

NORTH-EASTERN HILL UNIVERSITY
Shillong 793 001

EXECUTIVE COUNCIL

Third Meeting of the Executive Council scheduled to be held at New Delhi on the 4th June 1974.

AGENDA

1. Apologies for absence
2. Confirmation of the Minutes of the Second Meeting of the Executive Council held on 28.3.1974.
3. Business arising from the Minutes:
 - a) Purchase of Mayurbhanj House
 - b) Housing Policy
 - ✓ c) Lease deeds for houses
 - d) Dr V. Venkata Rao's Donation
 - e) Appointments under Statute 21 of NEHU Act
 - f) Selection Committee for Post-graduate English Staff
 - ✓ g) The School of Education
 - h) Home Science
 - ✓ i) Post-graduate Department of Mathematics
 - j) Request from St. Anthony's College - Botany Dept.
 - k) Manipur School Board
 - l) Pre-Examination Training Centre
 - m) Ordinances
 - n) Office and Sites
- ✓ 4. Budget for 1974-75
- ✓ 5. Appointments under Statute 21
6. Cooperation with the Zoological and Botanical Surveys of India, Shillong
7. Bank Account in New Delhi
8. Adoption of B.A. Syllabuses and Regulations of Gauhati University
9. Any other business.

LEASE OF BUILDINGS BY THE UNIVERSITY

In the last meeting of the Executive Council held at Shillong in March 1974, a copy of the Draft Lease Agreement for the purpose of renting private houses for the University was placed before the Council for approval which was accordingly accorded. In the course of executing the Lease Agreement with the various House owners, certain practical difficulties have cropped up. It has been represented on behalf of the House Owners that Clause 14 and 15 of the Lease Agreement weigh heavily in favour of the University and they have suggested certain amendments to suit their points of view.

According to Clause 14 of the Lease Agreement, if the University desires to extend the period of occupation of the House, it may do so after fulfilling the formalities laid down in the agreement and it will be incumbent on the Landlords to extend the terms of the agreement by one year on the same rent and on the same terms and conditions and this process can be repeated every year. It has now been suggested that the University can extend the Agreement by one year only and on the expiration of the period of one year, a fresh agreement mutually acceptable to both parties can be drawn up and executed. This seems to be reasonable and may be accepted.

According to the Clause 15, the option of termination of the Lease lies only with the University after giving a month's notice in writing of its intention to do so. It has now been suggested that the option should also be extended to the House owner except that the period of issuing such a Notice has been fixed at three months on either side. This also seems to be a reasonable proposition.

The matter is placed before the Executive Council for approval.

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REPORT
on the proposed
SCHOOL OF EDUCATION

April 1974

NORTH-EASTERN HILL UNIVERSITY

REPORT

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This Report is based on a visit (itinerary appended) by Dr N. Vedamani Manuel to Meghalaya, Nagaland and Mizoram between April 1-12, 1974, discussion with the Ministers, Secretaries and Directors of Education, University representatives, Heads of Training institutions, including those which represent the extreme disadvantages characteristic to the area and those which represent fairly good education even in these difficult circumstances, study of documents presented by the various representatives in the areas and other relevant and available materials, and follow-up discussions with Shri J.P. Nai and Prof. M.V. Mathur in Delhi.

A BRIEF ANALYSIS OF "THE FACTORS OUTSIDE THE SCHOOL"

It would be unprofitable to consider the planning of education without taking into account the factors outside the school, which determine the nature and conditions of schooling. To begin with, the geographical background of the area provides quite a few challenges and opportunities to the University in general and to the School of Education in particular. The University has not only to unify various disciplines, but also to unify the pattern and nature of education in three or four areas which are geographically separated from one another. Even within the same area, there are hundreds of pockets which are extremely difficult to reach by any means, and impossible to reach by a vehicle. This poses the challenge for education for the remote, the inaccessible, the isolated. Unless we use the best of the modern developments in social and educational technology, we would be allowing a situation to continue in which geographical isolation can determine isolation at the finer, more intangible and higher aspects of human experience. But the intoxicating physical charm which nature has lent to the area is a positive geographical component which can be systematically exploited for an educational purpose. Some discerning comparative educationists like Hans have observed that the exquisite Alpine beauty has been a unifying factor in the educational system of Switzerland where the cantons have been geographically and linguistically separated. Probably the North-Eastern Hill University (NEHU) inherits from Nature a similar geographical capital.

The primitive agro-economy of the areas is gradually being subjected to the pressures of industrial economy, at least in certain centres where physical communication has been established at tolerable levels. But the indomitable spirit of man applying himself to economic production even under the most inhospitable natural setting can be seen all around, and the educational planners should be careful to see that the disfunctional type of education spread throughout the country should not be allowed to smother this spirit. Even promotion of schemes like work experience (Meghalaya has put forth an elaborate scheme and the other wings are likely to follow suit) should be subjected to continuous evaluation to see that they do not kill the aspects of work suited to the locality and which are sustained yet through informal education in the home and in the community.

Racially the majority of people in the area belong to the mongoloid stock, adding to the infinite variety of people constituting the Indian Union. Culturally and linguistically the people in the area not only appear to stand apart from the rest of the country, but even from one another. Possible links appear on the surface in words like 'naga' which if it is related to the serpent cult, can have wide cultural relations all through the country, even reaching down to the extreme south. Elwin, however, derives it from 'nok' meaning 'people'. The prevalence of scores of Tibeto-Burman languages and dialects in a country which is yet struggling with the problems relating to the 14 major languages, may appear to be a Babel of tongues to the 'nationalists' who emphasize propagation of a monoculture in the interest of unity, but the 'nationalist' who advocates unity-in-diversity would see in it the cultural wealth of a pluralistic society and also an opportunity for even the most 'culturally different' child to commence his education with minimum shock in home-school transition.

In the matter of religion, two of the areas are unique in having a Christian majority. These areas have been fortunate in that the earliest missionaries who served in the area were not only impelled to reach the remotest areas (which are even now very difficult to reach after roads and motorized transport have been established) because of their burning desire to spread the gospel, but also believed in combining spread of religion with enlightenment through knowledge. Their study of the various languages spoken by the people, preparation of scripts, grammar and books are a priceless educational contribution and stand out as a challenge to the modern educationist, linguist and the educational anthropologist. Recently the Ramakrishna Mission and other agencies also have started taking an interest in this area. Occasionally political overtones accompanying religion have taken inconvenient dimensions, but there is every indication now that the churches in the area do make a positive contribution to national integration, laying their chief emphasis on a spiritual development of the individual -- a well-

integrated individual would be a better asset to the nation than a poorly integrated one. The Welsh and other musically inclined missionaries have helped the people to develop very high musical standards which portray the distinct tribal cultural strengths even when Western musical patterns are used. But the missionaries do not seem to have encouraged the local musical patterns and art forms, although they do not appear to have killed them either. Attempts are made by some Christian tribal artistes to revive the native musical forms and gear them to spiritual ends. I was happy to find that such efforts received a lot of encouragement from the Vice-Chancellor of NEHU.

The task of bringing the various tribes under political control seems to have been effectively done by the British. The few problems which they have left behind are being effectively solved. The efforts of Dr M. Aram and the other workers of the Peace Mission have contributed a positive and educational dimension to this aspect and have helped in no small measure in emotional integration. The main problem of a political nature for the NEHU is to maintain academic standards and academic independence while catering to the needs and getting the support of different political entities.

SOME ILLUSTRATIVE RESEARCH PROBLEMS AND TEACHING AREAS UNDER EDUCATION ARISING FROM THESE FACTORS

This rather long preamble regarding the factors outside the School has been given to spotlight the complex and multi-faceted problems in the NEHU area -- problems which the School of Education should attempt to analyse, unravel and help to solve. Transposing the usual type of university departments into the NEHU might not be helpful and it may even do harm. The analysis given in the last paragraph would indicate that comparative education in the Masters' Course in the School of Education should be strongly oriented towards studying how the problem of cultural diversity has been approached in several countries. Similarly the advanced educational sociology paper should make special provision for educational anthropology, compensatory education, education for the culturally disadvantaged and different first generation, functional models of social integration, inter-cultural understanding etc.

Research is urgently needed in analyses of the hidden curriculum in the home and in the community and in ways of linking it with the school system. Discussions in the NEHU area indicated that there is a phobia against Mathematics both on the part of adults and on the part of children -- and the aspects of modern Mathematics introduced in many other parts of the country have yet to come! There is also the recognition of the importance of improving science in schools. The UNICEF materials

are being introduced and other ways of modernizing science education are being attempted. The Vice-Chancellor is contemplating to strengthen educational technology and to modernize science and mathematics at the college stage, and such attempts would naturally trickle downwards, since graduates with better background will come as teachers in schools. To continue such modernization with the needs of social democracy so that the benefits are extended to all the sections, it would be useful to make systematic studies of ethnoscience and ethnomathematics in the area. Such studies would help to bridge some serious cleavages which now exist and help to **introduce children from disadvantaged homes** to the school culture with minimum shock. The practice of memorizing mathematical and scientific information as products would then give way to a process approach, continuing from the activities of the home and the community with certain new interpretations of the why and wherefore built into them. Research is needed on using education as a tool for state-level and national integration while encouraging local entities in a multi-cultural context. All these are only illustrative of the distinctive problems relevant to the area which the School of Education should undertake, on a continuous basis. This is in addition to the general aspects of the education discipline which however must be brought out in a functional way.

