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NORTH-EASTERN HILL UNIVERSITY
SHILLONG- 793 001

No:AC:41-1/Conf/91-319 Dated Shillong the 4th March, 1991.

To

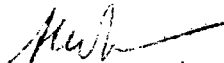
The Members of the
Academic Council,
North-Eastern Hill University.

Subject: Agenda papers for the 41st Meeting of the Academic Council.

Sir/Madam,

I am forwarding herewith the Agenda papers for the 41st meeting of the Academic Council scheduled to be held on the 12th March, 1991 at 11:00 A.M. for favour of your information and consideration.

Yours faithfully,


(H. W. T. Syiem)

Officer on Special Duty

Encl: a. a

AGENDA PAPERS FOR THE FOURTY-FIRST MEETING OF THE ACADEMIC COUNCIL

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1:(1)

Item No.1 CONFIRMATION OF THE MINUTES OF THE
40TH MEETING OF THE ACADEMIC COUNCIL
HELD ON THE 1ST NOVEMBER, 1990.

The Minutes of the 40th meeting of the Academic Council held on 1st November, 1990 were circulated amongst the members. No Comments were received from the members. The minutes may, therefore, be considered for confirmation.

Item No. 2 REPORTING ITEM :

(i) Action taken on the Minutes of the last Academic Council meeting is reported as follows for information of the Council

1. Action has been taken on the following resolutions:-

No:AC:40:90:01(i)

No:AC:40:90:5:08(vi)

No:AC:40:90:5:08(ix)

No:AC:40:90:01(ii)

No:AC:40:90:02(i)

No:AC:40:90:5:08(i)

)

2. The following cases are being placed before the next Executive Council meeting:-

No:AC:40:90:03(iv) Provisional affiliation to NERIST, Itanagar.

No:AC:40:90:5:01(ii)-Regulation on Bachelor of Law.

No:AC:40:90:5:06(i)-Creation of P.G. Departments in SASRD.

No:AC:40:90:5:06(ii)-Introduction of Bodo (MIL) at Degree level.

No:AC:40:90:5:06(v)-Introduction of a Certificate Course in Fine Arts and Crafts.

3. Cases under process

No:AC:40:90:5:01(i)-Draft Ordinance on Post-Doctoral Degrees-The matter is under consideration by the Committee.

No:AC:40:90:5:08(ii)- Nomenclature of the Department of Forestry-The Committee has been constituted and the report is awaited.

No:AC:40:90:5:08(iv): Creation of a supernumerary seat in each Post Graduate Department. Guidelines of other Central University are being called for.

Item No. 3 RATIFICATION OF ACTION TAKEN BY THE VICE-CHANCELLOR:

(i) Award of Ph.D and M.Phil Degree -

The results of the following candidates have been declared by the Examination Department. The cases have been approved by the concerned School Boards and the Board of Research Studies in Sciences.

The cases are now placed before the Academic Council for ratification.

<u>Name of the candidate</u>	<u>Degree</u>	<u>Department</u>
1. Smti R.N.Hooroo	Ph.D	Zoology
2. Smti C.R.Diengdoh	Ph.D	Zoology
3. Mr. A.Kr. Roy	Ph.D	Zoology
4. Mr. G.K.N.Chhetry	Ph.D	Botany
5. Mr. R.S.Prakasham	Ph.D	Bio-Chemistry
6. Mr. J.Arjun	M.Phil	Zoology
7. Mr. Ashish Kumar Das	M.Phil	Mathematics
8. Mr. P.K.Debbarma	M.Phil	Pol.Science
9. Mr. Chinkholian Guite	M.Phil	Pol.Science
10. Mr. Jagabandu Mahapatra	M.Phil	Pol.Science
11. Shri Rupam Kr. Brahma	M.Phil	Economics
12. Ms. Ruma Paul	M.Phil	Economics
13. Ms. Kalpana Chittaranjan	M.Phil	Pol.Science
14. Ms. P.Kharkongor	M.Phil	History
15. Ms. Corine Lyngdoh	M.Phil	Pol.Science
16. Rajasree Paul	M.Phil	Philosophy
17. Ms. Judy H. Buam	M.Phil	History

- (ii) Nomination of NEHU representatives in the Governing Body of affiliated colleges:

The Vice-Chancellor has nominated University representatives in the Governing Body of affiliated colleges as follows:-

<u>Name of the colleges</u>	<u>University Representatives</u>	<u>Term</u>
1. Saiha College, Saiha, Mizoram.	1. Dr. S. Ganguly, Reader, Department of English, NEHU, Mizoram Campus, Aizawl.	2 years w.e.f. 11.9.1990.
	2. Shri Lianzala, Lecturer, Department of Economics, NEHU, Mizoram Campus, Aizawl.	-Do-
2. St. Anthony's College, Shillong.	1. Prof. T.S.B. Narasaraju, Department of Chemistry, NEHU, Shillong.	3 years w.e.f. 1.8.1990.
	2. Prof. A.N. Rai, Department of Bio-Chemistry NEHU, Shillong.	-Do-

The matter is placed before the Council for ratification.

Item No. 5 : ACADEMIC MATTERS :

- (i) Amendment of Tables "A" and "B" of Regulation OA-8/R-1 common courses and Allied and cognate subjects for the BPGS in Public Administration and Social work.

Under clause 1(iv) and (v) of Ordinance OA-8 on the Board of Post Graduate Studies, the composition of the BPGS includes ^{one} teacher each from other Departments having common courses within the School and two teachers from allied and cognate subjects in other Schools. The common/allied and cognate subjects for this purpose are spelt out in Tables "A" and "B" following Regulation 1 of Ordinance OA-8.

The common/allied and cognate subjects in respect of the Departments of Public Administration and Social Work are yet to be included in the tables. They are therefore proposed to be included in Table "A" and ^{Table} "B" of the Regulation. The proposal has been approved by the School Board of Social Sciences as indicated below:

	Common/allied courses within the School (for inclusion in Table "A")	Allied and cognate subjects in other Schools (for inclusion in Table "B").
Deptt. of Public Administration.	Political Science, Economics, Sociology, Psychology.	Geography, Rural Development.
Deptt. of Social Work.	Anthropology, Psychology, Sociology, Economics.	Geography, Forestry.

The Common courses/allied and cognate subjects as stated above for the two departments are submitted for consideration of the Council. If approved, the courses and subjects will accordingly be included in the two Tables of the Registration OA-8/R-1.

The matter is placed before the Council for consideration.

- (ii) Inclusion of Professors of a Centre in the Centre's Advisory Committee.

According to the existing provisions of Ordinance OA-11 on the Establishment, Structure and Management of Centres, all Professors of the Centres are ex-officio members in the respective Steering Committee but not in the Advisory Committee.

Prof. M.C.Pandey, Centre for Adult and Continuing Education has made a representation in this regard pointing out that the existing provision in the Ordinance is defective as it does not provide for Professors of a Centre to be a member in its Advisory Committee, when otherwise Professors are ex-officio members of the School Board, Board of Research Studies, Academic Council and Court.

It may be stated that the Committee constituted to examine the powers, functions, composition of the Steering and Advisory Committees of Centres is yet to submit its report.

Prof. M.C.Pandey suggested that till such time the Committee finalises the matter, a provision be incorporated in the Ordinance to provide membership of Professors of a Centre in its Advisory Committee.

The representation of Prof.Pandey is placed at Annexure - A for consideration of the Council.

5:1:2(2)

NORTH-EASTERN HILL UNIVERSITY
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Annexure - A

Department ofCENTRE FOR ADULT AND CONTINUING EDUCATION.

No:F.12/CE/90-935

Dated the 9th Nov.1990.

To,

The Vice-Chancellor,
Chairman, Academic Council,
North-Eastern Hill University,
Shillong.

Sub:- Professor of the concerned Centre as Member of
Advisory Committee.

Sir,

As per the (OE-11) "Ordinance on the establishment,
Structure and Management of Centres in the University". In each
Centre there are two Committees.

1. Steering Committee.
2. Advisory Committee.

All Professor, one Reader, and one Lecturer (the later two
are for one year term by rotation in accordance with Seniority) are
member of Steering Committee. The Advisory Committee of the Centre
is represented only by Head of the Centre as Member Secretary. There
are 14 other members in the Advisory Committee. The professor of the
Centre is not a member of the Advisory Committee.

A professor is a member of the Court Academic Council
School Board etc. A professor of a concerned Centre not a member of
the Advisory Committee is a flaw in the existing ordinance on Centre.
The Committee constituted by the Vice-Chancellor to look into the
composition power and function of the Advisory Committee and
Steering Committee has recommended abolishing the Advisory Committee
and distributing its function to the Steering Committee and the
School Board. If these recommendations are accepted then the profe-
ssor of a Centre becomes member of Steering Committee and School
Board.

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5:1:2(3)

Till such time the recommendations of the Committee are accepted the professor of the concerned Centre be a member of the Advisory Committee. If the Advisory Committees recommendation are not accepted then professor of the concerned Centre as a regular member of the Advisory Committee be incorporated in the ordinances (OE-11).

For the kind consideration of the Academic Council members.

Yours faithfully,

Sd/-M.C.Pandey
Professor.

Copy to :-

Deputy Registrar(Conf.), NEHU, Shillong.

Professor,
Adult/Continuing Education,
NEHU, Shillong.

5:2 - Syllabus :

(i) Syllabus for the Certificate Course in
Statistics.

The draft syllabus for the Certificate course in Statistics approved by the School Board of Life Sciences in its meeting held on 12.12.90 is placed at Annexure-'A' for consideration of the Council.

The eligibility criteria, duration etc. of the course are also spelt out in the beginning of the Annexure. It is observed that the eligibility criteria for admission, duration and other conditions are not in accordance with the provisions of Regulation 1 of Ordinance OA-5 on the Certificate and Diploma Course in Statistics. The Regulation is placed at Annexure 'B' for reference by the Council.

The matter is placed before the Council for consideration.

ANNEXURE-1A

5:2:1:(2)

CERTIFICATE IN STATISTICS

1. This will be a one year teaching programme with 10 classes 6 lecture periods and 4 periods of practical work-per week.
2. Eligibility for admission: Any one who has passed the B.A/ B.Sc./B.Com./Examination of this University, or any other University and who had Mathematics as a Compulsory subject of study at the Secondary/Madhyamik level will be eligible for admission to this course. If the number of applicants with these qualifications exceeds the number of seats, the selection of entrants may be made on the basis of an admission test.
3. There will be 8 papers in all. Each paper will carry a maximum of 100 marks. The examinations on paper I-IV will be held at the end of the First Semester, while the examination on Papers V-VIII will be held at the end of the second Semester.
4. Qualifying marks for a Pass in the Examinations will be 40% of the maximum total marks in the Theory and the Practical papers separately. Those securing not less than 40% but less than 60% of the marks will be declared to have passed in the Second Class. Those securing not less than 60% of the marks will declared to have passed in the First Class. Those securing at least 75% of the marks will declared to have passed in the First Class (with Distinction).
5. A brief description of the papers is given below:

Semester I

- Paper I: (i) Mathematics - 25 marks
(ii) Descriptive Statistics(a) - 50 marks
(iii) Practical problems on the topics covered in (ii) - 25 marks
- Paper II: (i) Computational Techniques - 37 1/2 marks
(ii) Elements of Probability Theory -37 1/2 marks
(iii) Practical problems on the topics covered in (i) and (ii) - 25 marks

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5:2:1:(3)

- Paper III: (i) Probability Distributions-37 1/2 marks
(ii) Vital Statistics Methods -37 1/2 marks
(iii) Practical problems on the topics covered in (i) and (ii)- 25 marks
- Paper IV: (i) Economic Statistics - 50 marks
(ii) Indian Official Statistics - 25 marks
(iii) Practical problems on the topics covered in (i) and (ii) - 25 marks.

SEMESTER II

- Paper V: (i) Descriptive Statistics(b) - 37 1/2 marks
(ii) Sampling Distributions - 37 1/2 marks
(iii) Practical problems on the covered in (i) and (ii) - 25 marks
- Paper VI : (i) Statistical Methods - 75 marks
(ii) Practical problems on the topics covered in (i) - 25 marks
- Paper VII : (i) Sampling Techniques - 50 marks
(ii) Statistical Quality Control-25 marks
(iii) Practical problems on the topics covered in (i) and (ii) -25 marks
- Paper VIII (i) Analysis of Variance -25 marks
(ii) Experimental Designs -50 marks
(iii) Practical problems on the topics covered in (i) and (ii) - 25 marks

Detailed Syllabus

Paper -I

(i) Mathematics

Algebra : Permutations and combinations. Logarithms. Surds, indices and complex quantities. Quadratics equations. Binomial theorem for a positive integral index (with Proof). Exponential and logarithmic series. Common inequalities-triangle and Cauchy-Schwarz. Determinants and their use in solution of simultaneous linear equations.

Contd/.../-

<u>Trigonometry</u> :	Trigonometrical ratios. Graphs of trigonometrical ratios. Elementary trigonometrical formulae and their applications.
<u>Analytical geometry</u> :	Equations to a straight line, pair of straight lines, circle, parabola ellipse, and hyperbola.
<u>Differential Calculus</u> :	Function, limit and continuity. Differentiation. Successive differentiation. Leibnitz's theorem. Mean value theorems. Maxima and minima. Functions of Several variables. Partial differentiation.
<u>Integral Calculus</u> :	Integration as anti-differentiation. Standard integrals. Definite integral as an area.

(ii) Descriptive Statistics

Meaning of Statistics. Primary and secondary data. Frequency and non-frequency data and scrutiny of data. Tabular and diagrammatic representation of non-frequency data (line diagram, ratio chart, bar diagram, pictograph and pie diagram). Tabular representation of frequency data :

Frequency, relative frequency, cumulative frequency and frequency density. Column diagram, frequency polygon, histogram and cumulative frequency diagram, Central tendency and dispersion. Measures of central tendency: mean, median and mode. Measures of dispersion: range, mean deviation and standard deviation. Bivariate data. Scatter diagram. Simple correlation and correlation coefficient. Simple regression by least-squares method: its relationship with simple correlation.

Paper-II(i) Computational Techniques

Approximate numbers : rounding off, significant digits, errors of approximation. (absolute, relative,

Contd/.../-

percentage). Difference table. Newtons forward and backward interpolation formulae. Lagrange's formula. Inverse interpolation. Numerical solution of equation in one unknown- iterative methods. Solution of simultaneous linear equations and matrix inversion. Numerical differentiation and integration-different formulae for equally spaced points; trapezoidal rule, Simpson's one-third rule and Weddle's rule. Summation of series-Eular-Mclaurin formula, Stirling's approximation of factorials.

(ii) Elements of Probability Theory

Experiment and event. Probability as long run-relative frequency. Classical definition of Probability. Basic results on probability. Conditional probability. Theorem of Compound probability and theorem of total probability. Independence of events. Independent trials. Problems on probability involving the basic theorem and simple rules of permutations and combinations.

(iii) Paper III

(i) Probability Distributions

Concept of random variable. Probability distributions of a random variable, and its expectation and variance. Simple discrete distributions; hypergeometric, binomial and Poisson. Sample continuous distributions; rectangular and normal. Joint distribution of random variables. Marginal and conditional distributions. Independence of random variables. Sum law and product law of expectation. Trinomial distribution; nature of the marginal and conditional distributions. Bivariate normal distribution: nature of the marginal and conditional distributions, role of the correlation coefficient (without derivation of results).

(ii) Vital Statistics Methods

Sources of data on vital events. Measures of mortality: crude death rate, specific death rate, standardised death rate, cause of death rate, case fatality rate, infant mortality rate, maternal mortality rate. Measures of fertility: crude birth rate, general fertility rate, age-specific fertility rate, total fertility rate. Measures of population growth: vital index, crude rate of natural increase, gross reproduction rate, net reproduction rate.

Paper IV(i) Economic Statistics

Analysis of time series: components of a time series; determination of trend by moving average method and by fitting curves ($y = a + bt$, $y = a + bt + ct^2$, $y = a + bt$, $y = a + b \cdot ct$); determination of seasonal variation by the method of trend ratio of trend differences and by the moving-average method). Index number: meaning of a price index; problems connected with its construction-choice of formula; tests for index number formulae; fixed base and chain-base index numbers; cost of living index various consideration underlying its construction.

(ii) Indian Official Statistics

Indian statistical system-role of the DSO, the NSSO, the DGCIS the Office of the Registrar-General and the State Statistical Bureaus. Sources, methods of collection and limitations of Indian official statistics on the following topics:

- (a) Population
- (b) Agriculture
- (c) Industry
- (d) Prices
- (e) Trade
- (f) Labour and employment
- (g) Transport and communication
- (h) Banking and finance

Contd/.../-

Paper V(i) Descriptive Statistics (b)

Limitations of the correlation coefficient. Non-linear regression, correlation ratio and correlation index, Rank correlation, Spearman's and Rendalls rank correlation coefficients. Bivariate data. Multiple regression by least-squares method Multiple correlation. Partial correlation. Coefficients of multiple correlation and partial correlation.

(ii) Sampling Distributions

Statistic and parameter. Random sampling from a distribution. Sampling distribution of a statistic and its standard error under random sampling. Results on the expectation and variance of a sample proportion (in sampling from a distribution). Sampling distributions of the sample sum in sampling from a binomial and from a Poisson distribution. Sampling distribution of sample mean and sample variance in sampling from a univariate normal distribution. Definitions of (central) chi-square, t and F statistics. Their probability density functions and basic properties (with derivations).

