

NORTHEASTERN HILL UNIVERSITY
Shillong - 793 001

AGENDA (SECOND PART) FOR THE 18TH MEETING OF THE ACADEMIC COUNCIL

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Item No. 1 CONFIRMATION OF THE MINUTES OF THE
 17TH MEETING OF THE ACADEMIC COUNCIL
 HELD ON 8TH AND 9TH JUNE, 1983 :

The Minutes of the 17th meeting of the Academic Council held on 8th and 9th June, 1983, were already circulated amongst the members. A comment on the Minutes was received which is reproduced below, alongwith the original recording.

Comment

"1. The Executive Council at its meeting held on 12th March, 1982 has already accepted in principle the offer of the State Bank of India of an endowment to support the expenditure for the creation of a Chair in Rural Development (vide EC:29:82:30).

2. The Department of Economics finds no objection in the SBI's proposal to have a Steering Committee with three members from the University (consisting of the VC himself, the Head of the Department of Economics and an outside expert to be nominated by the VC) and one member from the SBI, the endowment funding agency. Since three out of four members of the Steering Committee would be from and nominated by the University it would be in the fitness of things to extend out courtesy to have one representative from the fund-giving agency. This is the normal practice in other Universities also. And through such practice, a funding agency would like to be associated to see that the objective of the endowment is achieved.

3. Such association, it has been pointed out, will have a very good fee-d-back effect on both the SBI the largest nationalised bank and the Department of Economics".

Original recording

"AC:17:83:07 - The Council appreciated the offer of the State Bank of India, Shillong for the institution of a Chair to study the problems of Rural Development. The Council considered the question of setting up a Steering Committee to select the topic of research. The Council felt that selection of topics is a matter to be entirely decided by the University. As such, no association of the fund-giving organisation in these academic matters can be acceptable. The broad area of research which the University may keep in view which determining the resear programme could, however, be indicated by the State Bank of India before the endowment is made".

The Academic Council may please consider and confirm the Minutes.

1.1(1)

Item No. 1A MATTERS ARISING OUT OF THE MINUTES :

Re-Organisation of Sociology, Anthropology
and opening of Human Biology -

The 15th Academic Council at its meeting held on 26th and 27th November, 1982, resolved to appoint a Committee with Prof. S.C.Dube as Chairman to go into the full structure. The Committee may be constituted by the Vice-Chancellor.

The 32nd Executive Council which met on 4th December, 1982 raised a question about the appointment of the Committee by the Academic Council about the Departments of Sociology and Anthropology and possibility of opening Human Biology. The Council resolved to await the report of the Committee and the recommendations of the Academic Council therein.

Now, since the Committee appointed by the Academic Council submitted its report, as per the Executive Council resolution No. EC:32:02:07(6), dated 4th December, 1982,

1. the report of the Committee to go into the question of relationship between Sociology and Anthropology and to make recommendations regarding the structure of the Department - Annexure - 1
2. the Minutes of the meeting of the Dean of School of Social Sciences and the Heads of Departments of Sociology and Anthropology, held on 1st July, 1983 - Annexure - 2
3. the Minutes of the meeting of the teachers of the Departments of Anthropology and Sociology, held on 4th July, 1983 - Annexure - 3
4. the Minutes of the joint meeting of the Board of Post-Graduate Studies of the Departments of Sociology and Anthropology held on 23rd July, 1983 - Annexure - 4

are placed before the Academic Council for consideration and recommendations.

The North-Eastern Hill University appointed a Committee to go into the question of the relationship between Sociology and Anthropology and formulate recommendations in regard to an appropriate departmental structure. The Committee, on its own, has anticipated the possible introduction of teaching and research in physical Anthropology and in its deliberations had taken into account the needs that may arise if it is decided to introduce an advanced level course in Biological Anthropology and Human Genetics. In its reflections the Committee has not gone into the day-to-day problems of administration or questions inter-personal adjustment. It has tried to look academically, mainly at academic issues. It has constantly kept in view the objectives that were envisioned for the University by its Planning Board. It has also sought to examine how far the course offerings are relevant to the region served by the University. It has discussed the entire range of problems under the over-arching assumption that the quality of research is governed by the quality of academic instruction that is provided in a department. The traditional models of teaching prevalent elsewhere in the country have become somewhat dated and dysfunctional. Some of the New Universities in the country have been especially called upon to respond to the challenge of obsolete department organisation and unproductive teaching. The Committee has noted that NEHU has to have a special character. It has to maintain the highest academic standards, and also address itself to the problems of the region.

The conclusions arrived at its two meetings the first held in Delhi on the 12th March, 1983, and the second held at Shillong on the 6th April, 1983, have been informed by these assumptions.

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The original structure recommended was that of a composite department of Sociology and Anthropology. Some three years ago, for reasons not academic, it was decided to bifurcate the department into two - one of Sociology and another of Anthropology. A spot decision appears to have been taken in which, according to information given to us, the faculty was not consulted. Some administrative and interpersonal problems of the proximate present appear to have guided this decision. By bifurcating the department some of these problems may have been solved. We do not have any official information about them. The decision, however, also created some problems. Most of the faculty decided to go in with Sociology and the Department of Anthropology for a considerable period was run by only one teacher in his singular glory. Recently two more teachers have been appointed to the Department of Anthropology. Though nationally separated the two departments, in practice, continue to function as one, as there was substantial sharing of the course load by the teachers of the two departments. This could be done because there was a great deal of convergence in the syllabi of the two departments. For reasons of economy and efficiency, the new Vice-Chancellor had to order that there should be a substantial amount of common teaching in view of the fact that in relation to the North-East effective teaching was more important than the question of separate identity and organisation of the departments. As of now they are two departments sharing each other's load. One of the questions that has bothered the top administration of University is whether course work should be duplicated in two separate departments, for a small number of students involved, only for the greater glory of Sociology and Anthropology, each of which wants its independent flag. In the alternative it has to be examined if NBHU should contemplate at the same time at raising the level of Post-graduate instruc-

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tion by introducing more optional course that would lead to the enrichment of the course offerings.

The Committee is of the view that the decision to bifurcate the department of Sociology and Anthropology be reversed and as before a composite department of Sociology and Anthropology be reconstituted. It is difficult in the context of the North-East to justify on economic and academic grounds, the bifurcation of the department. More than half the courses taught in the composite department could be common .

The courses common to Sociology and Anthropology 8 in the first two semesters and 2 in the third semester- may be the following.

Compulsory Courses in Sociology/Anthropology.

1. Basic concepts
2. Family & Kinship
3. Stratification
4. Theories of Social and Cultural Change
5. Economy and Society
6. Politics and Social Structure
7. Planned Development and change
8. Culture, personality and society
9. Methodology/Philosophy and Social Sciences.
10. Techniques of Data Collection and Analysis.

Four specialisation courses may be recommended for Sociology and Anthropology respectively. Those for Sociology would include:-

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1. Study of Monographs
2. Occupation and Social Structure
3. Data collection Techniques (Quantitative Techniques)
4. Advanced Sociological Theory.

Those for Anthropology would ideally be:-

1. Regional Ethnography
2. Ecological Anthropology
3. Data Collection of Analysis (Qualitative Techniques)
4. Advanced Anthropological Theories..

The remaining two courses may be taken out of the optional offerings to be determined for both Sociology and Anthropology. It should be possible for the students also to take these two optional courses from other departments in the School of Social Sciences.

The faculty appears to have undergone needless subjective tortures and mental strain because of the poor definition of the course content. There appears to be a feeling that Sociology was trying to dominate Anthropology. The Committee recommends that while the departments remain composite, with a common head, it should be divided into two equal divisions of Sociology and Anthropology. This would avert the identity crisis. Retaining a composite department would not artificially create a thematic gap between the two disciplines, which in the context of India and especially of the North-East, have so much in common that their integral profile also needs to be projected. The degrees in Sociology and Anthropology should be separate. Both should have adequate and earmarked fellowships. Continuing dialogue between the two constituents of the composite departments would be needed to enhance the quality of their instruction as well as research. Egos are often bruised on trifling matters, but

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if there are challenging dialogues, discussions, workshops and seminars, a joint thrust of the two divisions can be developed.

The Committee has noted that in the instruction in Anthropology, Physical Anthropology is insufficiently represented we would suggest two compulsory papers for Physical Anthropology in this field, (i) Origin of Evolution of Man and (ii) Palaeo Anthropology and Fossil Man, The first of these should include Cultural as well as Biological Evolution. In the second the focus should be on Indian finds. These will have to be fitted into the four specialisation courses as a separate stream. It is suggested that there would be given, to start with, an optional course in Biological Variation of Isolates. To give a start to these courses, the Vice-Chancellor may come to some short-term arrangements with the Anthropological survey of India. At the same time, efforts should be intittiated to create a new faculty position with specialisation in Biological Anthropology, preferably at the Reader's level.

We were happy to see that the library of Sociology and Anthropology is growing along the right lines. It will have to be adequately supported for the next 10 years so that all the seminal works and complete sets of major authors enrich it. The selection of journals is adequate and representative. Efforts should be made to have complete sets of as many journals as possible.

We endorse the plan of the Vice-Chancellor to invite distinguished professors for short terms to the University. It is assumed that he will get people who may be advanced in years but are active mentally. Very short visits serve not useful purpose. The visiting faculty programmes should be carefully drawn so that they can discuss, at adequate levels, the universals and specifics of their specialisation in their class lectures and seminars. We hope

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the senior academicians of the country will not turn NEHU and Shillong into a summer resort. They should contribute meaningfully to the academic growth of this out-of-the-way University of India. This should be the test of their sincerity aimed at enabling high academic results in a largely tribal part of the Country.

It was a pleasure to have an hour long discussion with the students from the departments of Sociology and Anthropology. The average quality of mind represented at the meeting was high. It should become a special mission of the University to turn these young and keen minds into national assets. After their training most of them would, of course, serve the region, but it is our hope that some of them should serve the country as a whole in various capacities. It is also our hope that some of the bright products from NEHU's Department of Sociology and Anthropology, after a time would add lustre to other Universities in India by having earned for themselves, through their work, national distinction. We were happy to hear from the students that most of them would like to serve their own region, but they are not averse to taking up heavier responsibilities elsewhere in the country. Thus, service motivation has to be given the right orientation. We write this at some length because we visualise that Sociology and Anthropology have a crucial role.

The Committee would like to make a suggestion for the consideration of the University. NEHU may examine the possibility of promoting advanced studies and research in the field of Biological Anthropology. It may be an independent Centre/Department trying to integrate Anthropology, Life Sciences, and Medical Anthropology. Both its instructional and research programmes may have a regional focus. We suggest setting up of a Working

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Group to examine the possibility and prepare a 10 years' programme.

In conclusion, the Committee would like to thank the authorities of NEHU for making their stay in Shillong pleasant and also hopefully productive. The ideas that we have offered are informed by the intention to see NEHU grow as a leading centre of learning in the country.

Sd/-

(Dr. S.C. Dubc)

NORTH-EASTERN HILL UNIVERSITY
LOWER LACHAUNBERG: SHILONG.

A meeting of the Dean of the School of Social Sciences and Heads of the Departments of Sociology and Anthropology was held in the office Chamber of the Vice-Chancellor on Friday the 1st July, 1983 at 5 P.M.

The following members were present:

1. Dr. B.D. Sharma, Vice-Chancellor, in the Chair
2. Prof. M. Miri, Dean, School of Social Sciences.
3. Dr. M. N. Karna, Professor of Sociology.
4. Dr. A.C. Sinha, Head Department of Sociology.
5. Dr. A.P. Sinha, Head , Department of Anthropology.

The Vice-Chancellor, at the outset, explained the purpose of the meeting. He stated that he had called the meeting of the Heads and Dean so that a decision can be taken about the common courses that can be taught in the departments of Sociology and Anthropology in the next year.

After some discussion it was agreed in principle that some common courses should be identified which could be taught in the departments of Sociology and Anthropology . For this purpose it was decided to call a joint meeting of the two departments under the chairmanship of the Dean of School of Social Sciences so that a decision can be reached regarding the common courses. It was decided to have this meeting in the office chamber of the Vice-Chancellor on Monday, 4th July, 1983 at 5 P.M.

It was further decided that a joint meeting of the Board of Post-Graduate should be called on Saturday, the 3rd July, 1983 so that decision arrived at in the meeting of the teachers regarding the common courses should be placed at the above meeting of the BPGS.

The meeting ended at 6.00 P.M.

NORTH-EASTERN HILL UNIVERSITY

SHILLONG

A joint meeting of the teachers of the departments of Anthropology and Sociology was held on Monday, the 4th July, 1983 at 5 P.M. in the Department of Sociology.

The following members were present:

1. Prof. M. Miri, - In the Chair.
Dean, School of Social Sciences.
2. Prof. A.C. Sinha, Sociology.
3. Prof. A.P. Sinha, Anthropology
4. Prof. M.N. Karna, Prof. of Sociology.
5. Dr. I.J.S. Jaswal, Anthropology.
6. Dr. V. Xaxa, Sociology.
7. Mr. Nihklesh Kumar, Sociology.

The Asstt. Registrar (Acad) Mr. K.J.S. Prasad Rao was also present.

At the outset, Prof. Miri explained the purpose for which the meeting of the faculty of both the Departments of Anthropology and Sociology was called. He stated that a meeting on 1.7.83 with the Vice-Chancellor, where the Dean of School of Social Sciences, the Heads of Anthropology and Sociology and Professor M.N. Karna were present, it was agreed in principle to have atleast some common courses for the two departments. It was further agreed that a joint meeting of the faculty of both the departments under the Chairmanship of the Dean will be held on 23.7.83 so that the common courses can be identified which will be placed formally before the Joint meeting of the Boards of Post-Graduate Studies called for the purpose.

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The Dean requested the members present to discuss the matter in the light of the decision taken in the above meeting. The teachers from both the departments wanted to know from where the initiative had come to have common courses for the departments of Anthropology and Sociology. To this both the Heads of Anthropology and Sociology clarified that neither of them have mooted the idea to have common courses.

After some discussion the teachers of the two departments unanimously resolved as follows:

"That there was no more need for common courses between Anthropology and Sociology than there was between Anthropology or Sociology and any other Social Sciences discipline."

"That, however, it was already possible for a student in any department in the School to take some courses in another department of the School".

"That in view of the above, the proposal for common courses specifically between Sociology and Anthropology, be dropped".

It was also felt that in the light of the above resolution, there was no need for a joint meeting of the Boards of Post Graduate Studies of the two Departments.

Sd/-

(Mrinal Miral)

Dean, School of Social
Sciences.

The Joint meeting of the Board of Post Graduate Studies of the Department^s of Sociology and Anthropology was held on 23.7.83 at 11 A.M. in the Vice-Chancellor's Chamber. The Committee deliberated on the issue posed by the Vice-Chancellor as to whether some common courses could be evolved for Sociology and Anthropology. The members of the Committee after examining all relevant aspects of the problem came to the following conclusions:-

1. That the course structure of Anthropology was inadequate and incomplete **without** Pre-historic Archeology and Physical Anthropology.
2. On close examination, marginal areas of commonality in the courses on Kinship and Social Organisation and Anthropology of Economic Organisations was found. However, the members of the BPGS Anthropology contended that even though there are some "common" topics, they are taught with different orientations by teachers **from** Sociology and Anthropology.
3. The internal members of both the BPGS expressed confidence that they were competent to handle their respective courses.
4. In view of the impending restructuring of courses that will take place in the University in the near future, it was strongly felt that the logic of the course structures in the two departments be left undisturbed in the interim period.
5. A suggestion was **however**, made that the common areas in the two course structures could be discussed between the two departments concerned and they could mutually work out arrangements for teaching as and when necessary.

1:2:1

Report of the Committee appointed by the Academic Council on the competence of a College affiliated to the University to start Honours Programme -

The Academic Council at its meeting held on the 8th and 9th June, 1983, had constituted a Committee to go into the question of the competence of a College affiliated to the University to start the Honours Programme. The Committee has submitted its Report which is placed at Annexure - 5 for consideration of the Academic Council.

REPORT OF THE COMMITTEE TO CONSIDER CRITERIA OF COMPETENCE FOR COLLEGES TO START THE HONOURS PROGRAMME IN SUBJECTS IN THE HUMANITIES.

1. The Ordinance on affiliation speaks, at Clause 22, of "Colleges with complete pass course and honours course in 1st year only", and also of "Colleges with pass course plus 1st and 2nd year honours course". It is obvious that this can only relate to the two-year pass and honours degree programme. Since the three year degree programme was introduced two years ago, this anomaly in the Ordinance should be removed.

2. The Ordinance lays down the following requirement of teaching honours for the P.U. and B.A.(Pass) programmes: "Five lectures plus one tutorial for each group or four lectures plus two tutorials for each group in each subject per week".

The Ordinance here speaks of teaching time requirement for subjects. In P.U. each elective subject consists of two papers, as does compulsory English; M.I.L. (or Alternative English) consists of one paper. In B.A. (Pass) each elective subject consist of three papers, English of two and Foundation Course of one. In view of the variation in the number of papers in a subject, it would perhaps be more reasonable to speak of teaching time requirement for each paper than for each subject. The Committee, therefore, recommends that the following changes be made in the Ordinance in relation to the number of teaching hours required for P.U.(Arts) and B.A.(Pass):

P.U.(Arts) -

There shall be a minimum of three lectures per paper per week in each elective subject. There shall be at least one tutorial per subject* per week. Besides both the papers shall be taught simultaneously over the two years.

*This means that for each paper in a subject there may be one tutorial every two weeks.

E.A.(Pass) -

There shall be a minimum of two lectures per paper in a subject. There shall also be atleast one tutorial per paper per week; and all the three papers shall be taught simultaneously over the two years.

3. The Ordinance also lays down that a tutorial group shall not consist of more than 25 students. If we assume that on an average there will be 100 students for each elective subject in P.U. and 25 for each elective subject in B.A., we get on the basis of the teaching time requirement suggested above, the following work-load (in terms of hours of work) for college teachers for each subject:

P.U.(Arts) - Two years -

Lectures :	6 x 2 = 12
Tutorials :	4 x 2 = 8
<u>Total :</u>	<u>20 hours.</u>

B.A.(Pass) - Two years -

Lectures :	6 x 2 = 12
Tutorials :	3 x 2 = 6
<u>Total :</u>	<u>18 hours.</u>

Thus for P.U. and B.A.(Pass) we have a teaching time requirement of 38 hours for each subject per week. This will vary according to the number of tutorials required to be taken which, in its turn, will depend on the size of enrolment of a college. But perhaps the average size of a college will be more or less the size we have assumed for our calculation.

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4. For the Honours programme, the Ordinance requires "ten lectures per week and at least one seminar per month". It is not specified whether the ten lectures will be for each subject or for each paper. But it is obvious that ten lectures per subject in a week will be too few, and ten lectures per paper will be too many. A reasonable requirement will be as follows: five lectures and one tutorial per paper in a week and at least two seminars in the subject in a month. Also, tutorial groups at the honours level could be smaller, say, not more than 12 in a group. The Committee, therefore, recommends that the following change be made in the Ordinance in relation to the number of teaching hours required for B.A. (Honours) teaching:

There shall be a minimum of five lectures per paper in a week; also there shall be at least one tutorial in a week per paper. A tutorial group shall not consist of more than twelve students. There shall also be two seminars in the subject every month.