THE ROLE OF THE UNIVERSITY SCHOOL OF EDUCATION IN THIS CONTEXT

The mediaeval University aimed mainly at preserving and transmitting knowledge. The modern university has in addition the task of discovering and adding to the existing pool of knowledge. But with the modern specialist system, the process of discovery itself tends to take the form of an elaborate ritual. The pieces of knowledge thus obtained tend to remain fragmented and usually far removed from the point of application. Hence the task of a university in a developing country should be to allocate a good proportion of its discovery resources to a lock-step scheme of Research and Development so that as much of the new knowledge discovered would be geared to the task of improving conditions of living in society. This does not necessarily mean that the University should always look downward and be involved only in mundane, day-to-day toil. In fact the 'pure discoverer' with his 'heavenward' and 'inward' look seeking to probe into the structure of knowledge-sometimes even shutting himself off from external realities to unravel the mysteries of the inner world-result in major discoveries which are always significant in their own merit and often turn out to have major applications transforming the external world from which he shut himself off to make the discovery -- such a discoverer also should be cultivated by the modern University. But if all discovery in a

developing society is designed on this basis, the social problems may disrupt the society including the reclusive investigatory set-up before the pure research findings are crystalized and brought to the point of applications to solve social problems. What is suggested, therefore, is that while the University should keep in mind its main function of discovering new knowledge, maintaining its allegiance to the truth fearless of popular prejudices and satisfying the criteria set up in high level research, should yet divert a good proportion of its resources to the task of improving the society which supports it materially. This may be done in three ways: (1) developing a translation (for application) wing for interpreting the findings of pure research done in its own auspices; (2) acting as a clearing house for knowledge developed elsewhere and translating it in the local context where necessary; and (3) designing some of its research in operational strategies so that the findings would emerge in an applicational context.

The University School of Education has a special role to play in this respect. Education has the specific task of bringing up the children in what the adult world considers most worthy, of developing their own potential in a way which would help them to find their place in and adjust to a complex society and of helping them to be creative enough to adjust to a fast changing society and to make their own contribution to promote the change. Though education is as wide as life, the school is the agency of society set apart for formally educating children. The University School of Education has its context of operation defined in the light of the definition of education in general and of school education in particular. Shri J.P. Naik made it perfectly clear that in his view the University School of Education should have the improvement of school education as its primary task. To further queries he made it clear that school education need not necessarily be limited to a particular level. Dr Chandran Devanesen illustrated the point with the example of a bamboo shoot the different segments of which can be taken to represent the primary, secondary and tertiary sectors of education -- problems relating to all these should be the concern of the University School of Education. In defining the School as the field of operation, one should guard against the danger of accepting the school-isolated from society as the norm. The University should help to place the school in its social context as indicated in the earlier discussion on factors outside the school and approach the problem in an overall perspective, in addition to tackling specific in-school problems. The School of Education would, therefore, be directly involved in teaching, training and research on its own.

The School of Education should link the educational system with the other university schools, attempting to translate the relevant findings for application. It should also help to select out of the hundreds of real

problems relating to education, identified by it, such of those which need long and sustained attack by the 'pure' disciplines and process them for their attack. This implies that in addition to working at the multi-lingual and multicultural context of the school and community, it should have on its staff a good number of persons who could understand the languages and cultures of the different disciplines of knowledge, and effectively communicate with them. A suggestion which Prof. M.V. Mathur gave at a personal discussion, viz., that such of the persons in the other disciplines who have an aptitude for dealing with educational problems should be given a kind of double posting, enabling them to work in education as well as in their respective schools, is worth serious consideration. Care should, however, be taken to see that this responsibility is not abused and that persons without a genuine insight into education are not allowed to boss over or give orders to their educational counterparts, on the strength of the prestige of their 'pure' disciplines. If this scheme operated well, the School of Education would help to link the various other schools and disciplines in the university. The relation would be particularly close with reference to linguistics, mathematics, sociology, cultural anthropology, psychology, environmental studies and applied manpower and economic research. The knowledge explosion and the pattern of exploration of different fields have resulted in each discipline of knowledge asserting its independence in terms of domain and of method of approach resulting in the 'multiversity'. The University in such a situation has the delicate task of unifying disciplines which have proclaimed their autonomy. Broad fields like environmental studies, 'Life Sciences' etc., tend to bring them closer. The purpose-oriented approach of the School of Education can help to unify them in no small measure.

The School of Education should also help to break the isolations characterising teacher training institutions. There is at present only one post-graduate training colleges, in the area though St. Mary's College, Shillong, also caters partially to training needs, though in a quantitatively small way. As an institution the PGT College does maintain adequate relations with the schools and with the community leaders, but the syllabus followed now is outdated, particularly the paper on principles of education. It is refreshing to note that the PGT College has become aware of this deficiency on its own and has submitted a draft revised syllabus starting with philosophical and sociological foundations, but even these subjects have become stereotyped in many universities with pious generalizations about the function of the home and the community as as informal agencies etc. But unless the significance of these generalization for the local context (in this case it is a complex, pluralistic context) are brought out, these may remain dysfunctional and symbolic only. Such significance can be brought out only through researches as indicated earlier. So the School of Education must take a direct interest in the B.T. programme, continually feeding its

research results into its syllabus.

But the influence of university research should extend beyond the B.T. level and in some way the results should be fed into primary and middle level training. To illustrate: observation of classes and discussions with teachers in the Meghalaya area indicated that the knell of effective arithmetic learning for the disadvantaged pupils took place in the transition classes -- where pupils shift from the regular numerals of Khasi or Garo to the relatively irregular numerals (from 11 to 20) of English. Similarly there are many traumatic jumps in the transition of the poor pupils from home to school which need high level applied research findings, much more than even at the secondary level. Primary teacher training institutions could not be visited, but observation and discussions with trained teachers and discussions with administrators clearly indicated that the type of training now imparted at this level needs to be modernized. Hence some kind of teacher education complex should be set up with the University taking an active interest in the whole process.

The University's involvement in these aspects, particularly in the broad research dimensions, would naturally link the home and community situations also as related to the education process. The linkage would extend to the system of administration and to uncovered territories in teacher education in the educational set up. In an area where the vast majority of teachers are untrained, and where even the so-called trained persons are not necessarily equipped with the up-to-date techniques and philosophy relevant to the local context, in-service teacher education acquires crucial importance. The NCERT specializes in various kinds of extension work throughout the country and the State Institutes which are expected to provide the intimate and continuous extension work relevant to the local context are in the offing in these areas. But there are two reasons why the University should be involved directly or indirectly in these aspects. The NCERT is strongly oriented towards extension, but the generalized prescriptions and packages used may not always suit such varied situations as presented by the NEHU area. While the more obviously universal packages may safely be attempted (even here with continuous evaluation, for which local help may be needed), there are several cases where on-the-spot research will have to precede extension. In such cases the University might lend a helping hand and supplement the work of the NCERT. Some of these local research findings which seem to have a generalized value may actually be fed back into the NCERT pool for extension to the rest of the country with the necessary modifications. In arranging inservice education of administrators also the University School of Education may play a similar role, with the National Staff College coming in the place of NCERT, discussed above. In the matter of research and extension in relation to cultural divergences, the School of Education should attempt to link the resources of such agencies as ICSSR, UNESCO etc.

There should be a permanent mechanism of linkage through the printed medium in addition to extension through direct personal contacts.

THE MAJOR EXPECTATIONS AND DEMANDS

One refreshing feature noted in the area is the keen interest which the ministers, legislators and officials evinced in education, particularly teacher education as an instrument of special development. In all the three areas the view was expressed that for qualitative improvement of education, top priority should be given to teacher education. Other problems such as text-books, examination reform, improvement of science and mathematics, better buildings and setting up of school boards, state institutes etc. were also keenly felt. The Mizoram Minister of Education described how fully involved the village community was in helping to construct school buildings. Similar interest and involvement were found in all the areas.

PROVISION OF B.ED COURSE

As regards the specific demands, there were some variation among the three areas. Among the three areas, Meghalaya alone has a post-graduate training college which has about 100 day students and about 80 evening shift students (only about 16 among the latter are teachers). The St. Mary's College also trains about 20 teachers at this level. Now PG Training College has asked for affiliation for provision for general science. It has given evidence that the buildings for the laboratory are under construction, that the necessary equipment are being ordered, that the staff provision is made out and that adequate support from the State Government is being obtained. Hence the affiliation for General Science elective in B.T. is recommended.

