry on what is described in (a) on an accelerated basis. After his term (and leave) is over, another could take his place. (This may imply the Government sanctioning an extra post of a teacher in the college participating in the programme). Rural teachers could also participate in the vacation refresher courses mentioned in (b). A subsidy from the Government or NCERT etc. will be needed for this purpose.

d) The University Mathematics Department, as soon as it comes into existence, should play a positive role in this programme.

e) The programme can be extended to other subjects also, though the most urgent need is in mathematics.

Another measure worth adopting by every college for the present is to offer a preparatory or remedial mathematics course, in the vacation just before the college opens for the new academic year, for those students (particularly tribals) who wish to enroll in that college for science and feel that they are weak in mathematics. A small fee may be charged to pay the teachers giving the course.

For this programme to succeed (i) one would need a few highly motivated college teachers who are prepared to do this type of work, and who would scrupulously avoid any attitude of superiority when working with the school teachers; (ii) some sympathy and financial assistance from NEHU, the State Government and the funding agencies like UGC, NCERT etc.

It has also to be emphasized that a programme like the one mentioned above will depend for its success on collaboration between the Education Department of the Government, the University, the colleges and schools; and therefore demands a mechanism of financial support which transcends the usual boundaries between higher education, secondary education and primary education. It will therefore call for some serious organization and planning.

For particulars about a similar experiment in science teaching in poor municipal schools of Bombay, contact should be established with Dr. V. G. Kulkarni, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, Colaba, Bombay 400005. For a rural experiment, contact may be established with Dr. Anil Sadgopal, Kishore Bharati, Bankhed, Dist. Hoshangabad, M.P.

3.5. The Problem of English Background

This has been discussed in section 2. Granting that the problem of inadequate English background of the college students is real, in order to make the task of reading books written in English relatively easier, the teachers may provide study guides for the students on the pattern indicated as an example in the annexure to this report. If such material is carefully prepared, it will also help instil the habit of self-study among the students.

3.6. COSIP-COHSIP:

If a college wishes to introduce innovative teaching methods and feels that they need funds for the same, they should make suitable proposals based on imaginative programmes to the U.G.C., with a request to include it as a COSIP/COHSIP college. It must be remembered that all the financial assistance of UGC in the present plan period is going to be programme-based.

3.7. Autonomy for colleges.

The University should encourage as many colleges as possible to develop into autonomous colleges.

We understand that the Meghalaya Government intends investing considerable amounts of money for the development of the Government colleges at Tura and Jowai, and that there are plans for building fine campuses. We would like to suggest very strongly that instead of spending large amounts merely on campus development, the Government may use the amounts available for upgrading the colleges academically, by appointment of well-qualified staff, arrangement of programmes of faculty development for the existing staff wherever necessary, improvement of the libraries and laboratories, so that these colleges become autonomous and serve their respective regions effectively. The colleges could also be enabled to become nuclei of school-college complexes discussed earlier and thus make a real contribution to the educational development of the Jaintia and Garo regions.

3.8. Post-graduate-Instruction in Colleges

The Committee strongly recommends that post-graduate instruction, which has to go hand in hand with research, must be done only in the University Departments and that the colleges should not be allowed to take post-graduate students.

4. Concluding Remarks

We are aware that most of the problems we have noticed and discussed are shared by other colleges and universities in the country. However, we feel that a new University like NEHU, which is not yet tied down by traditions, has a chance of introducing a variety of innovations especially in the pattern of its functioning vis-a-vis the college system and thus showing a new path to some of the older affiliating universities.

Sd/-B.M. Usgaonkar

September 6, 1974.

Sd/-R.V. Kamat

ANNEXURE-I

Programme of visits to Science Colleges of Meghalaya

- April 29 - Arrival in Shillong and discussions with Vice-Chancellor, Dr.Chantran Devanesen.
- April 30 - Visit to St.Mary's College
Lady-Keane College
St.Edmund's College.
- May 1 - Visit to St.Anthony's College
Shillong College.
Evening Meeting with Principals and Science Teachers.
Dinner Meeting with Sri J.M.Jalla, I.A.S., Secretary for Education, Government of Meghalaya.
- May 2 - Visit to Sankar Dev College.
Meeting with Capt.Williamson Sangma, Chief Minister
Sri D.D.Pugh, Minister of State for Education.
Sri J.M.Jalla, IAS., Education Secretary.
- May 3 - Visit to Jowai Government College.
Dinner Meeting with Sri U.Sama, Director of Public Instruction.
- May 4 - Visit to Tura Government College.
- May 5 evening Return to Gauhati from Tura.
- May 6 morning Departure for Calcutta.