Paper VI(i) Statistical Methods

Point and interval estimation, hypothesis-testing. Intuitive considerations underlying the principles of unbiasedness, minimum variance and consistency. Basic principles of hypothesis-testing: test, critical region, type I error and type II error, level of significance and power. Tests for a single mean, for the equality of two means, for a single variance and for the equality of two variances, for the significance of a correlation coefficient (under normal population models). Large-sample tests for a single proportion and for the equality of two proportions, for a single mean and for the equality of two means. Pearsonian chi-square and its application in testing for goodness of fit, for independence and for homogeneity. Yates' correction for continuity in 2X 2 table.

Contd./.../-

Paper VII(i) Sampling Techniques

Population and sample. Advantages of sampling over complete enumeration. Sampling unit and sampling frame. Schedule and questionnaire. Definition of simple random sampling: with replacements (SRSWR) and without replacements (SRSWOR); expectation and standard error of sample mean under simple random sampling; expectation and standard error of sample proportion under simple random sampling. Stratified random sampling: description; estimator of population mean (proportion). Its expectation and standard error; considerations guiding the choice of start. Systematic random sampling (linear and circular): description; estimator of population mean (proportion), its expectation and standard error; advantages and disadvantages of systematic sampling.

(ii) Statistical Quality Control

General concepts of quality control: definitions of quality; design reliability, process reliability and product reliability; process control and product control. Concept of tolerance limits.

Control charts: Chance and assignable variations; rational; subgroups: construction and use of charts for \bar{X} , R and s , p and c . Modified control charts.

Sampling inspection plans: Inspection plans by attribute single, double and multiple. Concepts of OC, ASN, AQL and AOQL, and their uses in the selection of appropriate plans from Dodge Roming and ISI plans.

Paper VIII(i) Analysis of variance

Analysis of data for a one way classification: fixed-effects and random-effects models. Analysis of data for a two way classification with the same number of observations per cell: main effects and interaction effects;

Contd/.../-

fixed-effects, random-effects and mixed-effects models and the question of appropriate error variance.

(ii) Experimental designs

Controlled experiments. Basic principles of designs: randomisation, replication and local control. Description and method of analysis of experiments conducted according to a completely randomised, a randomised block and a Latin square design. Factorial experiments and analysis of data for such experiments. Confounding in a 2X2 and a 2X2X2 experiment: complete and partial. Split-plot and strip arrangements.

Books and Tables to be Used

- (1) Bhattacharya, G.K. and Johnson, R.A.: Statistical concepts and Methods. Wiley Eastern, New Delhi.
- (2) Goon, A.M., Gupta, M.K. and Das Gupta, B.: Basic Statistics (for students of economics, commerce, accountancy and the and the biological science). World Press, Calcutta.
- (3) Goon, A.M., Gupta, M.K. and Dasgupta, B.: Fundamental of Statistics (Vols I & II). World Press Calcutta.
- (4) Johnson, N.L. and Leone, F.C.: Statistics and Experimental Design. (Vols I & II). John Wiley, New York.
- (5) Mathai, A and Rathie, : Basic Statistics. Macmillan, New Delhi.
- (6) Nagar, A.L. and Das, K.K.: Basic Statistics. Oxford University. Press, New Delhi.
- (7) Rao, C.R., Mitra, S.K., Mathai, A. and Ramamurthy, K.G.: Furnulae and Tables for Statistics Work. Statistical Publishing Society, Calcutta.

ON CERTIFICATE AND DIPLOMA COURSE IN STATISTICS

1. The University shall conduct a Certificate Course in Statistics of One Semester duration (six months) during the evening and a Diploma Course in Statistics of two Semesters duration (one year).
2. The Syllabus for the Courses shall be as prescribed by the Board of Post-Graduate Studies from time to time.
3. The eligibility for admission to the Courses shall be as under :

CERTIFICATE

Pre-University or equivalent examination of a University established by law in India with knowledge of Mathematics at High School/H.S.L.C. level.

DIPLOMA

B.A/B.Sc/B.Com. or its equivalent examination of a University established by law in India with knowledge of Mathematics at Pre-University/Intermediate level. Preference will, however, be given to candidates with M.A/M.Sc. Degree in Mathematics or Economics or Graduate with Mathematics or Economics.

4. There shall be an examination conducted by the University at the end of the Course on date and place to be notified by the University.
5. The medium of instruction and examination shall be English.
6. CERTIFICATE.

There shall be three Papers as under;

- | | |
|-----------------------|-------------|
| (i) Basic Mathematics | - 75 Marks* |
| (ii) Statistics | - 75 Marks |
| (iii) Practical | - 50 Marks |

*This paper will not be offered by the candidates who had Mathematics at BA/B.Sc. level.

DIPLOMA

There shall be 5 Papers of 100marks each as under:

- | | |
|-----------------|-----------------------------|
| Paper -I | - Theoretical Statistics -I |
| Paper -II | - Theoretical Statistics-II |
| Paper -III & IV | any two from the following* |

- (a) Basic Mathematics
- (b) Economics Analysis
- (c) Mathematical Economics
- (d) Econometrics
- (e) Demography and Vital Statistics
- (f) Industrial Statistics and Design of Experiments.

V. Practical

*The candidates having Mathematics at Degree or Master's degree level will not be allowed to offer (a) but the candidates who did not have mathematics at B.A/B.Sc level shall have to offer (a). Candidates having Economics at Degree or Master's Degree level will not be allowed to offer (b).

7. The minimum pass marks in each of the Papers shall be 40%. The successful candidates shall be classified as under:-

- (i) Second Division - those who obtain 40% or more but less than 60% of the aggregate marks;
- (ii) First Division - those who obtain 60% or more marks but less than 75% of the aggregate.

8. A candidate who passes in the first attempt with 75% or more marks in the aggregate shall be declared to have passed the course with 'Distinction!.

(ii) Allocation of marks for M.Sc Chemistry

The revised course structure to allocate the total marks of 1800 for M.Sc Chemistry was placed before the last meeting of the Academic Council. The Council, however, decided that the matter be placed before School Board for approval and may thereafter be placed before the Council.

The course structure as approved by the School Board of Physical Sciences in its meeting held on 20.11.90 is placed at Annexure-'A' for consideration of the Council.

5:2:2:(2)

ANNEXURE-'A'

M.Sc. Chemistry: Proposed course structure

<u>Semester</u>	<u>Course name</u>	<u>Marks</u>
I Semester	1. Quantum Chemistry	80
	2. Inorganic Chemistry-I	100
	3. Organic Chemistry-I	100
	4. Physical Chemistry-I	100
	5. Laboratory Course-I	120
	Total	500
II Semester	1. Chemical Binding	80
	2. Inorganic Chemistry-II	100
	3. Organic Chemistry-II	100
	4. Physical Chemistry-II	100
	5. Laboratory Course-II	120
	Total	500
III Semester	1. Spectroscopic Methods	80
	2. Inorganic Chemistry-III	100
	3. Organic Chemistry-III	100
	4. Physical Chemistry-III	100
	5. Laboratory Course-III	20
	Total	500
IV Semester	1. Analytical Chemistry And Computer Programming	80
	2. Elective(Inorg./Org./Phys/)	100
	3. Project Work	120
	Total	300
	Grand Total	<u>1800</u>

5:2:3:(1)

(iii) Reading list for M.A History

The Board of Post-Graduate Studies and School Board of Social Sciences which met on the 14th December, 1990 approved the reading list for the respective courses for M.A(History) as indicated at Annexure-'A'.

The matter is placed before the Council for ratification.

ANNEXURE- 'A'

5:2:3:(2)

HISTORY

1. Courses 204,209 Archaeology in North East India
- J. P. Singh, G Sengupta
2. Courses 505,506 Social and Polity Formations in N. E. India
- J. B. Bhattacharjee
3. (i) Course 502 Khasis Under British Rule
- Helen Giri
- (ii) Course 502 British Administration in Meghalaya
- D. R. Syiemlieh
4. Course:508 Social and Economic Change in Assam: Middle Class Hegemony
- Manorama Sharma
5. Course:511 History of American Baptist Missions in N. E. India
- Milton Sangma

5:2:4:(1)

- (iv) Revised Syllabus for M.A Political Science.

The revised syllabus for M.A. Political Science approved by the Board of Post-Graduate Studies and School Board held on 14th December, 1990 is placed at Annexure-'A' for consideration of the Council.

DEPARTMENT OF POLITICAL SCIENCE : NEHU : SHILLONG

MA. SYLLABUS

(COURSE CONTENTS)

SEMESTER - I : FOUR COURSES (ALL COMPULSORY).Course - I : Political Theory : The Classical Traditions

- i. - The study of theoretical problems -
 - (a) Why study the classics ?
 - (b) The problems of interpretation and approach in the study of the classics.

- ii. - The study of the following thinkers from the point of view of political philosophy and sociology of their ideas :
 - (a) Plato
 - (b) Aristotle
 - (c) St. Augustine
 - (d) Aquinas
 - (e) Machiavelli

Reading List :-

1. Aristotle, Politics
2. Allen, E.W., A History of Political Thought in the Sixteenth Century (Part IV, Ch.2) (London, Methuen, 1960)
3. Bakshi, O.P., Politics and Prejudice : Notes on Aristotle's Political Theory (University of Delhi, 1975)
4. Barker, E., Greek Political Theory - Plato and his Predecessors (London, Methuen, 1960)
5. Brumbough, R.S., Philosophers of Greece, (Allen and Unwin, 1966).
6. Butterfield, H., The State of Machiavelli (London, G. Powell & Sons, 1960)
7. Hacker, Andrew, Political Theory (New York, Macmillan Co., 1965)
8. Jaeger, W., Aristotle : Fundamental of the History of His Development (OUP, London, 1967)
9. Laslett, Peter, and Runciman, W.G., (eds.), Philosophy, Politics : A Society Series I, II, III, (relevant essays) (Oxford : Basil Blackwell, 1956, 1962, 1967).

contd..2/-

10. Machiavelli, The Prince (Translated by George Bull) (Lodon, George, Alen and Unwin, 1961)
11. Plato, The Republic (Introduction by H.D.P.Lee), (London, Routledge and Kegan Paul, 1957)
12. Plemenets, John, Man and Society (Vol.I), (London, Longman, 1974)
13. Popper, Karl, The Open Society and Its Enemies, (Vol.I) (London, Routledge and Kegan Paul, 1957)
14. Strause, Leo, and Crossbey, Joseph, History of Political Philosophy (Chicago, 1972)
15. Quinton, Anthony, (ed), Political Philosophy (Chapters 1,2) (Oxford University Press, 1963)
16. Wolin, Sheldon, Politics and Vision (Boston, Little Brown & Co, 1960)

Course - II : Theories and Concept in Public Administration

1. Nature and Scope of Public Administration - Private and Public Administration - Importance and Role of Public Administration in Socio-Economic Change.
2. Evolution of the study of Public Administration - Woodrow Wilson, Gordnow Taylor, Simon Riggs, and Appleby
3. Recent Approaches - Behavioral Approach, Structural- Functional and Systems Approach Comparative Administration, Decision Making and Inter-Disciplinary Approach.
4. Typology of Major Administrative Systems in Advanced and Developing Countries
5. Theories and Principles of Organisation
6. Role of Chief Executive
7. Bureaucracy and Politics and Political Neutrality of Civil Servants
8. Public Administration and Policy Making
9. Weberian Conecept of Bureaucracy
10. Development Administration
11. Managerail Science - Nature objective and problems of Management.

Reading List :-

1. Baker, R.J.S., Administrative Theory and Public Administration (London, Hutchinson University Library, 1972)
2. Bernard, Chester, The Functions of the Executive (Cambridge Mass, Harward University Press, 1938)

3. Foyal, Henry, General Management (London, Patiman 1955)
4. Fullick, Luther, and Urwick, L., Papers on the Science of Administration
(New York, Institutions of Public Administration)
5. Garrett John, The Management of Government (London, Penguin Book, 1972)
6. Grover, Starting, Managing the Public Sector (Illinois, The Dorsey Press, 1977)
7. Heady, Ferrel, Public Administration : A Comparative Perspective
(New Jersey, Prentice Hall, 1966)
8. March, James C., and Simon Herbert, A Organisation (New York, Rohald 1916)
9. Marx, F.M.(ed), Elements of Public Administration (New Delhi, Prentice Hall, 1968).
10. Mayer, Paul, Administration (Copenhagen Nyt Nordist Forleg Arnold Busk, 1957)
11. Mayo, Elton, The Social Problems of an Industrial Civilization
(London, Routleg & Kegan, 1952)
12. Peters, B.Guj, The Politics of Bureaucracy (Fondon, Longman, 1984)
13. Peter Self, Administrative Theories and Politics (New Delhi, S.Chand & Co., Ltd., 1081)
14. Reh fuss, John, Public Administration as Political Process
(New York, Charles Scribvers' Son, 1973)
15. Simon, Herbert, A., Administration Behaviour (New York, Macmillan, 1957)
16. Taylore, W.F., Scientific Management (London, Harper & Row, 1947)
17. Weber, Max, Bureaucracy (Translated by Carrit and Mills).
18. Wilson, Wocrow, The Study of Public Administration
(Washington D.C., Public Affairs Press, 1965)

Course - III - Government and Politics in India

1. Historical Background and Ideological Basis of Indian Political Systems
2. Ideals and Objectives of the Indian Constitutions : A Study of the -
(a) Directive Principles (b) Fundamental Rights
3. Judiciary : Judicial Review and Social Change, Independence of the Judiciary concept of Legal Aid.
4. Nature of Indian Federation Problems and Issues : The Demand for State Autonomy
5. Party System in India : A study of the national political parties and the key Regional parties - DMK, AIADMK, Akali Dal, Telegu Desam, AGP.

Reading List :-

1. Chandra, Ashok, Federalism in India : A Study of Union State Relations (London, 1965)
2. Gupta, S.D., Justice and the Political Order in India (Calcutta, 1979)
3. Hardgrave, R.L., India : Government & Politics in developing nations (New York, Harcourt Brace, 1970)
4. Khanna, H.R., Judicial Review on Confrontation (New Delhi, 1977)
5. Kochanek, M., The Congress Party of India the dynamic of one party Democracy (Princeton University Press, 1968)
6. Kothari, Rajni, Party System and Election Studies, (Bombay, 1967)
7. Kothari, Rajni, Politics in India (Delhi, Longmans 1978)
8. Narain, Iqbal, (ed), State Politics in India (Meehakshi, Meerut, 1968)
9. Palmer, N.D., Indian Political System (Boston, 1970)
10. Roy, RamaShray, Bureaucracy and Development (New Delhi, 1974)
11. Sharma, Sri Ram, The Indian Federal Structure (Allahabad, 1967)
12. Weiner, M., Politics of Scarcity (Chicago University Press, 1962)
13. Weiner, M., (ed.), State Politics in India (Princeton University Press)

Course - IV - Theory of International Politics

1. Emerging International System : Decline of State-Centre Paradigm, Transnationalisation of International Politics and Non-State Actors.
2. Approaches to the Study of International Politics : Main stages in the development of Theory Morgentharis Realist Theory, Scientific Approaches (Systems Theory, Partial Theories of Decision Making; Game and Bargaining Theory.
3. Appraisal of above Theories : Crises of relevance and sociology of Theories of International Politics.
4. Peace Research (Galtung)
5. Dependency & Under-development (A.G.France).
6. Role of Ideology in International Politics.
7. Theoretical Aspects of Non-Alignment
8. Components of National Power.

Reading List :-

1. Bandhopadhyaya, Jayanta Guja, North Over, South : A Non-western Perspective of International Relations (New Delhi, South Asia Publishers, 1982)
2. Beak, Richard Smith, and Mushra K.P.(ed), International Relations Theory (New Delhi, Vikas, 1981)
3. Bull, Hedley, The Anarchical Society (New York, Columbia University Press, 1977)
4. Buttman, Ralph, Human Behaviour and World Politics : A transdisciplinary Introduction (London, Macmillan, 1975)
5. Dourgerthy, Pflat and Freff, Contending Theories of International Relations (New York, Harper & Row, 1980)
6. Ferguson, Yale V., & Hansbach, Richard W., The Elusive Quest : Theory & International Politics (Columbia S.C., University of South Carolina Press, 1988)
7. Frank, A.G., Capitalism and Under Development in Latin America (New York, MRP, 1967)
8. Frank, A.G., Latin America : Under Development & Revolution (New York, MRP, 1969)
9. Frost, Mervin, Towards a Normative Theory of International Relations (Cambridge, Cambridge University Press, 1986)
10. Karns, Margaret P., Persistent Patterns & Emergent structures in a warning Century (New York, Praeger, 1986)
11. Kechane, Robert, (ed), Neo-Realism & Its Critics (Columbia University Press, 1986)
12. Kechane Robert, and Eye, Joseph Power and Interdependence : World Politics in Transition (Cambridge, Moss Harvard University Press, 1972/1977)
13. Knorr, Klauss, and Rosnan, J.,(eds), Contending Approaches to International Politics (New Jercey, Princeton University Press 1969)
14. Kobalkova, VenduRka & Shanic, Albert Cruick, Marxism and International Relations (Oxford, Clarendon Press, 1983)
15. Mandel, Earnest, The Meaning of Second World War (Verso/NLB, 1987)
16. Machroiri, Ray, & Bamberg, Bennett, Globalism Vs. Realism: International Relations; Third Debate (Boulders, Colo Westerview Press, 1982)
17. Manssach, Richard W., & Vasquez, John.A., Insearch of Theory: A New Paradigm for Global Politics (Columbia University Press, 1981)
18. Payer, Cheryl, The World Bank: A Critical Analysis (New York/London Monthly Review Press 1982)
19. Rossenau, James, N., (ed), International Politics and Foreign Policy a Reader in Research and Theory (New Yorl, 1981)
20. Smith, Michael, et al, Prespectives in World Politics (London, Groom Helm, 1980)
21. Miller, David (),
22. ... contd..6/-
23. ...