The quantitative provision of B.T.'s in Meghalaya State appears adequate in relation to present needs. Qualitatively and in terms of catering to different geographic entities, there is a clear gap. The syllabus now followed is very much out-of-date, particularly in the paper on Principles of Education. It must be said to the credit of the College that they have recognized this limitation and have suggested a new syllabus starting with philosophical and sociological foundations of education, comparable to the syllabi currently adopted in most of the Universities in the plains. While this is a definite improvement, there is still scope for some research-based local adaptation which would be possible when the University School of Education takes an interest in this problem. As regards geographic variations, though teachers from the Garo Hills and Jaintia Hills are deputed for training, the proportion of untrained teachers

in these areas, and particularly in the rural areas appear to be much higher than in the Shillong area.

Mizoram does not have a B.T. College. But the Government has taken steps to start an Institute of Education providing training at this level. The buildings have been made available and steps are being taken to get the required staff. It is expected that Mizoram will be able to gather the material and personnel resources under the Government to run the proposed Institute of Education. But formal application for affiliation has not yet been made. They may be advised to do so and on the basis of the affiliation temporary affiliation may be given in the first instance, subject to the usual conditions. Dr Chatterji has estimated the need for about 1000 graduate teachers to be trained (70 schools x 10) + 300 headmasters of middle schools. The initial intake of the B.T. College is expected to be about 40. He expects to get a certain proportion of teachers to be deputed to the Central Institute of Education (Delhi) and the Regional College of Education at Bhubaneswar. The training obtained in the plains would add a new dimension to the teacher characteristic and a certain proportion of such teachers is expected to help in national integration.

Both Mizoram and Nagaland are very sensitive to the fact that they do not have a B.T. College. But whereas Mizoram is making arrangements to start a college on its own, Nagaland is expecting the University to start the B.T. if possible. In the interview with the Secretary, Director and the OSD, it was gathered that in as much as Nagaland has agreed to enter the NEHU and has made the University possible, it would expect some schools to be located in their area and thus give a high priority to education. This does not seem to be a sentimental attachment, but arising out of a realization of the developmental possibility through education (many of the Ministers have been teachers). Their immediate demand was B.T., but the representatives were quite receptive to the broad concept of education which a University might give (rather than limiting itself to narrow training).

The statistical projections to be taken up by Shri J.P. Naik are expected to yield a detailed projection of the number of institutions required on a long term basis. But as it is, there is a case for self-sufficiency regarding the level of teacher education in the Shillong area. Perhaps Government may be advised or helped by University to set-up an Institution in the Garo Hills also.

In Mizoram and Nagaland there will be a continuous supply of 40-50 B.Ed candidates per year and the products would be easily observed. Actually for some time they will have to depute candidates outside also for training. The request of the Mizoram Government for affiliating the Institute may be granted. In Nagaland there seems to be a strong case for the University itself to run the B.Ed

course with an intake of about 50. The University will also take a direct interest in the B.Ed course in the other two centres and where possible share in some lectures.

The course should be designated as B.Ed instead of as B.T. -- the broad concept of education rather than training being emphasized. But the course should not be so broad and vague as to be useless. The breadth should consist in acquiring a clear philosophy, flexibility, initiative and discovery approach which should help the teacher to adapt his training to the real situations which he meets in his school and community. The B.Ed syllabus in the courses run and affiliated by the University should be revised and made up-to-date and relevant. As things stand in B.Ed courses everywhere, there are a number of techniques which have been found successful by good teachers and sometimes newer techniques are introduced. In many cases the newer techniques are better, but sometimes they just have the advantage of acceptance at some prestige point. In language teaching just now a number of techniques appear to coexist with strong support from multiple prestige points as well as by their effectiveness in specific situations and going satisfactorily with specific philosophies. In actual practice most training systems emphasize just one approach at least in practice and in functional theory. Where more than one approach is involved, cleavages are not unknown, eg., B.Ed notes of lessons in many places are based on Bloom's Taxonomy, implying development of behaviours (mainly in the cognitive dimension) on the part of pupils. The rating of the teacher is however based on his behaviour rather than on developing children's behaviour. These are cited as illustrations to suggest that the University entering the domain of B.Ed will be justified only if it can face such challenges. On the whole it appears that the University School of Education should attempt a synthesis of several relevant points of view at least in functional theory.

As regards theory at the B.Ed level, there is a danger of overloading the theory when highly qualified persons are available. Even in the colleges, much of the theory now supplied is not made significant or relevant. The University personnel doing B.Ed officers a good opportunity for functional translation of theory and relevancy control. It is presumed that persons who know the subject very well can see the relevancy to local conditions much better than those who simply lift portions from books. We have to face the fact that we have very little evidence about what is the most significant subject matter at the B.Ed level. We play on the safe side by going along accepted convention, following prestige systems abroad etc. In the light of the situation it would be interesting in a new University if certain portion of the B.Ed syllabus is made flexible and open so that teachers could fill them in the light of their investigation or relevancy control and report to the Board of Examiners.

These suggestions indicate that even in the centres where the University does not directly run the B.Ed course, there will be a scheme for continuously feeding higher research into the course so that the colleges and the University will have close collaboration.

POST-GRADUATE WORK AND RESEARCH

From what has been said above it would be clear that the teaching and training functions of the University School of Education cannot be done effectively without a very strong research base. In fact if the research model does not precede the teaching and training model and if the school is not immediately filled with highly competent, flexible and devoted research personnel, there is the danger of succumbing to the temptation of building scissor-and-paste curricula, sowing the seeds of death of all the live principles discussed earlier. The School should also be supported by a large number of research fellows, obtaining resources from as many agencies as possible, UGC, ICSSR, NCERT etc., and working on relevant local problems. The question of a functional research base is, therefore quite acceptable.

The question of a Master's course in Education, however, was more controversial. Shri J.P. Naik was of the view that if a University dissipates its energies in an M.Ed course, it would not be able to deal with its main tasks. (Manuel's point of view in this respect was that if carefully planned, the research done at the M.Ed level is a very convenient and practicable way of meeting a good proportion of the research needs indicated earlier. While it is true that the main function at the first research degree was to train the student in the methodology, and that the average and below average students do not usually get beyond it, good students -- as exemplified by the better theses in Kerala, Madras, Mysore, Madurai etc -- do make a useful contribution to the teachers and administration who care to read them). Shri Naik was agreeable to the research M.Ed if it is open to practising teachers working in relevant problems under able guidance. Prof. Mathur was agreeable even to the course based M.Ed provided the courses could be made relevant. The instances given earlier regarding aspects of Comparative education and advanced Sociology may perhaps serve as examples. Two possibilities are there -- 2 year M.A. or 1 year M.Ed., but since one year B.Ed is already there, one-year M.Ed would be more practicable immediately. There can also be a one-year M.Phil course in Education organized as post-M.Ed or post-M.A (in any discipline). The M.Phil can also be organized as 2-year part-time or in 2 summer sessions with correspondence and consultation for those in service. The Ph.D. course in education can also be organized in the University.

In this connection it must be mentioned that the

P.G. Training College, Shillong has applied for affiliation for the M.Ed course. The college was inspected by Dr N.V. Manuel. While the quest for knowledge of the staff, the steady development of the institution with the support of the government and the public etc are to be commended, the college has to strengthen its base of empirical research. As things stand only the Principal may be considered to be qualified to teach M.Ed. Some younger members have registered for the Ph.D. Degree at Gauhati University and naturally the University would consider their case in this respect favourably after they have acquired a research degree. Besides, in the light of the high research targets indicated earlier and the criteria set by Professors Naik and Mathur, it would be necessary to start post-graduate degrees with due caution after assuring adequate standards. This would be possible only if the University takes the initiative for organizing post-graduate Degrees in Education as indicated above. However, in the light of the good work done by the college at the lower level and of the principle of collaboration indicated above, the Principal, and such of the other members who are considered qualified (after obtaining a research degree) may be invited to collaborate in conducting the course. Similarly if the course is organized on a multicampus basis, the resources of qualified B.Ed collegiate staff may also be used in a fruitful manner.

UNIVERSITY'S INVOLVEMENT IN LOWER LEVEL TEACHER EDUCATION

As already indicated the problem faced in the lower levels of education are more crucial. The researches in educo-socio-linguistics by Bernstein, Deutsch and others and the recent explorations with young children in the field of science and mathematics education have created a virtual revolution in the curriculum abroad. While in the large we have adapted the upgraded curricula, the researcher to recreate the conditions in our schools are sadly lacking. Modern Mathematics and science introduced in our primary schools serve mainly to accentuate the torture to the pupils instead of being an opportunity for discovery and creative education. The only solution seems to be for University men to directly take an interest at this level and feed the results into primary teacher education. In all the three areas there is some provision for primary teacher training -- though this is not adequate even quantitatively. The geographic distribution of these schools is very unsatisfactory. The position in regard to middle level teacher training is much worse. The University of course cannot directly man all these schools. Meghalaya and Mizoram have made plans to fill up these deficiencies and Nagaland is looking to the University to help in the planning also. Anyway, the quantitative provision and manning in all these cases will be made in the state sector. Where necessary, the University may advise them about location and organization of these institutions. But the main task of the University would

be in the qualitative aspects, feeding into the training of the highly relevant researches in such aspects as: transition from home to school, children from divergent culture in a common school system, transitional problems from mother tongue to English medium, bridging modern science and mathematics with ethnoscience and mathematics, special teaching methods for the geographically inaccessible areas etc. This may be done through inservice teacher education courses, periodical visits by University staff to remote teacher education centres and through correspondence.