~~Item no 6~~

(3)

Bio-data of Shri O.D. Shira

- 1) Name :- ORPHEUS D. SHIRA
- 2) Father's name :- Late B.K. Sangma
- 3) Date of birth :- 1st June, 1934.
- 4) Community :- GARO (Scheduled Tribe, Hills).
- 5) Educational Qualification.
 - (a) Passed M.A. in Political Science (2nd Class) in 1968 from Gauhati University as a private candidate.
 - (b) Passed LL.B. (2nd Class) in 1971 from Shillong Law College.
 - (c) Passed B.T. (2nd Class) in 1971 from Post-Graduate Training College, Shillong.
 - (d) Passed B.A. in 1962 from St. Anthony's College, Shillong.
- 6) Professional Examinations Passed.
 - (a) Stood first in 80 w.p.m. Speed Test in Shorthand conducted by Assam Public Service Commission in 1962.
 - (b) Passed 120 w.p.m. Speed Test in Shorthand conducted by Assam Public Service Commission in 1963.
 - (c) Passed 160 w.p.m. Speed Test in Shorthand conducted by Assam Public Service Commission in 1964 occupying second position.
- 7) Government Service.
 - (a) Entered Government Service in 1957 as a Stenographer. Worked in various Departments in the Secretariat (Civil), Government of Assam.
 - (b) Held Class I (Gazetted) post in 1964. Worked as Secretary, State Vigilance Commission, Assam from 1964 and organised the newly established Commission's office. Served till April, 1970.
 - (c) In May, 1970 deputed to Meghalaya Government on creation of the Meghalaya State. Worked as Additional Private Secretary to Chief Minister, Meghalaya till 31st August, 1974.
 - (d) Held charge of current duties of Under Secretary, Chief Minister's Secretariat in 1971.
 - (e) Confirmed in Class I (Gazetted) post in 1968.

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NORTH-EASTERN HILL UNIVERSITY
S H I L L O N G

Minutes of the meeting of the Selection Committee to select two Lecturers in Philosophy in the Department of Philosophy of the School of Social Sciences of the North-Eastern Hill University.

The Selection Committee met at 10 A.M. in the University Grants Commission Building, New Delhi, on Tuesday, the 22nd October, 1974.

The following were present:

- | | | |
|---|------------------------------|--|
| Experts
nominated
by the
Executive
Council. | 1. Dr.H.K.Man Mohan Singh | - Visitor's Nominee |
| | 2. Dr.K.J.Shah | - Head of the Department of Philosophy, Karnataka University, Dharwar. |
| | 3. Dr.R.C.Pandeya | - Head of the Department of Philosophy, University of Delhi. |
| | 4. Dr.Mrinal Miri | - Head of the Department of Philosophy, North-Eastern Hill University, Shillong. |
| | 5. Dr.Chandran D.S.Devanesan | - Vice-Chancellor, North-Eastern Hill University, Shillong. |

Out of the eleven candidates called, nine appeared before the Selection Committee.

The Members were unanimously of the opinion that the following candidates be recommended for appointment by the Executive Council:

1. Shri Raj Ayyar, M.A.
2. Shri Shekar Singh Methur, M.A.

It was also resolved that Dr.Rite Gupta may be listed third as a reserve.

Sd/-R.C.Pandeya
 Sd/-K.J.Shah
 Sd/-H.K.Man Mohan Singh
 Sd/-Chandran D.S.Devanesan

22-10-74

BMn.

Sd/-M.Miri

NORTH-EASTERN HILL UNIVERSITY
S H I L L O N G

Camp: New Delhi.
26th October, 1974.

Minutes of the Selection Committee
for the School of Education.

A meeting of the Selection Committee for selecting one Professor, two Advisers and three Readers as advertised on an All-India basis was held in the University Grants Commission Building on Saturday, the 26th October, 1974 at 10 A.M.

The following were present:-

- | | |
|--|---|
| Dr.H.K.Man Mohan Singh,
Professor & Head of the Department
of Economics, Punjabi University,
Patiala. | Nominee of the Visitor. |
| Prof.M.V.Mathur, Director-General,
National Council of Applied
Economic Research, Delhi. | |
| Shri J.P.Naik, Member-Secretary,
ICSSR, Delhi. | Three experts nominated
by the Executive Council. |
| Prof.Salamatullah, Principal,
Teachers' Training College,
Jamia-Millia Islamia, Delhi. | |
| Dr.Chandran D.S.Devanesan | - Vice-Chancellor,
North-Eastern Hill
University, Shillong. |

Shri Yajen Aier, Director of Education, Nagaland and a Member of the Executive Council of the North-Eastern Hill University, was present as an Observer by special invitation of the Vice-Chancellor, since one Adviser and one Reader are to be posted in Kohima.

P R O F E S S O R

Out of 5 candidates invited, 4 were present and were interviewed. The Selection Committee was of the opinion that Dr.Vedamani Manuel, Professor & Head of the Department of Education, Kerala University, be recommended to the Executive Council for appointment as Professor of Education.

A D V I S E R

Out of 7 candidates invited for the two posts of Advisers, three were interviewed by the Committee.

Dr.B.C.Kar, Professor & Head of the Department of Education, Gauhati University, and Dr.G.N.Chatterji, Director & Ex-officio Secretary, Education, Mizoram expressed their inability to be present but requested that they be considered for appointment under Statute 21 of the Act.