21. Taylor, Trevor, (ed), Approaches & Theory in International Relations (Longman, 1978)
22. Villalobos, Jose, J., Transaction Capitalism and National Development New Perspectives on Dependence (New Jersey, Humanities Press, 1979)
23. Wallerstein, Immanuel, The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Seventies (New York, 1974), PFC 346 - 57.
24. Waltz Kenneth N., Theory of International Politics (Reading, Mass: Addison-Wesley, 1979).

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SEMESTER - II - FOUR COURSES (ALL COMPULSORY)

Course - V -- Political Theory : The Liberal Democratic Theory and Conservatism

1. Modern State and Society - its ideology - Liberal Democratic theory and Conservation.

The following thinkers will be studied from this point of views :

- (a) Hobbes
- (b) Locke
- (c) Rousseau
- (d) Bentham
- (e) J.S.Mills
- (f) Burke
- (g) Hegel

Reading list :-

1. Barker, Ernest, Political Thought in England 1848-1914 (London, Home University Library Service, 1958)
2. Blum, W.T., Theories of Political System (America, 1971)
3. Cobben, A., Rousseau and the Modern State, (Shoe String Press, 1964)
4. Cranston, M., Philosophers and Pamphleteers, (New York, 1986)
5. Hacker, A., Political Theory (New York, The Macmillan & Co., 1961)
6. Hobbes, Thomas, The Leviathan, Introduction by M.Oakeshott. (Oxford, Basil, Blackwell, 1948).
7. Hook, Sidney, From Hegel to Marx (New York, Anvil Press, 1968)
8. Laski, Harold J., Political Thought in England: Locke to Bentham (London, Home University Library Service, 1920)
9. Macpherson, C.B., The Political Theory of Possessive Individualism (Chs. I and 2) (Oxford, Clarendon).
10. Marcuse, Herbert, Reason and Revolution : Hegel and the rise of Social Theory (London, Routledge & Kegan Paul, 1955)
11. Flamenatz, J., Man and Society (New York McGraw Hill & Co. 1963)
12. Flamenatz, J., The English Utilitarians (Oxford, 1968)
13. Rousseau, Jean Jacques, Social Contract (Introduction By Maurin Cranston)
14. Russell, Bertrand, History of Western Philosophy (London, 1974)
15. Sabine, George H., A History of Political Theory (4th ed.), (Oxford & IBH Publishing Co. New Delhi, 1978)
16. Thompson, David, Political Ideas (Penguin Books, 1972)
17. Warreder, H., The Political Philosophy of Hobbes (Oxford, Clarendon Press, 1961)

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Course - VI : Issues in Public Administration

1. Personnel Administration - Organisation and Role of Personnel Agencies - Civil Service Commissions - Methods of Recruitment to Civil Service.
2. Civil Service Morale and Discipline
3. Problems of Specialists Vs. Generalists in Civil Service
4. Relation between Ministers and Civil Servants
5. Organisation and Management of Public Enterprises
6. Delegated Legislation - Administrative Law
7. Financial Administration - Budget Formulation and Implementation - Performance Budgeting - Accounting and Auditing - Parliamentary Control.
8. Ombudsman - Parliamentary Commissioner, Lokpal and Lok Ayukta
9. Citizen and Administration - Public Relations in Administration
10. Control over Public Administration.

Reading List :-

1. Baker, R.J.S., Administrative Theories and Public Administration (London, Hutchinson University Library, 1972)
2. Bhalerao, C.N.(ed.), Administration, Politics and Development in India (Bombay, Lalvani, 1972)
3. Bhambri, C.P., Bureaucracy and Politics in India (New Delhi, Vikas, 1971)
4. Caidon Gerald, D., Dynamics of Public Administration
5. Chaturvedi, T.N. Sadasivan S.N., Citizen and Administration (New Delhi, Indian Institute of Public Administration, 1984)
6. Friederich, Carl, J., Constitutional Government and Democracy (Delhi Oxford & IBH, 1966)
7. Garret, John, The Management of Government (London, Penguin Book, 1972)
8. Grover, Starting, Managing the Public Sector (Illinois, The Dorsey Press, 1977)
9. Heady, Ferrel, Public Administration : A Comparative Perspective (New Jersey, Prentice Hall, 1966)
10. Jain, M.P., Lokpal : Ombudsman In India (Bombay Academic)
11. Jha, Rajan Ranjan, Lokayukta, The Indian Ombudsman (Varanasi, Rishi Publications, 1990)
12. Marx, F.M.(ed), Elements of Public Administration (New Delhi, Prentice Hall, 1968)
13. Peter, J.Guj, The Politics of Bureaucracy (London, Longman, 1984)
14. Peter, Self, Administrative Theories and Politics (New Delhi, S. Chand & Co. Ltd., 1981)

15. Priffner, J.M., & Presthers, R.V., Public Administration (New York, Robald, 1967)
16. Rehfuss, John, Public Administration as Political Process (New York, Charles Scribner's Son, 1973)
17. Rowatt, D.C. (ed), Basic Issues in Public Administration (New York, Macmillan, 1961)
18. Simon, H.A., Smithburg D.O., & Thomson, U.A., Public Administration (New York, Knoff, 1950)
19. Waldo, Dwight, Ideas and Issues in Public Administration (New York, Macmillan, 1962)
20. White, L.D., Introduction to the study of Public Administration (New York Macmillan, 1948)

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Course - VII - Socio-Economic Basis of the Indian Political System

1. Socio-Economic basis of the Indian Political System. Development of Capitalism in India. Planning process : Policy of mixed economy. Role of Public and Private Sectors. Role of Multinational Corporations in India. Politics of Land Reforms in India : Impact of Green Revolution.
2. Social Structure. Caste, Religion, Communalism, Regionalism in Indian Politics, and Language Problem.
3. Voting Behaviour in India
4. Nationality Question in India

Reading List :-

1. Bardhan, Pranab, The Political Economy of Development in India (Delhi, 1984)
2. Bettelheim, Charles, India Independent. (Delhi, 1977)
3. Blackburn, Robin, Explosion in Sub-Continent (London, Penguin, 1975)
4. Bipin, Chandra, Communalism in Modern India (New Delhi, 1984)
5. Desai, A.R., Social Background of Indian Nationalism (Bombay, Popular Prakashan, 1973)
6. Eashvaraiah, P., Political Dimensions of Land Reforms in India (New Delhi, 1985)
7. Francine, R. Frankel., India Political Economy 1947-77 (New York, 1978)
8. Francine, R. Frankel, India's Green Revolution.
9. George, Susan, How the other half Dies, (Penguin, 1979)
10. Gough and Sharma, Imperialism and Revolution in South Asia (London, Monthly Review Press, 1973)
11. Joshi, P.C., Land Reforms in India, (Delhi, 1976)
12. Kothari, Rajani, Caste in Indian Politics (New Delhi, Longman, 1969)
13. Kotwal, O.T., Indian Economy in Soviet Perspective
14. Kurian, K. Mathew, India : State & Society (Madras, Orient Longman, 1975)
15. Narain, Iqbal, State Politics in India (Meerut, Meenakshi, 1968)
16. Papas, Nationality Question in India, (Hyderabad, 1982)
17. Phillips, C.H., Politics and Society in India (New York, 1963)
18. Prakash, K., Language and Nationality Politics in India
19. Rosen, George, Democracy and Economic Change in India (Berkeley University of California Press, 1967)
20. Shakir, Moin, State and Politics in Contemporary India (Delhi, 1986)
21. Weiner, M., Political Parties in India (Chicago, 1962)

Course - VIII - Problems of International Politics

1. Post-War II World Politics : Rise of the U.S. and USSR as Super-powers and U.S. Soviet Schism.
2. Loosening of Inter-Bloc cohesion and Multi-centrism in International Politics.
3. Impact of Nuclear Weapons in World Politics.
4. Third World in World Politics
5. Colonialism and Neo-Colonialism
6. Non-alignment : An Appraisal (Retrospect and Prospect)
7. Linkage between Arms Control and Development
8. Role of Transnational Corporations in World Politics
9. Indian Ocean as a Zone of peace.
10. New International Economic Order : Patterns of Regional Co-operation - SARCC.
11. Study of one International Dispute to be indicated at the beginning of each academic session.

Reading List :-

1. Burten, John, Deviance, Terrorism, and War : The Process Solving Unresolved Social and Political Problems (New York, St. Martin, 1979)
2. Burten, John, World Society (Cambridge University Press, 1972)
3. Bull, Hedley, The Anarchical Society (New York, Columbia University Press, 1972)
4. Chand, Attai, Non-aligned Solidarity and National Security (Delhi, JDH, 1983)
5. Gupta, Karunakar, The Hidden History of Sino-Indian War (Calcutta, Minerva, 1974)
6. Holsti, K., International Politics : A Framework of Analysis (New Jersey, Prentice Hall, 1972)
7. Hertz, David., The Corporations and the Cold War (New York, Monthly Review Press, 1969)
8. Kechane, Robert C., and Nye, Joseph N., (Ed), Transnational Isolation and World Politics (Cambridge, Mass, Harvard University Press, 1972)
9. Knorr, Klaus, The Power of Nations : The Political Economy of International Relations (New York Basic Books, 1975)
10. Maxwell, Neville, India's China War
11. Pettman, Ralf, Human Behaviour and World Politics (London, Macmillan 1975)
12. Rosen, Steven J., and Jones, Walter S., The Logic of International Relations (Massachusetts, Winthrop Publishers 1977)
13. Schuman, F., International Politics - 6th Edition (New York McGraw Hill,
14. Sen Gupta, Jyoti, Non-Alignment : The Search for Destination. (1965)
15. Simon, Sheldon (ed.), Military and Security in the Third World (Boulder, West View, 1979).

SEMESTER - III - COURSES IX and X (COMPULSORY) and XI to XIV (ANY TWO)Course - IX - Contemporary Marxist Theory

The Following thinkers will be studied with special reference to :-
 Concepts and analysis of social and political change; Theory of the State; Classes and Class Struggle; Revolution; and Freedom and Alienation.

1. Early Socialists
2. Marx
3. Lenin
4. Mao
5. Gramsci
6. New Left - an overview.

Reading List :-

1. Bottomore, T.B., Classes in Modern Society (London, George Allen Unwin, 1970)
2. BuciGluckmann, Christine, Gramsci and the State (Translated by David Fernack) (Lawrence and Wishart, London)
3. Cranston, Maurice (Ed.), The New Left (Delhi, 1973)
4. Engels, Frederick, Socialism : Utopian and Scientific (Foreign Language Press, Peking, 1973)
5. Femia, J.V., Gramsci's Political Thought (London, 1981)
6. Gramsci, A., Prison Note Books; edited and translated by Hears and Smith, Part II (London, Lawrence and Wishart, 1971)
7. Gouldner, A.W., The Two Marxisms (London, 1980)
8. Hacker, Andrew, Political Theory, Philosophy and Ideology (New York, Macmillan, 1965)
9. Hook, Sidney, From Hegel to Marx (New York, Anvil Press, 1968)
10. Korseh, Karl, Marxism and Philosophy (New York, Monthly Review Press, 1975)
11. Lenin, V.I., State and Revolution and What is to be done ? in collected works of Lenin (Moscow, 1961)
12. Mao-Tse-Tung, "On Practice" (On Contradiction in four essays on Philosophy)
13. Marx, Karl, Economic and Philosophical Manuscripts (Moscow, 1974)
14. Marx, Karl, The Eighteenth Brumaire of Louis Bonaparte (Moscow, Foreign Languages Publishing House, 1948)
15. McLellan, David, The Thought of Karl Marx (London, 1971)
16. Milliband, Ralph, Marxism and Politics (London, 1977)
17. Plamenatz, John, Man and Society, Vol.2 (New York, Macgrow Hill and Co., 1963)
18. Popper, Karl, Open Society and Its Enemies - Vol.2 (London, Routledge and Kegan Paul, 1968)
19. Selsam and Martel (eds), Readings in Marxist Philosophy (New York, International Publishers, 1963)
20. Sohvan, Stuart, Political Thought of Mao-Tse-Tung (New York, 1969)

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Course - X - Modern Political Analysis

1. Traditional approaches - Their drawbacks and limitations - the emergence of the scientific approach, and the role of values and ideology.
2. The Behavioural approach and Post behaviouralism
3. The system's approach David Easton's Model
4. The Structural - Functional approach : G.Almond's Model
5. The Communication theory : Karl Deutsch Models
6. Decision - Making approach
7. Theoretical Aspects of Political Culture and Political Socialisation
8. Modernization Theory
9. Dependency Model
10. Marxist Critique of Modern Political Analysis.

Reading List :-

1. Almond, G.A. & Coleman, James S., The Politics of the Developing Area (Princeton, Princeton University Press, 1960)
2. Almond, G.A. & Powell, G.B., Comparative Politics (Boston, Little Brown & Co., 1965)
3. Anderson, Perry, Considerations on Western Marxism, (New York, 1971)
4. Baruah, A.K., Systems Analysis in Political Science (New Delhi, 1987)
5. Dahl, Robert, A., Modern Political Analysis (New Haven, Yale University, 1965)
6. Dahl, R.A., Who Governs ? (New Haven, Yale University, Press, 1958)
7. Easton, David, A Systems Analysis of Political Life (New York, 1965)
8. Hass and Kariel, H.G., Approaches to the Study of Political Science (San Francisco, Chandler Publication Co., 1970)
9. Isack, A.C., Scope and Methods of Political Science (Ann Arbor Michigan, Dorsey Press, 1979)
10. Mayo, Roseman, and Collinge, Dimensions of Political Analysis (New York, 1967)
11. Mecban, E.J., The Foundations of Political Analysis (Illinois Dorsey Press, 1963)
12. Miliband, Ralph, Marxism and Politics (London, 1977)
13. Pye, Lucian, W., Aspects of Political Development (Boston, Little Brown & Co., 1965)
14. Pye, L.W., Communication and Political Development (Princeton, Princeton University Press, 1965)
15. Runciman, W.G., Social Science and Political Theory (Cambridge, Cambridge University- Press, 1965)
16. Singh, Randhir, Reason Revolution and Political Theory (Delhi, 1974)
17. Verma, S.P., Modern Political Theory (Delhi, 1984)
18. Worth, Charles, Contemporary Analysis (New York, Free Press, 1967)

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Course - XI International Law

1. Nature and Sources of International Law.
2. Relation between International Law and Municipal Law
3. Recognition of States and Governments.
4. Acquisition and Loss of Territories.
5. Law of Sea.
6. Air Space and Outer Space.
7. Treaties.
8. (a) Multinational Corporations,
(b) Environmental Conservation.
9. Settlement of International Disputes.
10. Regulation of War.

Reading List :-

1. American Journal of International Law.
2. British Year Book of International Law.
3. Brierly, J.L. The Law of Nations, (Clarendon Press, Oxford, 1963).
4. Chandra, Satish, Law of the Sea, (Mittal Publications, Delhi, 1985).
5. Fenwick, C.U., International Law, (Vakil, Feffer, and Simons, Bombay, 1971).
6. Friedmann, W., The changing Structure of International Law, (Vakil Feffer and Simons, Bombay, 1964).
7. Hingorani, International Law, (Oxford, I.B.H. Co., Calcutta, 1983).
8. Kelsen, H., Principles of International Law, (Rhinehart and Winston, New York, 1966).
9. Kunz, J.L., The Changing Law of Nations, (Ohio State Univ. Press, 1965).
10. Oppenheim, L. International Law (Butterworth, London, 1972).
11. Starke, J.C., An Introduction to International Law, (Butterworths London, 1972).
12. Stone, Julius, Legal Control of International Conflicts.

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Course - XII: Traditional Government and Politics of the Hill Areas of North-East India.

1. Geographical features of the North-Eastern Region - its problems and Importance.
2. a. Administrative set-up, problems and importance of - (i) Meghalaya, (ii) Mizoram, (iii) Nagaland.
b. Traditional Institutions (Chieftainship) of - (i) Meghalaya, (ii) Mizoram, (iii) Nagaland.
3. British Colonialism and its impact on the Hill Areas of North-East India. (Administrative, Political Economics and Constitutional).
4. Administration under :-
a) Excluded and Partially Excluded Areas,
b) Inner Line Regulation.
5. Traditional Administration of Justice in the Hills Areas of North-East India.
6. Dormitory System - in Meghalaya (Garo Hills) Nagaland, Mizoram.
7. India's Independence- the Hill areas and the Constituency Assembly of India - The Autonomous District Council.- their Constitutional Structure, Finances and Working.