Prof. M.V. Mathur suggested that the lower level training can be brought into the University by organization of certificate courses. He also suggested that even the present B.A.(Education) course whose purpose and relevance is not clearly seen can be matched with the certificate course in education -- ie., a 3-year one-third credit course may be equivalent to one-year full credit course. It must be pointed out incidentally that the teachers in St. Mary's College pointed out that there is no perceptible curricular gradation in the education courses, ie., the B.A.(Education) course is almost a repetition of Pre-Degree (Education) course. Thus the education courses under arts also need to be reexamined for their purpose, scope and channels.

IN-SERVICE COURSES AND COLLABORATION WITH STATE INSTITUTES

In all the areas, there was a high expectation about the School of Education -- that it would contribute something practical and help in the development of the area. The State Department officers were also highly receptive to theoretical ideas, particularly when there was an indication that they can be translated into practice. Hence the climate for close collaboration between the State Departments and the University School are indicated.

The approach taken all through this paper, viz., that the University will take a live interest in real problems of the community as related to education and combine research with teaching and training should make the School's work highly acceptable and relevant. But in an area where a large proportion of teachers are untrained and some possibly obsolete trained, inservice training is very important. It is already indicated that the University School of Education would directly involve itself in such inservice training, but in a comprehensive scheme of extension, we should consider the other mechanisms of inservice education also. If the University conducts all inservice education, it would be taking over the functions of the State Institute of Education also. If the latter are established in the State sector, the University would be operating with them on a principle of partnership. In Nagaland there was specific mention of the University not only collaborating with the State Institute, but of actually placing its staff at its

disposal. In this case, since the State had provided for a Principal of the Institute at its sector, anomalies could be created by placing technically qualified persons under the administrative (and possibly academic) control of persons not so highly qualified. In Meghalaya and Mizoram the Governments have planned State Institutes in their budget. Hence the simplest procedure would be to build in State Institute at the state level with the University School entering into academic collaboration with them.

So there will be two extension wings in each area -- one run by University which is highly research oriented and comprising strong consultancy and educational technology services and the other would be run by the State. The former may be smaller in size, but qualitatively of a high order. The latter may be quantitatively larger and will be useful in feeding in problem for research and for replicating solutions and techniques found successful by the University wing and by other agencies.

The University extension may serve the following categories: (1) teachers in primary and secondary schools (2) teachers in training schools (3) College teachers (4) educational administrators. The areas of inservice may include: (1) educational technology in all its aspects (2) Research and Development models (3) Educational administration and planning. The last aspect would need collaboration with the National Staff College. It would be helpful if there is one member (with educational qualifications) from the staff college, permanently in the School of Education and supporting members coming for special workshops. For the other aspects, resource persons may be drawn from various wings of the NCERT and other agencies, but the University School itself will have a strong wing on its own which would be able to test the visiting experts' contribution for local relevancy. The inservice courses may be credited and certificates and diplomas offered.

PUBLICATIONS

The University School of Education will run an Education Journal. It will also bring out monographs and other publications such as 'what research says to the teacher'. It can also bring out adaptations of books by NCERT etc. It will also help in the State Text book production wing and help with a functional theory of translation and adaptation.

OTHER CONTRIBUTIONS

From what has been said above, the School of Education will have to function as a multi-level complex on a multicampus basis and the centres of each wing should

have sufficient mobility to reach out to the schools, communities, State Department Centres and the centres of the other University Schools. There should also be residential accommodation needed for inservice participants. Each wing should have a mass media and educational (technology) materials centre and library.

PROVISION NEEDED

Accommodation - Nagaland:

Accommodation for B.T. Classes (about 6 rooms), library Educational materials centre, staff rooms, cubicles for research fellows, residential accommodation for inservice participants, conference hall, seminars rooms etc. Provision to expand with more rooms for M.Ed., M.Phil courses etc (This is exclusive of the State Institute Provision).

Shillong and Aizawl:

As above minus space for B.T.

Equipment:

Books - containers, non-recurring Rs.1 lakh and recurring Rs.10,000/- in each centre.

Furniture for class rooms, seminar rooms, residential accommodation, library etc. - Rs.1 lakh in each centre.

Educative materials:

Mini-language laboratory, projector (film, film-strips, epidiascope), tape recorders, tapes, records, tools and materials for making improvised apparatus -- Rs.1.5 lakhs in each centre.

One Jeep - Rs.50,000/- each area

Office equipment:

Duplicators, typewriters and cupboards -- Rs.30,000/- each centre.

Staff: (On the assumption of 3 centres)

- 1 Director
- 3 Professors
- 6 Associate Professors/Readers
- 16 Asst. Professors/Lecturers (4 extra for Nagaland)
- 3 Field Officers (Reader's Grade)
- 3 Seminar Officers (Reader's Grade)
- 6 Technical Assistants
- 3 Assistant Librarians

- 1 Publication Officer
- 15 Research Fellowships +
- 3 Administrative Officers
- 6 Office Assistants and 6 Typists/Stenographers +
Grade IV staff.

JOB SPECIFICATIONS: GENERAL CHARACTERISTICS

There would be specific competencies corresponding to different positions. But in general, the position should be filled by persons with highly flexible and dynamic minds, devotion to the task of development, insight into new cultural and linguistic backgrounds, wide experience in teacher education/extension. The 'pure researcher' type may be admitted only if he is of an extraordinarily high calibre.

SUMMARY

1. The School of Education should be conceived in its cultural context.

2. It should link the various other schools of the University; it should be directly geared to cover educational needs at all levels -- training, teaching, research, coordination with administration.

3. It should be a multilevel complex operating on a multi-campus basis with a high degree of flexibility and mobility.

4. At Nagaland, as requested by the State Government, it may conduct the B.Ed course. In the other places, affiliation may be granted and collaboration with the University School be extended. The B.Ed course may be open ended and flexible to enable relevancy control.

5. One-year M.Ed course may be offered as a functional research course for working teachers or combining it with papers relevant to the context. M.Ed may be organized by the University taking the collaboration of colleges where they have the facilities and qualified personnel. M.Phil and Ph.D courses may also be organized.

6. The University should take a direct interest in improving general education at all levels. University research should directly tackle a wide range of problems starting with the complex and crucial ones faced by the primary teacher.

7. Certificate courses may be organized for non-graduate teachers, equivalent in education content to B.A. (Education)

8. All syllabi -- B.Ed, M.Ed, B.A(Education), Pre-Degree (Education) should be prepared with high relevancy control.

9. Close collaboration may be enlisted with the State Institute where formed. The School of Education itself should have a strong inservice centre with all facilities including provision for education technology. Courses should be run for school teachers, college teachers and educational administrators. The collaboration of NCERT, National Staff College and other agencies should be sought. R and D should be given high priority.

10. The School of Education may start a strong publication wing with a Journal on Education.

- 7.P.M. - At Dinner given by Dr Chandran Devanesen, met 3 high school level Khasi singers who are serving the cause of rejuvenation of the folk music of the khasis. Heard their singing and discussed problems. Met also Mr Prabhu Gupta of the Sch. ol of Languages.
- April 5, 1974 7 A.M. - Left Shillong by Car for Nagaland.
4 P.M. - Met Principal, Arts College, Dimapur and Asst. Commissioner, Dimapur.
6.30 P.M. - Reached Kohima.
Discussion with Moasasang, O.S.D., NEHU at Kohima.
- April 6 9 A.M. Discussion with Dr M. Aram
10 A.M. Discussion with Shri Kathipri, Secretary (Education), Mr Yajen Aier, D.P.I., O.S.D. and 2 Principals. Called on the Minister for Education and discussed problems.
1 P.M. - Visited Institute of Culture & Museum
Afternoon - Visited various places of interest
5.30 P.M. - Attended Angami church service - typical rural patterns.
- April 7 11 A.M. - Attended Ao church service with special youth choir.
1 P.M. - Dinner with Mr Yajen Aier (D.P.I.) at the residence of the Joint Director of Information, Met Minister for Information, Joint Director, Agriculture, Joint Director, Development and others.
- April 8 8.30 A.M. - Met Inspector of Schools. He took us to observe schools - Govt. Middle School (Angami), Baptist High School (English Medium) and Little Flower School (English Medium), External observation of several primary schools.
1.30 P.M. - Left for Imphal. Observed the High School in Nagaland Chief Minister's Village on the way - Children at sports.
6 P.M. - Reached Imphal.
- April 9 10 A.M. - Left Imphal by Plane.
11 A.M. - Reached Silchar.
- April 10 10.30 A.M. - Left Silchar by Road.
6 P.M. - Reached Aizawl - Met Prof G.N. Chatterji (D.P.I. cum Secretary to Education) and Mrs Mookerji (Research Officer) and had long discussion.
- April 11 7 P.M. !Continued discussion with Prof. Chatterji & had discussions.