We have thus the following time requirement per week in each subject in B.A.(Honours):

Lectures	:	5 x 5	= 25
Tutorials	:	2 x 5	= 10
Seminar	:		1
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Total :		36 hours.	
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5. Thus, for each subject from P.U. to B.A.(Honours), the teaching time requirement will be (20 + 18 + 36 = 74 hours). The Ordinance lays down that a college teacher shall not do more than 24 hours of class room teaching in a week. Thus for starting honours teaching in a subject, a college will be required to have a minimum of three to four teachers in the subject. This is in accord with the provisions of Clause 22 of the Ordinance. This Report has only spelt out the justification for this requirement.

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6. In working out the teaching time requirement we have also kept in mind the consideration that no student should be required to attend more than six teaching periods a day.

7. It should also be kept in mind that the syllabi of many subjects provide, at the honours level, for optional papers of various degrees of specialisation. Colleges wishing to provide instruction in some of these optional papers may need to have additional staff with the right specialisation.

8. While the Committee agrees with the provisions of the Ordinance relating to library facilities, the Visiting Team to a college should also ensure that the college library has all the books prescribed or recommended in the relevant syllabus.

5:1:3(1)

Item No. 5 ACADEMIC MATTERS

- 1 Statutes, Ordinances, Regulations, etc -
 - (i) Minutes of the 5th meeting of the Planning Group for College of Agriculture, Medziphema, held on 20th June, 1983 at Medziphema -

Placed as Annexure - 6 is the Minutes of the 5th meeting of the Planning Group of the College of Agriculture, held on 20th June, 1983, for consideration of the Academic Council.

MINUTES OF THE 5TH MEETING OF THE PLANNING GROUP FOR COLLEGE OF AGRICULTURE, MEDZIPHEMA, HELD ON 20TH JUNE, 1983 AT MEDZIPHEMA

The letters of regret were received from Dr V.N.Madhavarao, Dr D.N.Borthakur, Director, ICAR Complex, Shillong and Dr A.S.Atwal, Dean, College of Agriculture, PAU, Ludhiana for their inability to attend the meeting. The list of participants is appended in Annexure - 1.

The Vice-Chancellor, North-Eastern Hill University presided over the meeting and welcomed the members of the Planning Group. The minutes of the 4th Planning Group were confirmed. The Group took up item wise discussion for consideration.

Item No. 2.1 - Short title :

These Regulations may be called the Regulation on academic matters 1983-84. They embody regulations relating to the B.Sc.(Ag) 4th year degree programme offered in the College of Agriculture, NEHU, Medziphema, Nagaland.

Item No. 2.2 - Date of enforcement :

These Regulations shall come into force, with effect from First July, 1984. These Regulations shall apply to students seeking admission to and admitted in the College in the academic year 1984-85 and thereafter.

2.3 - Interpretation :

Subject to such advice as may be given by the Executive Council, or the Academic Council, the decision of the Vice-Chancellor shall be final. And no suit, application, petition revision or appeal shall lie in a court of law or in any authority outside the University in respect of interpretation of these Regulations.

2.4 The academic year of the College shall be ordinary be from February to November and shall consists of two semesters. It may, however, be changed as determined by the Principal of the College from time to time with approval of the Vice-Chancellor.

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2.5 The Academic year shall have two terms known as semesters, each of which shall be of approximate 18 weeks with at least 100 working days. The first semester will be from 1st February to 15th June and second semester would be from 16th July to 30th November.

The minimum number of classes for various credit courses shall be as follows :

1. Credit hour course	14 classes.
2. Credit hour course	26 "
3. "	39 "
4. "	52 "

The College will work 6 hours a day for teaching except Saturdays half day for students. If the above requirements are not fulfilled, extra classes shall have to be arranged.

2.6.1: The meeting was of the opinion that the course structure and curriculum are not judiciously framed and it was suggested that a Committee will be constituted by the Vice-Chancellor to examine all the aspects of new course structure and curriculum.

2.6.2: Pre-requisite courses :

For some courses as may be specified it may be necessary for the students to clear the specified pre-requisite course. There should be a list to show which course will be pre-requisite for which higher course.

2.7: Academic Calender :

The College will have an Academic Calender duly approved by the Academic Council which will include the date of admission, date of registration, date of registration with late fine, date for adding and withdrawing of courses, hourlies examination, practical examination and end term examination. The calender could be varied by the Principal for valid reasons. Any other changes will be done only by prior approval from the Academic Council.

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2.8: Fees :

Fees as specified below will be paid at the beginning of each semester. However, admission fee, registration fee, laboratory caution money (refundable) will be paid at the time of admission to the first year.

<u>Fees (payable in each semester)</u>		<u>Fees per year</u>	
Tuition fee	Rs 75/-	Student Asscn. fee	Rs 10/-
Laboratory fee	Rs 10/-	Student aid fund	Rs 5/-
Library fee	Rs 5/-	Magazine fee	Rs 5/-
Sports fee	Rs 5/-	Hostel Estt. fee	Rs 10/-
Medical fee	Rs 5/-		Rs 30/-
Exam. fee	Rs 5/-		
Hostel fee	Rs 102/-		
	<u>Rs 207/-</u>		

Fee at the time of admission (Additional to above.)

Admission fee	Rs 10/-
Registration fee (NEHU)	Rs 10/-
Caution money (refundable)	
Laboratory fee	Rs 50/-
Library fee	Rs 30/-
Hostel fee	<u>Rs 100/-</u>
	200/-

Fee at the time of admission (additional to above) students will deposit the fees at the time of registration. Fee shall be paid to the cashier, College of Agriculture, Medziphema. No student will be registered without payment of all dues.

2.9: Advisor and orientation:

On receipt of the list of the newly admitted students, the Principal shall allot each student to a teacher of the College, to act as an advisor. Each advisor shall maintain personal records in respect of each student concerning his/her academic progress, deficiencies in studies, personal problems (financial) as well as co-curriculum and extra curricular activities. The student shall approach his advisor as and when any problem arises. In case of an academic and financial problems, the advisors shall send report to the Principal for information.

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2.10: Student responsibility :

Each student studying in the College is expected to know the requirements for the award of degree including the general academic requirements and assume full responsibility for meeting them. He is expected to be constantly in touch with his advisors, so that the latter may watch his progress and guide him along right lines. In no case will a regulation be waived or exception made.

2.11: Credit load in a semester :

2.11.1: Maximum credit load :

The credit load for a student shall not exceed 20 credit hours in a semester. However, under the very special circumstances the Principal may permit a student to register for a maximum of 24 credit hours.

2.11.2: Minimum credit load :

The minimum credit requirement for registration in each semester shall be 12 credit hours.

2.12: Addition/Withdrawal of courses :

Students may add course(s) within 2 weeks from the due date of registration of the College (first date of registration) with the consent of advisor and the concerned teacher, subject to the credit load prescribed in Clause 2.11.1.

A student may withdraw from any course subject to the minimum credit load prescribed in Clause 2.11.2 within one week of declaration of the result of 1st hourly examination.

2.13 Class attendance :

2.13.1 - Maintenance of records :

A teacher shall maintain a record of the students attendance in each course which he teaches.

Contd/...

2.13.2: Minimum attendance requirement :

A student shall be required to have a minimum of 80% attendance in each course (theory and practical). If the attendance falls short of the minimum as mentioned above, the student shall not be allowed to appear in the final examination and will be awarded 'P' grade. (P for percentage). It shall always be the responsibility of the student to ensure that his/her attendance does not short of the minimum fixed.

2.13.3 . Condonation of attendance

Under special circumstances, authorised absence under official directives such as :-

- i. representation in games, sports and extra curricular activities of state or national level.
- ii. hospitalisation.
- iii. physical disability or such like a student may be grant condonation of attendance provided his/her attendance does not fall short on 75%.

2.13.4. Serious illness

Any absence on account of medical ground shall be reported to the advisor along with a medical certificate as soon as the student rejoins after the illness. This shall only be the ground on that basis which the condonation will be given by the Principal provided that his/her minimum attendance does not fall short of the minimum fixed as per clause 2.13.3.

2.13.5 If a student does not fulfil the requirements mentioned in clause 2.13.2 and 2.13.3 (as the case may be) he/she shall be awarded 'P' grade and shall be debarred from appearing in the end term examination of the semester in that course(s). However, the 'P' grade will not be included for the calculation of the GPA and OGPA. The student getting 'P' grade will have to repeat the course when offered and no special examination shall be held for 'P' grade students.

Contd/....

2.13.6 Notification regarding class attendance :

Every teacher shall submit the attendance of the students in every month to the Principal of the College. The status of the attendance after the middle of semester will be displayed on the notice board by the concerned teacher in every course.

2.14.1. Temporary withdrawal from the University :

Every enrolled student shall be required to register at the beginning of each semester till the completion of his degree requirements unless otherwise permitted by the Principal, failing which enrolments shall be cancelled. Re-admission in such cases shall be at the discretion of the Principal, and not as the matter of right.

2.14.2. Re-admission of student :

Student who have been permitted to withdraw temporarily from the University may be allowed for re-admission when that course is offered in the ordinary course. The courses which have been missed must be completed in the subsequent semester within the maximum time limit permitted for completion of the degree.

CHAPTER - IIIExamination, evaluation and grading of the students3.1. Examination :

The College will follow the semester system with internal evaluation. There will be frequent tests in the form of quizzes and assignment, hourly tests, practical examination and end term examination.

The distribution for various tests will be as follows :

Examination	Duration	Course with practicals	Course without practicals.
Quizzes and or assignments	10-15 mnts for quizzes only.	10	20
Hourlies (2 out of 3)	1 hour	30	40
Practical Exam.	2-3 hour	20	Nil
End term exam.	2½ hours	40	40

Contd/....

In no case one quizz should exceed 5 marks. Quizzes should preferably be unannounced. The hourlies will be of 15 marks for practical course and 20 marks for non-practical courses.

3.1.1. Hourly's and end term examination :

a. There will be no make up examination for quizzes and hourly's. There shall be three hourly examination for each term and marks obtained in the best two out of three hourly examination should be taken into account. Hourly and end term examination in each semester will be conducted centrally by the College. First hourly examination will be conducted about 4 weeks after beginning of a semester, second hourly examination will be conducted about 8 weeks after the beginning of a semester and third hourly examination will be about 12 weeks after the beginning of a semester. End term and practical (if any) examination shall be conducted at the end of a semester.

In case any students misses an end term/practical exam. on valid reasons, he/she has to appear in the ensuing year with the regular batch. No special make up examination will be conducted for the end term/practical examination(s) separately.

3.1.2. Suspension of classes before end term:

Classes shall ordinarily be suspended for three days prior to the date of commencement of the end term examination.

3.1.3. Evaluation :

Each course offered in semester is given certain number of credit hours on the basis of amount of work done in the course in class room, laboratory and field. The College will follow 10 point grading system.

3.2.1. Minimum qualifying grade:

A student must secure minimum qualifying GPA at least 4.00 to pass the course which is equivalent to 40% marks obtained in a course.

Contd/...

3.2.2. Custody of answer-scripts :

For the purpose of verification the teacher must show the student the evaluated answer-scripts, and the same be preserved till the end of the next semester.

3.2.3. Incomplete grade (I):

If a student fails to appear in any end term or final practical examination on account of serious illness or other genuine reason(s), he shall be awarded incomplete (I) grade, provided he has obtained written permission from the Principal of the college through the advisor not to appear in the said examination(s). In computing GPA, grade 'I' shall not be taken into consideration and the revised overall result shall be determined after the final grade for the course is awarded.

3.2.4. Position of grades:

The teacher of each course shall prepare 3 copies of grade award list in prescribed forms and shall submit within one week from the last date of the end term examination. He will submit two copies to the Principal,. The Principal shall retain a copy for his record and forward one copy to the Registrar. The teacher shall retain the third copy.

3.2.5. Scrutiny of grades:

If a student discovers any discrepancy in the totalling of marks, etc., he shall report to the teacher and the same will be rectified by the concerned teacher. The teacher shall report to the Principal and will correct the grade sheet with suitable remarks.

3.2.6. GPA & OGPA:

At the end of each semester, the credit point in each course will be calculated by multiplying the credit hours by grade points obtained in particular course(s). To calculate the semester grade point average(GPA) of the student, the total number of credit points obtained will be divided by total credit

Contd/...

5:1:3(10)

hours of the student in a semester. The grade point average shall be calculated in the manner as shown in the illustration given below:

<u>Course</u>	<u>Credit hours</u>	<u>Total marks. obtained</u>	<u>Grade point</u>	<u>Credit point</u>	<u>Remarks</u>
English	4	65	6.5	26.0(6.5x4)	
Rural Sociology	3	70	7.0	21.0(7.0x3)	
Fundamentals of Plant Physiology	3	75	7.5	22.5(7.5x3)	
Principles of Agronomy	3	70	7.0	21.0(7.0x3)	
Introductory Horticulture	3	50	5.0	15.0(5.0x3)	

GPA = $105.5/16 = 6.59$

(indicate failed, if any, in remark column).

3.2.7. Grade Card:

The grade card in the prescribed form shall be issued by the Registrar and or any other officer authorised by Vice-Chancellor and shall be forwarded to the student, his guardian, the Principal and the student advisor. One such copy shall be retained by the Registrar for the record.

3.3. Rules of examinations and expulsion of the candidate:

(as per University Rules Chapter - II & III).

3.4. Termination and Academic probation:

3.4.1. If any student gets less than 4.50 OGPA in the end of 1st year (of the first two semester) he will be automatically dropped and will be re-admitted in the first year if he so desires.

ii) If he still fails to secure 4.5 even after re-admission he will be dropped from the University and will have no right for the re-admission.

Contd/...

iii) If at the end of the last year or any semester, a student secures less than 5.5 OGPA, he shall be placed on academic probation and he shall repeat the courses as suggested by his advisor.

3.4.2. Repetition/reappearing of course:

- i. A student who fails in any course(s) by securing GPA less than 4.0 has to repeat the same when offered.
- ii. If a student want to improve his grade may seek permission from the Principal to reappear in the examination covering the entire course for full marks within a month from the date of reopening of the following semester. Such students shall have to surrender his previous grade. However, for reappearing in the examination or repeating the course, a remark 'R' will be inserted in the grade.
- iii. A student who is permitted by the Principal to enrol in repeat course(s) concurrently with the regular courses shall not exceed the maximum credit load as prescribed.

3.5. Eligibility for award of degree:

A student has to pass all the courses prescribed for the degree he has registered for and to obtain a minimum of an OGPA 5.5. To get a degree a student must complete the course(s) within six years. However, under special circumstances, the period may be extended by the Academic Council.

3.6. Leaving the College:

No student shall be deemed to have left the University unless he has obtained a clearance certificate from all concerned.

Contd/...

CHAPTER - IV

4.1. Disciplinary Committee :

The rules framed by the University will be followed in case of the College of Agriculture.

4.7. Hostels:

The College will provide hostel facilities for the students. Every student is required to stay in the hostel. Those who do not wish to stay in the hostel will have to take permission from the Principal to attend as day scholars.

All students have to abide by the rules and regulations of the College hostel. The hostel will be supervised by one of the faculty members appointed as the hostel warden. The duties of the hostel warden will be in addition to his other academic duties in the College. Hostel warden will be nominated by the Principal in his capacity as the Chief Warden in consultation with a Committee comprising senior staff and hostel warden as may be contributed.

Item 3: The Planning Group did not accept the course structure as such proposed by the College and it was suggested that a new course structure based on the regional needs and also based on background of the students have to be recast, within shortest possible time. While framing the new course structure and curriculum, sufficient weightage will have to be given to :-

- i. Shifting cultivation which is main programme of the hill area.
- ii. Horticulture particularly tree culture and pomology for which hill states are most suitable, and
- iii. animal sciences oriented to regional needs of extensive type where stall feeding is not eventually practised.

It was also suggested that complementary course in basic sciences should be offered in the 1st year to the students coming from PU(Ag.), stream and similar course in agricultural course to the students coming from science stream. A letter from Dr A.S. Atwal, who could not able to attend the meeting is given in Annexure - 2.

LIST OF PARTICIPANTS

1. Dr B.D.Sharma, Vice-Chancellor, NEHU.
2. Dr D.S.Gupta, Dean, College of Agri. Haryana Agri. University, Hisar.
3. Dr (Mrs) P.N.Das, Pro-Vice-Chancellor, NEHU.
4. Dr S.N.Tiwari, Principal, College of Agri. Medziphema.
5. Mr. J. Singh, Reader, College of Agri. Medziphema.

Annexure - 2.

PUNJAB AGRICULTURAL UNIVERSITY:: LUDHIANA

No. 2473-72
9 June, 1983.

Dr B.D.Sharma,
Vice-Chancellor,
NEHU, Shillong - 1.

My Dear Dr Sharma,

This is with reference to your telegram dated 20th May, 1983 regarding next meeting of the Planning Group of the College of Agriculture, Medziphema, Nagaland to be held on 20 June, 1983 at Medziphema.

I was looking into the possibility of my attending this meeting. As you know, there have been many acts of violence on the campus and I am pre-occupied with those affairs - hence I shall not be able to attend this meeting.

I have received a copy of the agenda. I am going through it and will send my views separately.

On behalf of the Vice-Chancellor, Dr Sukhdev Singh, I invite you to visit Punjab Agricultural University at your convenience.

With regards,

Yours truly,

Sd/- A.S.Atwal,
Dean,
Post-Graduate Studies.

5:2:4(1)

Item No. 5:2 Syllabus

(iv) Outline of Pre-University Course Structure.

An outline of the Pre-University Course Structure in each of the subject as discussed in the meeting of the NEHU Board of Pre-University Education held in August 4, 1983 are placed as annexure 7 for consideration of the Council.

(PRE - UNIVERSITY SYLLABUS)

Outline of Pre-University Syllabus (Revised)ENGLISHPaper - I (100 Marks)

1. Prose
Selection from modern Prose
2. Poetry
Leaves from English Poetry

Paper - II (100 Marks)

1. Rapid Reading
2. Grammar
3. Composition

.....

ALTERNATIVE ENGLISHPaper - I (100 Marks)

A: Prose

B. Poetry

Composition of a Passage in prose or verse

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LANGUAGES

1. Assamese (MIL)

Paper I (100 Marks)

Prose

Poetry

Novel

Essay

Practical Writing

Grammar

.....

2. ASSAMESE (ELECTIVE)Paper - I (100 Marks)

1. Short stories
2. Poetry.
3. Unseen

Paper - II (100-Marks)

1. Prose
2. Novel
3. Rhetoric Prose
4. Essay

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GAROPaper I (100 Marks)

- | | | |
|------------------|---|----------|
| 1. Prose | - | 42 Marks |
| 2. Poetry | - | 32 Marks |
| 3. Kottay Meapar | | 10 Marks |
| 4. Essay's | - | 16 Marks |

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HINDI (MIL)Paper I (100 Marks)

1. Prose
2. Poetry
3. Grammar
4. Precis writing
5. Essay

.....