The Committee listed the following four candidates as suitable for appointment:-

1. Dr.B.C.Kar
2. Dr.G.N.Chatterji
3. Shri J.K.Shukla
4. Dr.M.A.Quraishi

R E A D E R

Out of 9 candidates invited, 5 were present and interviewed. The Committee resolved that only one candidate, namely, Dr.K.J.Joseph of the National Staff College for Educational Planners & Administrators, was suitable for appointment to the post of Reader. The remaining two posts will have to be readvertised.

Sd/-Chandran D.S.Devanuesen
26-10-74

Sd/-H.K.Man Mohan Singh

Sd/-M.V.Mathur

Sd/-J.P.Naik

Sd/-Salamatullah
26-10-74.

BMn.

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NORTH-EASTERN HILL UNIVERSITY
S H I L L O N G

The Minutes of the Selection Committee in Economics to select one Reader and two Lecturers.

The Selection Committee in Economics met at 10 a.m. on the 1st November, 1974 in the U.G.C. Building, New Delhi to select one Reader and two Lecturers as advertised on an All-India basis.

The following were present:-

- 1. The Visitor's Nominee - Dr.H.K.Man Mohan Singh, Prof. and Head of the Department of Economics, Punjabi University, Patiala.

Two experts nominated by the Executive Council:

- 2. Prof.M.V.Mathur, Director-General, NCAER, New Delhi.
- 3. Dr.G.S.Bhalla, Professor and Head of the Department of Economics, Punjab University, Chandigarh.
- 4. The Head of the Department Dr.T.Mathew, N.E.H.U.
- 5. The Vice-Chancellor..... Dr.Chandran D.S. Devanesen.

R E A D E R

Out of the eight candidates invited two were absent. After interviewing the six candidates present, the Selection Committee decided to recommend Dr.H.L.Bhatia to the Executive Committee for appointment as Reader in Economics.

L E C T U R E R S

Out of ten candidates invited nine were present and interviewed.

The Selection Committee resolved that one of the posts of Lecturer could be offered to Shri Korshed Alam, who had applied for the Readership, with a higher start in the scale.

If he declines the offer two other candidates may be considered for the lecturers' post in the following order:

- 1. Dr.S.N.Guhathakurta
- 2. Shri R.K.Sampath

The other lecturer's post, it was decided, should be offered to Shri Tlanglawma, with the proviso that he should be deputed for further training at a time to be decided by the Vice-Chancellor.

Sd/-Chandran D.S.Devanesen

Sd/-H.K.Man Mohan Singh

Sd/-M.V.Mathur

Sd/-G.S.Bhalla

1/11

Sd/-T.Mathew

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NORTH-EASTERN HILL UNIVERSITY
S H I L L O N G

Camp: New Delhi.
22nd October, 1974.

Note for the Executive Meeting

Sub:- Panel of experts for the Selection Committee in Economics.

The two experts invited for the Selection Committee in Economics for selecting one Reader and two Lecturers to be held on 1st November, 1974 were Dr. A.M. Khusro, Director, Institute of Economic Growth, Delhi and Prof. M.V. Mathur, Director-General, NCAER, New Delhi.

Dr. Khusro, who has now become the Vice-Chancellor of Aligarh Muslim University, has expressed his inability to be present.

When thinking of whom to invite in his place, it was realised that none of the others listed are actually teaching. I have, therefore, decided to include Dr. G.S. Bhalla, Head of the Department of Economics, Punjab University, Chandigarh, in the list and to invite him as an expert for the Selection Committee meeting on the 1st of November, 1974.

Recorded for the information and approval of the Executive Committee.

Sd/- Chandran D.S. Devanesan
22-10-74

BMn.

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NORTH-EASTERN HILL UNIVERSITY,
SHILLONG.

Meeting of the Selection Committee in Mathematics.

A Meeting of the Selection Committee in Mathematics to select one Professor was held at the University Grants Commission Building, New Delhi, at 10.30 A.M. on Friday, the 3rd Decemker, 1974.

The following were present :

- The Visitor's Nominee : Dr. R.C. Mehrotra.
- Three Experts nominated by the Executive Council : 1. Prof. U.N.Singh, Department of Mathematics, University of Delhi.
- 2. Prof. G.C. Patni, Department of Mathematics, University of Rajasthan.
- 3. Prof. R.S.L. Srivastava, Department of Mathematics, I.I.T., Kanpur.

Out of six candidates who were called, five appeared for the interview. The Selection Committee is of the opinion that none of the candidates are suitable.

The Committee also considered some applicants who requested that they may be considered in absentia. Among these candidates, Dr. R.N. Kaul, Reader in the Department of Mathematics, University of Delhi, was found very suitable. The Committee recommends that the Vice-Chancellor should put up his name to the Executive Council for appointment under Statute 21 after interviewing him.

Sd/- Chandran D.S. Devanesen.
 Sd/- R.C. Mehrotra.
 Sd/- U.N.Singh.
 Sd/- G.C. Patni
 Sd/- R.S.L. Srivastava.