- April 11 8.30 A.M. - visited seminar for College Teachers or Examination R_eform.
10 A.M. - Continued discussions with Prof Chatterji (at D.P.I.'s Office)
12 noon- Visited Buildings reserved for proposed Institute of Education (B.Ed.)
Visited a Govt and a Private School. Called on Minister for Education and Speaker and had discussions.
2 P.M. - Left Aizawl by Road
8 P.M. - Arrived Silchar
- April 12 11 A.M. - Left Silchar by Plane
8. 45 P.M. - Arrived Delhi .
- April 13 8 A.M. - Met Dr Chandran Devanesen at India International Centre.
- April 13 & 14 Prepare First Report
8.30 P.M. - Discussion with Mr Naik and Dr Devanesen at Dinner.
- April 15 F/N Visit to U.G.C. - Met Dr George Jacob
A/N NCERT - Text book and Examination Wings
National Staff College
Discussion with Shri M.V.Mathur
7 P.M. - Discussion with Dr Devanesen
- April 16 6.45 A.M. - Left New Delhi
- April 17 12-45 P.M. - Reached Trivandrum.

A REPORT ON THE MATHEMATICS DEPARTMENT OF ST. ANTHONY'S COLLEGE
SHILLONG

--

I visited the St. Anthony's College of Shillong on the 28th of March, 1974, and met the Principal and the teachers of the Department of Mathematics. In accordance with the Act of the North-Eastern Hill University, which came into force on July 19, 1973, the St. Anthony's College should have got itself affiliated to the North-Eastern Hill University immediately after that. It is strange that this College had admitted students to post-graduate class in Mathematics during the session 1972-73 without obtaining a formal permission from the Gauhati University to which it was affiliated before the NEHU came into existence. There are students in both MA/MSc (Previous) and MA/MSc (Final) classes.

In view of the decision of the Executive Council of the NEHU, the St. Anthony's College cannot be permitted to organize teaching in Mathematics at the Post-graduate level. It is the University Department of Mathematics which alone will be concerned with the teaching of Mathematics at the post-graduate level.

I, therefore, recommend that:

1. The University Department of Mathematics should start functioning as soon as possible and the post-graduate students in Mathematics of the St. Anthony's College be transferred to the Department of Mathematics of the NEHU.

2. As the Department of Mathematics will have to impart instructions to both MA/MSc previous and final classes, arrangements be made for appointing the following categories of teachers immediately:

- i) One Professor
- ii) Two Readers
- iii) Three Lecturers

3. Some of the teachers in the Department of Mathematics of the St. Anthony's College may be considered for appointment as Lecturers in the department of Mathematics of the NEHU. They must be screened by a Selection Committee and appointed on the recommendations of this Selection Committee.

4. The next annual examination of the students in the MA/MSc classes of the St. Anthony's College be conducted by the NEHU.

5. The Courses of Study in Mathematics for the MA/MSc Examination should be recast and restructured as soon as possible.

Sd/-

June 1, 1974

U.N. Singh

Agenda Item

A BRIEF REPORT ON THE BUDGET FOR 1974-75

Budget Estimates of the Receipts and Expenditure of the University for the year 1974-75 were presented to the Finance Committee on 1.6.1974 for consideration and approval. After considering the estimates, the Committee observed that the allotment of funds to the University during the year has been reduced to Rs.50 lakhs only. Hence the budget estimates of expenditure may be reduced to Rs.56.46 lakhs (including the unspent balance of Rs.6.46 lakhs of the previous year). The Vice-Chancellor was authorized to effect the necessary cuts in the demands.

Since it will take time to redraft the estimates, Executive Council is requested to approve the demand of the University for net grant of Rs.50 lakhs from the University Grants Commission and authorize the Vice-Chancellor to incur expenditure for Rs.56.46 lakhs as per estimates to be redrafted after effecting necessary cuts in the demands for expenditure of Rs.74.26 lakhs.

June 1, 1974

B.L. Boipai
Officer on Special Duty
(Finance)

भारतीय
उच्च
अध्ययन
संस्थान



indian
institute
of
advanced
study

Agenda Item No.....⁵.....

राष्ट्रपति निवास * समर हिल, शिमला 171005 * दूरभाष: 2235

RASHTRAPATI NIVAS * SUMMER HILL, SIMLA 171005 * PHONE 2235

प्रयागप्रकरण दुवे
निदेशक

S. C. DUBE
DIRECTOR

Mo-1134
June 13, 1974

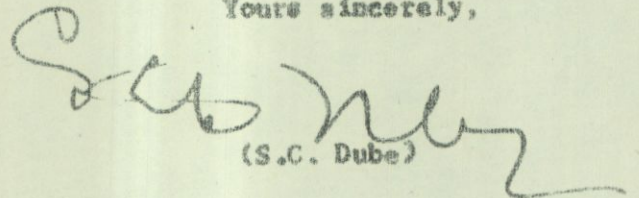
My dear Vice-Chancellor:

Some time ago I had written to you in support of my colleague Dr. Hamlet Barch. I am glad to hear that he has since been offered a Readership in the Department of Continuing Education. You have indeed made a very good choice.

Dr. Barch has been known to me for two years and he is universally admired at the Indian Institute of Advanced Study Campus. He knows the tribal cultures of the North Eastern Region closely. What has endeared Dr. Barch to me and my colleagues is his deep sense of belonging to this culture and his active interest in its creative promotion. He knows tribal literature, music, and other forms of art intimately. His ideas on education, in the wider sense, are realistic. I am sure he will prove an asset to your University. I do hope that you will involve him actively in developing your Institute of Tribal Cultures and also in teaching at least one course in ethnography of the region when you start a postgraduate programme in anthropology.

With kind regards,

Yours sincerely,


(S.C. Dube)

Dr. C.D.S. Devanesan
Vice-Chancellor
North Eastern Hill University
SHILLONG

कैम्प ऑफिस: टी-1, हाउ खस, नई दिल्ली 110016 दूरभाष: 78307

CAMP OFFICE: D-1 HAUZ KHAS, NEW DELHI 110016 PHONE 78307

V. V. JOHN

Indian Institute of Advanced Study
Rashtrapati Nivas
Simla

June 7, 1974

Among the new friends I made in the Indian Institute of Advanced Study is Dr. Hamlet Barch, whose learning and experience have been making an invaluable contribution to the tone of the Institute. He has had seven years' teaching experience at the university level, and before he came over as a Fellow of the Institute, worked for eight years as an editor of gazetteers, two years in NEFA and six years in Nagaland. I have read three of his books, and they are evidence of his wide learning and deep involvement in the lives of the people whose traditions and culture he has made the special subject of his study.

Dr. Barch is excellent company, and would be a valued member of any academic community.



V.V. John

Visiting Fellow

Indian Institute of Advanced Study

(Former Vice-Chancellor,

Jodhpur University)

Handwritten signature

BIO-DATA

1. Name: HAMLET BAREH
2. (a) Nationality: Indian
(b) Community: Khasi (Scheduled Tribe)
3. Religion: Christianity
4. Age: on 1st January 1974.
5. Address: Indian Institute of Advanced Study
Present: Rashtrapati Nivas, Simla-5.
Permanent: Feliville,
Lumsophoh, Shillong-3, Meghalaya.
6. Educational qualification:
 - (a) Passed the Matriculation Examination of the Gauhati University in the year 1949 in the Third Division.
 - (b) Passed the I.A. Examination of the Gauhati University in the year 1951 and was placed in the second Division.
 - (c) Passed the B.A. Examination of the Gauhati University in the year 1953. Simple pass. Awarded a College prize for distinction in history in 1952.
 - (d) Passed the M.A. Examination in History of the Gauhati University in the year 1957, securing High Second Class (Position II) with First Class marks in three papers.
 - (e) Awarded the Degree of Doctor of Philosophy of the University of Gauhati in 1963 on the Thesis 'The origin and History of the Khasi People'.
7. Experience:
 - (a) Research - A research work for my Doctorate dissertation was undertaken from 1958 to 1961 on the subject in which the Doctorate Degree was awarded and which has come out in print.
 - (b) Teaching - Acquired teaching experience as Lecturer of History in St. Edmund's College from 1958 to 1964. Also worked as Part-Time Lecturer in History at the post ~~graduate~~ Graduate Institute (M.A. classes), Shillong (1962-64) and Part-Time Lecturer in the Methods of teaching history in the B.T. College Shillong (1963-64) and Part-Time Lecturer Khasi Language, Shillong College (1962-63). Subjects taught in M.A. (History) Class covered Ancient Assam History, Modern European History, Political thought and U.S.A.
 - (c) Administrative - Served as Publicity Officer,

Union Christian College, Barapani, in 1967-68 and thereby acquired experience in the drafting of reports, bulletins and statements.