KHASIPaper I (100 Marks)

1. Prose - 40 Marks
2. Poetry - 40 Marks
3. History- 20 Marks

NEPALI (M.I.L.)

Paper I (100-Marks)

- Texts
- Grammar
- Composition
- Essay

.....

SOCIAL SCIENCES

1. ANTHROPOLOGY

Paper I (95-Marks)

- 1. Man as biological animal
- 2. Definition and scope of Physical Anthropology
- 3. Races of Man etc.
- 4. Indus Valley Civilisation

Paper II (75-Marks)

- 1. Community of Man
- 2. Scope and methods of Social Anthropology
- 3. Man and his culture
- 4. Man and his Social Institutions
- 5. Economics activities of Man
- 6. Man and the super natural

Paper III Practical (50 Marks)

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2. ECONOMICS

Paper I (100 Marks)

- A. Elements of Economics Theory
 - 1. Subject matter of Economic theory
 - 2. Alternative forms of Economic organisation

Paper II (100 Marks)

- A. Broad features of the Indian Economy Natural Resources
 - 1. Population
 - 2. National Income
 - 3. Agriculture in India
 - 4. Industrial development in India
 - 5. Unemployment
 - 6. India's Foreign trade.
 - 7. Nature of Planning in India

3. EDUCATION

Paper I (100 Marks)

BASES OF HUMAN BEHAVIOUR

1. Psychology as a behavioural Science
2. Psychological basis of behaviour
3. A Physical development upto adolescence
4. Learning
5. Statistic

Paper II (100 Marks)

INTRODUCTION TO THE STUDY OF EDUCATION

1. Objectives
2. Concept and functions of education
3. Types of agencies of education, role of formal and informal education
4. Educational ideas
5. Education and National objectives

.....

HISTORY

Paper I (100 Marks)

1. History of Modern India (1757-1947)

Paper II (100 Marks)

1. History of Great Britain (1688-1918)

.....

POLITICAL SCIENCE

Paper I (100 Marks)

ELEMENTS OF POLITICAL SCIENCE

1. State
2. Law and Liberty
3. Forms of Government
4. Organs of Government
5. Electorate
6. Representation
7. Direct Democratic Devices
8. Public Opinion
9. Party system
10. Interest Groups and Pressure Groups
11. United Nations.

Paper II (100 Marks)

1. Elements of Indian Constitution
2. Union Government
3. State Government.

SCIENCE AND MATHEMATICS

1. BIOLOGY

A. BOTANY Paper I (75 Marks)

1. General principles of biology
2. Morphology
3. Anatomy
4. Physiology
5. Ecology
6. Classification of Plants
7. Practical - - - (5 Marks)

B. ZOOLOGY Paper II (75 Marks)

1. General Principles of Biology
2. Taxonomy
3. Non-Chordata
4. Chordata
5. Physiology
6. Ecology and Economic Zoology
7. Practical - - - (25 Marks)

.....

2. CHEMISTRY

Paper I (75 Marks)

1. General and Physical Chemistry
2. Organic chemistry

Paper II (75 Marks)

1. Inorganic Chemistry

Paper III Practical (50 Marks)

3. MATHEMATICS

Paper I (100 Marks)

(Algebra, Plane Trigonometry and Co-Ordinate Geometry)

Group A - Algebra - - - (54 Marks)

Group B - Plane Trigonometry (24 Marks)

Group C - Co-ordinate Geometry of two dimensions (22 Marks)

Paper II (100 Marks)

(Calculus and Mechanics)

Group A - Calculus - - - (52 Marks)

Group B - Vectors and Mechanics - (48 Marks)

ADDITIONAL MATHEMATICS

Paper I (100 Marks)

- Group A - Set theory and Matrices (42 Marks)
- Group B - Vector Algebra (24 Marks)
- Group C - Probability and statistics (34 Marks)

Paper II (100 Marks)

- Group A - Calculus (60 Marks)
- Group B - Mechanics (40 Marks)

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PHYSICS

Paper I (100 Marks)

- 1. General Physics
- 2. Mechanics
- 3. Work energy and power
- 4. Heat
- 5. Vibration and waves

Paper II (100 Marks)

- 1. Geometrical Optics
- 2. Electro statics and Magnetostatics
- 3. Current Electricity and Electronics
- 4. Atomic and Nuclear Physics

PRACTICAL :

Paper III (50 Marks)

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6. STATISTICS

Paper I (100 Marks)

- A. Basic Mathematics
 - 1. Algebra
 - 2. Calculus
- B. Finite Differences
- C. Descriptive Statistics

Paper II (100 Marks)

- A. Random Experiments
- B. Index Numbers
 - 1. Sample Survey
 - 2. Vital Statistic

7. GEOGRAPHY

Paper I (75 Marks)

- A. Physical Geography
- B. Economic Geography

Paper II (75 Marks)

- A. Life in Major Natural Regions
- B. Regional Geography of India
- C. Regional Geography of North-East region of India

PRACTICAL - Paper II (50 Marks)

Geology (Two paper of 75 marks each - Practical 50 Marks)

- 1. What is Geology
- 2. Earth and Planets
- 3. Elementary Crystallography and Mineralogy
- 4. Classification of Minerals
- 5. Types of rocks
- 6. Physical Geology
- 7. Economic Geology
- 8. Practical

COMMERCE :

COMMERCE

<u>Group</u>	<u>Subject</u>	<u>Marks</u>
A.	English - I	100
B.	English - II	100
C.	M . I . L	100
D.	Commercial Arithmetic	100
	Book-Keeping	100
E.	Business Methods	100
	Commercial Geography	100

To be read along with item 5:2 (10)

The Minutes of the Second Meeting of the Board of Pre-University Education.

The Second meeting of the Board of Pre-University Education was held on August 4, 1983 in the Seminar Hall, Mayurbhanj Complex, North-Eastern Hill University, Shillong at 10.30.A.M.

PRESENT :

List of members attending the meeting are appended as Annexure - I.

List of members indicating their inability to attend is appended in Annexure - II.

WELCOME :

Welcoming members to the Board, the Chairman appreciated the efforts put by various Committees in reviewing the course at +2 level with a view to reinforce them. He urged the members to work with the same devotion to take up the task of preparation of courses in vocational stream in the second phase of the work. The Chairman observed that more vocational courses may be identified in the light of the needs in the North-Eastern Region. He expressed the hope that it should be possible for the Pre-University Board to meet shortly for considering the draft syllabus in various vocational subjects.

Before taking up the formal agenda, the Chairman invited the Vice-Chancellor to make observation so as to guide and inspire the members in the task.

ITEM-1 83:0201(1)

Confirmation of the minutes of the first meeting of the board of Pre-University education held on December 2, 1982.

The minutes of the first meeting were confirmed.

DISCUSSION :

Indicating the discussion, the Vice-Chancellor pointed out that repetition must be avoided as far as possible, related subject Committees must meet together and avoid duplication. Books of authors from North-East and

and subject matter relating to North-East region must be introduced into the new Pre-University syllabus. There must be a continuing in the high school Pre-University +2 and degree +3 syllabus. He further emphasised that our Pre-University Syllabus must be at par with Pre-University syllabus of any other university in the country. Students passing out from North-Eastern Hill University should be no way inferior to any other student passing out from various universities in the country.

A suggestion was made that there should be compulsory paper in mathematics in all subject combinations. After a thorough discussion it was resolved that there should be a paper of 50 marks in mathematics in all Science subjects combination. So far as non-science subjects are concerned, one view was that the appropriate mathematics input may be provided in the syllabus of the concerned subject like Economics, education. This may however result in duplication of syllabus. Therefore, it was resolved that a paper in mathematics may be made compulsory even for the non-science subjects. However, the compulsory mathematics paper in Science should not be taken by mathematics similarly in the non-science groups some students may not like to offer mathematics. An alternative paper or set of papers may be offered for these students which may concern, say, finer aspects of life. For this purpose two committees was constituted one for science subjects Dr. Jungappa as Chairman and another for non-science subject with Dr. D. P. Singh as the Chairman. They will redraft the syllabi in various subjects. It was also felt that these committees will keep in mind the other general suggestions while redrafting the syllabus.

After thorough discussion on the Pre-University syllabus the Committee Resolved while preparing the syllabus the following points may be taken into consideration.

(a) There must be a common pattern followed by all the subject committees.

(b) There may be unitization of syllabus.

(c) Practical syllabus science subject may be under heading PRACTICAL.

(d) List of text books and list of references may be separately at the end of the syllabus.

(e) On the average the syllabus should be strengthened by 10 to 15 percent.

82:0202 (1) (a) Languages :

Indicating the discussion and the Vice-Chancellor pointed out that in addition to alternative English more option be provided to students. It was observed that the academic load on students taking alternative English may not be at par with those taking M.I.L. subjects. The view was shared by most of the members. After thorough discussion it was resolved that a committee be constituted to go into all aspects of this matter. Dr. R.S. Lyngdoh was nominated as the Chairman, with 4 other members to be nominated by the Vice-Chancellor. This Committee designated as Committee on Board of Languages would go into the syllabus of the MIL and evolve a common structure for various languages so that the MIL is uniformly structured. (Languages taken up were Nepali, Garo, Khasi and Assamese.)

82:0202 (1) English :

(a) English being a subject common to all subjects combinations at Pre-University (+2) and Degree (+3) levels and also a compulsory subjects in the competitive examinations, the orientations of the course outline be focused accordingly.

(b) Books or writers from North-Eastern Region may be included where possible.

(c) More choice of books be given in rapid reading.

85:0202 (2) Education :

(a) The syllabus may be restructured.

(b) Reference and books be listed separately for each paper.

(c) Course on statistic may be deleted.

83:0202 (3) Logic :

Logic syllabus may be restructured as follows :

(a) Chapters should read sections and be restructured in terms of units.

83:0202 (4) History :

The syllabus is to be restructured in terms of unitization.

(a) In place of British History, History of world may be taken up.

(b) NCERT syllabus and NCERT books on History may also be taken into consideration.

83:0202 (5) Political Science :

The syllabus is to be restructured in terms of unitization.

(a) Common topics/subjects may be grouped together.

(b) Topics relating to North-Eastern region such as state government, local self government, District Council may be included in the syllabus.

(c) If topics pertaining in North-East are included some other topics in the draft syllabus may be deleted.

83:0202 (6) Economics :

(a) Syllabus to be made in details.

(b) Topics from North-Eastern region must be included in the syllabus.

(c) At Pre-University stage topics on International economics may not be necessary. Local and National economics problem may be given importance.

(d) Paper I and II may be restructured. Topics such as :-

(i) Community development.

(ii) Rural development.

(iii) Shifting cultivation, etc. in the Indian context may be incorporated into the syllabus.

83:0202 (7) Commerce :

The course outline be restructured keeping the following into consideration :-

(a) Mathematics must be compulsory to commerce students.

(b) Commercial arithmetic to be modernized.

(c) The Committee on commerce may restructure the Pre-University syllabus. While restructuring the courses the Committee may also invite the Vice-Chancellor.

Science Subjects:-

03:0202 (8) Geography :

- (a) In Physical Geography whole course structure need revision and restructuring.
- (b) Statistics may be deleted.

03:0202(9) Biology (Botany & Zoology)

(a) It was resolved that there should be a Board in Biology to prepare syllabus of Pre-University courses in Botany and Zoology as the Chairman, one member each from Botany and Zoology may constitute the Committee

(b) Course may be designed for Biology as a Composite one rather than separating for Botany and Zoology.

(c) For Biology practical, colleges should have their own list of items specimens the list should be exhaustive and there must be parity in the list of experiment and specimen the college have taken up.

03:0202 (10) Physics :

To avoid duplication the courses under mechanics in the physics syllabus may be restructured in consultation with the Mathematics committee. Mathematical portion under this section and chapters in the Mathematics syllabus may be restructured. As far as possible Mathematical lessons may be taken up in the Mathematics syllabus.

03:0202 (11) Chemistry :

The syllabus was approved :

03:0202 (12) Mathematics :

(a) In preparing the Pre-University syllabus the Committee may also look into the High School of Mathematics syllabus of the 3 units.

(b) The Committee may go into the High School syllabus of Pre-University of the 3 units. If there are differences in the level of Mathematics syllabus, DPI's of the 3 units could be approached to bring parity and evolve a common base.

(c) There may be three papers with 75 marks in the two papers and 50 marks in the third paper. Thus there will be proportionate marking.

(d) The duration of examination may be fixed accordingly, taken for 50 marks paper duration may be 2 hours.

03:0202 (13)

Syllabus of the following subjects could not be taken up as the member, pertaining to the subject concerned could not attend the meeting.

- (a) Anthropology.
- (b) Statistics.
- (c) Geology.

A basic issue was also raised about these subjects. At Pre-University level emphasis should be laid on basic subjects rather than inter-disciplinary subjects.

03:0202 (14) :

Syllabus in the following subject has not been submitted by the concerned convenors. They are requested to submit the syllabus immediately.

- (a) Mizo.
- (b) Bengali.

03:0202 (15)

Since Sociology, Law and Sanskrit are not taught at Pre-University level no syllabus has been framed.

* * * *

List of members present in the meeting of Pre-
University Board Education.

NAME

1. Shri D.Chakravarty
2. Shri H.Thanglora
3. Dr.D.P. Singh
4. S.Hom Choudhury
5. Pramod Tandon
6. M.K.Khare
7. Dr.S.N.G.Thakurta
8. A.L.Verma
9. Sainganga
10. M.S.Padma
11. D.Phukan
12. A.M.Marbaniang
13. N. Malla
14. S.C.David
15. M.S.Sangma
16. Hrangthanga
17. H.W.Stan
18. T.S.B.Narasaraju
19. A.C.Mahapatra
20. P.P.Gokulanathan
21. Dr.J.B.Bhattacharjee
22. Dr.B.Pakem
23. B.N.Talukdar
24. D.S.Rawat
25. Dr.S.S.Khare
26. Dr.M.C.Pandey
27. Dr.C.L.Anand
29. Vice-Chancellor.

LIST OF MEMBERS INDICATING THEIR INABILITY TO
ATTEND THE PRE-UNIVERSITY BOARD OF EDUCATION
MEETING :-

- (1) Shri Lalawia, Principal, Government College,
Lunglei, Mizoram.
 - (2) Professor D.N.D.Goswami, Department of Geology,
Gauhati University, Gauhati.
 - (3) Dr. R.K.Rai, Head, Department of Geography,
North-Eastern Hill University, Shillong.
 - (4) Dr. D.N.Borthakur, Director, I. C. A. R.,
Shillong.
 - (5) Mrs. M. R. Mawlong, Registrar, North-Eastern
Hill University, Shillong.
-

(v) Syllabi of Sanskrit, Urdu and Manipuri -

With the switching over to the Three-Year Degree Course from 1982-83 session and the changing of the course structure in the MIL coupled with the addition of the Foundation Course especially in the Degree Commerce and Arts streams from two papers of 100 marks each to one paper of 100 marks only, the MIL in Sanskrit, Urdu and Manipuri had not been re-constructed in the structure of the +3 pattern. To avoid hardship to the students who have already been taught the subjects in the old Two Year pattern, it is suggested that the existing two year pattern of the above MILs may be kept in abeyance for the examination of 1984 of the +3. However, the framing of the confidential paper for the purpose of examination will be taken care of by the University to fit in with the structure of the +3 course of other MILs already framed, which is for 100 marks only.

The matter is placed before the Council for approval.

SYLLABUS

M. PHIL. (SPECIAL) IN POLITICAL SCIENCE

I. Contemporary North-Eastern India-

- Concept of Authority (Traditional & Modern).
- Working of Sixth Schedule & Local Self Government.
- Land Ownership & Forest Management.
- Development Process in North-East India.

Prescribed READING

1. Harold Lasswell, Power & Society (New Haven, Yale University Press, 1950)
2. Francis Sandbach, Environment: Ideology and Policy (Oxford: Basil Blackwell, 1982).
3. The State of India's Environment, 1982: A Citizens Report (Centre for Science & Environment, 1982).
4. Christian Bay, The Strategic on Political Emancipation (Bombay: Soniya Publication, 1982).
5. John Papworth, New Politics (New-Delhi: Vikas, 1982).
6. North-Eastern Council, Basic Statistics of North-Eastern India, February 1980 (Shillong).
7. Census of 1981- for Assam, Meghalaya, Nagaland, Tripura, Manipur, Mizoram, and Arunachal Pradesh.
8. J.P. Singh, Human Resources of North-Eastern Region, (Delhi; Inter-India Publication, 1982).
9. NEICSSR, Shifting Cultivation -North-East India (Shillong; 1980)
10. T. Mathew (Ed). North-Eastern Hill Regions of India-Problems and Prospects of Development (New Delhi; Agricole Publishing Academy, 1981).
11. T. Mathew (ed) Tribal Economy of North-East Region (Gauhati: Spectrum Publication, 1980).
12. V. Venkata Rao, A Century of Tribal Politics in North-East India 1874-1974 (New Delhi; S. Chand & Company, 1976).
13. S.K. Chaube, Hill Politics in North-East India (Calcutta: Orient Longmans 1974).

5:3:3(1)

Item No. 5:3 Research

(id) Research proposals of the
various Departments -

The Board of Research Studies in Humanities/
Social Sciences in its meeting held on the 29th August, 1983
had considered and approved the research proposals of the
various Departments.

The Minutes of the Board is placed at Annexure - 8
for consideration and approval of the Academic Council.

NORTH-EASTERN HILL UNIVERSITY
Shillong - 793 001

MINUTES OF THE THIRD MEETING OF THE BOARD OF RESEARCH STUDIES
IN HUMANITIES/SOCIAL SCIENCES

The Third Meeting of the Board of Research Studies in Humanities/Social Sciences was held on Monday, the 29th August, 1983, at 11.00 A.M., in the Office-Chamber of the Vice-Chancellor, NEHU, Shillong.

PRESENT:

A list of members attending the meeting is appended as Appendix - 1.

APOLOGIES:

Apologies for inability to attend the meeting were received from the following member :

1. Dr A.C. Bhagabati, Dibrugarh University, Dibrugarh.

Item No. 1 CONFIRMATION OF THE MINUTES OF THE 2ND
MEETING OF THE BOARD OF RESEARCH STUDIES
IN HUMANITIES/SOCIAL SCIENCES :

RHSS:3:83:01: The Council considered the comments on the Minutes of the 2nd meeting of the Board of Research Studies in Humanities/Social Sciences on Resolution No. RHSS:2:83:01(ii)(a) and confirmed the Minutes with the correction in the above resolution.

Contd/...

Item No. 2 MATTERS ARISING OUT OF THE MINUTES :

- (i) Research proposal for the Ph.D. Degree -
 Department of Political Science -

RHSS:3:83:02(i): While considering the synopsis of Mr. L.Gassah. entitled "Traditional and Emerging Political System in Jaintia Hills", the Board observed that "the title of the synopsis should be indicative of the focus". The Board suggested that the Supervisor be requested to modify the title as per the observation of the Board. Revised title, etc., may be submitted to the Board for their information. With these observations, and suggestions, the Board approved the synopsis.

The Council also observed that since there is no format for M.Phil/Ph.D. synopsis, it has created difficulties to all concerned. As such, the Board RESOLVED to authorise Prof. B.B. Chatterjee to draw up a format for M.Phil/Ph.D. synopsis and to place it before the next meeting of the Board.