3.12.74.

(9)

NORTH-EASTERN HILL UNIVERSITY
SHILLONG

Minutes of the Selection Committee in History

The Selection Committee to select one Reader and two Lecturers in History met at 10:30 A.M. in the University Grants Commission Building, New Delhi, on Wednesday, the 4th December, 1974.

The following were present:

The Visitor's Nominee	:	Dr H.K. Man Mohan Singh.
Two Experts nominated by the Executive Council	:	1. Dr. Romila Thapar, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi. 2. Dr Irfan Habib, Department of History, Aligarh Muslim University, Aligarh.
The Head of the Centre for Historical Studies, NEHU.	:	Dr S.C. Malik.
The Vice-Chancellor, NEHU.	:	Dr Chandran D.S. Devanesen.

READER

Out of the 12 candidates invited, 7 were present and were interviewed. The Selection Committee recommends the following candidate for appointment as Reader:

Dr V. Suryanarayanan,
Reader in History, Marathwada University.

TWO LECTURERS

Out of the 16 candidates invited, 12 were present and were interviewed. The Selection Committee recommends the following candidates for appointment:

1. Dr J.B. Bhattacharjee, Lecturer,
Govt. College, Jowai.
2. Smti Helen Giri, Lecturer, Shankerdev College, Shillong.

If, by chance, they are not available, the following names are proposed as alternates:

1. Dr V.C. Bhutani.
2. Miss Rita D. Dikar.

Sd/- Chandran D.S. Devanesen
Sd/- H.K. Manmohan Singh
Sd/- S.C. Malik
Sd/- Irfan Habib
Sd/- Romila Thapar.

NORTH-EASTERN HILL UNIVERSITY,
SHILLONG.

The Minutes of the meeting of the Selection
Committee Political Science.

The Selection Committee in Political Science met on the 6th of December, 1974 in the University Grants Commission Building, New Delhi, to select two Lecturers.

The following were present :

- The Visitor's Nominee : - Dr. H.K. Manmohan Singh.
- Two Experts nominated by the Executive Council : - 1. Prof. Rasheedudin Khan
Dean of Social Sciences,
Jawaharlal Nehru University,
New Delhi.
- 2. Dr. Kuldeep Mathur, Professor
in the Indian Institute of
Public Administration, New Delhi.
- Acting Head of the Department of Political Science, NEHU :- Dr. C.N. Bhalerao.
- The Vice-Chancellor, NEHU :- Dr. Chandran D.S. Devanesen.

Out of 21 candidates who were called, 13 appeared for the interview.

The Selection Committee recommends the following two candidates for appointment as Lecturers in the Department of Political Science in NEHU's School of Social Sciences.

- 1. Mr. R.L. Walli,
Lecturer in Political Science, G.D. Salwar College,
University of Delhi, Delhi.
- 2. Mr. Surajit Mitra,
Jawaharlal Nehru University, New Delhi.

- Sd/- Chandran D.S. Devanesen.
- Sd/- Kuldeep Mathur.
- Sd/- H.K. Manmohan Singh.
- Sd/- Rasheedudin Khan.
- Sd/- C.N. Bhalerao.

6.12.74.

Handwritten signature (11)

7 Pgs

Dr.S.K.Jain,
Deputy Director.

D.O.No.BSI/EC/74/Conf1.88
Government of India,
Botanical Survey of India.

Dated Shillong, the 18th Nov., 1974.

Dear Prof.Ramakrishnan,

Thanks for your letter No.F.4-Bot/ACAD/74-8 dated October 19, 1974. The reply has been delayed as I was out of station on leave.

I have known Dr. R.Raghavendra Rao personally for last about one year and also had the occasion of reading his papers earlier. In my opinion, Dr.Raghavendra Rao has quite clear concept of the principles of plant taxonomy. He also speaks well and in my opinion, he should make a good teacher and a research worker.

With regards,

Yours sincerely,

Sd/-S.K.Jain

Prof. P.S.Ramakrishnan,
Head of the Department of Botany,
North-Eastern Hill University,
Shillong-3.

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CONFIDENTIAL

Dr.K.Subrananyan,
Ph.D.(Cornell)D.Sc.F.A.Sc.F.B.S.,
Ex-Director,
Botanical Survey of India.

"Vasanti"
55/3,First Main Road
Tata Silk Farm
Basavangudi,Bangalore-4
(Karnataka).
October 28,1974.

Dear Professor Ramakrishnan,

Please refer to your letter No.F.4/Bot/Acad/74-7, dated 19th October,1974. As desired in this letter here is my appraisal about Dr.R.Raghavendra Rao as a person and taxonomist.

I know Dr.Raghavendra Rao for the past five years. After securing a first class in M.Sc., in 1969 from the Mysore University he was later awarded the M.D.Degree of the same University in 1974 for a very good piece of works on the Flora of Mysore District. I had the occasion to go through this work and consider it a very valuable and interesting contribution to taxonomy and floristics. He has been a very keen and industrious student in systematic Botany and has a sound knowledge in this subject. His thesis will be published in the form of book by the Prasara Ranga of the Mysore University. He has also some published papers on taxonomy to his credit.