Reading List :-

1. Bareh, H., History and Culture of the Khasi People (Shillong, 1967).
2. Bareh, H., Meghalaya (Shillong, 1974).
3. Bareh, H., Khasi Democracy, Shillong 1964
4. Barpujari, H.K., Problems of the Hill Tribes of N.E. India (Vols. I and II and III) Basanti Prakash, Gauhati, 1976).
5. Bhatt, S., The Challenge of N.E. India, (Popular, Bombay 1975).
6. Chatterjee, Suhas., : Mizoram Under the British Rule, Delhi, 1985
7. Chattopadhyaya, S.K., (Ed.) : Tribal Institutions of Meghalaya, Guwahati 1985.
8. Choudh, S.K., Hill Politics in North East India (Orient Longmans, Calcutta, 1974).
9. Dubey, S.M., (ed) N.E. India : A Sociological Study (Concept Publishing, Co. Delhi, 1978)
10. Gait, Edward., A History of Assam (Thacker Spink & Co. Calcutta,

Course-XIII:- Issues in Indian Administration.

1. Concept, Scope and Importance of Development Administration.
2. Transition from Colonial to Welfare Administration in India.
3. Ecology of Administration in India.
4. Organisation of the Machinery of the Government of India.
5. Union Public Service Commission.
6. Recruitment, Discipline and Morals of Civil Servants.
7. Relation between Bureaucracy and Politics.
8. Public Enterprise.
9. Budget Administration.
10. Administrative, Law and Adjudication, Lok Pal and Lok Ayukta.

Reading List:-

1. Appleby, Paul.H., Public Administration for a Welfare State (Bombay, ASIA, 1962).
2. Appleby, Paul, H., Public Administration in India: Report of a Survey, (New Delhi, Cabinet Secretariat, Govt. of India, 1953).
3. Aurora, Ramesh K., Administrative Change in India, (Jaipur, Alekh Publishers, 1974).
4. Aurora, R.K., Comparative Public Administration. (New Delhi, Associated Publishing House, 1972).
5. Bhalerao, C. N., (Ed), Administration, Politics and Development in India, (Bombay, Lalvani, 1972).
6. Bhalerao, C. N., Public Service Commission of India, Delhi Sterling, 1963).
7. Bhambhri, C. P., Bureaucracy and Politics in India (Delhi, Vikas, 1971).
8. Bhattacharya, Mohit, Bureaucracy and Development, (Delhi, 1986).
9. Chanda, Ashok., Indian Administration (London, Allen & Unwin, 1957).
10. Dube, S. C., Tradition and Development, (Vikas, Delhi, 1990).
11. Indian Institute of Public Administration, The Organisation of the Government of India. (2nd ed. Bombay, Somaiya, 1971).
12. Indian Journal of Public Administration, Special Issue on Administrative culture in India, July-September, 1990.
13. Maheshwari, S. R., Indian Administration, (Orient Longman, New Delhi, 1990).
14. Prakash, Om, The Theory and Working of State Corporation, (London Allen & Unwin, 1962).
15. Rai, Haridwar, Ideas and Issues in Indian Administration, (Delhi, 1974).

Course-XIV:- Research Methodology

1. Introductory: Empiricism, Empirical basis of knowledge, Comparative Method, and Methodological Problems of Political inquiry.
2. Inductive Methods of Explanation.
3. Deductive Methods of Explanation.
4. Research Design I: Varieties of Social Science Research-Macro-Micro; Synchronic-Diachronic; Nomothetic-Ideographic
5. Research Design II: Concepts, Categories, Operationalisation; Levels of Measurement
6. Techniques of Data Collection-Observation, Interview, Questionnaire.
7. Sampling
8. Data Processing
9. Social Statistics-Descriptive, Inferential
10. Problems and Issues in Political Research.

Reading List:-

1. Ackoff, R.L., Design of Social Research.
2. Anderson., Thesis and Dissertation Writing.
3. Ayer, A.J. Philosophy in Twentieth Century.
4. Festinger, Leon, Katz, D., (ed), Research Methods in the Behavioural Sciences.
5. Festinger,
5. Galtung, Johan, Theory and Methods of Social Research.
6. Goode, W.J., Halt, P.K., Methods in Social Research.
7. Gurr, Ted Robert, Polimetrics: An Introduction to Quantitative Politics.
8. Issak, Alan C., Scope and Methods of Political Science.
9. Molsin, S.M., Research Methodologies.
10. Nagel, E., Structure of Science.
11. Ryan, Alan, The Philosophy of Social Sciences.
12. Selltitz, Jahoda, Deutsch & Cook, (ed), Research Methods in Social Relations.
13. Young, P.V., ISG Scientific Social Surveys and Research.

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SEMESTER - IV :- COURSES XV AND XVI (COMPULSORY) AND XVII TO XXIII (ANY TWO)

Course - XV :- Contemporary Political Theory : Major Issues

1. Political Theory : Nature, Functions and Typology.
2. Meaning and Role of Political Theory.
3. Revival of Political Theory : Traditionalists, Focuss on Alienation.
4. Michael Oakeshott and the problem of reason in Politics.
5. Debate on the decline of Political Theory.
6. Debate on the end of ideology.
7. Sociology of Knowledge : Karl Mehnheim
8. Liberal Political Theory : Liberty and Democracy.
9. Frankfurt School and Critical Theory - Marcuse, Adorno, Habermass and Marxist Critique of Frank furt School.

Reading List :-

1. Adorno, T., The Authoritarian Negative Dialectics,
2. Batailove, The Philosophy of Revolt (Mascow 1975)
3. Baltimore, T.B., Political Theory (Penquine Books, 1864).
4. Cranston Maurice, (Ed.), The New Left (Delhi 1973).
5. Drucker, H.M., The Political Issues of Ideology (Macmillan London 1974).
6. David Easton, The Decline of Political Theory : A Systems Analysis of Political Life (John Wiley & Sons, New York, 1965).
7. David Easton, Varieties of Political Theory (ed.) (Prentics Hall, New Jersey, 1966).
8. Field, G.C., Political Theory (Methuen, London 1963).
9. Gandhi, Madan, G., Modern Political Theory (Oxford & IBH Publishing Company, New Delhi 1981).
10. Germino, Dante, Beyond Ideology : The rival of Political Theory (Harper & Row, New York, 1967).
11. Glaser, A?W., The tupe and use of Political Theory (Social Research Ed., 1955).
12. Goldfarb, J., Beyond Glasnost : The Post-Totalitrain Mind. (Chicago 1989).
13. Gould, J.A., and Thrusby, V.V., Contemporary Political Thought : Issues in scope, value and direction (New York, 1969).
14. Habermas, J., Theory and Practice, The Legitimation Crisis : Towards a Rational Society.
15. Hacker, Andrew., Political Theory, Philosophy and Ideology (New York, Macmillan 1965).
16. Jenkins, T.P., The study of Political Theory (Double Day, New York, 1966).
17. Mackenzie, W.J.M., Political Identity (London, 1978).
18. Macpherson, C.B., Democratic Theory : Essays in Retrieval (London 1976).
19. Marcuse, Herbert, One Dimensional Man (New York 1964).
20. Mahta, V.R., Beyond Marxism : Towards and Alternative Perspective (Delhi 1978).
21. Singh, Randhir, Reason Revolution and Political Theory, (Delhi 1979).
22. Stewart, R.M., (Ed.), Readings in Social and Political Philosophy, (Oxford, 1986).

Course - XVI :- Comparative Politics

1. Traditional approaches to the study of comparative governments and their limitations.
2. Scope and problems of comparative politics.
3. Approaches to the study of comparative politics
Structural approach, systems approach, decision making approach, Marxist approach.
4. Elites theories - Pareto, Mosca, C.W. Mills :
Elite and Democracy.
5. Party systems and Interest Groups - Theories of the party system, Functions of Parties, Interest Groups and political Process.
6. Constitutionalism : Meaning and Development of the Concept, Typology of Constitutions, Functions and Capacity of Constitutions.
7. The Centre and Periphery - Patterns of Federal Organisation, Trends in Federalism, Nationalism and Localism, Cultural and Linguistic Influences.

Reading List :-

1. Almond, G.S. & Powell, G.B., Comparative Politics : A Development Approach (Boston, Little Brown, 1966).
2. Almond, G.A. & Coleman, James (ed.), The Politics of the Developing Areas (Princeton University Press, 1960).
3. Apter, David, The Politics of Modernisation (Chicago, University of Chicago Press, 1965).
4. Bachrach, Peter, The Theory of Democratic Elitism (London, University of London Press, 1969).
5. Ball, A.R., Modern Politics and Government (London, Macmillan, 1986 2nd Edn).
6. Blondel Jean, An Introduction to Comparative Government (London, Wiedenfield & Nicholson, 1969).
7. Curtis, Michael, Comparative Government & Politics (New York, Harper & Row, 1968).
8. Dodd, C.H., Political Development (London, Macmillan, 1972).
9. Eckstein, Harry & Apter, David (ed.), Comparative Politics, (New York, Free Press, 1963).
10. Friedrich, Carl J., Constitutional Government and Democracy Calcutta, Oxford & IBH, 1964).
11. Macridis, Roy & Brown, Bernard (ed.), Comparative Politics: Notes and Readings (Illionois, Dorsey Press, 1967).
12. Masca, G., The Ruling Class (New York, Macgraw Hill, 1939).
13. Merkl, Peter, Modern Comparative Politics (New York, Holt, Ronshart Inc., 1970).
14. Miles, Wright C., The Power Elite (New York, Oxford University Press, 1956).
15. Palombara J. La and Myror Weidner, Political Parties and Political Development (Princeton, Princeton University Press, 1966).
16. Parry, G., Political Elites (London, George Allen & Unwin, 1969).
17. Phy Lucian, Aspects of Political Development (Boston, Little Brown, 1966).
18. Rustow, W.W., A World of Nations : Problems of Modernisation (Washington, D.C. Brookings Institution, 1967).
19. Friedrich, Carl, J., Trends of Federalism in Theory and Practice (London, Pall Mall, 1968).
20. Wood, David, M., "Comparative Government and Politics" in S.L. Wasley (ed), Political Science : The Discipline and its Divensions (Calcutta, Scientific Book Agency, 1970).

Course - XVII - International Organisations

1. International Organisations : Origin and Development - juristic and functional approach to the study of International organisations.
2. Origin and decline of the League of Nations
3. An Analytical Survey of the Power and Functions of the Principal Organs of the U.N.-(the General Assembly, the Security Council, The ECOSOC, the Trusteeship Council, the International Court of Justice and the Secretariat).
4. U.N. and World Peace - Collective Security and Peace keeping Organisations
5. Caste Studies :- Congo, West Asia (Gaza), Cyprus, Kashmir.
6. U.N. and Human Rights.

Reading List :-

1. Barnes, James(ed.), The UN -Past, Present and Future, (Free press Macmillan Publishing Co., New York, 1972).
2. Bennet, A.La Roy, International Organisations : Principles & Issues (Prentice Hall, INC., Englewood Cliffs, 1980, Second Edition).
3. Elmandjra, Mahdi, The UN System: An Analysis(Faber & Faber, London 1973)
4. Everyman's U.N., Office of Publishing Information, UN
5. Frank, Thomas, M., Nation against Nation, (OUP, 1985).
6. Goodspeed, Stephen S., The Nature and Functions of International Organisation(OUP, New York, 1967 - Second Edition).
7. Greff, Robert W. & Burkun, Michael, (eds.), The UN System and its functions - Selected Readings(Affiliated East-West Press Pvt. Ltd., New Delhi, 1970).
8. Gutteridge, J.A.C., The UN in a Changing World, (Manchester University Press, 1969).
9. David, A.K. (ed.), The UN Political System, (John Wiley & Sons, INB New York, 1967).
10. Khare, Subhas C., Use of Force under UN Charter(Metropolitica Book Co., New Delhi, 1985).
11. Narasimhan, C.V., United Nations : An Inside View, (1988).
12. Nicholas, H.G., The UN as a Political Institutions (OUP, 1971, 4th Edition).
13. Office of Publication Information, UN, The UN and Human Rights (New York, 1968).
14. Scott, George, The Rise and Fall of the League of Nations (Hutchinson & Co., Ltd., London, 1973).
15. Sieghart, Paul, The International Law of Human Rights(Clarendon Press Oxford, 1983).
16. Walters, F.P., A. History of the League of Nations (OUP, 1969).

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Course - XVIII : Government and Politics in the Hill Areas of North-East India

1. Emergence of the Middle Class
2. Land and Land Relations
3. Demands for separate Hill State : The Creation of Nagaland and the Autonomous State of Meghalaya.
4. The North-Eastern Areas Reorganisation Act, 1971.
5. Political Parties and Leadership
6. Pressure Groups and Electoral Behaviour
7. Autonomous District Councils
8. Nationality Question
9. Problem of Insurgency
10. The North-Eastern Council

Reading List :-

1. APRSU, Nationality Question in India(Hyderabad, Peace Book Centre, 1982).
2. Bhuyan, B.C.,(ed.), Political Development of the North-East,(Omsons, Delhi, 1989).
3. Choube, S.K., Hill Politics in North-East India(Bombay, Orient Longman, 1983).
4. Datta, B.B. & Karna, M.N. (eds.), Land and Land Relations in North-East India, (People's Publishing House, Delhi, 1988).
5. Datta Ray, B. (ed.), Electoral Politics in Meghalaya(Shillong, NEICSSR, 1978).
6. Datta, Ray, B. (ed.), The emergence and Role of the Middle Class in North-East India(New Delhi, COSMOA, 1983).
7. Dubey, S.C., Tribal Heritage in India - Vol. I(New Delhi Vikas, 1977)
8. Dubey, S.M., (ed.), North-East India(Delhi, Concept, 1978).
9. Goswami, A., (ed.), Land and Land Relations in North-East India(Omson, Delhi 1987).
10. Horam, M., Naga Insurgency : The last Thirty Years, (Cosmo, New Delhi,
11. Horam, M., Social and Cultural Life of Nagas(Delhi, B.R. Publishing Corpn., 1977)
12. Kerotemprel, S. (ed.), Tribes in North-East India(Shillong, Vendrome Missiological, 1984).
13. Miri, M., (ed.), Linguistic Situation in North-East India(Shillong, NEICSSR, 1982)
14. Misra, U., North-East India : Quest for Identity (Omsons, Delhi, 1988)
15. Pakem, B., (ed.), Ethnicity, Nationality and Cultural Identity(Omson, Delhi, 1989).
16. Rao, V.V., A century of Tribal Politics(Delhi, S. Chand & Co, 1976).
17. Rao, V.V., et. al., A Century of Politics in North-East India, Vol. I (Assam) Vol. II (Meghalaya), Vol. III (Mizoram)(S. Chand, Delhi, 1983, 1984 and 1986).
18. Rustomji, N.K., The Imperilled Frontiers(Delhi, OUP, 1983)
19. Singh, K.S., (ed.), Tribal Situation in India(Simla, IAS, 1972).
20. Singh, R.P., Electoral Politics in Manipur (Delhi, Concept, 1982).
21. Social Scientist(Special Issue) "Nationality Question in India" No. 37, (August, 1976).

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Course - XIX : Modern Indian Political Ideas

This course aims at an understanding of the following thinkers -

1. Raja Ram Mohon Roy
2. Dayanandra Saraswati
3. Ranade
4. Dadabhai Naoraji
5. Gopal Krishna Gokhale
6. Balgandadhar Talak
7. Aurobindo Ghosh
8. M.K. Gandhi
9. M.N. Roy
10. R.M. Dohia
11. J.P. Narayan
12. Jawaharlal Nehru
13. Ambedkar

Reading List :-

1. Bhattacharya, N.C., Social and Political Ideas of M.N. Roy (Calcutta, 1980).
2. Brodov, V., Indian Philosophy in Modern Times (Moscow, 1984).
3. Dhawan, C.M., Political Philosophy of Mahatma Gandhi
4. Karunakaran, P., Modern Indian Political Tradition
5. Majumdar, B.B., History of Indian Social and Political Ideas : From Rammohun to Dayanand (Calcutta, 1967).
6. Martyshin, Crest, Jawaharlal Nehru and his Political views (Moscow, 1989)
7. Verma, V.P., Modern Indian Political Thought (Agra, 1974).

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Course - XX - Foreign Policy Studies

1. Nature and Scope of Foreign Policy
2. Determinations of Foreign Policy.
3. United States Foreign Policy.
 - a) Bases of Foreign policy
 - b) A Brief Survey of Post World War II U.A.-Soviet Relation
 - c) Truman Eisenhower -Era-The Korean Conflict
 - d) The Kenedy Ye-are : The Cuban Missiñe Crisis
 - e) Johnson Era - Vietnam Crisis (Johnson Nixon Era)
 - f) Carter Era - Egyptian - Israeli Peace Accord (Camp David)
 - g) Ronald Reagan - George Bush Politics towards Latin America
4. U.S.S.R. Foreign Policy
 - a) Bases of Soviet Foreign Policy
 - b) Nikita Krushchev and Soviet Foreign Policy with reference to the missile crisis.
 - c) Brezhnev-Gorvachev era - The Afghanistan Crisis
 - d) U.S. - Siviet relations - The Ragan-George Bush era.
5. India's Foreign Policy
 - a) Bases of India's Foreign Policy
 - b) Continuity and Change in Indian Foreign Policy with reference to China, Pakistan and Bangladesh.