- (d) Experience in District Gazetteers - preparation and publication - Appointed State Editor for the preparation of NEFA District Gazetteers in which two Gazetteers for Lohit and Tirap Districts of NEFA on the various tribes were prepared and submitted to the Union Government.

Joined Nagaland Government as State Editor, District Gazetteers in the Education Department in 1966 and prepared drafts of Kohima, Mokokchung and Tuensang Gazetteers. The Kohima District Gazetteer came out in print whilst the Mokokchung District Gazetteer hitherto received the approval of the Union Government towards publication in 1973 in which year, my contract service in the Gazetteers expired, and have thereby acquired administrative experience in respect of the effective and smooth functioning of Gazetteer Units.

- 6.(a) Publications - (1) A Short History of Khasi Literature Shillong, 1962; a second revised edition came out in 1969;
- (2) Khasi Democracy Shillong, 1963;
- (3) The History and Culture of the Khasi People, suitably amended of the Doctoral thesis, Calcutta, 1967;
- (4) Kohima District Gazetteer (1968) printed in Sree Saraswati Press Ltd, Calcutta, 1970;
- (5) Khasi Fables and Folk-tales (1971) Publisher: Firma K.L. Mukhopadhyay, Calcutta, 1971;
- (6) Machalaya with a Foreward from Capt. W.A. Sangma, Chief Minister; Publisher: North-Eastern India News and Features Service, Shillong II; Press: R.K. Printers, Delhi; 1974.
- (7) Garo Literature, 1974 - Publisher: North-eastern India News & Features Service, Shillong II;
- (8) A Century of Christianity in Nagaland (in manuscript). Publication to be decided soon.

(b) Seminars and Journals

The following articles have been delivered at Seminars and published: -

- (1) Patterns of Economic Enterprises in the Hill Areas of N.E.I. in A Common perspective for N.E.I. Calcutta, 1967;
- (2) Khasi Literature, in A Common perspective of N.E. India Calcutta, 1967;

- (3) Sectionalism in the Post-Graduate Journal of the Gauhati University, 1955;
- (4) Christian Conversion and Transformation in the hill areas of Assam, in the bulletin of the Institute for the Study of Religion and Society, Vol IX, No. 4 December, 1962;
- (5) Politics in Tribal Areas of India in the Tribal Awakening, Christian Institute for the Study of Religion & Society, Bangalore, 1965;
- (6) Utility of a District Gazetteer in a brochure issued by the Central District Gazetteers Unit, Ministry of Education, New Delhi 1966;
- (7) Education and Culture in New Vistas and Visions, Calcutta, 1965;
- (8) Education and Social Change in Nagaland - a paper contributed to the First Summer School held at Shillong under the aegis of the Department of Sociology, University of Delhi, October 4-8, 1968;
- (9) Tribal Cultures, Synthesis of - a paper delivered at a Political Science Seminar entitled Nagaland, held in Shillong, (November, 1969);
- (10) Christian Writings and Education - a paper accepted at a Seminar on Christian Literature Conference held at Gauhati in November, 1968;
- (11) Matrilineal Laws of inheritance in Khasi Society, included in the Summaries Papers, xliiind Session of All-India Oriental Conference, held at Gauhati in January, 1965;
- (12) U Tirot Singh - published in Jibani Sangrah, under the aegis of the Assam Board Publication, 1969 (translated into Assamese);
- (13) U Kiang Manghah - published in the National Bibliography under the aegis of the Institute of Historical Studies, Calcutta;
- (14) Aspects of Social change in Nagaland, as appeared in the Thinkers' Forum, Nagaland, Vol. I, No. I, 1973;
- (15) Nagaland's pre-history - published in The Highlander, 1973 sponsored by the Institute of Culture, Education Department, Kohima;
- (16) Problems of Meghalaya, Eastern Zone Workers Conference (Himalaya Seva Sangh) Dimapur, March 1973, a paper contributed;
- (17) As Chief Guest to Oriya Literature Conference I delivered a paper, on experiment of drama in Eastern States at Calcutta, March 1972.

Lectures have been delivered at the Sociological Seminars, University of Delhi and numerous articles have been published also in the Implanter, Shillong.

(9) Miscellaneous - In addition, I had served on the following as

- (1) Member, Academic Council of University of Gauhati, 1968-1970;
- (2) Member, Assam Board of Publication, Gauhati 1965-1969;
- (3) Member, Advisory Board for the Revision of Assam District Gazetteers, ~~since~~ 1964-1968;
- (4) Member, Assam Advisory Text Book Committee 1964-1965;
- (5) Member, Assam Language Implementation in 1965;
- (6) Member, Secretary, Synod College, 1964-65;
- (7) Secretary, North-East India Christian Council Literature Board, 1963-1968;
- (8) Member of Commission, Department of Tribal Culture and Folklore Research, Gauhati University instituted by the Academic Council of the University in 1968-69.
- (9) Project Officer in Who's Who of the Indian Myrtira 1972. (Vol.II) sponsored by the Union Ministry of Education in which I contributed data on 14 heroes from India's North-east.

On the previous occasions, appointed member of the Union Christian College Board of Directors (1959), member of St. Edmund's College Governing Board (1960-61), Assistant Secretary, Assam College Teachers' Association (1962-63), Chairman, Shillong University Committee (1963-64), Chairman, Cultural Society (1973-74), General Secretary, Khasi Cultural Organisation, Kohima (1971-73), Secretary, Shri Sindh Memorial Association (1960-1962), etc. etc.

(10) Academic and Cultural interest - I was one of the Builders of two colleges, the Union Christian College and Synod Colleges in my erstwhile assignments as Publicity Officer and Secretary respectively; associated with several academic committees such as K.J.P. Synod Literature Committee, Seng Jingtup, etc.

Participated at various Inter-College Debate competitions at Gauhati and was Chairman, Hill Students Organisation, Gauhati, 1954-1955.

A play wright and artist, staged and directed dramas from time to time to fit in with cultural standars and aptitudes, indigenous behaviour pattern and usage.

Could play four western musical instruments (guitar, mandoline, violin and piano), know staff and solfa-notations and compose indigenous Khasi tunes and songs, some as have been relayed from the Radio Station.

- (11) Present assignment - Visiting Fellow to the Indian Institute of Advanced Study, Rashtrapati Nivas, Simla on the subject entitled Tribal literature(s) in North-East India: scheduled to finish the project in November, 1974.
- (12) Assignment sought for adjustment in the NHEU
(i) first preference-assignment in the Cultural Department as Dean/Director/Secretary in which my talents and academic qualification may be put to more prolific use;
(ii) second preference in teaching Post-Graduate classes History and Khasi in view of my erstwhile teaching experience upto M.A., B.T. and Honour, level.

(HAMLET BARIH)

Director

U G C Centre of Advanced Study in Botany
Plant Morphology and Embryology



Phone : Off : 228995
Res : 222581

Department of Botany
University of Delhi
Delhi 110007, India

June 3, 1974

Agenda Item No. 5

Dr Chandran D.S. Devanesen
Vice-Chancellor
North Eastern Hill University
Camp: India International Centre
NEW DELHI

Dear Dr Devanesen:

Thank you for your letter of June 2, 1974. I am glad to learn that you have been considering Dr P.S. Ramakrishnan, Reader in Botany, Panjab University, for the post of Professor of Botany in your University.

I have known Dr Ramakrishnan personally for the past seven years. During this period, I have formed a very high opinion of him as an intelligent and highly motivated scientist, endowed with dynamism and originality. Assuming that you would have received a note on his biodata, I wish to emphasize only such features about Dr Ramakrishnan which would help you assess his suitability for appointment to start an active school of Life Sciences.

For some years now there has been an attempt to integrate Botany, Zoology, Microbiology, Biochemistry and other allied disciplines and give the students a broad based education. The well-established universities have talents but have organizational and personality problems which make such attempts impossible. New Universities can venture this more comfortably because they do not suffer from the burden of tradition and rigidity. I must, at the outset, congratulate you on starting a School of Life Sciences.

The success of an integrated approach to biological teaching and research depends on the quality of the faculty you appoint at the top level. In this context Dr Ramakrishnan would be an ideal choice. He has a sound knowledge of Botany. He has done research in several allied areas of plant ecology, requiring a variety of skills and techniques. He has taught both under-graduate and post-graduate classes for over 16 years, a major part being at Panjab University, Chandigarh. This experience is more than adequate to give not only competence but a measure of maturity to occupy a chair of Botany in an esteemed University. He has visited several universities and research institutions outside India and has worked for 2 years at the University of Western Ontario, Ontario, Canada.

I understand that two students have already received the Ph.D. degree under his supervision and two more students are presently completing their Ph.D. programme. Thirteen students were associated with Dr Ramakrishnan for the M.Sc. thesis.

CONTD.