- (ii) Research proposal for the Ph.D. Degree -
 Department of Philosophy -

RHSS:3:83:02(ii): The Board considered the synopsis of Miss Sipra Sarbajna, entitled "Tradition and Morality" and observed that the synopsis does not contain the design of the study and methodology. As such, the Board suggested that these be incorporated in the synopsis and submitted to the Board for their information. With these observations and suggestions, the Board approved the synopsis.

- (iii) Research proposal for the Ph.D. Degree -
 Department of History -

RHSS:3:83:02(iii): The Board considered the synopsis of Shri Rabindra Nath Mosahary, entitled "Social History of the Boros of Assam" and approved the synopsis with the suggestion that the title of the synopsis be modified as "Social History of the Boros of Assam as reflected in folk songs and social history". The synopsis may be suitably modified and submitted to the Board for their information. Board approved the proposal.

Contd/...

- (iv) Research proposal for the Ph.D. Degree -
Department of Economics -

RHSS:3:83:02(iv): The Board considered the synopsis of Shri Sankar Kumar Ghosh, entitled "Poverty and Unemployment in Mizoram - A study of some selected villages". The Board noted that topic was too wide for a Ph.D. thesis. It was also observed that in a Ph.D. works one is not expected to take assistance of investigators. The area of study should be restricted to only three representative villages and the focus should be on phenomenon of unemployment, poverty and co-relation. The synopsis may be accordingly revised and submitted to the Board for their information. The Board approved the study.

- (v) Research proposal for the Ph.D. Degree -
Department of Economics -

RHSS:3:83:02(v): The Board considered the synopsis of Mr. Donkuper Roy, entitled "Configuration of Poverty in the Border Areas of Meghalaya : A case study of Sholla Village in East Khasi Hills" and approved the same with the suggestions that the concepts of 'unemployment and 'poverty' will have to be clearly defined in the context of the region in which the study is being taken up. The study, therefore, should lay equal emphasis on the defining this conceptual frame as on the empirical data. The synopsis may be suitably revised and submitted to the Board for their information. The proposal was approved subject to these observations.

- (vi) Research proposal for the Ph.D. Degree -
Department of Economics -

RHSS:3:83:02(vi): The Board considered and approved the synopsis of Miss Keya Sen Gupta, entitled "Potentiality of small scale industries in Meghalaya - An economic approach" with the observation that the area of study should be restricted. It was also suggested that block should be the 'Unit' for the purposes of working out the indicators of development, etc. The synopsis may be revised and placed before the Board for their information.

The proposal was approved.

Contd/...

- (vii) Research proposal for Ph.D. Degree - Department of History -

RHSS:3:83:02(vii): The Board considered and approved the synopsis.

The Board **RESOLVED** that the above approved research proposals be placed before the Academic Council.

Item No. 3 DEFERRED ITEMS :

- (i) Syllabus for M.Phil (Special) in History, Economics and Pol. Science -

(a) History -

RHSS:3:83:03(i)(a) The Board approved the course as proposed by the Department of History for the current session only. The Board suggested that the course be revised by the Head of the Department as discussed in the meeting and **RESOLVED** to authorise the Vice-Chancellor to finalise the same.

(b) Economics -

RHSS:3:83:03(i)(b): The Head, Department of Economics at the time of placing the course contents before the Board explained that the parameter of the 1st paper is to give a broader base in theory paper and that of the 2nd paper is acquaint with some topics in Indian context with the acquired base in theory.

On this the Board observed that from the topics indicated in 2nd Paper, it is not clear, what are the topics included for study on the Indian context and how these topics are to be woven in Indian context. The Board also suggested that the Department may look into it and a complete list of reading materials be indicated.

The Board further observed that the course content being strong should not be permitted to be diluted by the time factor.

Contd/- 4..

(c) Political Science -

RHSS:3:83:03(i)(c): The Head, Department of Political Science presented the course before the Board. The Board suggested that the course should have to be tailored with the present M.A. course in Political Science and the methodology course be transferred to dissertation.

Some general issues in relation to the special M.Phil programme came up for consideration .

(i) The first point was that this programme is not research oriented and its main objective is to equip the College teachers for better teaching . A course on Research Methodology which has been incorporated in the core programme in some departments is not necessary. A series of lecture may be organised on Research Methodology as a preparatory exercise for their dissertation/project work. Their standing in methodology could be assessed as a part of the evaluation of dissertation/ project work.

(ii) The core courses should aim at building up the knowledge of the teachers in important areas of their subject. The course should be built on the present master's programme and it should not be designed on the premise that some of the teachers may have passed out earlier. If necessary, then teachers could be given supplementary reading assignments.

(iii) The design of the courses for teachers may be different from normal M.Phil. Programme. They are expected to read during the intervening year at their college. Therefore, the lectures in the first part may be in the nature of explaining the basics to be followed by self-study. A final round up may be organised in the second part in which the teacher may be required to give seminars etc. Similar approach is necessary for teaching methodology etc. It was decided that a detailed plan of work should be prepared for this purpose. Prof. B.B. Chatterjee was requested to do this.

Contd/-..5..

(ii) Statement of research perspective in the Department of History and Department of Economics -

(a) History -

RHSS:3:83:03(ii)(b): The Board discussed the courses in detail and suggested that the courses be re-drawn in the light of the discussion and RESOLVED to authorise the Vice-Chancellor to finalise the same.

(b) Economics -

RHSS:3:83:03(ii)(b): The Board RESOLVED that the courses be re-formulated in the light of the discussion and also RESOLVED to authorise the Vice-Chancellor to finalise the same.

Some general questions arose out of this discussion -

(i) It was agreed that the Research Perspectives being prepared by the departments provide an opportunity for a clearer statement of objectives and direction of research.

(ii) The Research Perspectives should be prepared at three levels - areas of interest to the University as a whole, areas of interest to the department as a whole and area of individual interest.

(iii) The Research Perspectives will be influenced by the needs of the region as also the technical complement of the faculty. The inter-disciplinary aspects should be clearly brought out.

(iv) The Research perspectives should invariably incorporate a resume of the research already completed in the department and those studies which are in hand.

(v) It is not necessary that the topics of research are given in the main write-up. The details may be remitted to the annexures.

Contd/-....7....

(vi) A Research Perspectives for the University as a whole may be prepared in the basis of Departmental Research Perspective.

The meeting was adjourned at 2.30 P.M., to meet again on Tuesday, the 30th August, at 4.00 P.M.

The meeting of the Board of Research Studies was resumed on Tuesday, the 30th August, 1983 at 4.00 P.M. to discuss the following remaining items:

Item No.4 Research proposals of the candidates of the Department of Educational Research & Studies -

HSS;83:04: The synopsis of I.A. Inchan, entitled " A Study of self-concept adjustment, creativity and academic achievement of High School Pupils in Nagaland" was discussed in details by the Board. The Board suggested that the sample be reduced and work out some new variables. With these observations, the Board RESOLVED to authorise the Vice-Chancellor to finalise the synopsis.

(b) The synopsis of Lalrinkini, entitled "A study of Socio-educational correlates of Modernity in Mizoram" was discussed in details by the Board. The Board observed that perhaps the emphasis is on modernity. As such, the Board suggested that the guide be requested to work out the concept of modernity in Mizo society and RESOLVED to authorise the Vice-Chancellor to finalise the same.

(c) The synopsis of Miss Varpari Khiangte entitled "Non-cognitive correlates of Creativity" was discussed in detail by the Board. The Board observed that the concept of creativity is related to his/her environment. As such, the Board suggested to develop necessary tools for the purpose. The Board further suggested that tool making of the area should be the thrust area of the Department.

contd/-....8...

With these observations, the Board RESOLVED to authorise the Vice-Chancellor to finalise the synopsis.

Item No. 5 Research proposals from the Department of History -

RHSS:3:83:05: The Board considered the synopsis of Mr. Gabriel Sumar and Mr. F. Lalremsiana for the M.Phil Programme, entitled "The Origin of the 'Jait' in the Khasi Society" and "Traditional Political Institutions of the Luscis" respectively and approved the same.

Item No. 6 Research proposal from the Department of Philosophy -

RHSS:3:83:06: The Board considered the synopsis of Mr. Nibaran Choudhury, entitled "The Concept of Self: A Philosophical re-construction with special reference to the Ao Naga Tribe" and approved the same.


RHSS:3:83:07: The Board also RESOLVED that in future, all Supervisors of the proposed topics be invited to attend the concerned Board ^{of Research} /Studies meeting to present the synopsis before the Board.

The discussion on the synopsis of various subjects brought into focus the need for a clear definition of the conceptual frame and also for preparing suitable tools specific to the region and its socio-economic situation. The research in the University in the next two to three years may be directed towards this objective. Eventhough each research scholar is expected to look into the methodological issues before taking up the work, this aspect cannot be his primary concern. The result is that in an area with a significantly socio-economic frame, the results may not be reliable since there might be

contd/-...9....

some serious omission in the frame or the tool. The concept of 'modernity' provided an interesting example. Some of the attributes of the traditional tribal Society like egalitarianism, status of women are quite modern and they should get suitably reflected in the research frame. The Board was of the view that designing of the tools and clearing of conceptual frame at this stage are very important and they should become the main areas of investigation by the scholars for ~~some~~ time. This is also an area most suitable for inter-disciplinary team work. The Board RESOLVED that a frame of study may be prepared by the School of Social Sciences on these lines.

The Board ended at 5.45 P.M. , with a Vote of Thanks from the Chair.



(Mrs. M.R. Mawlong)
Secretary,

Board of Research Studies in
Humanities/Social Sciences.

LIST OF MEMBERS ATTENDING THE MEETING OF THE BOARD
OF RESEARCH STUDIES IN HUMANITIES/SOCIAL SCIENCES

1. Dr B.D.Sharma,
Vice-Chancellor
2. Prof. Mrinal Miri
3. Prof. D.P.Singh
4. Prof. S. Hom Chaudhuri
5. Prof. S.N.Rao
6. Prof. C.N.Bhalerao
7. Prof. B.B.Chatterjee
8. Dr R.U. Walli
9. Dr K.Boz
10. Prof. M.N.Karna
11. Dr J.B.Bhattacharjee
12. Dr P.P.Gokulanathan
13. Dr S.N.Guhatharkurta
14. Mrs. M.R.Mawlong,
Secretary
15. Dr B.K.Tandon

(viii) MINUTES OF THE MEETING OF THE PRINCIPALS OF COLLEGES, DIRECTORS OF EDUCATION, DIRECTOR OF PUBLIC INSTRUCTION AND CHAIRMEN, BOARD OF SCHOOL EDUCATION HELD ON AUGUST 30, 1983 AT SHILLONG

The meeting was held on August 30, 1983 at 2 P.M. in the Conference Hall of the North-Eastern Hill University, Mayurbhanj, Shillong.

List of participants is appended at Annexure I.

The item of discussion for the meeting was focussed on the Pre-University and Degree examinations.

The Vice-Chancellor welcomed the Members and informed the members the problems of examinations being faced by the University which subsequently leads to the delay in announcing the results. Apprising the members about the problems encountered by the University in setting up question papers, moderation, in evaluation and in formulation of examination schedules, it was unanimously resolved that there may be central evaluation, for B.A. Pass and Pre-University examination.

It was further resolved that a Committee be constituted to go into the various aspects of examination and submit their recommendations to the Vice-Chancellor. The following members may comprise this committee :-

1. Fr. Paul Potta, Principal, St. Anthony's College, Shillong
2. Rev. Mother Anne, Principal, St. Mary's College, Shillong.
3. Mr. Kiromwati Ao, Director of Education, Nagaland.
4. Mr. Peter Lianhleia, Principal, Aizawl College, Aizawl.
5. Mrs. S. Rynjah, Assistant Registrar (Examination), NEHU, Shillong.
6. Dr. M. C. Pandey, Director, College Development Council, N.E.H.U., Shillong - Convener.

The question of change of the University calendar was discussed in detail. This year, the Boards of Nagaland and Mizoram had notified their high school examinations for the month of November/December. The Meghalaya Board could not take necessary action in this regard. The government of Meghalaya have now agreed to the switch over w.e.f 1984. It was agreed that the Nagaland and Mizoram Board may considering deferring the switchover by one year. It was also resolved that all the Boards may convince their 1984 November/December schedule right away.

The next issue related to the rescheduling of Pre-University and Bachelor (Arts) examinations. It was unanimously decided that the transition should be as short as possible. It was, therefore, resolved that all Pre-University and Degree examinations for the batches taking admission in 1983 may be held in November/December 1984.

It was also observed that the examination schedule is too staggered extending over a long period. Moreover, the Degree and Pre-University examinations should be held concurrently - one in the fore-noon and the other in the afternoon. It is not necessary to keep gaps in the examination schedule. The whole process could be compressed within about two weeks time and not in any case more than three weeks. The next years examinations may be started in the first half of March. The next examination may begin by 1st December and be over by about the 20th. This schedule thereafter may be maintained.

ANNEXURE - IMEMBERS PRESENT:

1. Dr.D.D.Sharma, Vice-Chancellor - in the chair
2. Rev,Bro.M.G.Shanon, Principal,St.Edmunds' College.
3. Rev.Mother Anne, Principal,St.Mary's College.
4. Father Paul Petta,Principal, St.Anthony's College.
5. Shri Kiremwati Ao,Director of Education, Nagaland.
6. Shri D.S.Rawat, Principal, Shillong College, Shillong.
7. Shri R.Kharpor,Principal,Jowai Government College,Jowai.
8. Shri R.N.Upadhyay,Principal,Sankardev College, Shillong.
9. Shri E.M.Sohklet,Principal,Synod College, Shillong.
10. Shri N.Insen Ao,Principal,Dimapur College, Dimapur.
11. Shri Austine John, Principal,U.C.C., Barapani.
12. Mr.H.Saiborn,Principal,Kohima College, Kohima.
13. Shri B.R.Chetri, Principal, Phek College.
14. Shri Peter Lianhleia, Principal,Aizawl College, Aizawl.
15. Smti, Lalziki Sailo, Principal,Zirtiri Women's College,Aizawl.
16. Miss. A.M. Marbaniang,Principal,Lady Keane Girls College,Shillong
17. Shri I.K.Sangma,Secretary,Meghalaya Board of School Education.
18. Shri T. B. Kma,Director of Public Instruction, Meghalaya.
19. Shri S.A.Koy Shilla,Deputy Director of Edn., Nagaland,Kohima.
20. Mrs.Nini Meru,Controllor of examinations,Nagaland Board of School Education, Kohima.
21. Dr.K. Bez, Head Department of Economics,N. E. H. U.
22. Dr.P. P. Gokulanathan, Head,Department of Education,N. E. H.U.
23. Dr.D.P.Singh,Head,Department of English, N.E.H.U.
24. Dr.R.R.Mishra,Head Department of Botany, N. E. H. U.
25. Dr.A. C. Sinha, Head Department of Sociology, N.E.H.U.
26. Dr. J. B. Bhattacharjee, Head,Department of History,N.E.H.U.
27. Dr.N.Malla, Head,Department of Philosophy, N. E. H. U.
28. Dr.M.K.Khare, Head, Department of Zoology, N. E. H. U.
29. Dr. T.S.D.Narasaraju, Head,Department of Chemistry,N.E.H.U.
30. Dr.R.K.Rai, Head,Department of Geography, N. E. H. U.
31. Dr. I. J. S.Jaswal, Anthropology Department, N. E. H. U.
32. Dr. Vijay Kumar, Mathematics Department, N. E. H. U.
33. Mrs. M.R.Mawlong, Registrar,North-Eastern Hill University.
34. Dr. M. C. Pandey,Director, College Development Council,N.E.H.U.

*** **

- (ix) A MEETING OF THE EXAMINATION COMMITTEE CONSTITUTED BY THE PRINCIPALS IN THE PRINCIPALS CONFERENCE WAS HELD ON AUGUST 31, 1983 IN THE OFFICE ROOM OF THE DIRECTOR, COLLEGE DEVELOPMENT COUNCIL.

The following members were present :-

- Rev. Mother Anne, Principal, St. Mary's College, Shillong.
 Fr. Paul Petta, Principal, St. Anthony's College, Shillong.
 Mr. Kiremwati Ao, Director of Education, Nagaland.
 Mr. Peter Lianhleia, Principal, Aizawl College, Mizoram.
 Mrs. S. Rynjah, Assistant Registrar (Examinations), NEHU.
 Dr. M. C. Pandey, Director, College Development Council, - Convener.

1. Setting of question papers:

It was resolved that a mixed type of question papers may be introduced with 25% objective type questions and 75% traditional essay type. In the first instance, this may be introduced on experimental basis in some subjects. The objective type questions may be answered during the first 45 minutes of the examination after which the answer scripts shall be collected from the students. The second part of the question paper will be distributed to the candidates. The duration of the second part may be 2 hours 15 minutes. Two paper setters may be appointed for each paper. **Two sets of question paper will be set. The instructions to the paper setters should, inter-alia, have the following :-**

- i) that the questions should be set from each section of the syllabus
- ii) the question paper must be unitized
- iii) candidates should be required to answer at least one question from each unit.

It was resolved that the syllabus may be suitably restructured, wherever necessary -

2. Qualifications of Paper-setters: Examiners
Pre-University Examination -

1. Paper-Setter

- i) Both internal and external teachers may be appointed as paper-setters.
- ii) A paper-setter must be a teacher in the subject concerned with a minimum of seven years of experience in teaching that subject at the under-graduate level. However, in exceptional cases the Vice-Chancellor may relax the condition of experience.

2. Examiners

- i) A Pre-University examiners must have at least three years of teaching experience at under-graduate level in the subject in which he is appointed examiner.
- ii) The examiners may be ordinarily appointed from amongst the teachers of affiliated colleges. The Vice-Chancellor may, however, appoint an examiner from amongst outside teachers in his discretion.

BA/B.Sc./B.Com/Paper-Setters:

i) Both internal and external teachers may be appointed as paper-setter.

ii) A paper-setter must be a teacher in the subject with a minimum of ten years of teaching experience, relaxable at the discretion of the Vice-Chancellor.

Examiners:

An examiner must have at least five years of teaching experience in the subject at under-graduate level relaxable at the discretion of the Vice-Chancellor.

Term of Paper-setters

For each paper two paper-setters may be appointed -

i) The term of each may be two years with the provision that one of them retires in alternate years.

Moderation Board:

1. There shall be a Moderation Board for each subject separately for the Pre-University and degree examination.

2. The Moderation Board shall consist of the Chairman of the Board of under-graduate studies concerned and two members nominated by the Vice-Chancellor from the Panel.

3. The term of office of the members of the Moderation Board shall be one year. The members shall be eligible for re-appointment.

4. Detailed guidelines may be prepared by the University for the working of the Moderation Board.

5. That every question paper shall be approved by the Moderation Board before it is sent to the Press.

Examiners:

1. The three-tier system of examiners may be restored comprising Chairman, Head Examiners and Examiners.

2. There should be one head-examiner for not more than seven examiners.

3. In cases the number of examiners is seven or less, the Chairman and Head-examiners may be from among the same persons.