Reading List :-

1. Black and Thompson (eds.), Foreign Policies in a World of Change, (1963)
2. Frieve, A Hundred Years of International Relations
3. Hartman, The Relations of Nations
4. Farold, Jacobson, American Foreign Policy (1960)
5. Macridis, R.C., Foreign Policy in World Politics (Englewood, Prentice Hall, 1967).
6. Modelski, A Theory of Foreign Policy.
7. Morgenthau, H.J., Politics among Nations (Calcutta, Scientific Book Agency, 1969)
8. Rosnequ, James, Domestic Sources of Foreign Policy
9. Rosneau, James, International Relations and Foreign Policy (New York, Free Press, 1969).
10. Schumann, F.L., International Politics (New York, Mcgrow Hill 1963).
11. Wallace, Foreign Policy and Political Process.

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Course - XXI : Political Sociology

1. Nature and Scope of Political Sociology
2. Political Power and Social Stratification, Class and Caste
3. The Elite Theory of Political Power : G. Mosca and R. Michaeles
4. Influence and Power
5. Authority and Legitimacy : Bureaucracy
6. The Social Bases of Political Concensus : Political Socialization and Culture, the formation of Political attitudes, benefits and ideology.
7. Political participation and Mobilization
8. Political Organisations : Parties and Pressure Groups.

Reading List :-

1. Ashraf, Ali, and Sharma, L.N., Political Sociology (Orient Longmans Hyderabad, 1983).
2. Basswell, Harold, D., and Kaplan, Anraham, Power and Society (Yale University Press, New Haven, 1961)
3. Bottomore, Tom, Political Sociology (B.I. Publications, Bombay, 1979)
4. Cosar, Lewis, A., Political Sociology (Harper & Row, New York, 1967).
5. Dorse, Robert, E., and Hughes, John, A., Political Sociology (John Willey & Sons, London, 1972).
6. Horowitz, I.L., Foundation of Political Sociology (Longmans, New York, 1972).
7. Mosca, G., The Ruling Class, (McGraw Hill New York, 1939).
8. Mukhopadhyay, Anil Kumar, Political Sociology (K.P. Bagchi & Co., Calcutta, 1977)
9. Parry, G., Political Elites, (Allen & Unwin, London, 1970).
10. Rathore, L.S. (ed.), Political Sociology (Meenakshi Prakashan, New Delhi, 1982).
11. Runciman, W.G., Social Science and Political Theory (Cambridge University Press, London, 1963).

Course - XXII - Dissertation in lieu of one course

Depending on the nature of topics selected for Dissertation, respective supervisors will give orientation Lectures to train the students for working on His/Her Dissertation on an individual basis. Only students who had offered Research Methodology Course and who had secured 55% in the Third Semester Examination may opt for this course.

The size of the dissertation should be of minimum of 50 typed pages in double space and the evaluation of the dissertation shall be done by a supervisor and another examiner from a sister discipline to be decided by the Departmental Research Committee.

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Course - XXIII - Polity Formation in North-East India

1. Concepts: Nature and Types of various formations - Band Chieftaincy, Principality, Nation, State and Supra - State Systems : Significant Hypotheses of origin of State.
2. State Formation as a process :
 - (a) Legitimacy - Political Culture, World View and Search for a moral order and appropriate symbols and myths;
 - (b) Economic Base - Technological Base of Economy, source of revenue and the procedure and surplus generations;
 - (c) Capability - Physical forces for internal stability and against external threat.
3. Social Base and Social differentiation : Territorial Unification emergent stratification, socio-economic power structure of the State.
4. Case Studies :
 - (a) Assam, Cachar, Cooch Behar, Manipur, Tripura.
 - (b) Arunachalis, Garos, Jaintias, Khasis, Mizos and Nagas.

Reading List :-

1. Bailey, F.G., Caste, Tribe and Nation, (Manchester, 1968)
2. Baruah, B.K., Cultural History of Assam
3. Bhattacharjee, J.B., Polity Formation in North-East India (Vikas, 1990)
4. Classen, H., and Skalnik, P., The Early State, (Mouton, 1978)
5. Engels, F., Origin of Family, Private Property and the State (Beacon Press)
6. Evans - Pritchard, F.F., and Meyer, Fortes, African Political System, (OUP, 1940)
7. Fox, G.R., Kin, Clan, Raja and Rule (OUP, Bombay, 1971)
8. Goldelier, M., "The Processes of Formation, Diversity and the Bases of the State", International Social Science Journal, Vol.IV, 1980.
9. Guha, A., "Tribalism to Feudalism in Assam 1600-1750", Indian Historical Review, Vol.I, March 1974
10. Krader, L., Formation of the State, (Prentice Hall, Chicago, 1968)
11. Leach, F.R., Political Systems of Highland Burma, (Boston, 1965)
12. Lehman, F.K.U., The Structure of Chin Society, (University of Illinois)
13. Nath, R.M., Background of Assamese Culture
14. Pakem, B., "Polity Formation in Pre-Colonial Jaintia", NEHU Journal of Social Sciences and Humanities, Vol.II, No.3
15. Pye, L.W., Politics, Personality and Nation Building : Burma's Search For Identity, (Yale University Press, London, 1968)
16. Shahlín, D.M., Tribesmen, (Prentice Hall, 1968)
17. Talukdar, A.C., Political Development in Arunachal Pradesh
18. Warjri., E.L., Polity Formation in War Shella of Khasi Hills, Ph.D Thesis, 1989.

5:2:5:(1)

- (v) Syllabus for the M.Phil Programme in
Library and Information Sciences.

The Syllabus for the M.Phil Programme in Library
and Information Sciences as approved by the ^{combined} School Board and the
Board of Research Studies in Humanities, is placed at Annexure-'A'
for consideration of the Council.

M.Phil Programme of the Department of
Library and Information Science

A. COURSE AT THE SCHOOL LEVEL

RESEARCH METHODS

Research : Definition of research: types of research; components of scientific method.

Types of research designs: Experiments; quasi-experiment; sample survey; census; historical approach; case study; participant observation; bibliographic research.

Methods of data collection : Direct observation; interview; questionnaires, and automated procedures.

Analysis and interpretation : Qualitative and quantitative methods; presentation of the findings; writing a research proposal.

Statistical methods : Representation of data; frequency distribution, graphs, smoothing, cumulative frequency distributions; measures of central tendency and dispersion; correlation and regression analysis; sampling methods; probability definitions; hypothesis testing; non-parametric tests (Chi-square test, sign test) parametric tests; variance analysis.

Operation research : Allocation problems : Linear programming, assignment, transportation, queuing theory; simulation; Monte Carlo technique; sequencing; replacement; searching and inventory problems.

Bibliometrics : Origins and definitions: bibliometric distributions: Zipf's law, Lotka's Inverse Square Law, Bradford's law of Scotter: characteristics of ~~bibliometric~~ distributions: generalisation of the distributions, success-breeds success phenomenon; aging, obsolescence, half-life; ~~bibliometric~~ coupling; cocitation; Vickery's interpretation of the law of scattering, Brooke's work: rank and size frequency distribution; citation analysis, Garfield's work; validity of bibliometric measurements; ~~bibliometric~~ applications in libraries and information centres.

Computer Analysis : Software for statistical calculations and correlations.

B. CORE COURSES

Any two of the following :

1. MANAGEMENT INFORMATION SYSTEM

Introduction : History and development of database management systems (DBMS) MIS and Decision Support Systems (DSS), dependence of MIS/DSS upon DBMS.

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MIS/DSS Spectrum : Problems, types, data types, audience, system capability.

Decision making : How managers work, information overload, data representation.

Methods & Problems : Information requirements determination; techniques; critical success factors; strategy set transformation, enterprise analysis, etc; review of data structuring (normalisation); retrieval query language and query formulation; data base administration; role of data dictionary/directory; "what if" capability simulation; examples and applications of MIS/DSS; problems and opportunities in the integration of external data data; knowledge-based systems and expert systems and extensions of MIS/DSS.

2. INFORMATION SYSTEMS: ANALYSIS, PLANNING, DESIGN, IMPLEMENTATIONS, AND EVALUATION.

System analysis - Definition of systems, examples of information systems; basic concepts in system theory; techniques for describing systems; entity - relationship diagrams; block diagrams, flow charts; data flow diagrams; HIPO charts, Warnierorr diagrams.

Planning and Design - Participatory planning process; indentifying key participants; development of a mission statement; setting goals and objectives; conflict negotiation and crisis intervention; setting priorities; developing startegies for change; risk analysis; trade off analysis; feasibility analysis; selection of hardware and software; determination of record structure; determination of indexing types and levels; determination of search procedures; development of system - user interface; provision for back up; provision for evaluation; structure of records, files databases.

Implementation Phased implementation approaches; sequencing and timing of implementation approaches; development of implementation plans; evaluation of progress in implementation; preparation for implementation; overcoming resistance to change.

Evaluation - Performance analysis; effectiveness analysis; cost benefit analysis, and sensitivity analysis.

SECTORAL/SUBJECT-ORIENTED INFORMATION SOURCES AND SYSTEMS

3. BIO-MEDICAL
4. AGRICULTURE AND ENVIRONMENTAL
5. PHYSICAL SCIENCES
6. BEHAVIOURAL SCIENCES

contd..3

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Scope and development trends in the sector/discipline/field terminology, related fields; public policy, technology trends, assess and transfer, research trends, etc., in the sector; place of the sector/subject in the national development plan context; Generation/production of information and data and their dissemination pattern; Institutions, instruments and nodes involved, centres of excellence, expertise; User categories and their information needs; Information types and sources; Integration and interaction of sectoral information systems with national, regional international information systems; Information tools, preparation of information products; Planning, implementation and management of sectoral information systems, integration into and interaction with, national, regional and international information systems, policy issues; information marketing and use promotion; Management and evaluation of sectoral/subject-oriented information systems, services and products.

COURSES OUTSIDE THE DEPARTMENT

1. COMPUTER PROGRAMMING

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(vi) Revised Course Structure
for M.Sc. Geology -

The change in the course structure of M.Sc. Geology was discussed in the Board of Post-Graduate Studies meeting held on 4.6.1990 and School Board Meeting held on 8.6.1990. Shifting of the paper GL-201 (Geomorphology and Photogeology) to the Ist Semester in place of the paper GL-102 (Structural Geology and Tectonics) and paper GL-102 to the 2nd Semester in place of paper GL-201 was recommended. The corresponding practical papers will be : paper GL-105; Geomorphology and Photogeology and paper GL-204; Structural Geology and Tectonics. The recommended course structure for these papers is as follows:

Ist Semester :	Theory :	GL-102	:	Geomorphology and Photogeology.
	Practical:	GL-105	:	Geomorphology and Photogeology.
IInd Semester :	Theory :	GL- 201	:	Structural Geology and Tectonics.
	Pract. :	GL-204	:	Structural Geology and Tectonics.

Other papers will remain unaffected.

The matter is placed before the : Council for
consideration.

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5:5 - Examination Matters ;
(i) Panel of Examiners (Ph.D)

The Panel of Examiners for examining the Ph.D. thesis of the following candidates are placed for consideration of the Council.

<u>Name of the candidate</u>	<u>Department</u>
1. Mr. A.K.Gupta	Chemistry
2. Mr. M.F.Balu	Chemistry
3. Mr. R.L.Gupta	Chemistry
4. Ms. S.Ghosh	Chemistry
5. Mr. B.Dev	Chemistry
6. Mr. V.R.Rao	Physics
7. Mr. P.K.Patra	Physics
8. M. Sudarshan	Physics
9. Mr. B.Sahu	Physics
10. Ms. S.Nandi	Physics
11. Mr. N.K.Choudhury	Physics
12. Mr. R.Das	Physics
13. Mrs. S.Datta	Mathematics
14. Mrs. I.Devi	Mathematics
15. Miss M.Chauhan	Botany
16. Mr. M.C.Paul	Botany
17. Mr. C.S.Rao	Botany
18. Miss C.Massar	Botany
19. Mr. Uma Shankar	Botany
20. Mr. V.Belho	Botany
21. Miss M.G.Hazra	Botany
22. Miss J.Raut	Botany
23. Miss P.Rao	Botany
24. Miss J.Mishra	Botany
25. Mr. J.Dang	Botany
26. Mr. S.K.Barik	Botany
27. Miss S.Kumaria	Botany
28. Mr. Loli Daiho	Plant Pathology SASRD, Medziphema, Nagaland.

Contd/.../-

<u>Name of the candidate</u>	<u>Department</u>
29. Smt. Lalliani Ralte	Education
30. Smt. Medalin Nongrum	Education
31. Mrs. Sipra Naik	Education
32. Ms. Caroline Ngailiankim	Education
33. Mr. R.R.T.Sanga	Pol.Science
34. Mr. Joshua Thomas	Pol.Science
35. Ms. Keya Sengupta	Economics
36. Mr. Girish Kumar	Philosophy
37. Smt. M.Bhattacharjee	History
38. Smt. Tezimala Gurung	History.

(ii) Panel of Examiners (M.Phil) -

The Panel of Examiners for examining the M.Phil dissertation of the following candidates are placed for consideration of the Council.

<u>Name of the candidate</u>	<u>Department</u>
1. Miss T.Pariat	Bio-Chemistry
2. B.Klikara	Mathematics
3. Mr. A.K.Das	Mathematics
4. Ajanta Brahma	History
5. Salome Zhemomi	History
6. Alfreda L.Lyngdoh	History
7. Ms. Bhakri Ksaniang	History
8. Ms. Amita Roy	History
9. Joyce Lyngdoh	History
10. Ms. Phioshua Kharkongor	History
11. Ms. N.Kokin	History
12. Nguno Soukrie	Pol.Science
13. Ms. Sheena Rana Marak	Pol.Science
14. Ms. Mimi	Pol.Science
15. Mr. Kookan Das	Pol.Science
16. Shri Pascal Malngiang	Pol.Science
17. Ms. Evangiliancy Dkhar	Pol.Science
18. Ms. Suparna Bhattacharjee	Pol.Science
19. Aparna Chakraborty	Philosophy
20. Miss Anupa Saha	Philosophy
21. Mr. Pravakar Singha	Economics
22. Ms. Sanchita Dutta	Economics
23. Mr. Gorkey Borgohain	Economics
24. Prokash Chandra Shermah	Economics
25. Nava Jyoti Sharmah	Economics
26. Ms. G.Sara Lyngdem	Economics
27. Pratap Ch.Nag	Economics
28. Mr. Purushottan Bhandari	Economics
29. Mr. Debojani Naug	Economics
30. Ms. Soma Sen	Economics
31. Ms. Tripti M.Baruah	Economics
32. Mr. Ranjan Kr. Phookan	Economics

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<u>Name of the candidate</u>	<u>Department</u>
33. Ms. Sujata Sharma	Sociology
34. Ms. K.S.Mawlong	Sociology
35. Ms. V.F.Rynjah	Sociology
36. Ms. Lolita M.Shangliang	Sociology
37. Mr. A.K.Nongkynrih	Sociology
38. Mr. Bishnu Chettri	Sociology
39. Mr. B.Laltanpuia	Sociology
40. Mr. E.Nongsiang	Sociology
41. Mr. Aniema Nongkhlaw	Sociology
42. Mr. Khosapa Venu	Sociology
43. Mr. Jemino Mawthoh	Sociology
44. Mr. L.Y.Longchar	Sociology
45. Ms. Sylviana Lyngdoh Kynshi	Sociology
46. Mr. Paul Lokho	Sociology
47. Mr. A.K.Gupta	Sociology
48. Ms. M.Khrienuo Angami	Pol.Science
49. Smti. Ruby Dkhar	Education
50. Smt. Lalsangliani	Education.

(iii) Award of Ph.D Degree

The cases for award of the Ph.D Degree to the following candidate(s) have been considered and recommended by the respective School Board /Board of Research Studies.

The matter is placed before the Council for consideration

<u>Name of the candidate</u>	<u>Department</u>
1. Mr. P.D.Baruah	Chemistry
2. Mr. R.T.Chakrasali	Chemistry
3. Shri S.N.Bose	Mathematics
4. Shri R.L.Gupta	Chemistry
5. Mr. Abraham Thomas	Chemistry
6. Mr. A.K.Sarma	Physics
7. Mr. M.L.Purkayastha	Chemistry
8. Mr. G.Thakur	Physics

(iv) Award of M.Phil Degree -

The cases for award of the M.Phil Degree to the following candidate(s) have been considered and recommended by the concerned School Board/Board of Research Studies.

The matter is placed before the Council for consideration.

<u>Name of the candidate</u>	<u>Department</u>
1. Miss E.M.L.Buam	Physics
2. Mrs. D.Bhattacharjee	Physics
3. Beena George	Mathematics
4. Sanchalee Ghosh	Mathematics

5:6 - Establishment of new Deptts./Centres/Courses-

- (i) Proposal for introduction of M.Phil Course in the Department of Education at Nagaland Campus.

The Head, Department of Education, Nagaland Campus, proposes to introduce M.Phil Course to fulfil the long pending need of the students.

The matter is placed before the Council for consideration.

5:7 - Affiliation etc.

- (i) Upgradation of Raid Laban College to Degree Level.