In addition he has also teaching experience because he has taught the post-graduate students of the Mysore University. He has good experience in field studies and organisation of a herbarium.

In view of his academic qualifications, teaching experience, with special training in taxonomy, I have great pleasure in supporting his application for the position of a Lecturer in Botany in the Botany Department of North-Eastern Hill University. He has a high sense of duty and bears an excellent character. Please acknowledge the receipt of this letter.

With best wishes,

Yours sincerely,

Sd/-K.Subrananyan.

Dr. P.Ramakrishnan,
Professor and Head of the Department
North-Eastern Hill University,Shillong.

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Mysore dated October 29, 1973.

Dear Dr. Ramakrishnan,

Please refer to your letter No.F.4/Bot/ACAD/74-6 dated 19 October, 1974.

Dr. Rao has been with us as a student and as a research scholar. He has been one of our top students. As a researcher he showed a lot of initiative, drive, and originality. He also showed unusual zeal and enthusiasm for a study of taxonomy. He wanted to get into the BSI, and he has done it.

In the field he has an eye for picking up plants which normally escape the attention of most others. The Ph.D. thesis he has produced has been very favourably commented upon by the examiners. His originality in preparing a short-out key to the species, bypassing the family and generic keys is a piece of painstaking effort which shows his grasp of characters of nearly a thousand species which he has tackled. His short stint with the BSI has no doubt given a polish to his taxonomic ability.

He can be a good teacher of taxonomy. We were sorry to lose him. The only drawback noticed by me is that he is easily discouraged by bureaucratic apathy. He will no doubt be a useful person in a University Department.

I hope this short appraisal will do. If anything else is needed, please do write.

With best wishes,

Yours sincerely,

32/-Dr. B. A. Razi, D.Sc.,
Professor & Head
P.G. Dept. of Botany
University of Mysore,
Mysore-6 (India).

NORTH-EASTERN HILL UNIVERSITY

Dr.P.S.Ramakrishnan
Professor of Botany.

School of Life Sciences
Mayurbhanj House
Mongthymmai,
Shillong-3.

Ref: No.4/Bot/ACAD/74-14,

November,18,1974.

The Vice-Chancellor,
North-Eastern Hill University,
Shillong.

Sub:- Lecturer in Botany.

Respected Sir,

I had an opportunity to come in contact with Dr.R.R.Rao, Botanist, Botanical Survey of India, Shillong who is a trained plant taxonomist and who is presently working on the flora of the Mikir Hills. He has done a good piece of work for his Ph.D. on the "Flora of Mysore" as is evident from his Ph.D. thesis and his published papers.

From the personal discussions I had with him, I find him highly knowledgeable in the subject. Dr.Rao also gave a seminar in the Department on his area of research, which was of a high order.

I feel that Dr.R.R.Rao would be highly suited for the post of Lecturer in the Department and I strongly recommend his case for consideration.

Yours faithfully,

Sd/-P.S.Ramakrishnan
Head of the Department of Botany.

Bio-data of Dr. R. R. Rao.

Name : Dr. R. Raghavendra Rao
Date of Birth: 22-9-1945.
Place of Birth: Shimoga (Karnataka).
Present Address: Botanist, Botanical Survey of India, Shillong-3
Permanent Address: C/o Sri. R. Vithal Rao, II cross, Basavanagudi
Shimoga, Karnataka.

Educational Qualification:

S.S.L.C. (1963) D.V.S. H.S. Shimoga - II Class.
P.U.C. (1964) Sahyadree College, Shimoga II Class.
B.Sc., (1967) (3 yrs. course) Sahyadree college, Mysore
University II class.
M. Sc., (1969) (2 yrs. course) - Manasagangotri, Mysore I class
Ph.D. (1974) Manasagangotri, Mysore -
Degree awarded for my thesis on the 'Flora of Mysore
District' (Pure systematic Botany)

Research Experience: - 6 years.

During my Masters degree I undertook the problem ' Eupobia-
ceae of Mysore city and Surrounding areas' for my Dissertation work
and the work was completed in full and submitted as partial fulfil-
ment for the Degree of Master of Science. The same was later publi-
shed in the Journal of Mysore University.

After getting a First class in M. Sc., and gaining aptitude
for Research and research techniques in Systematic Botany, I was
offered a U. G. C. Research Fellowship to carry out work on the
'Flora of Mysore District' and the work was started in the year
1969 immediately after my M. Sc., and completed successfully in the
year 1973 and was awarded the Degree of ' Doctor of Philosophy ' (
(Ph. D.) by the University of Mysore. The work was done under the
Guidance of Dr. B. A. Razi, D. Sc., F. B. S. now Prof. and Head of
the Department of Botany, Manasagangotri, University of Mysore,
Mysore - 6.