Dr Ramakrishnan's publications are impressive; they cover wide topics in ecology. Through his publications he has won for himself a status of respect in the circles of not only ecologists but biologists with different backgrounds. For someone who is fairly well-established in his field of specialization, Dr Ramakrishnan is fairly young. He combines in one person experience, wisdom and youth which are essential requirements of a capable university teacher.

Special knowledge of the subject alone is not sufficient to be an inspiring Professor. He must be an enlightened person who can lead the young minds to realise their goals. Dr Ramakrishnan has an amiable nature and a magnetic personality.

I wholeheartedly support Dr Ramakrishnan's candidature for the post of Professor of Botany in your University and consider that his appointment would be a valuable investment for the future development of your university.

With best regards;

Yours sincerely

H.Y. Mohan Ram
Professor &
HEAD OF THE DEPARTMENT



Director General, ICAR, &
Secretary to the Government of India.

Telegram: AGRISCI
Telephone: 381629

भारतीय कृषि अनुसंधान परिषद
कृषि भवन, डा० राजेन्द्र प्रसाद रोड, नई दिल्ली।
INDIAN COUNCIL OF AGRICULTURAL RESEARCH
KNISHI BHAWAN, Dr. RAJENDRA PRASAD ROAD, NEW DELHI-110001.

दिनांक June 5, 1974
Dated

D.O.No.20(6)/74-DG/1263

My dear Dr. Devenesen,

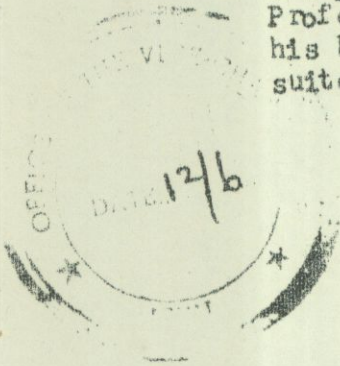
Thank you for your letter of June 5, 1974.
I support the appointment of Dr. P.S.Ramakrishnan as
Professor in the School of Life Sciences. I see from
his bio-data and publications that he is eminently
suited for such an appointment.

With kind regards,

Yours sincerely,

M.S. Swaminathan
(M.S. Swaminathan)

Dr. Chandran D.S. Devenesen,
Vice Chancellor,
North Eastern Hill University,
Shillong (Meghalaya)



BIO-DATA

Name: P.S. Ramakrishnan

Present Position: Reader in Ecology, Dept of Botany,
Panjab University, Chandigarh 14.

Qualifications: M.Sc., Ph.D., (Banaras Hindu University)

Date of birth: 24 December 1936.

I. PROFESSIONAL EXPERIENCE

- a) Teaching Experience: 16 Years of under and post-graduate classes.
- b) Research Experience: 18 years of research in Experimental Ecology.
- c) Institutions served:
 - i) Banaras Hindu University, Varanasi (research)
 - ii) Meerut College (Teaching and Research)
 - iii) Christ Church College, Kanpur (Teaching & Research)
 - iv) University of Western Ontario, London, Ont., Canada (Research and Teaching)
 - v) Panjab University, Chandigarh (Teaching & Research)
- d) Research Guiding Experience: 13 years, M.Sc Hons School and Ph.D.
- e) Number of Publications: 70; 5 papers under preparation; A text-book on Experimental Ecology under preparation. Also two monographs on "Edaphic Ecology" and "Population Ecology".
- f) Scholarships & Fellowships Received:
 - i) UP Govt Scientific Research Committee Research Assistantship (1957-1959);
 - ii) Govt of India Senior Research Scholarship (1959-60);
 - iii) National Research Council of Canada Post-doctorate Fellowship (1965-67).

II. AREAS OF SPECIALISATION

Inantitative and Experimental Ecology, in general
Population Ecology
Edaphic Ecology
Genecology
Weed Ecology
Grop Ecology
Physiological Ecology
Pollution Ecology, Forest Ecology, Ecosystem Analysis

contd.

III. PROBLEMS OF CURRENT INTEREST

- i) Mineral nutrition of edaphic ecotypes, (ii) Weedcrop interrelationships, (iii) Interference between natural populations of species living in the same area and also apart from each other, (iv) Inter-ecotypic competition, (v) Ecological aspects of seed germination of species and populations, (vi) Nutritional ecology of species growing in soils with un-balanced mineral constituents, (vii) Nutritional and osmotic adaptation of populations natural to saline and alkaline habitats, (viii) Crop ecosystem analysis, and (ix) Ecology of forest trees.

IV. MEMBERSHIP OF PROFESSIONAL SOCIETIES

- i) British Ecological Society
- ii) International Society for Tropical Ecology
- iii) Indian Botanical Society
- iv) Indian Science Congress Association
- v) National Academy of Science, India
- vi) Society for Advancement of Botany

V. MEMBERSHIP OF ACADEMIC COMMITTEES

Indian National Committee of the International Society for Tropical Ecology.

VI. EXTRA-CURRICULAR ACTIVITIES

Has taken active interest in Youth Service and Social Service Activities; presently Convener, Board of Advisors, Youth Service Club, Panjab University. Member of the National Integration Samiti, Panjab University.

VII. COUNTRIES VISITED

Canada, USA, UK, the Netherlands, France, Germany, Switzerland, Italy.

VIII. FELLOWSHIPS OF ACADEMIC BODIES

- a) Fellow of the Indian Botanical Society (FBS)
- b) Fellow of International Society for Tropical Ecology (FTE)
- c) Fellow of the National Academy of Sciences (FNASc)

IX. OTHER ACADEMIC ACTIVITIES

Has acted as Sectional Chairman or in other capacities of International symposia on Ecology. Has been acting

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as referee for various journals and also in other advisory capacities. Expert member of UGC for Environmental Sciences. Invited Visiting Professor at the Centre for Theatrical Studies of the Indian Institute of Science, Bangalore (October, 1973). Prepared Syllabi in Environmental Sciences (3-year MSc programme) for UGC. Invited Visiting Professor at the Dept of Bio-Sciences, Himachal Pradesh University, Simla (April, 1974). President of the Society for Advancement of Botany, 1973.

X. JOURNALS IN WHICH PAPERS PUBLISHED

- a) Journal of Ecology (UK)
- b) Journal of Applied Ecology (UK)
- c) New Phytologist (UK)
- d) Annals of Botany (UK)
- e) Weed Research (UK)
- f) Oikos (Denmark)
- g) Canadian Journal of Botany (Canada)
- h) Oecologia (West Germany)
- i) Tropical Ecology (India)
- j) Journal of the Indian Botanical Society (India)
- k) Proceedings of the National Institute of Science (India)
- l) Proceedings, National Academy of Sciences (India)
- m) Proceedings, Indian Academy of Sciences (India)
- n) Current Science (India)
- o) Symposium volumes and other special publications of invited papers in India and abroad.
- p) Botanical Gazette (USA)
- q) Journal Lunlean Society, London (UK)
- r) Agro-Ecosystem (Holland)

XI. JOURNALS FOR WHICH PAPERS ARE BEING PREPARED

- a) Experimental Agriculture (UK)
- b) Journal of Agriculture Science (UK)
- c) Annals of Botany (UK)
- d) New Phytologist (UK)
- e) Journal of Ecology (UK)
- f) Journal of Applied Ecology (UK)
- g) Journal of the Indian Botanical Society (India)
- h) Tropical Ecology (India)

List of Publications by Dr P.S.Ramakrishnan

1. Ecotypic differentiation in some plants of Varanasi. Proc. Nat. Acad. Sci., India, 28B:68-76. 1958.
2. Distribution of Peristrophe bicalyculate Nees. in relation to light and soil nitrogen. Curr. Sci., n:28: 340. 1959 (with R. Misra).
3. Distribution of Euophorbia thymifolia Linn. in relation to soil calcium. Abstract. Proc. Indian Sci. Congr., Part 3, 1959.
4. Studies in the autecology of Euphorbia hitra Linn. J. Indian Bot. Soc. 39, 455-473.
5. Ecology of Echinochloa column Linn. Proc. Indian Acad. Sci., 53B: 73-90. 1960.
6. Ecology of Eclipta alba Hass. Proc. nat Inst. Sci., India, 26B: 191-240.
7. Calcicole and calcifuge problem in tropics. Bull. internat. Soc. Trop. Ecol., 1: 35, 1960.
8. Ecology of Desmodium gangeticum D6. Proc, Indian Sci. Congr., Abstract, Part 3, 1960.
9. Ecology of Setaria glauca Beauv. Proc. Indian Sci. Congr., Abstract, Part 3, 1960
10. Distribution of Euphorbia thymifolia Linn. in relation to soil calcium. Mem. Indian Bot. Soc., 3: 52-57. 1960.
11. Ecological distribution of Peristrophe bicalyculate Nees. Proc, Nat. Inst. Sci., India, 26B: 51-63, 1961 (with R. Misra).
12. Studies in the ecological life-history of Euphorbia thymifolia Linn. Proc. Nat. Inst. Sci., India, 27 B: 347 - 358. 1961.
13. Population differentiation in Indian plants. Abstract, Symposium, Proc. Nat. Acad. Sci., India, 1961.
14. Problems in the autecology of weed-flora-Ecology of Achyranthes aspera Linn. Abstract, Symposium, Proc. nat. Acad. Sci., India, 1961.
15. Calcicole and calcifuge problem in Euphorbia thymifolia Linn. J. Indian bot. Soc., 40: 66 - 81. 1961.
16. Contributions to the ecological life history of Setaria glauca Beauv. J. Indian bot. Soc. 42: 118 - 129. 1963.
17. Ecological observations on Achyranthes aspera Linn. Proc. at. Acad. Sci., India, 33B: 45 - 51. 1963.
18. Need for studies in population differentiation in Indian plants. Proc. nat. Acad. Sci., India. 33B:126-128. 1963.
19. Ecology of Orthosiphon pallidus Royle ex Benth. Proc. Indian Sci. Congr., Abstract, Part 3. 1963.
20. Ecology of Molluge hitra Thunb. Proc. nat. Inst. Sci., India, 29B: 296 - 406. 1963.
21. Seed germination studies on Erigeron linifolius Wild. Proc. nat. Inst. Sci., India, 29B: 561-566. 1963.