4. Each examiner be allotted not more than 200 scripts.

5. The panel of examiners paper-setters and Moderators as recommended by the respective Board of Studies be approved by the Academic Council as required under the Ordinance of the University.

Evaluation

1. The evaluation of Pre-University and Degree scripts may be centralised.

2. The first stage in evaluation of answer scripts may be a meeting of the Chairman and Head-examiners where they may discuss the papers fully and draw out detailed instructions for their evaluation to be followed by the examiners. The Head Examiner will also personally explain the same to the examiners.

3. In the first instance examiner will examine ten answer script to be drawn randomly from the scripts allotted to him/her. These answer scripts checked by the Head-examiner who will satisfy himself that the guidelines have been followed. He may also suitably instruct the examiner. On the instruction of the Head-examiner the remaining answer script will be examined by the Examiner.

4. The University may prepare a frequency distribution of marks in each paper for the last ten years. These may be supplied to the Examiners for their guidance.

Moderation of Evaluation:

1. The first level of moderation may be built into the evaluation system itself. Each examiner will prepare a frequency table of the marks awarded. If there is a significant variation for the frequency distribution in that subject he will bring it to the notice of the Head Examiner in consultation with the Vice-Chancellor.

2. The Chairman of the Board of Examiners shall review the performance in the paper as a whole and the result in the paper could be suitably moderated by him.

When all marks have been tabulated the tabulators will closely examine the result and make note of the anomalies such as a candidate getting high marks in all subjects but failing in one of the subjects. The Committee will look into such individual cases and moderate them suitably in consultation with the Vice-Chancellor.

3. Finally, the Committee will look into the overall result of the University and proper moderation for approval of the Vice-Chancellor.

4. The grace marks may not be reflected in the result but may be intimated to the colleges for guidance of students.

Fee:

With the introduction of two structure the examination fees will have to be worked out.

5:4:17(1)

(x) Panel of Examiners for the Department of
Chemistry and Physics -

The Panel of Examiners for examining the Ph.D. thesis
of the following candidates of the Department of Physics and
Department of Chemistry respectively are placed before the
Academic Council for approval and recommendation to the Executive
Council.

Name of Candidates -

1. Mr. J.N.Viswakaram.
2. Mr. A. Rahman
3. Mr. P.V.Ramana Rao
4. Miss Betulda Mary Jyrwa(Physics).

The Panels will be tabled by the Chair.

5:4:11(1)

- (xi) New M.Sc. Course structure to be started from 1985 batch onwards -

The Course structure and their distribution in the 4th semester of the School of Physical Sciences as approved by the School Board. The proposal for framing the new courses is given below:

M.Sc. Physics, Chemistry and Mathematics -

- 1st semester : 3 theory (300) + 1 Practical (150).
for Mathematics : 4 theory (400).
- 2nd semester : 3 theory (300) + 1 Practical (150)
for Mathematics : 4 theory (400)
- 3rd semester : 3 theory (300) + 1 Practical (150)
for Mathematics : 4 theory (400)
- 4th semester : 3 theory (300) + 1 Project (150) or
Practical -
for Mathematics : 4 theory (400)

There will be specialisation during 4th semester for Physics and Chemistry while Mathematics has option to rearrange their courses as per needs.

The new M.Sc. syllabi should keep continuity of the revised syllabi of the 3 year B.Sc. degree and conform to the total number of 1200 marks for theory and 500 marks of Practicals with a provision of project work in Chemistry in the 4th Semester of 150 marks.

The matter is placed before the Council for consideration and approval.

- (xii) To consider the cases of those students who have exhausted the permissible chance in appearing the Degree Examination (both pass and Honours) of the old Degree Course.

There are instances where B.A./B.Com./B.Sc. (both pass and Honours) students who have exhausted their permissible chances of appearing the examination in the old course approach the University for permission to allow them to appear the 1984 final examination in the subject in which they failed or in all the subjects as the case may be as a special case.

As per provisions laid down in Rule 18(c) of the B.A. Regulations which is reproduced below:-

- 18(a) If a student after completion of a regular course of study and after being duly sent up by the Principal of an affiliated College cannot appear at or pass B.A. examination in the same year may appear at or pass B.A. Examination in the same year may appear at any of the two examination immediately succeeding the original examination, without attending ^{classes} at provided the Principal certifies to his good conduct and satisfactory progress of studies during the intervening period and provided further that a student offering subjects involving practical training will be required to attend at least 20 practical classes (in each subject) to the satisfaction of the Principal concerned. Such a student will be treated as Non-Collegiate student and will be required to pay the prescribed non-collegiate fees. Provided also that a student with Honours course who has failed in the Honours subject will not be allowed to continue Honours course unless he prosecutes as regular course of study for at least one academic year immediately preceding the examination in which he wants to appear. If a student with Honours course fails in a pass course subjects he will not be required to reattend regular classes but shall be required to attend the prescribed number of practical number of practical classes (in case of subjects involving practical) as laid down above as Non-Collegiate student.

- (b) If such a student cannot appear or pass in any of the examinations referred to in (a) above he may appear at any two succeeding examinations provided he prosecutes a fresh course of study in any affiliated College for a year immediately preceding the examination at which he wants to appear. Such a student shall be treated as Non-Collegiate student and will be required to pay the Prescribed Non-Collegiate fees.
- (c) Candidates who fail to pass the examination within the period prescribed in (b) above shall not be readmitted to the examination without prosecuting a fresh course of study for the full period prescribed in the manner prescribed under Section I.

The B.Com./B.Sc. Regulations of 15(a) and 18(c) have also the same provisions.

As the classes for the Two-Year Degree Course are no longer taught in the Colleges, due to the switching over to the Three Year Degree Course, the above provisions are not enforceable.

The Council may therefore consider:-

- (1) To allow the students who had exhausted the three permissible chances to appear again in the old course without obtaining re-admission.
- (2) To allow the students who had exhausted all their permissible five chances to reappear in the old course in the ensuing degree examination instead of having to switch over to the 3 Year Degree ~~Begree~~ Course.

- (xiii). To consider the failed students of 1983 Degree Examination who will be repeating in 1984 Examination for admission into the 3rd year of the 3yr.degree course.

A number of students who failed in the 1983 Degree Examination will be repeating in the 1984 examination. It is expected that some of them will get through. The University had decided that there will be no admissions in 1984 to the Post-Graduate Departments. Hence it is presumed that the passed students may take admission in the 3rd year of the three year degree course. As per the Ordinance governing the new course, students will be able to join the third year and continue in a particular subject only if they secure 45% and above in that subject. It may be considered whether this provision will be applicable to the passed students of 1984. Who completed the second year in the whole course.

In the Ordinance it has further been provided that in case a student fails to secure 45% and above he will get another chance to improve his score to enable him to be admitted into the third year degree course. A decision is thus necessary to be made whether the students of the old course would also be given another chance to improve their performance in a subject which they would like to take up for honours in the third year.

Put up for consideration of the Council.

- (xiv) Proposals from the Board of Post-Graduate Studies in Zoology -

The Board of Post-Graduate Studies in Zoology proposed that the question papers of the post-graduate examination be moderated by a Board consisting of five members, two specialists from outside the University and three from within the University including the Chairman of the respective Board of Post-Graduate Studies, who would be the convener of the Board of Moderators.

Further, in case any specialisation is not covered by the participating members of the Board at the time of the meeting, the faculty member teaching the course should be co-opted.

It is also recommended that similar arrangements be made for B.Sc.(Hons) courses also.

It is also proposed that the cost of atleast 100 reprints of the scientific paper (s) published by the staff and students of NEHU be allowed to be met from the contingency grant of the Departments.

The proposal is placed before the Council for consideration.

5:4:15(i)

- (xv) "To consider reasons for the delay in the publication of M.A. and M.Phil results and suitable measures to be taken by the University for the avoidance of such delay in future".

The results of the M.A. examinations, in some of the Social Sciences subjects, held in June, 1983, have not yet been announced. This has meant that the School has not yet been able to commence its M.Phil programme this year. It may be recalled that last year the admissions to the M.Phil programme were completed by early September and the Programme itself began in the 3rd week of September. And this itself was way behind the schedule prescribed in our calendar. This year owing to the delay in the publication of results, it has not yet been possible for us even to begin the process of admitting students to the programme.

Perhaps even more serious is the delay in the publication of the results of the M. Phil course work examinations of the School held in April, 1983. The candidates who took these examinations are required to submit their dissertation by the end of the year (December); however, since they do not yet know whether they have cleared their course work, many of them have not been able to take their dissertation work as seriously as they ought to. Besides, clearing of the course work is an essential pre-requisite for the submission of dissertation.

It is essential, therefore, that the Academic Council consider these problems and take suitable decisions so that (i) students may not suffer for any fault which is not theirs; and (ii) our academic calendar is not upset every year owing to the delay in publication of results.

5:4:16(i)

(xvi) PERMISSION FOR A B.V.Sc. AND A.H.DEGREE HOLDER
TO APPEAR B.A. EXAMINATION AS A REGULAR CANDIDATE.

A Bachelor of Veterinary Science and Animal Husbandary Degree holder has asked for permission to appear for the B.A.II Year Examination(Old Course) as a regular candidate.

The duration of the b.v.Sc. and A.H. Course is 4 Years after passing the 1 year P.U.Science course(1+4) and it is equivalent to the B.A.Three Year Degree Course(2+3).

As there is no provision in the Ordinance for him to appear the B.A.Examination straight away without doing the course, the matter is placed before the Council for a decision whether he could appear for the said Examination.

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5:5:2(i)

5.5 (ii) Strengthening Under-Graduate Education in the Region.

One of the important objectives of the North-Eastern Hill University is to strengthen the higher education in general in the hill areas of the North-Eastern Region. It is envisaged that the University may set up constituent colleges which may also function as pace-setting institutions. Pachhunga College in Mizoram was taken over for this purpose. The College is now being developed as a strong centre for under-graduate education in that area. The University had also decided to take over the Kohima Science College but that could not materialise. No further effort in this direction has been made thereafter. The University has initiated a number of programmes for improving the faculty of affiliated Colleges. There is now growing interaction between the faculty of the University and the Colleges.

With the introduction of the three year degree course, a greater need for strengthening the College education has arisen. The honours course will be taken up in some of the Colleges who are found to be adequately equipped for that purpose. It is possible that the University may also have to take up honours teaching in some of the subjects where the facilities in the Colleges may not be adequate. So far as Mizoram is concerned, Pachhunga University College should shoulder the responsibility to a large extent. The role of the campuses at Shillong, Kohima and Aizawl will also have to be defined in this regard.

The University does not have a base in under-graduate education in Nagaland and Meghalaya. In Nagaland, however, we have a College of Agriculture which has a number of conventional departments also like mathematics, Physics, Chemistry, Zoology, Botany, Sociology, Economics and English. Our experience shows that these Departments are not able to attract suitable personnel

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5:5:2(2)

with the result that they are rather weak. The University has recently decided to start a number of non-traditional courses with agriculture-base like horticulture, forestry, pig-rearing, poultry, farm-management etc. The College of Agriculture should take a leadership role in developing these non-traditional courses. One alternative could be that the arts and science faculties in the College of Agriculture are strengthened. The College of Agriculture can become a strong centre for under-graduate education in science and humanities with emphasis on agriculture. At the post-graduate level the College will continue to have only agricultural subjects while the under-graduate students will pass on to the other post-graduate centres.

The strongest post-graduate centre in the University is at Shillong. This centre should be able to handle the honours teaching in those subjects where the affiliated colleges may be found to be wanting. The hill areas of the North-Eastern Region have also another unique feature in so far as the number of girl students in this region is almost equal to the male students. The University has not made any special educational effort in relation to the girls education. The need for a full fledged home science faculty has been felt. It is one of the areas which is to be strengthened during the Sixth Plan period. Following the trend of reasoning for the Agricultural College, it would be worthwhile if the Home Science Faculty is not limited to Post-Graduate level only. The University may cater for under-graduate degree courses as well. A Home Science College could be envisaged on similar lines to those of the Agricultural College, where the School of Agriculture of the University is responsible for under-graduate education and the formal frame of the College has been assigned to that Unit. The Home Science College could also have limited number of students for traditional arts and science courses as well. This will give this unit a broader frame and a stronger academic base.

Item No. 5:5:

- (iii) To consider the Introduction of Classical Languages viz. Pali, Prakrit, Arabic Persian and Sanskrit

The UGC had appointed a panel on Classical Languages viz. Pali, Prakrit, Sanskrit, Arabic and Persian. The said committee has formulated certain guidelines of course structure for the above languages at both the undergraduate and post-graduate levels. The UGC vide their letter No. P.5-7/82(HT I) dated 29th June, 83 forwarded these guidelines to the universities asking for comments.

In this connection, it may be stated that the University has none of these languages at post-graduate level. Only Sanskrit is taught at the undergraduate level. Provision for private appearance for Arabic and Persian languages at Pre-University level exists although none are at present offering these languages. The working paper suggesting re-structuring of courses as sent by the UGC is placed below for the consideration of the Academic Council, so that the comments of the university, if any, may be forwarded to the UGC after it has been duly considered by the Academic Council.

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI.

...

No.F. 5-7/82(HR I)

June 29, 1983.

The Registrar,
North-Eastern Hill University,
P.O. Lower Bichouniere,
Shillong.-793001.

Subject: Working papers regarding the Structure of Syllabus
in Classical languages.

Sir,

The Panel on Classical languages at its meeting held on 3rd November 1982 considered the working papers prepared by the Subcommittee in Pali, Prakrit, Sanskrit, Arabic and Persian regarding the structure of syllabus in these languages and resolved that the working papers may be circulated to the Universities for their comments.

It is therefore requested that the comments on working papers may please be sent to the UGC immediately.

Yours faithfully,

Sd/-
Dr. (Mrs) Naseem Bhatia
Education Officer.

Copy to the Head of the Department of

for necessary action.

Dr. (Mrs) Naseem Bhatia
Education Officer.

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Working Paper

Restructuring of Courses in Sanskrit
By Professor Ramraj, Mukherjee

The thinking of the day is that syllabus for all streams should be restructured in such a way that it becomes relevant to modern society as a result of which students undertaking training in these courses could find it easier for them to adjust themselves with the changes in contemporary society and contribute effectively to the changing social structures. While attempts have been made to restructure courses in other areas in accordance with this philosophy, the syllabus for Sanskrit has more or less remained static and has refused to receive allied concepts, - linguistic & literary, philosophical & religious, Political & metaphysical - undergoing transformations and taking new shapes in sister disciplines. If students in Sanskrit are to be made fruitful citizens competent to face the challenges of modern society and employable in all areas and avenues, modern concepts are to be incorporated so that Sanskrit can be experienced as a living discipline, containing the sources of many thoughts and theories that are accepted as modern ones. Induction of this new component will enable the students to appreciate all concept in better perspective and to realise that Sanskrit is competent to play a vital role in contemporary society as well, and that Indian Society can draw inspiration and nourishment even now from the endless flow of Sanskrit learning and culture. Though much depends on the approach of the teacher and the technique followed by him in communicating ideas and transplanting experience to the taught, modification of the existing syllabus is a necessity, since the courses provide a starting point to the teacher and indicate which

direction the imagination of the teacher is to take and the height to which the taught is to be conducted. The following suggestions in regard to courses at different levels may be helpful in bringing into consummation the objectives enunciated before.

POST - GRADUATE LEVEL

A. GENERAL SUBJECTS

Paper I

The Vedas and the Upanisads - In this paper attempt will be made to make an analysis of the Vedas from the linguistic and literary points of view as also to make an assessment of the religious, social, political and economic life of ancient India from the Vedas.

While emphasis will be on the original texts of the Upanisads the interpretation of Upanisads by such modern schools as the school of Ramankrishna and Sri Aurobinda shall be an essentiality.

Paper II

Grammar and Linguistics - While select portions of panini's Grammar shall be taught with emphasis, the object will be to make a critical appraisal of the principles of morphology, phonology and semantics from the point of view of ancient Grammar as also linguistics.

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This paper will make an attempt to make the young reader acquainted with philosophy of Grammar and the Principle behind employment of language.

Paper III

Elements of Indian Philosophy - The Nyaya and Vedanta Systems. This paper will make an attempt to make the students acquainted with the Nyaya Metaphysics and Epistemology and also to make him conversant with the Vedanta Metaphysics and the Vedanta doctrines of the means of acquiring knowledge.

Paper IV

History of Sanskrit literature - This paper will make a study of history of Sanskrit literature with the objective of tracing the main trends in the development of literary thoughts and literary forms in the fields of poetry, Prose and Drama. This will also make an attempt to make the reader conversant with the contributions of regional literary stalwarts and critics to Sanskrit literature with the objective of tracing how Sanskrit literature in a particular region has converged into the vernacular literature and how thoughts presented in Sanskrit literature have instinctively blossomed forth into new thoughts in contemporary or subsequent vernacular literature of the region.

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Paper V

Literature - Poetry, Prose and Drama - In this paper representative specimens of poetry art, prose compositions and dramatical creations will be taught in order to enable the students to have an idea of the poetic minds and dramatic talents of representative literary artists and dramatists.

B. Fields of Specialization

- (a) Literature and Literary Criticism

Paper VI

Poetry, Prose and Drama - The students will be required to make a detail study of one poet, one literary artist, dealing with prose literature and one dramatist. The emphasis in this paper will be on the technique adopted by the artist and his approach to the problems of life and society.

Paper VII

Literary criticism of the East - This paper will be devoted to the study of the main trends in literary criticism with special emphasis on the Doctrine of Dhvani and principle of Propriety.

Paper VIII

Western Criticism - This paper will be devoted to the study of Longinus, Aristotle, Abercrombie, Shelley and Coleridge.

- (b) Nyaya and Vaisheshika Systems

Paper VI

Nyaya Metaphysics - Representative works of the Nyaya system including the works of Jayantabhatta and Gautama will be taught with the objective of making the students acquainted with the fundamental of Indian logic.

Paper VII

Epistemology of the Nyaya and Buddhist Logic - This paper will be intended to make a detailed study of the different instruments of knowledge including inference and its component of universal concomitance which is so essential to deduction of inference of Indian Logic. This paper will also make an attempt to present the view points of the Buddhist Logic of Inference namely, the Logic presented in the works of **Dharma Kirti**.

Paper VIII

Western Logic - This paper will try to make a study of the view-points of Bradley, Taylor, Copi and Russell on the concepts introduced in Western Epistemology, Metaphysics and Logic.

(c) The Vedanta System of Philosophy.

Paper VI

Vedanta Metaphysics - This paper will try to make the student acquainted with the commentary of Sankara on Brahma - Sutra along with the exposition of Dharmati.

Paper VII

Vedanta Epistemology - This paper will enable the student to have an idea of the valid means of knowledge as postulated by the Vedanta system of philosophy.

A portion of this paper shall be devoted to an analysis of the exposition of the Brahma-Sutra by Ramanuja, a School divergent from the School of Sankara.

Paper VIII

Modern Interpretation of Vedanta - This paper will try to expound the Philosophy of Vivekananda, Aurobindo and Gandhiji on the tenets presented by the Vedanta system of Philosophy. In this paper the religion of Gita shall be taught and the influence exerted by Gita on the social, religious and cultural life of India shall be analysed.