The Raid Lab College, Shillong has requested for upgradation the College to Degree level in subjects affiliated at the P.U(Arts)level.

The Inspection team which visited the College recommended upgradation the remark that the college makes up the deficiencies as follows:-

1. The number of permanent teachers fall short of the requirement. The College authorities however, indicate that sanctions for additional positions, will be received from the Government once the College is upgraded.
2. Library/reading room facilities are inadequate. The college needs to augment its library holdings as well as encourage the students to use the library.

The matter is placed before the Council for Consideration.

5:7:2:(1)

(ii) Introduction of B.Com Honours in
Accountancy in Hrangbana College.

The Hrangbana College, Aizawl has requested for affiliation of Accountancy for B.Com(Honours). The Inspection Team which visited the college recommended grant of affiliation of the subject to B.Com Honours level.

The matter is placed before the Council for consideration.

5:8 - Others :

- (i) Representation of the Pachhunga University College teachers in the Academic Council.

As per the existing statutory provisions on composition of the Academic Council, there is no scope for inclusion of teachers' representative from the constituent College(s) in the Academic Council. On the other hand, there is provision for representation of teachers of affiliated colleges in the Academic Council by means of election of 3 representatives from Meghalaya and 2 each from Nagaland and Mizoram. This is provided for in clause 1(xii) of Statute 14. The teachers of the University are also duly represented in the Councils per the provisions of clause 1(x) of Statute 14 i.e., through membership of 2 Readers and 3 Lecturers by rotation in order of Seniority.

The P.U.C.T.A has submitted a representation for consideration of the case of the teachers of P.U.C. for membership in the Academic Council. They have requested for inclusion of at least one of the teachers as a member in the Council. A copy of the letter dt.16.10.90 duly forwarded and recommended by the Principal, P.U.C. is placed at Annexure-'A' for consideration of the Council. If the request of the Association is considered favourably, suitable amendment to Statute 14. will also have to be made.

The matter is placed before the Council for consideration.

5:8:1:(2)

ANNEXURE-'A'

PACHHUNGA UNIVERSITY COLLEGE TEACHERS' ASSOCIATION
(P.U.C.T.A.)

Ref No. _____

Date 16Oct.'90

To

The Vice-Chancellor,
NEHU, Shillong.

Subj: Representation of Pachhunga University College Teachers
in the Academic Council.

Sir,

With reference to the subject mentioned above, we, the Teachers of Pachhunga University College, would like to apprise you of the predicament we are in, with a hope that you would help us out by granting us our due share of representation from amongst the Teaching Staff of this College, in the Academic Council under NEHU.

We would like to state further that teachers of affiliated colleges admitted to the privileges of the University (under clause 14.xii of the Statutes) other than Pachhunga University College (P.U.C.) are represented by 3 (three) members from Meghalaya 2 (two) members from Nagaland and 2 (two) members from Mizoram, who are elected from amongst themselves. It is only the teachers of Pachhunga University College who continue to remain un-represented in the said Academic Council.

The Principal of Pachhunga University College, the College being maintained by the University, is a member of the Academic Council by virtue of his office, and as such not a representative of the teaching staff of the College.

While teachers of other affiliated colleges admitted to the privileges of the University are fairly represented we the Teachers of Pachhunga University College are deprived of our democratic right of fair representation in the said Council.

Contd/.../-

5:8:1:(3)

It is our ardent and lawful desire and aspiration that our democratic right of fair representation which we so highly cherish be restored to us with immediate effect by allowing at least one from amongst us to be a member of this Academic Council of great importance.

Thank you,

Yours faithfully,

Sd/-DR?H.LALLUNG MUA NA
President,
President PUCTA
Aizawl.

Sd/- C.LALRAMZAUVA
Secretary, 16/10
Secretary PUCTA
Aizawl

Pachhunga University College,
Teachers' Association.

....

(ii) Forum for Inter-disciplinary Activities and Exchange within Universities:

The Indian Association of Social Science Institutions has made a proposal on "Forum for Inter-Disciplinary Activities and Exchange within Universities". The AIU considered the proposal and decided to commend the same to the Universities. The proposal is placed at Annexure-'A' for consideration of the Council.

The AIU is also writing to the University Grants Commission requesting for the Commission's support on such proposals.

The matter is placed before the Council for consideration.

Appendix XI
SC dt.27.12.90

Forums for Inter-Disciplinary Activities and Exchange within universities:

At the Annual Meeting of the AIU in Ahmedabad in November 1986, Vice Chancellors had occasion to consider the subject of Inter disciplinary Approaches in Training, research and Action Research. The need for such approaches was generally acknowledged and some practical problems were mentioned, but no specific recommendations were made.

In recent years there has been increasing concern with urgent environmental problems, regional problems, problems arising from technological change, problems of backwardness, exploitation, neglect and discrimination, and growing sources of tension, dissatisfaction and violence. Social Sciences have a serious contribution to make to the understanding and analysis of such problems and to proposing feasible and timely solutions or approaches. Many of the problems which are now causing increasing anxiety are not merely matters of law and order or suppression in the short term. They call for longer-term perspective. There is need not only for greater collaboration among social sciences, but also between social sciences and natural sciences and science and technology generally. A primary responsibility rests upon social sciences for identifying critical issues and seeking to bring relevant knowledge, social as well as scientific, to bear upon them.

A point for consideration is whether the existing structures in Universities sufficiently facilitate inter-disciplinary dialogue and studies and other activities, specially bearing on the emerging problems, UGC's Panels on various academic disciplines have invariably urged greater attention to areas of study going beyond individual disciplines, and its guidelines for support for research in humanities and social sciences also suggest a measure of priority for them. Whether this approach is followed in practice on any scale seems uncertain.

Contd/.../-

There appears to be need now to go beyond existing structures within Universities at two levels. First, it would help to create a climate for greater attention to critical and emerging problems if a University could promote outside its formal organisation a Forum through which social scientists, scientists and other scholars could regularly bring up topics of wide social concern for mutual exchange and discussion. These discussions could lead in appropriate cases to proposals for deeper study and research.

The second suggestion is that, in addition to existing Departments or within the framework of a selected Department Universities might consider the possibility of establishing Centres on the lines of the social sciences Research Centre in Rajasthan University, which has existed for nearly two decades. In such a Centre, depending on the theme under study, Faculty members from different Departments could work together, whether for undertaking studies directly or for guiding individual research projects. Where a study can be accomplished directly within a subject Department, even with some extension of its scope or collaboration with another Department, there would be no need to turn to the Social Science Research Centre. Whether, however, several disciplines are involved, the common centre could be a fruitful device. A University's Social Science Research Centre could operate with a small core staff, supplemented by scholars drawn, according to themes under study, from relevant Departments. Additional support would be needed for such an institution within the University. Once the need is recognised, each university could evolve the mechanisms best suited to its organisation.

Purposefully adding the multidisciplinary dimension, whether by promoting greater informal dialogue or special research directed to critical problems of society, would go some way to challenge the existing concepts and methodologies in use in social sciences and strengthen the policy role of social sciences.

The Standing Committee of the AIU is requested to consider the two suggestions offered above and, with such modifications as may be necessary, to elicit further views on them.

5:8:3:(1)

- (iii) Appointment of external invigilators and flying squads.

The Executive Council in its 70th meeting on 16.11.90 was informed that in some cases external invigilators do not turn up and in some examination centres there are cases of mass copying. The Council observed that it might therefore, be desirable to appoint flying squads. It, however, Resolved that the matter be placed before the Academic Council for consideration.

The matter is therefore, placed before the Council for consideration.

(iv) Report of the UGC Committee on Academic Calendar in Universities and Colleges-

The University Grants Commission vide its letter D.O. No.F.1-41/88(CPP) dated the 14th January, 1991 had forwarded a copy of the report of the Committee on Model Academic Calendar at Annexure-'A' with a request to give high priority to implement the recommendations and also to intimate actions taken thereon. A summary of the major recommendations are as follows (Placed at Annexure I for consideration of the Council).

1. Each State should have an Academic Calendar to be followed by all the Universities.
2. The model Academic Calendar may provide-
 - a) beginning of academic session;
 - b) last date for admission;
 - c) date of completion of all examinations;
 - d) declaration of all results;
3. The model Academic Calendar may be implemented from the academic session of 1990-91 and appropriate Statutes, Ordinances may be made to provide the following -
 - a) the minimum of 180 teaching days in the University and colleges every year;
 - b) last date for admission;
 - c) last date for completion of examinations;
 - d) last date for the declaration of results;

4. Observations and recommendations:

The Committee deliberated in depth about the various aspects of the issue and observed that the inability of Universities to enforce the Academic Calendar may be attributed to the unprecedented increase in the number of students and the number of examinations, strikes and disruption by the students, teachers and non-teaching staff; indiscipline, inadequacy and infrastructural facilities and participation of students in politics etc. Most of these factors are closely inter-related, that is, delay in holding examinations, leads to delay in announcement of results. Consequently, the commencement of the next academic session gets delayed. Cumulative delays cause disruption of academic session. In a few Universities the entire academic session have been lost resulting in zero.

Contd/.../-

The Committee suggested that the following could be considered as model Academic Calendar for the Ist degree students.

1st Monday of July	....	beginning of academic session for IInd and IIIrd year students.
3rd Monday of July	....	beginning of academic session for the Ist year students.
14th August	....	last date for admission
15th May(next year)	....	all examinations are completed.
30th June(next year)	....	declaration of results.

The Committee suggested that the following may be kept in view while preparing the Academic Calendar-

- a) the number of holidays is regulated and that besides national holidays, the number of regional/State/local holidays do not exceed 7 days in a year;
- b) the period of examinations does not exceed beyond six weeks and that the number of examination days are cut down by suitably grouping of the subjects.
- c) the total period of vacation do not exceed 8 weeks in a year to be availed in one of two spells;
- d) the period of preparatory leave for examinations, etc. is about two weeks duration;
- e) the number of specialisation in a subject/optional should be suitably grouped; so that at the under-graduate level the number of papers in specialisations/optional papers at the under-graduate level is minimum.

The Committee also made the following recommendations:-

1. In order to ensure that the academic calendar is successfully implemented the teachers must cooperate in the invigilation and evaluation work which normally falls during the vacations thereby creating difficulties for the university authorities to command sufficient teachers for this purpose. To circumvent these difficulties, some States have already made examination work mandatory for all teachers. The committee recommended that the teachers involved in the examination work in various ways during vacations may be given earned leave in lieu of vacations and if possible the privilege of encashing the same as is done for other officers. Further all work associated with examinations should be considered as a part of the duty of the teachers as is being done in many States.

Contd/.../-

2. The implementation of the calendar in a University be monitored by a Committee under the Chairmanship of the Vice-Chancellor of the University and including some college principals, University teachers and students with the Controller of Examinations as the Member-Secretary. The Committee would be responsible to monitor the implementation of the calendar and to suggest measures for its effective implementation from time to time. It meets periodically but not less than once in three months. A sub-committee of the main committee consisting of a senior professor, a principal, controller of examinations etc. monitors the implementation of the calendar once in a month.

At the state level, the implementation of the calendar in the State is monitored by the State Council for Higher Education or by the Committee of the Vice-Chancellors of the State. Normally the Education Secretaries of the State participate in these meetings and as such it would be possible to thrash out the problems being faced by the Universities for the implementation of the Academic Calendar.

3. The Committee strongly recommended that a one time grant may be given by the U.G.C to the Universities for introducing academic calendar.

The Non-recurring grant which may be upto Rs.5.00 lakhs for a University may be used for augmenting computer facilities for the purpose of examination and for other measures to implement the academic calendar. The recurring assistance may vary from Rs.30,000 to Rs. 50,000 p.a. for unitary universities and Rs. 50,000 to Rs.1.00 lakh for affiliating universities. U.G.C. assistance may be made available for a period of three years.

The scheme of a common academic calendar in a State be introduced in all the States on a priority basis and towards this end U.G.C. assistance be also provided early.

The matter is placed before the Council for consideration.

5:8:4:(2)

Annexure-7.

REPORT OF THE COMMITTEE
ON
ACADEMIC CALENDAR
IN
UNIVERSITIES AND COLLEGES
(PART-I)

UNIVERSITY GRANTS COMMISSION
NEW DELHI

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FOREWORD

The University Grants Commission constituted a committee to make recommendations about the implementation of the academic calendar in the universities. The committee recommended that there should be a minimum of 180 teaching days in the universities and colleges every year and should have a schedule of admission and teaching days, examinations and announcement of results.

The recommendations made by the committee were accepted by the Commission and circulated to all the states and universities for implementation in July, 1989.

It was further decided that implementation of the academic calendar should be regularly monitored by a committee presided over by the Vice-Chancellor at the University level, by the State Councils of Higher Education at the State level and the UGC and Central Government at the National level. Accordingly the UGC committee has recommended a monitoring mechanism for the implementation of the academic calendar and also awarding the universities for their performance in this regard. These recommendations were also approved by the UGC.

These recommendations are published here as Parts I and II of the Report of the committee on Academic Calendars for the use and wider implementation in all the universities.

SUMMARY OF THE MAJOR RECOMMENDATIONS

1. It would be ideal if there could be a National Academic Calendar for all the Universities in the country. However, to begin with, each State should have an academic calendar to be followed by all Universities in the State for their regular students in all the faculties and for all the courses.
2. The following could be considered as a model academic calendar for the first degree students for suitable adoption by the Universities in a State.

1st Monday of July	.....	Beginning of academic session for the second and third year students.
3rd Monday of July	.....	Beginning of the academic session for the first year students.
14th August	....	Last date for admissions.
15th May (Next year)	....	All examinations are completed.
30th June (Next year)	....	Declaration of all results.

Similar model may also be developed for postgraduate and research students.

3. A beginning be made by implementing an academic calendar in all the States by the academic session of 1990-91 and towards this end appropriate Statutes/Ordinances are finalised in time incorporating the provisions of the statutory academic calendar. The statutes may also provide for the following:
 - A Minimum of 180 teaching days in the Universities and college every year;
 - Last date for admission;
 - Last date for the completion of the examination;
 - Last date for their declaration of results.
4. Supplementary examinations at the postgraduate levels be abolished.
5. There should be separate examinations for the students of correspondence/external/private students vis-a-vis the students from the formal stream.
6. There may be separate examinations for the students enrolled in the affiliated colleges vis-a-vis, the students in the University departments.
7. Since students coming from streams would be seeking admission to the post-graduate classes, it becomes imperative that the post-graduate departments should hold entrance tests.
8. In order to motivate the teachers for doing the University work during vacations, the University should introduce regulations by way of which the teachers working during vacations get earned leave to the extent of one-third of the total number of days. All work associated with examinations should be considered as a part of the duty of the teacher.
9. The implementation of the Calendar in a University be monitored by a committee under the Chairmanship of the Vice-Chancellor. At the State level the implementation of the calendar in the State is monitored by the State Council for Higher Education or by the Committee of the Vice-Chancellors of the State. At the National level this is monitored by the UGC appropriately and its progress is considered by the Commission atleast once in a year.
10. A one time grant may be given by the UGC to the Universities for introducing Academic Calendar.

REPORT OF THE UGC COMMITTEE ON ACADEMIC CALENDAR IN INDIAN UNIVERSITIES

Committee and its Task

In recent years, Indian Universities have lost a great deal of credibility and have attracted severe criticism for their failure to discharge their basic functions of completion of teaching and awarding of degrees in the prescribed time schedule. Consequently, the career prospects of a large number of students have been adversely affected. Disruption of the academic session limits the mobility of students by depriving them of admission in prestigious institutions of higher education outside their state. The non-completion of courses in time increases the financial burden of the State and parents/guardians of students.

Generally, the Academic Session in Indian Universities starts between June and August every year and ends between March and May. However, during the past few years a number of Universities in the country particularly those with the large number of affiliated colleges, have not been able to maintain the academic calendar for a number of years.

The National Policy of Education-1936 and its Programme of Action emphasized the need to ensure the efficiency and effectiveness in the functioning of our Universities. Practical measures to give shape to this concern were discussed by the Central Advisory Board of Education at its meeting held in March 1933. The Board made the following recommendations:

"Urgent steps are called for to ensure the effectiveness and efficiency of the existing system and its functioning. Adherence to a predetermined academic calendar is essential to achieve this objective. Within each State an academic calendar indicating the date of admission, date of commencement of the session, vacation, dates of examinations and announcement of results should be framed which should be strictly adhered to by the universities and colleges. In course of time, the possibility of developing a national calendar should be explored".

The Conference of Education Secretaries of all the State Governments held on June 17-18, 1933 reviewed the action taken on this recommendation when it was noted that some State Governments have initiated action in this direction whereas many other State Governments have to move accordingly.

In view of above, the University Grants Commission constituted a committee under the Chairmanship of Professor G.J.V.J. Raju, Chairman, State Council for Higher Education, Andhra Pradesh to make recommendations regarding formulation and implementation of academic calendar in Indian Universities. The other members of the Committee were:

1. Prof. K.V. Ramana
Vice-Chancellor,
Andhra University,
Waltair.
2. Prof. S.M. Dasgupta
Vice-Chancellor,
Bhopal University,
Bhopal.
3. Prof. V.D. Gupta
Vice-Chancellor,
Gorakhpur University,
Gorakhpur.
4. Dr. M.L. Lakhnapal
Vice-Chancellor,
Jammu University,
Jammu.