22. Ecology of Orthosiphon pallidus Royle ex Benth. J. Indian Bot. Soc., 42: 84-95. 1964.
23. Soil complex in relation to aquatic plant communities. Proc.nat.Inst.Sci., India, 30B:348 -352. 1964.
24. Ecology of Desmodium gangeticum DC.Proc.nat. Inst. Sci., India, 30B: 339-347. 1964.
25. Ecology of Erigeron linifolius Wild - Habitat studies. Proc.nat.Acad.Sci.,India, 34B: 209-215. 1964.
26. Studies on edaphic ecotypes in Euphorbia thymifolia L. II.Growth performance mineral uptake and inter-ecotypic competition.J.Ecol.,53: 705-714.1965.
27. Studies on edaphic ecotypes in Euphorbia thymifolia L. I. Seed germination. J.Ecol. 53: 157 - 160. 1965.
28. Germinability of the seeds of the edaphic ecotypes in Tridax procumbens L.Trop. Ecol., 6: 47-55.1965.
29. Seed Germination studies on Erigeron linifolius Will. Proc. Ind. Sci. Congr.Part 3, 378 - 379. Abstract.1965.
30. Differential response to soil calcium and germinability of seeds within the 'red ecotype' of Euphorbia thymifolia Linn. Proc. Indi. Sci. Congr. Part 3, 379. Abstract.1965.
31. Habitat studies on Erigeron linifolius Willd.Proc.Indi. Sci. Congr., Part 3, 416. 1965 (Abstract).
32. Differential response to calcium and growth yield of the edaphic ecotypes in Tridax procumbens L.J.Indian Soc. 44: 439 - 452. 1965. (With R.S.Jain).
33. Mineral uptake by the edaphic ecotypes in Tridax procumbens L. proc. nat. Inst. Sci.,India,31B: 219-228.1965 (with R.S. Jain)
34. Studies on the edaphic ecotypes in Euphorbia thymifolia L.III.Inter-ecotypic competition and mineral uptake. J. Indian bot. Soc. 45: 60-66.1966.
35. Differential response of the edaphic ecotypes in Cynodon dactylon (L) Pers. to soil calcium. New Phytol. 65: 100 - 108. 1966. (with V.K.Singh).
36. Ecotypic differentiation in relation to soil calcium level with special reference to Melilotus alba and Hypericum perforatum. Abstr. Proc.Canadian Bot. Assoc.1967.
37. Role of pH in the distribution of the edaphic ecotypes of Melilotus alba Medic. Abstr. Proc. Canadian Bot.Assoc 1967.
38. Adaptability of the edaphic ecotypes in Adatheda vasica Nees. Proc.Symp. Recent adv. Trop. Ecol. 180-186. 1968. (with S.S.Bisht).
39. Nutritional requirements of the edaphic ecotypes in Melilotus alba Medic.II. Aluminium and manganese. New Phytol. 47: 301 - 308. 1968.
40. Nutritional factors influencing the distribution of the calcareous and acidic populations in Hypericum perforatum Can. J. Bot. 47: 175 - 181. 1969.
41. Nutritional requirements of the edaphic ecotypes in Melilotus alba Medic.III. Interference between the calcareous and acidic populations in the two soil types New Phytol. 69: 81-86. 1970.

42. Inter-ference between two species of markedly different size and divergent growth habit. Abstr. Proc. nat. Acad. Sci. India, 1970. (with S. Kumar).
43. Productivity and plasticity of wheat and Cynodon dactylon (L) Pers. in pure and mixed stands. J. appl. ecol. 8:85-98. 1971.
44. Seed dormancy in Digitaria adscendens (H.B.K.) Henerad & Echinochloa colona Link. with particulars reference to covering structures. Trop. Ecol. 12: 112-122. 1971 (with A.K. Khosla)
45. Mortality, plasticity & productivity of interferring model populations of maize & Cynodon dactylon (L) Pers. J. Indian Bot. Soc. 50: 321-331. 1971 (with S. Kumar)
46. A comparative study of productivity in monocultures of species of varied ecological characteristics. Proc. Symp. on 'Tropical Ecology with an emphasis on production.' New Delhi, 1971. Ed. P.M. Golley & F.B. Golley, pp. 121-136.
47. Future training in Ecology at School & University levels in India. Proc. Symp. on Ecology, New Delhi, 1971.
48. Edaphic ecotypes in 'Vistas Fl. Sci. Ed. by Verghese. T.M. & Grover, R.K. Vol. II. pp. 1-22, 1972.
49. Nutritional factors influencing the distribution of two closely related species of Argemone. Weed Res. 12: 234-240 1972 (with Usha Gupta)
50. Ecotypic differences in Gynodon dactylon (L) Pers. influencing weed-crop interference. J. appl. Ecol. 9: 337-343. 1972 (with Usha Gupta)
51. Competitive relationships existing between two closely related species of Argemone living in the same area. Oecologia, 9: 279-288. 1972 (with Nirmal Jeet).
52. Population differentiation. in 'Plant Ecological Researches in India' Ed. by R. Misra (in press).
53. Interaction of soil factors influencing the calcicolecalcifuge behaviour of plants. J. Indian bot Soc. (Jubilee Vol) 1971. 50A: 611-623.
54. Nitrogen, potassium and phosphorus nutrition of the edaphic ecotypes in Cynodon dactylon (L) Pers. Ann. Bot. 1973. (with Usha Gupta). NS 37: 885-894
55. Interference between two closely related species of Cassia in pure and mixed stands. J. Indian bot. Soc. 1973. (in press) (with Asha Khattar).
56. Adaptive responses of species and populations naturally occurring on alkaline soils. Symp. Recent Adv. in Botany. Delhi Univ. 1972.
57. Individual adaptation and its significance in population dynamics. Symp. Biology of Land Plants. Meerut Univ. 1973 (Ed. V. Puri)
58. Germination behaviour of Trianthema species related to solute concentration in the medium. Curr. Sci. 1972. 41: 413-14 (in press) (with S. Lekhi).
59. Individual behaviour of some legumes in monocultures as related to growth rate. 1973. Proc. Indian Acad. Sci. 78 B: 212- 221.

60. A comparative study of the adaptive responses of *Sporobolus marginatus* Hochst ex Rich. and *Dichanthium annulatum* Stapf. to excess of salt in the medium J. Indian bot. Soc. 1972 (with S. Lekhi) 51: 243-253.
61. Adaption to excess salts in an alkaline soil/population of *Cynodon dactylon* (L) Pers. occurring on an off alkaline soil to excess of solute in the medium. J. Ecol. 1973 (with R. Nagpal). 61: 369-381.
62. Role of ecotypic variation in community organization. Symp. Tropical Ecology Conaca Venizuela.
63. Adaptive responses of an alkaline soil population of *cynodon dactylon* (L) Pers. to NPK nutrition Bot. Gaz. 1974 (in press) (with Rama Kumar).
64. Adaptation of *cynodon dactylon* (L) Pers. population to Sodium salts. Trop. Ecol. 1974 (in press) (with K.Krishnan)
65. Differential temperature optima for seed germination and seasonal distribution of two populations of *Chenopodium album* L. Curr. Sci. 1973. 42: 838-839.
66. Soil factors influencing the distribution of ecotype populations in *Echinochloa colona* Link Bot. J. Linn. Soc. 1974 (in press) (with Promila Kapoor).
67. Photoperiodic requirements of seasonal populations of *Chenopodium album* L. J. Ecol. 1974. 62: 67-73 (with Promila Kapoor)
68. Fate of introduced of *Echinochloa colona* Link. under natural situations. Acta. Bot. Indica. 1974 (in press) (with Primilla Kapoor).
69. Studies on crop-leguma interaction in pure and mixed stands. Agro-Ecosystem, 1974. (in press) (with Promila Kapoor).