Thus I have got complete 5 years of Research experience in the
field of Systematic Botany (Taxonomy) in the University and one
complete year in Botanical Survey of India, Shillong totaling to
6 years of research experience.

Teaching:

While I was a research Fellow of the University Grants'
Commission, I was taking classes for the post-graduate students of
Botany for teaching field techniques and Herbarium procedures;-and

I have led innumerable batches of students of Manasagangotri for field studies and by this way the Herbarium of University of Mysore was enriched along with my own collections of about 4000/- fresh collections.

With a view to guide the students, particularly for identifying the local plants I wrote a book 'Flowering plants of Manasagangotri Campus' which was published by the University of Mysore. (Foreward written by Dr. K. Subramanyam, D. Sc., ex-Director, Botanical Survey of India, Calcutta.) (with Dr. B. A. Razi). Unlike other floras, the 'Keys' in this book are unique in the sense that the keys lead directly to the species concerned rather than passing through families and then to genera. As far as my knowledge goes, this type of keys are never attempted by anyone in the country so far (testimonial from Dr. B. A. Razi). The same type of keys are provided for the whole Flora of Mysore district.

Publications:

1. Euphorbiacea of Mysore city and Surrounding areas. Jour. Mysore University 23: 35-63. 1969-70
2. Contributions from the Herbarium, Manasagangotri, Mysore I. An artificial Key to the Pteridophytes of Mysore city and its neighbouring areas. Botanique 2 (1): 21-33. 1971. (Both with Dr. B. A. Razi).
3. Contributions from the Herbarium, Manasagangotri, Mysore. II. An annotated list of Flowering plants around 'Alaka' Yolwal (Mysore District). Jour. Mys. Univ. 24: 62-80. 1971
4. Notes on Adventive plants of Mysore and Bangalore Districts. Jour. Mys. Univ. 25: 40-44. 1972-73 (with Dr. Ramaswamy and V. Bhaskar).
5. Name changes in Mysore plants. Bios 1: 7-22. 1972 (with B.A. Razi)
6. Notes on Flowering plants of Chamundi Hills (Mysore District) Jour. Mysore Univ. (in press)
7. Notes on Euphorbiaceae of Mysore. Bios. 2: (in press).
8. A sketch of Bogetation of Mysore District. (in press).
9. A contribution towards the grass-flora of (Mysore district.) Jour. Mysore Univ. (in press).
10. Galinsoga ciliata (Rafn.) Blake in Shillong - a new Distributional record. Bull. bot. Surv. India (in press).

11. Occurrence of Crossocophalum crepidioides (Benth.) S. Moore and Galinsoga ciliata (Rafn.) Blake (Asteraceae) in Mysore. (in press).
12. On the occurrence of Solanum eleagnifolium Cav. (Solanaceae) in Mysore Curr. Sc. .. (in press).

Books

13. Flowering plants of Mysore University Campus (Prasarang publication) 1974 (Forward by Dr. K. Subramanyam, D. Sc.), (with B. A. Razi).
14. Flora of Mysore (with B. A. Razi); (in press).

This is part of My Thesis submitted for Ph. D. degree and will be a big book running up to 700 pages; and deals with 1700 species of flowering plants.

Present post held: Botanist (class II gazetted), Botanical Survey of India, Eastern Circle, Shillong-3.

Present basic Pay: 680/- (including one increment) p.m. excluding H.R.A. with other allowances now I am getting 860/-

Shillong-3
11-10-1974.

Sd/-
(R. Raghavendra Rao)

Reference can be made to:

1. Dr. B. A. Razi, D. Sc., F.B.S., Prof & Head, Department of Botany, Manasagangotri, Mysore - 6.
2. Dr. S.K. Jain, Ph. D., Deputy Director, Botanical Survey of India, Shillong - 3.
3. Dr. K. Subramanyam, ex-Director.

.....

Item no 34

12

NORTH-EASTERN HILL UNIVERSITY

SHILLONG-793001

No. AFE/COL/NEHU/D/74

26th November 1974

NOTES FOR THE EXECUTIVE COUNCIL

Sub:- Provisional Affiliation granted to various Colleges - ratification of - request for -

As per this University Order No. Pro. Aff/73/D2/958 dated 20-10-1973 provisional recognition was accorded to those affiliations which had already been granted by the Gauhati University to the colleges in the North-Eastern Hill University area and ~~that~~ the provisional recognition granted by the Vice-Chancellor was submitted to the Planning Board for ratification at its meeting on 28-29 Nov.'73 (Resolution No. PB 73:01). Since then several of the affiliated colleges requested for affiliation of fresh courses and fresh subjects and in some cases for extension of existing affiliations. Inspection Commissions were, therefore, sent to those colleges, and on the basis of the recommendations of those Commissions provisional affiliations were granted in many cases by the Vice-Chancellor, subject to ratification by the Executive Council. The Executive Council may, therefore, be pleased to ratify those provisional affiliations.

A list of such cases is furnished below.