(d) Dharma-Sastras.

Paper VI

Important texts on Dharma-Sastras - This paper will try to make the reader acquainted not only with the theories on social and religious life as propounded in ancient India but also with the objective of appraising him of the technique followed by the Dharma-Sastra Literature.

Paper VII

Concepts presented in the epics and historical literature including the interpretation of the Mahabharata and the Purana.

Paper VIII

An analysis of the religious, social and political life of ancient India in different ages - This paper will try to trace the evolution of religious, social and political life of ancient India, beginning from the period of the Vedas to the modern age, through the stages represented in the Dharma-Sastras and Inscriptions.

(e) Buddhism and Jainism.

Paper VI

Texts on Buddhism:- This paper will deal mainly with philosophical texts on Buddhism including Buddhist logic with the objective of making the students acquainted with the original composition of Dharmakīrti Ratna- Kīrti and Jñānabrahma.

Paper VII

Texts on Jainism:- This paper will deal mainly with original texts on Jainism, dealing with Jain metaphysics and epistemology.

Paper VIII

Flights of Buddhism through the ages - This paper will deal with modern concepts and will try to analyse the influence exerted by Buddhism and Buddhist thoughts on the social and religious life of India, as also of the neighbouring countries.

(f) Veda and Mimansa Systems.

Paper VI

Select portions of the Vedas including the Brahmanas:- This paper will try to emphasise the characteristic features of the vedic Samhitas and Brahmanical literature and will try to trace how the vedic religion takes a new shape in the Brahmanas.

Paper VII

The Mimansa System of Philosophy:- This paper will deal with original texts of Mimansa System - the theories of knowledge presented by the system, the problems in regard to conceptual cognition raised by it as also the issues in regard to authenticity of vedic injunctions proposed by it.

Paper VIII

Modern Interpretation of the Vedas: This paper will try to analyse how the Vedas have been interpreted in different ages, and while starting with the interpretations of the Vedas by the first commentator Yaska it will end with the interpretation of Vedas offered by Sri Aurobindo.

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In Institutions where instruction is imparted in a traditional method through traditional types of courses serious thought must be given to the proposition of introducing one paper in order to enable the students to have some idea of the modern developments in respective fields of specialisation. An option may be given to answer this paper through the medium of English, Sanskrit or regional language.

Syllabus for Under-Graduate course

While the general level course shall consist of three papers the Honours course shall consist of six papers, the first three papers being common with the general level papers.

Paper I

Poetry and Prose Text:- This paper will try to acquaint students with the master-minds in the field of poetical and prose literature and will also deal with such collections of stories as the Hitopadesa and the Pancatantra. While expounding the tenets of the Hitopadesa and the Pancatantra, students may be advised to identify the concepts presented in ancient Indian texts on policy and statecraft.

Paper II

Selected Dramas:- This paper will take care of at least two important Dramas. While dealing with these dramas it will take care to see that the plays are presented in the context of world dramas and the students get an opportunity of making a comparative estimate of the dramas with those of the West.

Paper III

Sanskrit Grammar and Composition I This paper will deal with original rules presented in the Paninian system of Grammar and the students will be required to demonstrate his skill in making original compositions in Sanskrit.

Paper IV

Poetics I While the intention of this paper will be to make the students acquainted with atleast two representative works on literary criticism, an opportunity shall be extended to them to make themselves acquainted with the main trends in development of Sanskrit literary criticism, as a result of which they can make an assessment of the contribution of the literary critics read by them to the entire fields of literary criticism.

Paper V

Comparative Philosophy and History of Classical Literature including contribution of the particular region to Sanskrit Literature.

Paper VI

Vedic Texts and elements of Nyaya - This paper will try to give the students a general idea of the Vedic literature and will also try to make them acquainted with the fundamentals of Nyaya system of philosophy which is regarded as the gate-way to all types of learning.

While teaching philosophy on basis should be on the concepts rather than on the verbal expressions and while teaching poetry and drama analysis should be on appreciation and critical analysis of the poetic minds. The technique of presenting meanings and expounding the general idea should be avoided. Instead of the technique of analysis; the expression, the technique of analysing the poetic mind should be followed as a result of which the poetic genius is revealed to the student, enabling him an opportunity of experiencing the fascinating genius of the poet.

It is felt that though induction of these new components Sanskrit will be made more attractive and graduates offering Sanskrit as their major subjects will become more employable in diverse fields. In order to create employment opportunities the proposition of making Sanskrit compulsory in the Secondary Stage is to be examined with great care and implemented at the earliest opportunity.

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THE PROBLEMS OF RESTRUCTURING THE SYSTEM OF COURSES AND
METHODOLOGY OF TEACHING OF ARABIC IN INDIAN UNIVERSITIES

By

DR. SYED EHTISHAM AHMAD NADVI,
Prof. & Head of the Department of Arabic,
Calicut University
673 635, Kerala.

The syllabi of Arabic language and literature taught in Indian Universities and Colleges are outdated and in need of drastic changes. This change will be brought about with three basic aspects of the teaching of Arabic at higher level in mind.

1. The very pattern of teaching should be changed. For example when an Arabic teacher, even at University level, goes to the classroom to teach history of Arabic literature, he does not deliver lectures on the basic trends of Arabic literature, he does not throw light on the literary features and achievements of the poets and writers but instead he simply takes a book on the history of Arabic literature translates it into English or Urdu while a student reads. He dictates notes, borrowed from Nicholson's history of Arabic literature. This method is alright for teaching of prose and poetry. Let the student read the book and let the teacher do the explaining, instead of mere translation. But subjects like history of literature and Islamic history, which are taught as a background for literature, linguistics and grammar, should be* adopted. The American method of Saiter's discussion on the given subject should be given preference over the English method of teaching. I do not understand how students can be benefited simply by teaching the book or dictating the notes borrowed from orientalist. It reminds me my all the bad experiences when the teacher of the history of Arabic literature copied from the book of Nicholson and dictated to us in English. This is nothing but wasting the students time.

In the structure and pattern of the teaching system of Arabic, drastic and effective changes are to be made, to get desired results. We are in fact following the old medieval method of teaching of Arabic used by Arabic Madrasahs. Of course, the students of Madrasahs are strong in the language but they are weak in literature. We should adopt modern pattern of teaching. Delivering of lectures and discussion on certain given topics should be banned with out delay.

At higher level, in the present method of Arabic teaching, there is no provision for correction of the language. The student at B.A. and M.A. levels does not write Arabic and hence none of his mistakes are corrected. This is because only the book is taught and the student has no room for a composition and essay writing and thus there is no provision, even at masterate level, for the correction of students language.

*taught as a modern subject and Lecturing method should be

At higher levels essay writing and correction must be made essential. This is the reason that Arabic students and even teachers are unable to express their ideas in Arabic. There is a paper at M.A. level for Essay which is actually not taught - the class. Most students guess the topics which come in the examination and memorise them from the printed books. I recall an incident when I was examiner of Essay paper and one of the students wrote an essay on a topic which was not asked in the question paper. The teacher was unhappy when I gave him no marks he said that all the students memorised the topics and that this boy unfortunately had missed the target.

2. The main source of weakness in teaching Arabic is the medium of instruction. In the whole country Arabic is taught either through Urdu or English. Hence students can express in these languages better than Arabic. They do not have circumstances to express their ideas in Arabic. In effect, Arabic is not taught as if it is a dead language.

In fact, many Arabic M.A. degree holders can not write a letter in Arabic as a matriculate writes letter and applications in English. The reason is obvious. No progress will be obtained until the medium is changed and importance is given to corrections and exercises. In-fact the students should have already completed this stage at school level. The problems of teaching of Arabic are strange and intricate.

Many students opt for Arabic at College level. This is the main hindrance for adopting Arabic Medium at College level. Such students feel comfortable only with English or Urdu as the medium. When I discussed this problem with college teachers, they argued that changing the medium would amount to cutting the root of Arabic studies in this Country. They would not get students at all. Most students who opt for Arabic at Pre-University or B.A. level will be driven away from it if the medium is changed, and hence we cannot take this extreme and harmful measure below post-graduate level.

The simple and effective remedy for this ill is to adopt Arabic medium at M.A., M.Phil. and Ph.D. levels. Based on personal experience, I can claim that it indeed is very successful. The students who actually know grammar conjugations syntax, construction of sentences, and have rich vocabulary, they can develop the habit of writing and speaking within a few months. All the students in Calicut University write answers to questions in Arabic in M.A. Examinations, They write their thesis in Arabic. In Seminars, they speak in Arabic. Ultimately, many of them develop a remarkable degree of fluency.

In this regard, writing of a dissertation at M.A. level has paramount importance. This is possible only if the students are given ample chances to write Arabic and develop their abilities of writing. The supervising teacher has to correct it. In a small measure this will be an exercise for research work.

it will pave way for research. I have found it very useful and suggest that writing dissertation should be made compulsory. Students must write a minimum of 200 pages within two years of M.A. course in Arabic either in the shape of dissertation or sessional work may be given for such work.

The present structure of the syllabi of M.A. course has no place for linguistics. I suggest that linguistic be introduced and the paper may be made compulsory for the present. But the difficulty in this regard is the non-availability of the basic books on Arabic literature. For example no book is available in India on the methodology of research or the book on the methodology of teaching for the training college students. At masterate level, we are suffering from a lack of dramas, Novels, and collections of poetry, without to chine and dramas, fiction and novels, the students cannot pick up the standard language. We get in India books only on Islam, literary criticism, history of literature and dictionaries.

To solve the problem I suggest that UGC may undertake a plan to provide basic books by generous grants to the Universities. First a small committee may visit Egypt and Beirut and collect the books or take photostat copies of the needed books. The reprinting the copies may be arranged with some book sellers. If the basic books are printed in India naturally the problem will be solved. Alternately the best works in short stories, Novels and collections of poems each in 3 or 4 volumes may be selected and published by the help of UGC under its text book plan.

Improvement of syllabus is not possible until and unless the basic books of modern Arabic are provided with. Books on Classical literature are generally available in the country simply because the books-sellers publish them due to local demands. Classical literature is taught in our colleges and Universities because the books on modern literature are not available. In fact the problem of books can easily be solved by wide range selection from dramas, short-stories novels and modern poetry. Teaching of the works of modern poetry and modern authors is essential. Actually even the teachers do not have generally the knowledge of modern trends in Arabic literature. The knowledge of modern Arabic, modern literary movements and the basic changes in Arabic literature are not known even to the teachers, who impart knowledge to the students at University.

In my opinion some important books should be published indigenously and they should be made available. New syllabi may be prescribed giving more emphasis on modern Arabic, Drama, Novels and Fictions. They must be given proper place in our syllabi of the courses in the Universities. For such a selection a committee may be appointed and it has to visit Cairo and Beirut in order to get proper material for selection which are available in these countries.

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In my opinion, the modern poets may be taught.
Barzili, Hafiz, Shauq, Matran, Yacine Abu Madi,
Ummer Abu Risha, Zehavi, Kasafi.
In prose: Taha Hussein, Aqqad, Manfaluti, Rafai, Taufiqul-Hakim.

As far as classical literature is concerned, I have nothing to say on the ground that our syllabi are leaning towards classical literature. But without modern Arabic literature, we are actually cut off from the Arabic world. It is high time we gave emphasis to modern Arabic, modified the pattern of syllabi, trained the students to write Arabic and to cultivate habit of translation from Arabic into English and vice-versa.

Thus I am to conclude that methods of teaching of Arabic should be changed. Lecturing & seminar methods should be adopted by the teachers (excepting the teaching of prose and poetry).

Novels, prose and fiction should be taught and included in the syllabi emphasis should be laid on dissertation and composition.

The medium at M.A. and M.Phil, and Ph.D. stages should be made Arabic. A paper on Linguistics should be introduced after making the arrangement for the availability of books in Arabic.

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Working paper for Restructuring the Syllabus of Prakrit language.

The following points may be considered in this connection:

1. The Prakrit language can be studied fruitfully in connection with Sanskrit and Pali;
2. Prakrit Grammar should be studied fully keeping in view the modern researches in middle Indo-Aryan languages and the older grammars also followed in western countries;
3. The Prakrit extracts and passages selected for study at all levels should be representative of the literary, economic, social and cultural life of those periods, in addition to their religious and philosophical ideas;
4. Prakrit should be treated on a par with Sanskrit and Pali, for competitive examinations of the States and the Centre;
5. Equal opportunity with Sanskrit and Pali should be given to the study of Prakrit at all levels of Schools, Colleges Universities and research programmes.
6. Inscriptional Prakrits should be given due importance in the courses of studies in Prakrit.
7. The middle and late Indo-Aryan languages alongwith Hybrid Sanskrit should also find an adequate representation in the Prakrit courses.
8. Considering the living context of the Prakrits and late Indo-Aryan languages with the political social and economic life of the people through the ages, due importance should be given to these languages in the courses of studies in subjects like literature, philosophy, linguistics, archaeology history, culture, etc.
9. In foreign countries, Prakrit, Pali and Sanskrit are never studied in isolation. This should be kept in view in restructuring the courses in these languages at all levels of teaching and research.
10. At undergraduate and post-graduate levels, the course of studies in Sanskrit languages literature should reserve 25% marks for Prakrits necessary for higher research in Sanskrit language literature.
11. The development of late Sanskrit languages (e.g. Jaina and Buddhist Sanskrit) should be studied from their original sources.
12. Diploma courses in Early and Middle Indo-Aryan languages may be introduced for school and university students interested in the cultural trends of our country.
13. For restructuring the course in Prakrit on the above noted principles, a workshop may be arranged by the Sub-Committee of Prakrit in February, 1982 at Lucknow.

Contd.....2/-

The following scholars may be invited at the workshop for finalising the courses:

1. Prof. Dr. S.N. Ghosal, Asst. Prof.
Professor of Sanskrit, Calcutta University,
Calcutta.
2. Dr. V.L. Jain, Reader in Prakrit,
Jabalpur University, Jabalpur.
3. Dr. Kishorhali, Reader in Prakrit,
Kannada University, Dharwad.

Nathmal Totia, Convener,
Sub-Committee of Prakrit.

B. Bhatt, Member of the Sub-Committee of Prakrit.

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Working paper for restructuring the courses of Pali

Taking into account the changes that have taken place in the economic and social life of the country, keeping in view the latest researches and changes in the trends of teaching of the disciplines in India and other countries, and taking into account the employability of the students receiving instructions in different courses of Classical Languages, the following courses of reading of Pali are proposed for various levels.

(A) Guidelines for courses of Pali for Intermediate of Art

(i) Simple pieces of prose and Poetry should be selected from the Vinaya-Pitaka and Sutta-Pitaka; Specimens of Prose from the Milindapanha and Jataka-attha-Vannana should also be given. Emphasis should be given in selecting the pieces presenting the sublime the connected with human values.

(ii) Free composition in Pali in direct method should be introduced. Attempts should be made to bring the students nearer to the mode of expression of the Tipitaka by inserting the apt illustrations.

(iii) Elements of grammar should be introduced on the basis of an original text like Balavatory and the students should be made acquainted with the declension and conjugation of important words and verbs respectively.

(B) Guidelines for Courses of Pali for B.A. (Pass)

(i) Selection of Prose pieces from the Vinaya-Pitaka and Sutta-Pitaka dealing mainly with Philosophy, Ethics, Psychology, and other Social Sciences, A descriptive picture of the Buddha's view of a complete harmonious life—both household and monastic, should be revealed through these pieces. Pieces from the Milindapanha, depicting the aforesaid theme should be selected.

(ii) Poetry pieces should be selected from the Sutta-Pitaka, mainly depicting the themes of developing congenial atmosphere for a sound harmonious social order. The episodes of practical application of Philosophical concepts in day to day life should be emphasized. Some pieces from non-canonical literature should also be introduced.

(iii) The basic rules of grammar should be introduced through a text like Balavata or Kaccanavyakarna. The rules should be explained with illustrations through direct method.

(iv) A descriptive account of the History of Pali literature from 600 B.C. to 5000 A.D.

(v) A survey of the preservation of Pali Literature through three Buddhist Councils.

Contd....2/-

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(C) Guidelines for Courses of Pali for B.A. (Hons)

(i) The first half of the Honours course in Pali should contain the same as stated with reference to B.A. (Pass) Course, There should be the following addition in the second half.

(ii) (a) Pieces of Prose and Poetry from the Vinaya-Pitaka, Sutta-Pitaka and Abhidhamma-Pitaka depicting the concept of Buddhist thought and (b) Specimens of Prose from the non-canonical literature and commentarial literature should be included.

(iii) (a) History of Pali literature from the 500 A.D. to upto date
(b) History of Buddhism in India.

(iv) A historical survey with detailed account of the place of Buddhist interest in India.

(D) Guidelines for H. A. Courses in Pali - Part - A

(i) Portions from the Vinaya-Pitaka depicting the true picture of monastic life.

(ii) Portion from the Sutta-Pitaka giving a clear picture of Buddha's Carika and Prescribing the norms of happy life with depiction of the philosophical and moral concepts.

(iii) Portions from the Abhidhamma-Pitaka presenting the description and ultimate reality.

(iv) Pali grammar and composition based on the Kassapa or Maggalana-School.

(v) Critical history of Pali Literature,

Part B

There should be nine groups containing four papers each, as stated below:

Group A Pali Literature

Pitaka, Anu-Pitaka, Atthakatha Manual and some portions of Epic Literature.

Group B Buddhist Sanskrit Literature.

Group C History of Buddhism in India and Abroad.

Group D Buddhist Philosophy

Group E Chinese Buddhism

Group F Tibetan Buddhism

Group G Japanese & Korean Buddhism

Group H Modern trend of Buddhism in India.

Group I Buddhist Logic.

The general outlines for structuring the courses of Pali at different levels have been given. It is further suggested that a workshop for three days for framing and finalising the details of each course may be arranged in the first week of March, 1982 preferably for which the following scholars should be invited for participation:-

1. Prof. Nathul Tatia
Director,
Jain-Viswa Bharati,
Ladnun, Dist. Nagara.
2. Prof. Angraj Chowdhary,
Prof. of Pali
Nava Malanda Mahavihar,
Malanda.
3. Dr. U. Yagarabhivanga,
Nava Malanda Mahavihar,
Malanda.
4. Prof. B.N. Banerjee,
Prof. of Sanskrit & Pali,
Vidya Bhavana,
Viswa Bharati,
Santiniketan.
5. Prof. D.K. Barua,
Professor of Pali,
Calcutta University, Calcutta.
6. Prof. H.N. Chatterjee,
Professor of Pali,
Govt. Sanskrit College,
Calcutta.
7. Dr. Bhag Chand Jain,
Pali Prakrit Deptt.,
Nagpur University, Nagpur.
8. Dr. M.G. Dhalphale,
Professor of Pali,
Fergusson College, Poona.
9. Dr. N.H. Sansani,
Deptt. of Sanskrit & Pali
Banaras Hindu University,
Banarasi.
10. Prof. Jaganath Upadhyaya
Retired Professor of Pali
Deptt. of Pali
Sanskrit University, Varanasi.
11. Prof. C.R. Laha,
Indo Tibetan Department
Viswa Bharati
Santiniketan.
12. A.C. Banerjee,
Director,
Sikkim Institute of Technology,
Gantok.