5. Dr. D.M. Nanjundappa
Vice-Chancellor,
Bangalore University,
Bangalore.
6. Dr. E.M.L. Tiwari
Director of Higher Education,
Govt. of U.P.
Allahabad.
7. Dr. M.L. Mehta
Additional Secretary,
U.G.C.

The Committee met on 3rd April and 15th June, 1939 in the office of the University Grants Commission at New Delhi.

Observations and Recommendations of the Committee

We have deliberated in depth about the various aspects of the issue and we make the following observations/recommendations for implementation of an academic calendar in Universities/States:

1. The inability of universities to enforce the academic calendar could be attributed to the unprecedented increase in the number of students and the number of examinations, strikes and agitations by students; teachers and non-teaching staff; indiscipline; inadequacy of infrastructural facilities and participation of students in politics, etc. etc. Most of these factors are closely inter-related, e.g., delay in holding examinations, leads to delay in announcement of results. Consequently, the commencement of the next academic session gets delayed. Cumulative delays cause disruption of the academic session. In a few universities entire academic sessions have been lost resulting in zero year.
2. It would be ideal if there could be a National Academic Calendar for all the universities in the country. However, to begin with, each State should have an academic calendar to be followed by all the universities in the State for the regular students in all the faculties and for all the courses. The UGC guidelines on teaching days etc., be followed while formulating the calendar i.e., every university shall ensure that the number of actual teaching days for the first degree course does not go below 130 days in an academic year.
3. The academic calendar should, inter-alia, atleast provide for the following :
 - Date from which the University/Colleges open for the academic session;
 - Schedule for admissions to undergraduate, postgraduate, M.Phil. and Ph.D. courses etc. indicating clearly dates on which the admissions start and end;
 - Dates by which transfer from other universities/colleges to be finalised;
 - Schedule of terms, holidays and vacations;
 - Schedule for examinations and declaration of results; and
 - Schedule for admission to university/college hostels.
4. We have given considerable thought to the formulation of the academic calendar by the universities and we are of the view that the UGC should give only broad guidelines which should enable the universities to formulate the academic calendar.

The following could be considered as a model academic calendar for the first degree students for suitable adoption by the University in a State.

1st Monday of July	:::....	Beginning of academic session for the second and third year students.
3rd Monday of July	.....	Beginning of the academic session for the first year students.
14th August	.....	Last date for admissions.
15th May (Next year)	.....	All examinations are completed.
30th June (next year)	.....	Declaration of all results.

Similar model may also be developed for postgraduate and research students.

5. It would be helpful to implement the academic calendar if:

- (a) The number of holidays is regulated and that besides the national holidays, the number of regional/State/local holidays do not exceed 7 days in a year;
- (b) The period of examination does not exceed beyond six weeks and that the number of examination days are cut down by suitable grouping of the subjects;
- (c) The total period of vacations do not exceed eight weeks in a year to be availed in one or two spells.
- (d) The period of preparatory leave for examination etc. is of about two weeks duration.
- (e) The number of specialisation in a subject/optionals should be suitable grouped; so that at the undergraduate level the number of papers in specialisations/optional papers at the undergraduate level is minimum.

6. There has been a drastic reduction in the number of teaching days in an academic year due to various reasons. A substantial part of the academic session is used for conduct of examinations, evaluation of answer books and declaration of results. If to these is added the number of days used by the students for preparation, the resultant loss of days will be considerable. We have, therefore, suggested the compression of number of examinations days, required for evaluation and declaration of results. This compression is absolutely essential if the number of teaching days is to be kept to the bare minimum of 180 days. This will be possible only if separate examinations are conducted for students of different streams like university teaching departments, the students from affiliated colleges and external students coming through correspondence courses and private appearance.

The Committee recommends that:

1. There should be separate examinations for the students of correspondence/external/private students vis-a-vis the students from the formal streams; and
2. There may be separate examinations for the students enrolled in the affiliated colleges vis-a-vis the students in the university departments.

To ensure this, it will be necessary to have independent examination cells which will be responsible for setting up papers, conduct of examinations, and declaration of results for these three different streams in a time bound manner under the overall supervision of the Registrar/Controller of Examination of the University.

7. It becomes imperative that the postgraduate departments should hold entrance test, since students coming from different streams would be seeking admission to the postgraduate classes.
8. There should be no supplementary examinations at the postgraduate level. However, there could be a provision for carry over at the undergraduate level in one paper or compartmental to be conducted in the month of August in the same year.
9. In all the States the payment of postmetric scholarships is linked up with the students staying in the university attached hostels. This condition in the award of scholarships must be deleted. The students should be allowed to stay in the hostels; while the academic activities of the university are on. Students should vacate the hostels as soon as the Annual Examinations are over. With the commencement of summer holidays the students should vacate the hostels for handing over to the authorities for annual repairs and other maintenance work etc. and to enable the University to be ready to receive students staying in the next academic session. This method will also ensure that the students staying in the hostels may not unnecessarily try to extend the academic sessions and thereby disrupting the proposed academic calendar.
10. In order to ensure that the academic calendar is successfully implemented the teachers must cooperate in the invigilation and evaluation work which normally falls during the vacations thereby creating difficulties for the university authorities to command sufficient teachers for this purpose. To circumvent these difficulties, some States have already made examination work mandatory for all teachers. It is, therefore, recommended that the teachers involved in the examination work in various ways during vacations may be given earned leave in lieu of vacations and if possible the privilege of encashing the same as is done for other officers. Further all work associated with examinations should be considered as part of the duty of the teachers as is being done in many States.
11. The conduct of examination and the declaration of results of large number of students every year in an increasing number of courses with whatever permutations and combinations has become too intricate and complex task to be handled manually. Several Universities have achieved success in this task by introducing computerisation. It would be desirable to have computerisation of examination results on a priority basis.
12. All activities which may hinder timely holding of the examinations will need to be reviewed continuously and proper solutions are found for their resolution. It would be helpful if the element of election is replaced by that of nomination in the students unions etc. The nomination should be based on the criteria of excellence in academic, curricular and co-curricular matters.
13. A beginning be made by implementing an academic calendar in all the States by the academic session of 1990-91 and a national calendar thereafter and towards this end appropriate Statutes/ Ordinances are finalised in time incorporating the provisions of the statutory academic calendar. The statutes may also provide for the following:

- A minimum of 180 teaching days in the universities and colleges every year.
- Last date for admission;
- Last date for the completion of the examination;
- Last date for the declaration of results.

14. Each University should prepare an academic calendar for the next academic session during the summer vacations in consultation with the Principals of Colleges, University teachers and students etc. Timely formulation of the calendar and its wide circulation to the teachers and students is important. Provision of essential student services for ensuring timely availability of information, necessary forms etc. would also help in the implementation of the academic calendar.
15. The implementation of the calendar in a University be monitored by a committee under the Chairmanship of the Vice-Chancellor of the University and including some college principals, University teachers and students with Controller of Examinations as the Member-Secretary. The Committee would be responsible to monitor the implementation of the calendar and to suggest measures for its effective implementation from time to time. It meets periodically but less than once in three months. A sub-committee of the main committee consisting of a senior professor, a principal, controller of examinations etc. monitors the implementation of the calendar once in a month.

At the state level, the implementation of the calendar in the State is monitored by the State Council for Higher Education or by the Committee of the Vice-Chancellors of the State. Normally, the Education Secretaries of the State participate in these meetings and as such it would be possible to thrash out the problems being faced by the Universities for the implementation of the academic calendar.

16. We strongly recommend that a one time grants may be given by the UGC to the Universities for introducing academic calendar.

The Non-recurring grant which may be upto Rs. 5.00 lakhs for a University may be used for augmenting computer facilities for the purpose of examination and for other measures to implement the academic calendar. The recurring assistance may vary from Rs. 30,000 to Rs. 50,000 p.a. for unitary universities and Rs. 50,000 to Rs. 1.00 lakh for affiliating universities. UGC assistance may be made available for a period of three years.

The Scheme of a common academic calendar in a State be introduced in all the States on a priority basis and towards this end UGC assistance be also provided early.

17. We conclude that each university should have its academic calendar with immediate effect and that a State level Calendar should emerge by 15th June, 1990 so that the State level academic calendar may be implemented from the academic session 1990-91. The academic calendar should be provided in the Statutes of the Universities and that the UGC assistance on 100% basis is provided to the Universities immediately. The implementation of the academic calendar in the Universities/States is monitored at the National level by the UGC appropriately and its progress is considered by the Commission at least once in a year. UGC must as a first step insist on receiving the academic calendars of the various universities each year before 1st April.

Annexure 1

UGC REGULATIONS AND WORKING DAYS

The UGC regulations on minimum standard states that "Every university enrolling students for the first degree course shall ensure that the number of actual teaching days does not go below 130 days in an academic year".

BARKATULLAH VISHWAVIDYALAYA, BHOPAL

No. 24/BVV/Acad/Affl./A.C./89

Bhopal, dated 8-6-89.

ACADEMIC CALENDAR FOR UNIVERSITY TEACHING DEPARTMENT AND
AFFILIATED COLLEGES OF THE BARKATULLAH VISHWAVIDYALAYA: 1989-90

1. Commencement of Session

- a) Commencement of Academic session - by 1st July, 1989.
- b) Commencement of Teaching - by 3rd July, 1989.
- c) All admission, except of transfer,
to stop - by 14th August, 1989.

2. Supplementary Examination

- a) Announcement of dates - by 15th July, 1989.
- b) Conduct of examinations - from 4th September, 1989 to
9th September, 1989.
- c) Declaration of results - by 30th September, 1989.

3. Extra Curricular Activities

- a) Formation of student union - by 31st, July, 1989.
- b) Oath taking - by 5th August, 1989.
- c) Other activities - between 6th August, 1989 to
24th December, 1989.
- d) Concluding function - by 25th December, 1989.
- e) All inter collegiate/inter-university
competition - by 30th December, 1989.

4. Vacations

- a) Deepawali - 22nd October, 1989 to 31st October, 1989.
- b) Winter - 25th December, 1989 to 31st December, 1989.
- c) Summer - 16th May, 1990 to 30th June, 1990.

5. Annual Examinations

- a) Commencement - by 16th March, 1990.
- b) End of all examinations - by 15th May, 1990
- c) Declaration of all results - by 15th June, 1990.

Sd/-

(Registrar)

BARKATULLAH V.V., BHOPAL

BARKATULLA VISHWAVIDYALAYA, BHOPAL

No.449/BVV/Acad/Affl./A.C./89

Bhopal, dated 14.6.89

ACADEMIC CALENDAR FOR TEACHING DEPARTMENT OF THE
UNIVERSITY HAVING SEMESTER - 1989-90

1. Commencement of Academic Session - 1st July, 1989
2. Last date of Admission of 1st & IIIrd Semester - 31st July, 1989
3. Commencement of Teaching - IIIrd Semester from 3rd July, 1989
1st Semester - 10th July, 1989.
4. Extra curricular activities :
 - a. Formation of student Union - By 31st July, 1989
 - b. Oath taking - By 5th August, 1989
 - c. Other activities - Between 6th August, 1989 to 24th December, 1989
 - d. Concluding function - By 25th December, 1989
 - e. All inter-collegiate/inter-University Competition - By 30th December, 1989
5. Preparatory leave begins - 3rd November, 1989
6. Date of 1st & IIIrd Semester Examination :-
 - a. Examination start - By 15th Nov. 1989
 - b. End of Examination - By 24th Nov. 1989
7. Practical Examination - By 27th Nov. 1989
8. Semester break - 28th Nov, 1989 to 10th Dec. 1989 (both days inclusive)
9. Commencement of teaching of IInd and IVth Semester - 19th Dec. 1989
10. Date of IInd & IVth, Semester and M.Phil and Computer Science :
 - a) Examination start - 25th April, 1990
 - b) End of Examination - 5th May, 1990
11. Practical examination of IInd and IVth Semester of all courses - By 8th May, 1990
12. Summer Vacation - 7th May to 30th June, 1990 (Both days inclusive) Non-Semester Teaching Departments will follow the calendar prescribed for the colleges.

Registrar
Barkatullah Vishwavidyalaya,
Bhopal.

BANGALORE UNIVERSITY

No.ACAI/R4/1/88-89

Jnana Bharathi,
Bangalore - 560056
Date : 5.4.1988

N O T I F I C A T I O N

Sub: Terms and Vacation and other Calendar of Events for B.A./B.Sc./B.Com courses for the academic year 1988-89.

Ref: Proceedings of the Meeting of the Principals of Arts/ Science/Commerce Colleges held on 12th March, 1988.

The Terms and Vacation and other Calendar of Events for BA/B Sc/B Com courses for the year 1988-89 is hereby notified as follows :-

Sl. No.	Name of Event	Date fixed for 1988-89
1.	The date on which the teachers report, admission begins, and date of reopening of College	15.6.88
2.	Last date for admission to I year B.A./ B.Sc/B.Com. and enrolment to II and III year BA/B Sc/B.Com.	30.6.88
3.	Commencement of I term to I,II and III year BA/B Sc/B Com.	1.7.88
4.	Last date for admission/enrolment to I,II and III year BA/B Sc/B Com with a penal fee of Rs.10/-	15.7.88
5.	Last date before which :-	
	i) Admissions on transfer from other colleges/universities are to be finalised.	
	ii) Change of combination and languages, grant of exemption to be finalised	17.9.88
6.	Last date before which the admission statements alongwith Mark Cards, Challans for having paid Registration and Eligibility fees and Eligibility Certificates wherever necessary to be sent to the University.	1.9.88
7.	Last working day of Ist Term	31.10.88
8.	Mid Term Vacation	2.11.88 to 30.11.88
9.	Commencement of Supplementary Examinations from	2.11.88
10.	Commencement of IIInd Term	1.12.88
11.	Last date before which admission approval to be communicated by the University	1.10.88
12.	Last date for the payment of fees for the annual University examination, April, 1989	10.12.88
13.	Last date for payment of examination fee with fine	17.12.88

5:8:4:(15)

14.	Last working day of IInd Term	8. 3.89
15.	Commencement of Summer Vacation from	9. 3.89
16.	Practical examinations are to be conducted	9. 3.88 to 31. 3.89
17.	Commencement of I and III year BA/B Sc/ B.Com Exams	4. 4.89
18.	Commencement of II year BA/B.Sc/B.Com Exams	20. 4.89
19.	Valuation to be completed	15. 5.89
20.	Declaration of results and issue of marks cards to the Colleges	31. 5.89 to 10. 6.89
21.	Date on which the admission should commence	15. 6.89
22.	Last date before which admissions to I year BA/B.Sc./B.Com, and enrolment to II year and II BA/B Sc/ B.Com to be finalised for the year 1989-90	30. 6.89
23.	Commencement of Ist Term for 1989-90	1. 7.89

Sd/-
(Registrar)

To

The Principals of Arts, Science and Commerce Colleges of the
Bangalore University,

The Dean, Faculty of Arts, Science and Commerce.

Copy to :-

1. All Officers in the University,
2. Superintendent of Academic Sections and Examination
Branch/Public Relation Officer,
3. PS to VC/REGISTRAR/FO.

In pursuance of the provisions of clause (3) or Article 3, 18 of the Constitution, the Governor is pleased to order the publication of the following English translation of notification No.4167/XV-X-88-15(382)-86, dated June 23, 1988.

No.4167/XV-X-88-15(382)-86
dated Lucknow, June 23, 1988.

In exercise of the powers under sub-section 50 of the Uttar Pradesh State Universities Act, 1973 (President's Act No.10 of 1973) as re-enacted and amended by the Uttar Pradesh Universities (Re-enactment and Amendment) Act, 1971 (U.P. Act No.XXIX of 1974) read with section 21 of the Uttar Pradesh General Clauses Act, 1901 (U.P. Act No.1 of 1904), the Governor is pleased to make the following Statutes with a view to amending the Kanpur University First Statutes, 1977 :

KANPUR UNIVERSITY (TWENTY EIGHTH AMENDMENT)
FIRST STATUTES, 1987

Short title and commencement 1.(1) These Statutes may be called the Kanpur University (Twenty-eighth Amendment) First Statutes, 1988.

(2) They shall come into force with effect from the date of their publication in the Gazette.

Amendment of Statutes 22.06 2. For Statute 22.06 of the Kanpur University First Statutes, 1977, the following Statutes 1977, the following Statutes shall be substituted, namely :-

"22.06 - with a view to improving his result a candidate may be allowed to appear in one subject in any part of the undergraduate examination and in one paper in B.Ed. or any one year of the LL.B. or any part of the postgraduate examination in the next regular examination of the University!"

By Order,
J.C. Pant,
Pramukh Sachiv.

* Guidelines regarding Minimum Number of Actual Teaching Days in an Academic Year in Universities/Colleges.

A. Working Days

The number of actual teaching days in an academic year in a University/deemed to be university/constituent/affiliated colleges of the university should not go below 180 days excluding the preparation days and examination days. These are days on which classes such as lectures, tutorials, seminars, laboratories are or may be conducted. Holidays cannot be counted although students may be studying in their homes or hostels or may even be informally consulting teachers. The time taken up for admissions i.e. when the classes are not formed, to start work; time meant for examinations or for preparing for examinations cannot be counted. It would be desirable for universities to make an effort to raise the number to 200 or more. The Universities should budget their time in regard to work and holidays. For example, admissions should be completed by the last day of the long vacation. Examination results should also be compiled and announced during the vacations to enable admissions to take place. In a semester pattern, examinations should not be so prolonged as to take away more working days - there could be more reliance on internal assessment, examiners of first semester could be internal, so that the short vacation can be utilised for evaluation. The universities should also see that a working day in a department or faculty does not become just a few hours of the forenoon. The time table should be spread to accommodate the various academic activities over at least on 8 hours working day.