Names of Colleges

Details of Courses

- | | |
|--|--|
| 1. Jowai Government College,
JOWAI, MEGHALAYA. | - P.U. (Arts) Second-year - Mathematics and Philosophy.
P.U. (Science) First-year - Physics, Chemistry, Botany, Zoology and Biology.
B.A.(Honours) First-year English and Economics. |
| 2. Mendipathar College,
MENDIPATHAR, MEGHALAYA. | - B.A. (Pass) First-year : English, Political Science, Economics, History, Philosophy, A.I.E. Alternative English. |
| 3. Sankardev College,
SHILLONG, MEGHALAYA. | - B.A. (Pass) - Hindi, Nepali, Garo, Lushai, Manipuri, Telugu, Panjabi and Urdu.
B.A. (Honours) Part II - History and Philosophy. |

Contd.....2/-

4. Seng Khasi College,
SHILLONG, MEGHALAYA. - P.U. (Arts) Second-year - English,
Alternative English,
M.I.L. Khasi, Elective
Khasi, Economics, History,
Political Science, Logic
and Mathematics.
5. Shillong College,
SHILLONG, MEGHALAYA. - B.Sc. (Honours) First-year : Mathematics
6. Tura Government College,
TURA, MEGHALAYA. - P.U. (Arts) - Education.
F.U. (Science) - Geography.
B.A. (Honours) First-year : English
and Philosophy.
B.Sc. (Pass) First-year - English,
Mathematics, Physics, Botany
Chemistry and Zoology.
7. Lunglei College,
LUNGLEI, MIZORAM. - P.U. (Arts) - Education and Geography.
B.A. (Honours) First-year : Political
Science.
8. P.M.G. College,
AIZAWL, MIZORAM. - P.U. (Commerce) First-year : English,
Alternative English,
Mizo (M.I.L.); Economics,
Book-Keeping and Commercial
Geography.
B.A. (Pass) Part II - Education and
Mathematics
9. Kohima College,
KOHIMA, NAGALAND. - B.A. (Pass) - Parts I & II - Education.
B.A. (Honours) First-year - Political
Science.
10. Tuensang College,
TUENSANG, NAGALAND. - P.U. (Arts) - English, Alternative
English, History, Economics
and Political Science.
11. Synod College,
SHILLONG, MEGHALAYA. - P.U. (Arts) - English, Alternative
English, Khasi, Political
Science, Economics,
Education and History.
B.A. (Pass) First-year - English,
Alternative English, Khasi,
Political Science, Economics
Education and History.



C. C. DAVID
Officer on Special Duty
(Affiliations & Examinations)

~~item: 8 (ii)~~

13

NORTH-EASTERN HILL UNIVERSITY : SHILLONG

NEHU/DDC-Recog/D/74/

SHILLONG-793001.

November 26, 1974

NOTES FOR THE EXECUTIVE COUNCIL

Sub:- Recognition of Degrees and Certificates of other Universities on reciprocal basis - sanction for.

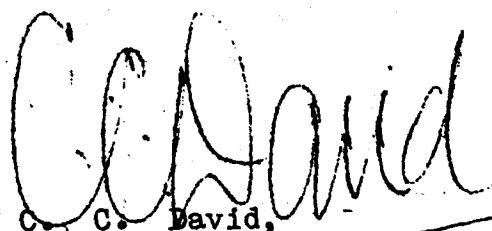
In our letter No. NEHU/D.D.C.-Recog/D1/73 dated 12.11.74 (copy enclosed) we requested the various Universities, Technological Institutes and such other Organisations in the Country to recognise our Examinations, Degrees and Certificates on the basis of reciprocity. In response to the above request the under-mentioned Universities, Institutes and Organisations have agreed to recognise our Examinations, Degrees and Certificates on reciprocal basis. The Executive Council may, therefore, be pleased to accord recognition/the parallel /equivalent Examinations, Degrees and Certificates of those Universities on reciprocal basis.

Sl.No. Name of University/Institute.

- | | | |
|-----|---|---------------|
| 1. | Aligarh Muslim University | Aligerh. |
| 2. | Awadhesn Pratap Singh University | Rewa (M.P.) |
| 3. | Bihar University | Muzzaffarpur. |
| 4. | Delhi University | Delhi. |
| 5. | Gujrat University | Ahmedabad. |
| 6. | Govind Ballabh Pant University of Agriculture & Technology. | Pantnagar. |
| 7. | Jabalpur University | Jabalpur. |
| 8. | Jammu University | Jammu. |
| 9. | Jiwaji University | Gwalior. |
| 10. | Jodhpur University | Jodhpur. |
| 11. | Kanpur University | Kanpur. |
| 12. | Kerala University | Trivendrum. |
| 13. | Kashmir University | Srinagar. |
| 14. | Madurai University | Madurai. |