Item No. 5.6 OTHERS -

- (i) Inclusion of names of Demonstrators of different Colleges in the Voters' List -

The copy of the resolution No. IV on the above subject adopted at the Tenth Annual General Conference of the Meghalaya College Teachers' Association held on the 6th and 7th June, 1983 as forwarded by the General Secretary, MCTA vide his letter No. MCTA/GS/83-84/1, dated 27th June, 1983 and the clarification received from the Deputy Director, of Education, Govt. of Meghalaya, Shillong, regarding the status of Demonstrators vis-a-vis college lecturers are placed at Annexures - 9 and 10 respectively.

In this connection, it may be stated that the names of the Demonstrators/Tutors are not included in the Voters' List prepared by the University to conduct election as per Clause 14(1)(xii) of the Statutrs. The above Clause is quoted below:

"Representatives of the teachers of affiliated colleges admitted to the privileges of the University

(xii) Six teachers of the colleges admitted to the privileges o. the University - three from Meghalaya, two from Nagaland and one from Mizoram - elected from amongst themselves".

Further, as per the North-Eastern Hill University Election Rules for the purpose of election to the Authorities and Bodies of the University, the Demonstrators/Tutors are not eligible to elect or to be elected. This is, perhaps, on academic consideration.

The definition of 'Teacher as defined under Clause 3(d) of the North-Eastern Hill University Election Rules, 1978 is quoted below:

"Teachers means a Professor, Reader or a Lecturer of a college affilied to the North-Eastern Hill University."

Contd/...

5:6:1(2)

Here, it may be pointed out that the definition of 'Teacher' as defined under Clause 19(B) of the Ordinance on Affiliation of College (Arts-Science or Commerce) includes Tutors/Demonstrators also as teachers which is quoted below:

"(B) Teacher - For the purpose of this Ordinance all teachers shall be whole-time employees of the college except where otherwise specially permitted by the University. Whatever their actual designation or scale of pay they shall be classified as Lecturers, Tutors or Demonstrators".

Further, it may be stated that the Academic Council is the highest Academic Body of the University. If the names of Demonstrators/Tutors are included in the Electoral Roll to conduct election as per Clause 14(1)(xiii) of the Statute they will be eligible not only to elect but also to be elected.

The matter is placed before the Council for consideration and direction.

Resolution No. IV adopted at the Tenth Annual General Conference of the M.C.T.A. held on the 6th and June, 1983

No. IV

This 10th Annual General Conference of the M.C.T.A. noted with regret that demonstrators have no franchise in the election of the Teachers' Representative on the Academic Council of the NEHU.

This Conference resolves to take up the matter immediately with the University authority to ensure the inclusion of the names of Demonstrators of different colleges in the Voters' List.

5:6:1(4)

Annexure - 10

Copy of letter No. CE/GR/MISC/3/79/69, dated 25-7-83 received from Shri T. Marak, Dy. Director of Public Instruction, Meghalaya, addressed to the Registrar, NEHU.

Sub:- Status of Demonstrators in the affiliated colleges of Meghalaya reference No. M.1-34/Conf/83-589, dated 13.7.82.

On the subject quoted above, I am to state that Demonstrators in the colleges are treated as teaching staff. They are entitled to a vocation leave and the right to elect or be elected as teacher representatives to the college Governing Body. However, the pay scales and qualifications of demonstrators are different from that of lecturers.

5:6:2(1)

- (ii) Minutes of the 4th Governing Body meeting of the College of Agriculture, Medziphema, held on 21st June, 1983 -

-11

Placed as Annexure⁻¹¹ is the Minutes of the Fourth meeting of the Governing Body of the College of Agriculture, Medziphema, Nagaland, for consideration and approval of the Academic Council.

Minutes of the Fourth Body meeting of the College of Agriculture, Medziphema, Nagaland held on 21st June 1983 at Council Hall, Kohima.

The Chief Minister of Nagaland, the Chairman of the Governing Body presided over the meeting. The minister of Agriculture, Govt. of Meghalaya conveyed his inability to attend the meeting. The list of participants is given in Annexure-I.

The Chairman welcomed the members of the Governing Body to the meeting. He expressed his desire to see that the College of Agriculture becomes a premier institution in the country. He gave the background of the establishment of the College. He expressed his satisfaction on the pace of development of the College.

The Vice-Chancellor gave a brief resume of the latest development. He laid special emphasis on the responsibility of the University for social and economic development of the people of hill region of N.E. India. He further added that the University has taken a number of steps for the College of Agriculture which included the follows :-

1. As decided the University has already switched over 10+2+4 of education in the College of Agriculture. The batch of the students for +2 P.U.(Agri) course had been admitted in 1982-83 session and the admission for +4 system B.Sc(Agri) will be given in 1985.
2. The post graduate curriculum has been already prepared in the important disciplines for hill region such as Horticulture, Soil conservation, Animal Sciences, and Rural Development. The admission in post graduate courses will be given when physical facilities and staff will become available

3. To provide experienced staff for P.G. courses, the University has already taken the initiative and steps have been taken to appoint visiting professors in the disciplines of Agro. Botany, Extension and Rural Development, Agronomy and Horticulture.
4. The University has appointed a full time Principal for the College who has joined in August 1982.
5. The University has already raised the status of the College of Agriculture to the school of Agricultural Sciences and Rural Development to bring with the par with the other schools of the University. This school will provide leadership in Rural Development with establishment of a Centre for Rural Development.
6. The proposed Centre for Rural Development will have two sub units one each in Meghalaya and other in Mizoram. The sub centre for Rural Development for NEHU Shillong will be in the Dept. of Geography and Aizawl in the Dept. of Economics.
7. An elective course in Rural Development, Planning and Extension has been introduced in the College of Agriculture, Medziphema in last session. The proposed Centre for Rural Development will have the structure shown in Annexure-II. The different post under Rural Development Programme has been advertised.
8. The University has initiated the correspondence cum institutional course in agriculture and cultural

allied subjects. In the first stage, it will take the Junior Certificate and Certificate for those actively engaged in progressive farming in Rural areas. The Junior Certificate course is designed for those who have read upto class VIII. The certificate course will be given to those who have passed high school and are working in the villages in their own land and these Agricultural farms, extension in services and as VLVs.

9. The University has started non-traditional course in General arts and science streams. In the first phase it has taken up the Patkai Christian College, where a full fledged course in Horticulture has been started from last year.

The Governing Body then proceeded to consider the agenda item wise :-

- Item 1. The minutes of the 3rd Governing Body meeting held on 6th March '82 were confirmed.
- Item 2. The Governing Body decided that the Govt. of Meghalaya, Mizoram, Tripura may be requested to contribute Rs.5,000/- each towards the activity fund for the year 1982-83.
- Item 3. Additional land for farms : The Govt. of Nagaland decided not to provide more land for College farm as they have already given 30 acres total.
- Item 4. Water supply : The inadequate supply of water in the Campus come up for discussion and it was pointed out by the Principal of the College, that installation of pipe line and construction of main tank as well as distribution tanks has not been completed. Moreover, supply of water to the Campus through the existing pipe line is neither adequate nor regular and that causes

lot of problems to the staff and students in the campus. The Joint Director (Agri). Directorate of Agriculture Kohima assured the Governing Body that he will settle the matter with the Public Health Engineering Dept. and regular supply of water to the Campus will be restored very soon.

- Item 5. Additional buildings : In view of the introduction of new system of 10+2+4 system of education in Agriculture and starting of P.G. programme coupled with increase in seats in under graduate classes, it will be necessary to augment the facilities in the temporary campus of the College. This includes additional hostel facilities, laboratories, facilities for staff quarters. During course of discussion, The Vice-Chancellor pointed out that unless the land at the present site is handed over to the University, the University is not in a position to invest any amount on the construction of the buildings. The Govt. of Nagaland decided to handover the land at permanent site to the University. After discussion it was decided that the things will be sorted by the Chief Secretary, Govt. of Nagaland and the Vice-Chancellor. However, it was made clear that, unless hostel accommodation and staff quarters are provided, it will be difficult to admit the new students to the College.
- Item 6. New Site : It was noted that the land at new site has not been handed over to the University on the date of the Governing Body's meeting. The Secretary, Agriculture, Govt. of Nagaland informed that the papers are ready for handing and taking over the land. But the Vice-Chancellor pointed out that unless the area is demarcated and pillars are put

on the boundary line, the handing over and taking over will not be possible. It was decided that the Directorate of Agriculture will demarcate the area and put up the pillars on the boundary. This will be completed by 22nd July 1983 and on that day a Joint Committee consisting of Addl. Deputy Commissioner, Peren, Jt. Director (Enser) Directorate of Agri. Nagaland, Kohima; Deputy Registrar, NEIU, Kohima; and the Principal, College of Agriculture, Medziphema will visit the site and if the committee is satisfied, the handing over and taking over will complete on the same day in the College of Agriculture, Medziphema.

Item 7. Items proposed by the Govt. of Nagaland :

- (a) Introduction of local candidates in the academic and non-academic posts in the College of Agriculture similar to the policy of Govt. of Nagaland. During course of discussion Vice-Chancellor pointed out that all appointments to the posts in the University are governed by the statutes and ordinances. Moreover, the University has three campuses in three states, and separate rules can not be framed for different section of the staff. The Chief Minister, Nagaland stress that he wanted best talent from all over the country in the academic posts in the college of Agriculture, so that the College develops as a grade institution. He however suggested that for non-academic posts other things being equal, preference should be given to the local candidates. On this point, the Principal, College of Agriculture pointed out that in practice bulk of the posts are going to local candidates. At this point attention was also invited to the communication from the Minister of Agriculture, Govt. of Meghalaya

in which he had disagreed with the proposal. It was agreed that the entire matter may be examined by the University and placed before the appropriate authorities for their decision.

- (b) The inclusion of 3 years B.Sc(Agri) condensed course for inservice village level workers :-
The proposal was welcomed by the Vice-Chancellor of the University. Further, which may be placed before appropriate authorities of the University for further consideration.

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ANNEXURE-I

LIST OF PARTICIPANTS

1. Mr. S.C. Jamir Chief Minister, Govt. of Nagaland
2. Dr. B.D. Sharma Vice-Chancellor, NEU, Shillong
3. Mr. I. Longkumer Chief Secretary, Govt. of Nagaland
4. Mr. Khehoto Sema Minister of Agriculture,
Govt. of Nagaland
5. Mr. C.H. Ngullie Secretary (Agri), Govt. of
Nagaland
6. Mr. Kiremwati Ao Director Higher Education,
Govt. of Nagaland.
7. Mr. Kevichusa Joint Director Agri. (Engg)
Govt. of Nagaland
8. Dr. Mrs. P.H. Das Pro Vice-Chancellor, NEU, Kohima.
9. Dr. S.H. Tewari Principal, College of Agri.
Medziphema.
10. Mr. J. Singh Reader, College of Agri.
Medziphema, special invitee

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ANNEXURE-IIWhat role should MSHU Play ?

As an academic body, MSHU's Principal involvement in rural development process should be furtherance of studies and research related to rural development and dissemination of the knowledge.

In order to reach the effective level of communication and also promote acceptability of its ideas and models, the proposed Centre may take "Gram-Vikas" or Village Development on selected basis. This operational arm of the University may be utilised in training and research also.

Structure of Rural Development Centre :

Therefore, the structure of the Centre should have three components, viz:-

CENTRE

a. Education & Research b. Training c. Operation.

A. Education & Research.

At the first stage, the centre should initiate a one year diploma course in rural development planning which may later on be developed into a two year graduate degree course. At present, Science and Agricultural Graduates may be admitted into this diploma course. Sons and daughters of farmers families with some basic education may also be admitted.

Course content : (3 theory papers of 300 marks : Paper contents are to be organised from the following).

1. Social History
2. Social structure and local govts.
3. Geography with particular emphasis on land use analysis and a study of water resources.
4. Ecology and environment
5. Soil and soil erosion

6. Minerals
7. Resource analysis from cost benefit view point
8. Agriculture, horticulture
9. Animal husbandry and veterinary services
10. Fisheries
11. Forestry
12. Delineation of land productivity zones.
13. Social behavioural patterns, manpower mobilisation.
14. Settlement types & hierarchy
15. Methods of scheme formulation
16. Methods of scheme appraisal
17. Monitoring and evaluation
18. Developmental organisations and network including management of village industries
19. Cooperation, institutional financing and marketing.
20. Development administration
21. Block level planning

Practical :- 100 marks

Methodologies of various types of survey, Tabulation and processing techniques, thematic mapping and village development work.

B. Training.

R.D.C., MENU could organise "short term training for the benefit of officials and non-officials connected with development planning and administration. It also can provide training for unemployed youth in connection with TRYSEM under

Following training courses are suggested :

1. Development administration (for BDO, Panchayat Officer, Secretary of Village Council, P.O. & A.P.O.'s DRDA)
2. Resource inventory
3. Methodologies of block survey
4. Land use mapping
5. Scheme formulation
6. Monitoring of progress
7. Evaluation

8. Rules related to institutional financing

9. Accounting procedures

10. Development Administration

II. Development techniques. (for representatives of farm families. (3 months)

1. Techniques of land surveys

2. Elementary principles of agril engineering

3. Productivity analysis following topological classification of production zones.

4. Horticulture, plantations and social forestry

5. Animal production and veterinary services

6. Pisciculture

7. Management of small industries

8. Organisation of infrastructural facilities under various conditions

9. Drafting of progress reports

10. Field visits

III. Organisation/Management of small industries (for unemployed youth (4 months)

1. Bee keeping

2. Weaving

3. Dyeing, bleaching, design

4. Carpentry

5. Blacksmithy

6. Leather goods

7. Soap making

8. Elementary lesson on cooperative laws, credit rules.

9. Organisation of trade and marketing (workshop oriented training (6 months)

IV. Development Management (for BDO, AEO, PO, A. PO, Panchayat/ Village Council Secretaries and Members)

1. History and social characteristics of various tribes.

2. Tribal organisations

3. Village level development organisations

4. Resources mobilisations

5. Case studies of social aptitudes.

6. Copperative organisations
7. Role of voluntary organisations in development
8. Mechanism of public relations
9. Seminars with selected executives
10. Field visits.

(2¹/₂ months)

C. OPERATION

Purpose of the operational wing of the centre would be (a) demonstration (b) to offer practical lessons in connection with training courses and (c) to act as feed back to education and research.

Under operational wing, at the first stage, villagers would be selected as per the resources situations, under " Gram-Vikas " or village development programme, to develop the principal activity in each of the selected villages viz.

1. To show that the culture could be remunerative
2. To show that animal husbandry could be remunerative
3. To show that village industries could be remunerative
4. To show that replacement of present agricultural practices by proper land use planning could meet both the needs of better production and conservation of resources.

The other role of operational wing would be to produce development literature in regional languages.

Organisation : The Rural Development Centre should function under One Professor Director, who should be chosen because of his establish ability of formulating rural development plans, execution and evaluation.

To start with, in addition, two posts of Readers be created, one for Animal Sciences and the other for ~~three~~ culture.

A post of Lecturer conversant with organisation and management of small industries would be helpful.

Existing faculty members of NSIU could meet the other requirements of the centre on mutual terms.

Non-teaching staff complement might be :-

Stenographer	
Research/Field Assistant	3
Stenographer	1
Typist despatcher	1
Techn	2
Duplicating machine Operator	1
Draftsman	1
Driver	1
Durwan	1

In addition, Officer in charge (3) for three workshops at three states with minimum supporting staff would be needed. (Cost estimate may kindly be worked out by the University as per their pay rules. Equipments like xerox, ammonia machine, survey instruments and a vehicle are other requirements).

Complementary assistance from other organisations :
Possibilities are :

1. IRD programme of the state governments would meet the infrastructural requirements of providing training.
2. IC. R and KVIC could share training responsibilities.
3. North East Council may fund research activities.

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5:6:3(1)

(iii) Methods and Models - Teaching/Learning
for mature learners -

A draft outline on the Methods and Models of
Teaching - Learning for mature learners prepared by
Dr B.B.Chatterjee, on the request of the Vice-Chancellor
is placed at Annexure - 12 for consideration of the Council.

TEACHING-LEARNING FOR MATURE LEARNERS

-METHODS AND MODELS -

(A Draft Outline)

Bishwa B. Chatterjee

INTRODUCTION

In 'teaching,' the emphasis is on what the instructor does, for imparting information, knowledge, understanding, skill, or induce changes in attitudes, interests, values, etc. in the pupils. In 'learning' the emphasis shifts to the pupils: their growth and development, their acquisition of information, knowledge, skills, attitudes, interests and values, assume importance.

In modern pedagogy, instead of viewing 'teaching' and 'learning' as disparate entities, they are viewed integrally-forming a gestalt of 'teaching-learning', which becomes a co-operative process, between the teacher and learner. In this gestalt, the maximum premium is set upon optimization of activity, and its proper allocation among the teacher and learner.

COMMON INGREDIENTS OF TEACHING-LEARNING

In any genuine teaching-learning situation, there are always present certain common elements or components:

- a. The teacher, with his varying attributes
- b. The learner, with his varying characteristics
- c. The content of learning, as envisaged in the syllabus, curriculum, unit, lesson, or exercise.
- d. The 'process' of communication taking place between the teacher and learner.
- e. The learning situation or milieu, including the institutional or non-institutional setting, and the quality of the physical and social environment, classroom climate, school ethos, morale, etc.

A good lesson is the result of proper combination of components from the five classes of ingredients listed above. There

contd/.....

cannot be any such thing as 'the method' or 'the ideal method'. Just as goals and outcomes vary, different 'mixes' of components will give rise to different methods, which may be optimum for one outcome, but not for another.

TAXONOMY OF METHODS

When we are dealing with mature, adult learners, at fairly advanced levels of competence, the entire teaching-learning gestalt is very different from what obtains in the primary or secondary schools, or even undergraduate classes in colleges. Here the learner brings with him a fund of accumulated knowledge, information, skills, experience, attitudes, and values. His personality is not as plastic as that of child; it is already moulded. Its scope for further vertical growth is limited. The methods that may be useful and optimal for relatively young and inexperienced learners, are not so suitable for the mature, advanced learners of a fairly advanced level of general competence. Keeping this basic point in view, methods of teaching-learning, suitable for mature learners how can the different / be classified? Any taxonomy proposed for classifying the methods, may start with the nature of 'mix' and relative emphasis laid on, the components from the five classes of ingredients that have been listed above, which comprise the 'teaching-learning situation. Let us see what sort of taxonomy results from such exercise.

I. Learner attributes. Here an important element is the size of the learning group, which may vary, all the way from one learner (the 'private tuition' situation), to as many as 100 learners in a class. As classsize increases, the quantum of pupil-pupil and pupil-teacher interaction decreases. We have the following methods in classical pedagogy which tried to tackle with this aspect of teaching-learning:

1. The Conversational method, the Diadetic method.
2. The Socratic method.
3. The guru-shishya sambad.

Contd/-.....

The vad-vivad and vichar sabha of traditional India and the modern 'debate' fall in this category. The crux of the problem is: how to individualise, and to what extent, in group situations ?