The University should also insist that the manner of conducting a course is also spelled out. The number of lectures, tutorials, seminars, lab-sessions etc., normally adequate for each course should be worked out and preferably made known in a handbook of courses. If students cut classes, or if working days are otherwise disrupted, it should be made clear that only when the norm is reached will there be examinations. This also involves disciplined regular work on part of the teacher - which should be ensured. Every item in a given syllabus may not have to be taught in the class as a pre-requisite for the examination, but on the other hand it would be counter productive to hold examinations on reduced courses because the number of working days has been curtailed in a particular situation. If this happens, examinations will lose their credibility, students will perform poorly in competition and interviews, and if they are admitted to the next class its standards will also suffer.

* First circulated by the UGC vide D.O. letter No.F.1-117/83 (CP dated 17/18th January, 1984.

* These guidelines now form part of regulations under notification No.F.1-117/83(CP) dated 25.11.85,

REPORT OF THE COMMITTEE ON ACADEMIC CALENDAR IN UNIVERSITIES
AND COLLEGES (PART - II)
UNIVERSITY GRANTS COMMISSION, NEW DELHI
.....

REPORT OF THE UGC COMMITTEE ON ACADEMIC CALENDAR

I. INTRODUCTION

- 1.1. The UGC had appointed a Committee (Annexure -I), to make recommendations about the implementation of the Academic Calendar in the universities. The recommendations made by the Committee (Annexure-2) were accepted by the Commission and circulated to the States/Universities for implementation.
- 1.2. These recommendations (Annexure 2) were also considered by the Central Advisory Board on Education in their meeting held on 6-7th July, 1989 when the following observations were made :

"The Group welcomed the model Calendar which has been prepared by the UGC Committee and circulated to all the States/Universities. The Group was in agreement with the suggestions of the Committee that all the States should try to adhere to the prescribed 180 days of teaching. It was also agreed that though the States may make adjustments, they should keep to the prescribed 180 days and have schedule of admission/teaching days, examinations and announcement of results so that there is facility for mobility of students from one State to the other.

It was also suggested that the implementation of the Academic Calendar should be regularly monitored by a Committee presided over by the Vice-Chancellors at the University level, by the State Councils of Higher Education at the State level and the UGC/Central Government at the national level."

- 1.3. The matter was also considered by the Commission in its meeting held on 3rd April, 1989 and 7th October, 1989 when the Commission while considering one-time grant desired that an appropriate mechanism for monitoring the implementation of the Academic calendar and a suitable scheme of awards to the universities in this regard be worked out and that the matter be brought before the Commission again in its meeting to be held on 27th November, 1989.
- 1.4. The Committee met on 8th November, 1989 and considered further the matter in the light of the decision of the Commission. Professor Dasgupta and Professor Najundappa could not attend the meeting.

II. OBSERVATIONS AND RECOMMENDATIONS OF THE COMMITTEE

2.1 Monitoring Mechanism

1. Approach

The Committee in this regard was guided by the recommendations made by the CABE in their meeting held on 6-7th July, 1989 as under :

"Implementation of the Academic Calendar should be regularly monitored by :

- a committee presided over by the Vice-Chancellors at the University Level;
- State Council for Higher Education at the State Level;
- UGC/Central Government at the Central Level.

2. University Level

1) Each university should constitute a Committee preferably not more than 15 members under the Chairmanship of the Vice-Chancellor and including a few University Deans, Heads of Departments, few College Principals, a representative of the State Government/State Council for Higher Education, Dean of College Development Council, Controller of Examination and Registrar as Member-Secretary.

2) The Committee meets normally three times in an Academic session preferably in September/January (next year) and July (next year) to monitor the implementation of the Academic Calendar.

3) The first meeting (September) relates to the monitoring of the beginning of the Academic session and admissions, the second in January (next year) relates to the monitoring of the progress of implementation of teaching days and the third meeting in July (next year) relates to the completion of the conduct of the examinations and declaration of results.

4) There will be a special meeting once in an Academic year preferably in April-May where the University (a) reviews the implementation of the Academic Calendar in the previous Academic year; (b) formulates the Academic Calendar for the next Academic Session, and (c) suggests corrective measures for the implementation of at least 180 teaching days and schedule of academic calendar.

The schedule of meeting could be suitably fixed keeping in view the Academic Calendar prescribed by the universities.

5) The University may obtain the feed back about the implementation of Academic Calendar from the colleges in a prescribed form in this regard and the colleges be advised to send the monitoring report in time for consideration of the university level Committee.

A model format for the collection of the data from the colleges is enclosed (F-1).

6) The University should compile the data about the implementation of the Academic Calendar in the university departments/colleges and forward the same to the UGC, State Council for Higher Education and the State Government in a prescribed form (F-2 enclosed).

3. State level

1) The implementation of the Academic Calendar by the universities in the States be monitored by the State Council for Higher Education and in the States where such councils are yet to be established, this should be done by the State Government.

2) The State Government/State Council of Higher Education may monitor the implementation of the Calendar in the Universities by collecting the essential information (Format-2) and also by discussing the same in the meeting of the Vice-Chancellors of the State Universities preferably twice every year. While doing this, UGC representative be also invited.

3) The State Council for Higher Education/State Government may send the status of implementation of the Academic Calendar to the UGC/Government of India in the form prescribed (F-3 enclosed).

4. National Level

At the national level, the monitoring of the implementation of the Calendar be done by the UGC at least once a year through a National Level Committee which may include few Vice-Chancellors, few Principals, Deans of College Development Councils, State-Council for Higher Education/State Governments etc. The Committee will over-see the implementation of the programme and suggest corrective measures to the Commission. The information received from the States (in the form F-3) be compiled and placed before the Commission. Simultaneously, it should also be discussed in the conference of the Vice-Chancellors and corrective measures formulated for consideration of the UGC. At this stage efforts be also made to develop a national Calendar to be followed by all the States in order to promote the mobility of the students from one state to the other.

III. AWARDS TO UNIVERSITIES

It would encourage the universities to implement the academic calendar if the scheme of awards is introduced by the UGC in this regard with the following broad guidelines :

1. The UGC identifies four universities under the category of affiliating universities and one under the category of unitary/deemed universities as per criteria to be prescribed each year from all over the country to be given awards under these categories :

A. Affiliating Universities :

Cat. 'A'	Rs. 15.00 lakhs
Cat. 'B'	Rs. 10.00 lakhs
Cat. 'C'	Rs. 7.50 lakhs
Cat. 'D'	Rs. 5.00 lakhs

B. Unitary/Deemed Universities : Rs. 10 lakhs

The categorisation of the affiliating universities will inter-alia be based on number of students taking the examinations in different subjects and number of subjects in which examinations offered etc. the details of which to be worked out separately.

2. The awards may be utilised by the Universities for promoting implementation of the academic calendar in Universities/Colleges as also for other purposes including Student/Teachers amenities. The awards should be utilised for developing infrastructural facilities.

3. One University under each category will be recommended giving full justification to the UGC by the State-level Committee as recommended earlier.

4. The UGC may suggest grading criteria to the States in this regard. A suggestive criteria is enclosed (F-4).

5. The National Committee of the UGC will finally recommend the names of the universities in this regard to the Commission.

5:8:4:(22)

Other Measures

1. The report of the Committee on Academic Calendar, its monitoring mechanism and awards be sent to all Chancellors, Visitors of Central Universities, State Govts, SCHE, Vice-Chancellors and if possible to all colleges.
2. The implementation of the Academic Calendar be reviewed regularly by the National Committee of the UGC.
3. The UGC may request the Chancellors/Visitor to kindly help in expediting the approval of statutes in this regard.

LIST OF THE MEMBERS OF THE COMMITTEE TO FORMULATE THE MODEL
ACADEMIC CALENDAR

- | | | |
|----|--|------------------|
| 1. | Prof. G.J.V. Raju
Chairman
Andhra State Council for
Higher Education
Hyderabad | Chairman |
| 2. | Prof. K.V. Ramana
Vice-Chancellor
Andhra University
Waltair | Member |
| 3. | Prof. S.M. Dasgupta
Vice-Chancellor
Bhopal University | Member |
| 4. | Prof. V.D. Gupta
Vice-Chancellor
Gorakhpur University | Member |
| 5. | Prof. M.L. Lakhnupal
Vice-Chancellor
Jammu University | Member |
| 6. | Dr. B.M. L. Tewari
Director of Education
Higher Education Department
Allahabad | Member |
| 7. | Prof. D.M. Nanjundappa
Vice-Chancellor
Bangalore University | Member |
| 8. | Dr. M.L. Mehta
Additional Secretary
University Grants Commission
New Delhi | Member-Secretary |

SUMMARY OF THE MAJOR RECOMMENDATIONS

1. It would be ideal if there could be a National academic calendar for all the Universities in the country. However, to begin with, each State should have an academic calendar to be followed by all the Universities in the State for their regular students in all the faculties and for all the courses.
2. The following could be considered as a model Academic Calendar for the first degree students for suitable adoption by the Universities in a State.

1st Monday of July	....	Beginning of academic session for the second and third year students.
3rd Monday of July	....	Beginning of the academic session for the first year students.
14th August	....	Last date for admissions.
15th May (Next Year)	....	All examinations are completed
30th June (Next Year)	....	Declaration of all results.

Similar model may also be developed for postgraduate and research students.
3. A beginning be made by implementing an academic calendar in all the States by the academic session of 1990-91 and towards this and appropriate Statutes/Ordinances are finalised in time incorporating the provisions of the statutory academic calendar. The statutes may also provide for the following:
 - A minimum of 190 teaching days in the universities and colleges every year;
 - Last date for admission;
 - Last date for the completion of the examination;
 - Last date for their declaration of results.
4. Supplementary examinations at the postgraduate levels be abolished.
5. There should be separate examinations for the students of correspondence/external/private students vis-a-vis the students from the formal stream.
6. There may be separate examinations for the students enrolled into the affiliated colleges vis-a-vis, the students in the University departments.
7. Since Students coming from different streams would be seeking admission to the postgraduate classes, it becomes imperative that the postgraduate departments should hold entrance tests.
8. In order to motivate the teachers for doing the University work during vacations, the University should introduce regulations by way of which the teachers working during vacations get earned leave to the extent of one-third of the total number of days. All work associated with examinations should be considered as a part of the duty of the teachers.

9. The implementation of the Calendar in a University be monitored by a Committee under the Chairmanship of the Vice-Chancellor. At the State level the implementation of the calendar in the State is monitored by the State Council for Higher Education or by the Committee of the Vice-Chancellor of the State. At the National level this is monitored by the UGC appropriately and its progress in considered by the Commission atleast once in a year.

F-1

Implementation of the Academic Calendar by a College

1. Name of the College
2. University to which affiliated
3. Implementation of the Academic Calendar
 - i) Date of Commencement of Academic Session
 - 2nd year, 3rd year students
 - 1st year students
 - ii) Last date for admissions.
 - iii) Schedule of vacations
 - iv) No. of actual teaching days observed
 - v) Total number of students on roll:
 - a) Undergraduate
 - b) Postgraduate
4. Suggestions for effective Implementation of calendar.
5. Remarks of the Principal
6. Remarks of the Dean,
College Development Council

F-2

Implementation of the Academic Calendar by the University.

1. Name of the University
2. No. of University Departments with student enrolment
3. No. of affiliated colleges with student enrolment
4. Academic Calendar prescribed and implemented by University departments and colleges

A. University Department Items	Prescribed	Implemented
1. No of teaching days		
2. Last date for admn./commencement of the academic session		
3. Schedule for vacations		
4. Total number of Question papers set		
5. Last date for completion of examinations		
6. Last date for Declaration of Results		
7. Reasons in case the prescribed Calendar has not been implemented		
8. Corrective measures for future		

Items

5:8:4:(26)

Prescribed

Implemented

B. Colleges

*Table as for University Departments.

*One consolidated statement for all colleges.

F-3

Status of Implementation of the Academic Calendar by the Universities in the States

1. Name of the State
 2. No. & Names of the Universities under consideration
 3. Implementation of Academic Calendar by the Universities
 - i) No. of Universities having implemented 130 teaching days
 - ii) No. of Universities where Academic Calendar has been implemented, as prescribed
- Note: Information as per format F-2 be enclosed in respect of each University
4. Reasons for not observing 130 teaching days.
 5. Corrective measures to be introduced for implementing
 - a) 130 teaching days and
 - b) Academic Calendar

F-4

Suggestive Criteria

1. The University has introduced the academic calendar through its statutes;
2. **Observance** of not less than 130 teaching days and 75% attendance of students;
3. Regulation of the number of Regional/State/Local holidays not exceeding 7 in a year besides National Holidays and Regulation of number of days required for evaluation and declaration of results;
4. Period of examination does not exceed normally beyond six weeks;
5. Total period of vacation do not exceed 3 weeks in a year.
6. Provision for separate examinations for correspondence/external/private students vis-a-vis students from the formal streams;
7. Admission at the postgraduate level through entrance test;
8. No supplementary examination at the postgraduate level;
9. Cooperation of teachers in invigilation and evaluation work;
10. Introduction of **computerisation** for examination results;
11. Introduction of Monitoring Mechanism for implementation of the Academic Calendar in the University;
12. Completion of sylli, lab-work, field work etc. in the prescribed number of days.
13. Introduction of evaluation reforms for university examination.

(To be read with item No.5:8:4)

National Academic Calendar

1. Some of the basic suggestions by the University Grants Commission to be followed by the States/Universities in formulating Academic Calendars may be summed up as follows :
 - (i) The July-June Academic Calendar stipulates a minimum of 180 teaching days excluding the preparation days and examination days.
 - (ii) All examinations must be completed before the Summer Vacation.
 - (iii) All examinations results must be completed within the Vacation.
 - (iv) Academic session begins on 1st Monday of July.
 - (v) Each State should frame its own Academic Calendar to be followed by the Universities and colleges.
 - (vi) Period of preparatory leave for examination etc. may not be above two-weeks duration.

2. Academic Calendar for North-Eastern Hill University for 1990-91 and 1991-92

The University had been trying to work out on Academic Calendar in line with University Grants Commission guidelines. The subject had been discussed in various forums including joint meetings of Education Secretaries and Director of Public Instructions of all the three State, Principals of affiliated colleges and Deans of Schools.

The last meeting convened for the purpose on 28th July, 1990 could work out only on adhoc Academic Calendar for 1990-91 and 1991-92 as under :

- (a) Practical Examination : November - December
- (b) Theory Examination : From 15th February

The above Academic Calendar perhaps deviates from the University Grants Commission guideline.

- (i) Period of preparatory leave for exams etc. exceeds eight weeks.
- (ii) Evaluation and announcement of results have to be completed much after the Vacation.
- (iii) Academic session commences at a later date of re-opening of colleges.

3. Difficulties in implementing University Grants Commission guide lines.

(i) Perhaps no University other than North-Eastern Hill University has jurisdiction over more than one State. On the other hand most of the States have more than one University and these Universities follow the Academic Calendar formulated by the State. States under the jurisdiction of North-Eastern Hill University may have their own preferences for Socio-economic, climatic and other consideration. Therefore an Academic Calendar which is acceptable to one State may not be acceptable to another State.

(ii) The University Grants Commission recommendations stipulate Summer Vacation where' as all the three States under the jurisdiction of North-Eastern Hill University are having a long winter vacation.

4. Adoption of North-Eastern Hill University's own Academic Calendars.

Since North-Eastern Hill University has formulated its Academic Calendar upto 1991-92 perhaps it is urgently required to frame an Academic Calendar to be followed from 1992-93. With the above back-ground perhaps a decision is urgently required on the following issues :

(i) Whether all the States under the jurisdiction of North-Eastern Hill University would accept July-June as the Academic Year.

(ii) If not, whether the existing academic calendar with suitable modifications fulfilling the basic recommendations of the University Grants Commission could be made acceptable to all the Units and followed effectively.

- | | |
|--------------------------|--|
| 1st Monday of February | - Beginning of Academic Session. |
| 15th March | - Last date of admission. |
| 15th November | - All University Exams completed
(Theory part only) |
| 15th December | - All College Exams are completed. |
| 15th January (Next year) | - Declaration of all results. |

If Colleges could do away with the Selection Tests or some other system could be worked out by the College perhaps the retaining of the existing Academic Calendar may be considered.

PANEL OF NAMES FOR THE SELECTION COMMITTEE IN
LIBRARY AND INFORMATION SCIENCES :

Clause (2) of Statute 20 provides for panel of experts for constitution of the Selection Committees for recruitment to the post of Professor, Reader and Lecturer. The experts are to be nominated by the Executive Council out of a panel of names recommended by the Academic Council for their special knowledge of or interest in the subject with which a Professor, Reader or Lecturer is concerned. The Council is required to recommend a panel of names for the Department of Library and Information Sciences. A panel is, therefore, prepared and placed before the Council for its consideration. The panel will be tabled by the Chair.