Contd. 2/-

- | | | |
|-----|---|-----------------|
| 15. | Maheraja Savajirao University of Baroda | Baroda. |
| 16. | Marathwada University | Aurangabad. |
| 17. | Masadh University | Bodheva. |
| 18. | Nagpur University | Nagpur. |
| 19. | Punjab University | Chandigarh. |
| 20. | Patna University | Patna. |
| 21. | Poona University | Poona. |
| 22. | Rajasthan University | Jaipur. |
| 23. | Ranchi University | Ranchi. |
| 24. | Ravishankar University | Raipur. |
| 25. | Visva-Bharati | Santiniketan. |
| 26. | Gurukul Kangri Vishwavidyalaya | Saharanpur. |
| 27. | Gujarat Vidyapith | Ahmedabad - 14. |
| 28. | Indian Institute of Science. | Bangalore. |
| 29. | Tata Institute of Social Science | Bombay. |
| 30. | Calcutta University | Calcutta. |



C. C. David,
Officer on Special Duty
(Affiliations & Examinations)

ksr/-

29/11/74

~~14-11-74~~
14

NORTH-EASTERN HILL UNIVERSITY

SHILLONG-793001

EX/NEHU/OQP/D/74

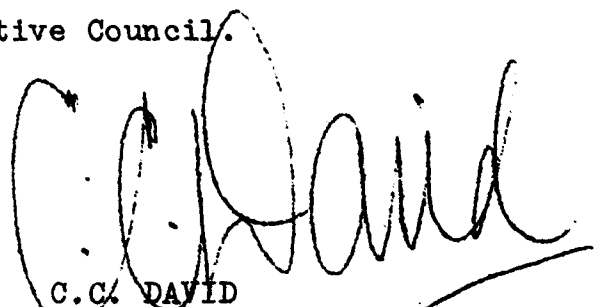
18th November 1974.

NOTES FOR THE EXECUTIVE COUNCIL

Sub:- North-Eastern Hill University Examination
Old Question Papers - spare copies -
sale of ------

A few question papers were printed in excess of the required quantity, as is usually done in all other Universities, for the North-Eastern Hill University Examination of May - June 1974. The Vice-Chancellor has provisionally sanctioned the sale of those old question papers @ 0.10 Paise per copy, subject to minimum of 0.50 paise, payable only by Indian Postal Orders drawn in favour of the North-Eastern Hill University. The sum of paise 10 priced for each question paper is sufficient to meet its cost of production.

The action taken by the Vice-Chancellor may kindly be ratified by the Executive Council.



C.C. DAVID
Officer on Special Duty
(Affiliations & Examinations)

CCD:VTJ/-

~~item 8/10~~

15

NORTH-EASTERN HILL UNIVERSITY

SHILLONG-793001

No. EX/NTS/EC/CCL/74

20th November 1974.

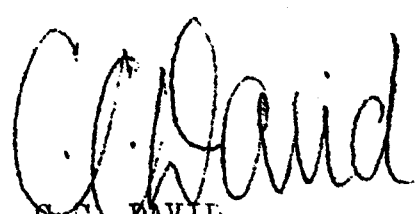
NOTES FOR THE EXECUTIVE COUNCIL

Sub:- Nagaland Board of School Education -
recognition of ------

The Government of Nagaland has now set up the Nagaland Board of School Education and all the Schools in the State of Nagaland which were formerly under the jurisdiction of the Secondary Board of Education, Assam, have now been brought under the control of the Nagaland Board. This Board has decided to conduct the High School Leaving Certificate Examination with effect from 1975. Hence the Government of Nagaland has requested this University to accord recognition to the School Leaving Certificates to be issued by the Nagaland Board of School Education so that the students passing that examination may not have any difficulty in getting admission into the affiliated colleges of this University.

As Nagaland is now a separate State and as the Nagaland Board of School Education is a successor to the Secondary Board of Education, Assam, which has been recognised by this University, it is now incumbent on this University to recognise that Board also. Nagaland is within the territorial jurisdiction of the NEHU and all colleges in Nagaland are now affiliated to the NEHU.

The Executive Council may, therefore, be pleased to accord sanction to recognise the Nagaland Board of School Education and the School Leaving Certificates issued by that Board as sufficient qualification for admission into the Ist P.U. Class of the North-Eastern Hill University.



G.C. DAVID
Officer on Special Duty
(Affiliations & Examinations)

CCD:VTJ/-

16
90 pages

No. 1046

Date: 20.11.74

Note to V.C.

I am submitting to you the draft Statutes providing Service Regulations for teaching and non-teaching staff of the University. The Statutes are based on the following documents:-

- (1) Central Universities Retirement Benefit Rules 1967 issued by the U.G.C.
- (2) The Service Regulations of teaching and non-teaching staff of Jawaharlal Nehru University.

As required by the Act the Statutes are to be considered by the Executive Council and approved by the Visitor.

Before it is considered by the Executive Council it is suggested that the draft Statutes may be examined by the Finance Committee. After the approval of the Finance Committee in their next meeting, the draft may be placed before the Executive Council for necessary consideration and approval.

It is for orders whether copies of the draft statutes could be circulated in advance among all members of the Finance Committee for their perusal.

Sd/- B.L.Boipai
O.S.D. (Finance)

Vice-Chancellor