II. Teacher Characteristics. With the same group of learners, either one teacher, or two teachers, or many teachers can be used simultaneously. Modern pedagogical theory sets much store upon group-centered methods of teaching-learning, the more important of which are:

- a. Conference
- b. Forum
- c. Symposium
- d. Seminar
- e. Syndicate
- f. Workshop
- g. Pro-Seminar

The degree of structuredness and intensity of learner activity and involvement varies from one group method to another.

III. The 'Content' characteristics. Certain methods of teaching-learning are intimately related to the subject matter, that is, the substantive content of learning.

One important dimension along which methods of instruction varies is the degree of structuredness of the method of presentation of the material to be learned. The last word in structuredness is the "programmed lesson", where the entire sequence of steps are pre-analysed, and chalked out in advance, with no scope left for flexibility in the locus of progress towards the ultimate learning outcome. On the other hand, a method like the 'heuristic' method, and the 'inductive' method, has a lot of unstructuredness built into the lesson. Examples of some of the classical methods that vary in the degree of structuredness and degree of individualization of instruction, are:

cont./-.....

- a. Dalton method, with maximum scope for student innovation
- b. Project method
- c. Problem method
- d. Heuristic method
- e. Morrison plan for scientific topics
- f. Laboratory method.

IV. Methodological Characteristics. The most important dimension of this component is the degree of activation and participation of the learners. Let us give an illustration. In a primary class, memorization, and recitation, and testing by quiz, are appropriate. With adult, advanced level learners, an assignment that will entail library consultation, referencing, indexing, critical review of existing materials, etc., will be more appropriate. The cognitive processes that are emphasised in higher level learning situation are application, integration, organisation of knowledge and information, calling for discrimination, evaluation, logical analysis, weighing, judging, selecting, deciding, and so on. Flexibility and not rigidity characterises this approach.

V. The Learning Situation. A very important dimension of this component, in the adult situation, is the formal versus informal nature of the institutional set up under which learning is to take place. We have the formal class-room situation, with attendance register, roll call, lecture, note taking and so on. On the other we may have a study trip, or local visit to a museum or art gallery. On the one hand the student may be working for a degree, diploma or certificate. On the other it may be his interest alone that makes the student go in for a course offered by an open University, or Folk School. On the one hand, certain pre-requisites for entry and exit into a course may be prescribed, on the other, the groups may be impromptu and purely informal.

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Another important dimension is that of the relative emphasis laid upon the cognitive, affective and behavioural domain of change sought in the learner. In current pedagogic theory, methods that are geared to changing affective and conative aspects of the learner personality is assuming great importance. The walls of the classroom are becoming increasingly permeable, and sometimes they completely fall off. Here are some examples:

- A. Field trips, and field visits
- B. Field demonstrations : method demonstration and result demonstrations
- C. Block placement, probationary placement; in-service training.
- D. Practic~~e~~; housemanship; internship; clinical apprenticeship
- E. Case study, case work, case analysis.

On the other hand, we have methods, where content is minimal and a means, but behaviour modification, understanding of the self, and restructuring of inter-personal relationship are the main goal. The main examples are:

- a. Buzz session, brain storming session
- b. Laboratory group ; L-Group; T-Group; Encounter group
- c. Role play
- d. Psycho-drama; Socio-Drama
- e. Mediation; zen, existentialist meditation; yoga, etc.

Some of these methods are more within the domain of therapeutic sessions. But the dividing line between therapy and learning, is very thin. The focus is on the optimum self-realisation of the learner, and the teaching and instruction assume more and more self-obliterating roles.

5:6:4:(i)

- (iv) "To consider the desirability of holding workshops for every discipline in the School in connection with the contemplated restructuring of the M.A. courses in the University with effect from 1985".

The exercise undertaken by the University in connection with the restructuring of the under-graduate courses proved extremely fruitful not only in the purely practical work of framing detailed syllabi for the various subjects but also as an academic exercise in itself. Although there are detailed UGC guidelines concerning the framing of syllabi for the M.A. Programme, in view of the special situation of this University and its specific objectives, different kinds of considerations may need to enter into the framing of our syllabi. A workshop for each discipline to this end may well prove as useful as the ones we had in connection with the restructuring of the Under-Graduate courses.

This is placed before the Academic Council for its consideration.

5:6:5:(i)

(v) "To consider the need for the members of our teaching staff particularly in the School of Social Sciences, to acquire an adequate knowledge of at least one of the languages spoken in the region".

It seems to me that one of our primary academic tasks in this University is to bring the resources of our separate intellectual disciplines to bear upon our understanding of the region. The social sciences are concerned with the understanding of people. And an extra-ordinary important fact about people is that they are themselves self-explaining, self-understanding creatures. I think it can be said without much fear of controversy that one's understanding of another person is bound to be inadequate or even distorted, if it cannot be properly related to the person's understanding of himself. The same is true of societies or cultures. A society or culture grasps its own reality in terms of concepts which are, frequently peculiar to itself. This may be true both of concepts which may be thought of as basic (e.g. space, time) and concepts which are not so basic (e.g. sin) and these concepts - their individualities, their nuances, complexities of application - are embodied in the language of the people. Thus it is that without a grasp of the language it will not be possible to grasp the peculiarities of the concepts embodied in it and without this it would be impossible to achieve a proper perception of the self-understanding of the people whose language it is.

Hence, our academic responsibility to the region includes the responsibility to learn the languages of the region. Since, however, it will not be possible for one person to acquire an adequate knowledge of very many of these languages or even perhaps more than one of the languages, I would suggest that every member of the teaching staff, particularly on the faculty of humanities and Social sciences should learn, as a matter perhaps of requirement, at least one of the languages of the region. Adequate facilities for this should be provided in our School of languages.

THE BAR COUNCIL OF INDIA

THE BAR COUNCIL OF INDIA

AB/21, Lal Bahadur Shastri

Marg,
Facing Supreme Court Building
NEW DELHI-110 001.

No. BCI/D/3643/1983-LE.

Ranjit Mahraja,

Chairman,

Dean Dr. Sharma,

This is with reference to your D.O. NO. U. 4-2/Conf/82/452 dated April, 1983 giving some concrete suggestions on the implementation of the Five Year Course in your University. I am sorry for the delay in replying to your letter which incidentally was due to my desire to let your letter be discussed in the entire Council. Now it has been so discussed, I would like to respond to some of the important suggestions contained therein.

The Council appreciates your earnest efforts to improve education generally and legal education in particular in the North-Eastern region which has unique problems and challenges particularly for education. The Council appreciates the initiative you have taken to diversify the courses at the +2 level and the introduction of the 2 year degree programme in a manner relevant to your environment. The Council wishes to record its deep appreciation for the reception accorded to the Five Year Scheme of law education by the Academic Council of your University. I am sure with the active co-operation of the people like you, the Council will be able to fulfil its statutory obligations for improving standards of legal education through out the country.

We have some difficulties in accommodating your proposal for treating the 2 year degree programme as satisfying the first two years of pre-law study in the new course. You have rightly pointed out that the Five Year Course comprises of two parts but I may add that they are integrated from a functional stand-point.

Contd/-....

The two year pre-law education is not entirely liberal education but contains a scientific component of introduction to professional education as well. In fact it is because of our concern to orient the pre-law study to the requirements of hard-core legal subjects, we have undertaken the responsibility of preparing the teaching materials for each of the pre-law subjects which you will find is very much different from what is being imparted in the liberal education under the same labels. It is, therefore, found inappropriate to permit any other equivalent for the two year pre-law programme as a pre-condition to the three year law study.

However, I understand that some Universities are providing for a diversion after the two year pre-law study for those who are not intending to pursue the legal study in full. Perhaps such students may be diverted to the 3rd year of a degree course who may be awarded on completion a B.A.(Law). Of course, this is a matter left to individual Universities concerned.

There have been number of requests for multi-entry into the Five Year Course after graduation. The Legal Education Committee and the Council have not been agreeable to this proposal because of the same reasons stated above.

There are, of course, some difficulties in finding the appropriate faculty for teaching the social science subjects in the law school. From the Council's point of view these subjects ought to be taught by the law teachers themselves who have had such subjects in their education. This is because it is expected that necessary legal orientation will be available only from the law trained teachers. Of course, social science teachers in law schools may be appointed on a part-time basis or may be invited on contract for specific lectures or otherwise as convenient to the Universities.

Contd/-.....

A question of duration of the course has been repeatedly considered by the Legal Education Committee and the Council and they have come to the conclusion that with the expanding areas of law and the need for practical education, it is very necessary to have the law course at least for five years which, incidentally, saves one full year for the student compared to the present situation.

You have very rightly brought out the two-fold objectives of law education. Indeed it is a total endorsement of your arguments that is reflected in the Bar Council Rules. The University may consider imparting liberal education in law independent of the professional Five Year Law Course. In fact the Council wants more Universities to evolve such general courses in law even at the under-graduate level. However, the Bar Council Rules apply only to professional education, namely preparing graduates for entry into the legal profession. I would, therefore, endorse your proposal of having a general law course suitable to the situation obtaining in your area and allow the professional course develop according to the rules of the Bar Council of India. You may please note that the Rules for professional Education are applicable to the whole of India uniformly and it is not possible to make alterations for one particular region. Further more even if alterations were possible, it would provide problems for such a graduate to find opportunities for legal practice outside his State.

To sum up, the Bar Council has technical and legal difficulties in equating your two year degree course as equivalent to the pre-law course for the reasons already stated. Secondly, the Council welcomes your proposal to have a degree course on general law as part of liberal education system. Thirdly, it is technically not feasible to admit students who have passed B.A. examination 'with three of the five relevant subjects' to be admitted to the three year law course. The reasons have already been given above.

Contd/-.....

In the end let me appreciate the time and labour you have devoted in analysing the scheme and evolving appropriate strategies for implementing the Five Year Course which is to come into effect through out India from the academic year 1984-85.

With regards,

Yours sincerely,

Sd/-

(Ranjit Mahanty)

Dr. B.D. Sharma,
Vice-Chancellor,
North-Eastern Hill University,
SHILLONG.

BRIG. P. SAILO, AVSM (Retd)

Chief Minister
Mizoram.
Aizawl.

D.O. No. CMS, 42/83/118

Dated Aizawl the 10th Sept., 1985.

Dear Shri Sharma,

As desired by the Director, College Development Council, NEHU, vide his letter No. CDC/A-40/32/654 dated 28th March, 1982, which was sent to Shri Saingura Sailo, Advocate, the Government of Mizoram had given the permission to open a Law College at Aizawl.

Accordingly, a new Law College namely "The Aizawl Law College" was opened with a strength of about 220 (two hundred twenty) students enrolled in the Preliminary L.L.B. Class and I had the opportunity to inaugurate the new Law College. This permission was given after due consideration of the pros and cons as well as the urgency and pressing need of the people to have a Law College at Aizawl. Moreover, I have been informed that while the two neighbouring states namely Nagaland and Meghalaya are having two Law Colleges each, Mizoram is having none. My Government is now in favour of giving the best opportunity to the people of Mizoram in the field of legal education and I consider the opening of the new Law College as an important step in this regard.

It is my sincere desire and personal request that you would be kind enough to take necessary steps and do the needful for giving permission and affiliation for this newly opened Law College.

Yours sincerely,

Sd/-
(Brig. T. Sailo)

Shri B.D. Sharma,
Vice-Chancellor,
North-Eastern Hill University,
Shillong.

GOVERNMENT OF NAGALAND
DIRECTORATE OF SCHOOLS & PHYSICAL EDUCATION
NAGALAND; ; KOHIMA

No.ED/SEE/H/20/82-83

Dated Kohima, the 3rd Sept., '83.

To

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

Sub:- RESERVATION OF SEATS FOR STUDY LEAVE GRANTEES FOR POST
GRADUATE COURSES.

Sir,

On the subject indicated above, I am to state that 12
(Twelve) graduate teachers were selected and granted study leave
for Post Graduate Courses as per a copy of the order enclosed.
Please reserve seats for them in respective departments.

Enclo: As stated.

Yours faithfully,

Sd/-

(P.MOASOSANG)

Joint Director (School Educa-
tion)

Nagaland, Kohima.

No.ED/SEE/H/20/82-83

Dated Kohima, the 3rd Sept, '83.

Copy to:-

1. The Pro-Vice-Chancellor, NEHU Campus, Kohima
alongwith a copy of the order for necessary action.

(P.MOASOSANG)

Joint Director (School Education)

Nagaland, Kohima.

GOVERNMENT OF NAGALAND
DIRECTORATE OF SCHOOL & PHYSICAL EDUCATION
NAGALAND: KOHIMA

O R D E R

Dated Kohima, the 3rd Sept., 1983.

NO.ED/SEE/H/20/82-83: In accordance with Government's approval vide NO.EDS/17-22/79 dt.29.8.83 the following teachers are hereby granted study leave for undergoing further studies in the subject. Place and period of studies mentioned against each w.e.f. the date of their release for joining the course.

The Govt. servants granted study leave are entitled to leave salary and study allowances as follows:

1. Leave salary equal to half average pay as defined in rule 9(2) of the fundamental rules.
2. Study allowance at the rates of half of the daily allowance to which the Govt. servants would have been entitled under the rules regulating the T.A. on tour.

<u>Sl. No.</u>	<u>Name of the Course Name & Designation</u>	<u>Duration</u>	<u>Name of the University</u>
1.	Mr. Limatashi, A.T., Govt. High School, Changtongya : M.A.(Edn)	2 yrs.	NEHU, Kohima.
2.	Mr. Daovituo Kholio H.M., G.M.S., Chedema under D.I.S., Kohima. : M.A. (Pol. Sc)	2 yrs.	NEHU, Shillong.
3.	Mr. Vilakhotu Senotsu A.T., C.H.S. Jotsoma. : M.A. (Edn)	2 yrs.	NEHU, Kohima.
4.	Mr. Imrongtuen Aier P.T., G.U.P. School, Sangratsu. : M.A. (Edn)	2 yrs.	-do-
5.	Mr. Koratuden, A.T., G.H.S., Kubolung. : M.A. (Edn)	2 yrs.	-do-
6.	Mrs. Intilula, P.T., Govt. Primary School, Nyongching under D.I.S., Longleng. : M.A. (Edn)	2 yrs	-do-

Contd/-.....

<u>Sl.No.</u>	<u>Name of the Course</u> <u>Name & Designation</u>	<u>Duration</u>	<u>Name of the</u> <u>University</u>
7.	Mr. Intisungba, A.T., G.H.S, Mangkolenba.	: M.A.(Pol.Sc) 2 yrs.	Dibrugarh Uni- versity.
8.	Smti. Loochuni M., Tarhuja, A.T., G.H.S., Kohima	: M.A.(Education) 2yrs.	NEHU, Kohima.
9.	Smti Sasietuonuo Kire, A.T., G.H.S., Kohima	: M.A.(Eng) 2 yrs,	-do-
10.	Mr. Akangremba Ao, H.M., Govt Pro. High School, Melungkinong.	: M.A.(Edu) 2 yrs.	NEHU, Kohima.
11.	Mr. Khrienelig, A.T., G.H.S., Diphupar.	: M.A.(Eco) 2 yrs.	NEHU, Shillong.
12.	Mr. K. Toshihe Shohe, Library Assistant, N.C.E., Kohima.	: M.A.(Pol.Sc) 2 yrs.	NEHU, Shillong.

Sd/-

Joint (M. MOASOSANG)
Joint Director (School Education),
Nagaland, Kohima.

NO.ED/SEE/H/20/83/

Dated Kohima, the 3rd Sept, 1983.

Copy to:

1. The Headmaster
2. The D.T.S.

1) They are requested to issue release order immediately. They are requested to obtain and forward necessary undertaking bond to be signed by every individual before they are released for study leave in duplicate. A copy of agreement bond is enclosed herewith.

3. The Inspector of Schools, Kohima/Mokokchung.
4. Individual concerned.
5. Office Orders Book.
6. Guard file.

Sd/-

(P. Moasosang)
Jt. Director (School Education)
Nagaland, Kohima.

ALL INDIA
SENIOR SCHOOL CERTIFICATE EXAMINATIONS, 1983 AND 1984
SCHEME OF STUDIES FOR CLASSES XI & XII

(To be effective from Class XI of academic session 1981-82 and 1982-83).

A. SUBJECTS FOR STUDY :

I. Compulsory Group :

1. Language (Core) : One of the following -

English, Hindi, Assamese, Bengali, Gujarati, Kannada, Marathi, Malayalam, Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Sanskrit, Arabic, Persian, French, German, Nepali, Portuguese, Russian, Tibetan, - One Paper - 100 Marks. each.

NOTES :

- a. In place of a language (Core) a student may offer a language (Elective) as a compulsory language. In that event also the student will have the freedom to opt for another language under the elective group.
 - b. It is desirable that the same language is not offered as core and elective. However, in case a candidate offers the same language as core and elective, the Board will have no objection.
 - c. Some Universities/Institutes require passing in two languages compulsory for admissions to their higher Courses. One more language, therefore, can be offered as an additional language. This language should, however, be different from the one offered under this Group as a compulsory requirement.
2. Socially Useful Productive Work/General Foundation Course. (Please see notes 3, 4 and 5 on the following pages).

Contd/...

II. Elective Group : At least three from the following :
(Please also refer to notes on pages (xxiii) and (xix)).

(a) General Education Course :

1. One of the languages at Elective level (mentioned above under the Compulsory Group).
The syllabuses in this Group will be different from the ones for core language (Please see notes, a, b and c above).
2. Economics. 3. Political Science. 4. Geography.
5. History. 6. Sociology. 7. Psychology. 8. Philosophy.
9. Mathematics. 10. Physics. 11. Chemistry. 12. Biology.
13. Engineering Drawing. 14. Commerce. 15. Accountancy.
16. Home Science. 17. Fine Arts - (i) Painting Or (ii) Graphic OR (iii) Sculpture. 18. Applied Arts, Commercial Art. 19. Music. 20. Dance. 21. Agriculture.
22. Physical Education. 23. Insurance.

(b) Vocational Courses : (Please see appendix 'A').

NOTES:

1. A student can offer all the required number of elective subjects from the General Education Course or the Vocational Course or a combination of subjects from the two provided all the papers in a given vocational course are offered except in case of Commerce Group.
2. In addition to 3 elective subjects or a vocational course, a student may offer upto two additional subject, if he so wishes. While offering the number of subjects or their combinations candidates are advised to keep admission requirement for higher courses in view. (Please also refer to note 4 under pass criteria on the following pages).

Contd/...

3. If a student has taken up subjects which are predominantly vocational he will have to offer General Foundation Course subject to the condition that if he takes two or more general education subjects he will have to offer Socially Useful Productive Work in its place.
 4. The candidates having physical deformity or otherwise unable to take SUPW shall have to offer another elective subject in lieu of SUPW with the approval of the Board. Request for such permission should be supported by a documentary evidence like Medical Certificate from a Medical Officer not below the rank of an Asstt. Surgeon in the case of illness, etc.
 5. Patrachar Vidyalaya/Private candidates are not allowed to offer SUPW. They may offer one language and three electives as per scheme of studies.
 6. The candidates from Patrachar Vidyalaya shall not be allowed to offer vocational courses and subject involving practical work except Home Science and Geography.
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