

PART - II AGENDA PAPERS FOR THE 70TH MEETING OF THE ACADEMIC COUNCIL SCHEDULED ON 8TH AND 9TH DECEMBER, 2003.

5. ACADEMIC MATTERS:

5:1 - STATUTES/ORDINANCES/REGULATIONS AND RULES

- iii) Draft ordinance on voluntary retirement for NEHU Teachers. 5:1:3(1-3)

5:2 - SYLLABUS:

- VIII) Revised Undergraduate Syllabus in Nepali. 5:2:8(1-12)
ix) Revised Syllabus for Master of Library & Information Science. 5:2:9(1-20)

5:5 - EXAMINATION MATTERS:

- ii) Assessment of Business Economics Answer Scripts (1st year B.com). 5:5:2(1-3)
iii) Panel of paper setters/Moderators for Under-Graduate Courses. 5:5:3(1-3)
iv) U.G.C.'s New Initiatives in the X Plan Making Under-Graduate Degree more relevant. 5:5:4(1-21)
v) Alternative arrangements for students affected by the quit notice. 5:5:5(1-2)

5:6 - ESTABLISHMENT OF NEW DEPARTMENTS/CENTRES | COURSES:

- ii) Six months Module Syllabus for Environmental Studies for Under-Graduate Courses. 5:6:2(1-14)
iii) (i) Strengthening of the Centre for Applied Statistics. 5:6:3(1-5)
(ii) Merging of the Two Centres i.e. Bio-Technology & Bio-Informatics to form a Department of Bio-Technology.
iv) Proposal for opening of P.G. Departments in St. Anthony's College, Shillong. 5:6:4(1-15)

5:8 - Others:

- v) Creation of the Internal quality Assurance Cell (IQAC) in Accredited Institutions. 5:8:5(1-11)
vi) Nomination of NEHU Representatives to the Governing Body of Affiliated Colleges. 5:8:6(1)
vii) Change of Ph.D. Supervisor in the Deptts of English. 5:8:7(1-2)

6 - ADMINISTRATIVE MATTERS:

6:1 - Selection Committee:

- (i) Panel of names of Expert for selection on Committee for Faculty selection in Deptt. of Garo (Tura Campus). 6:1:1(1)

6:2 - APPOINTMENT/CREATION OF POSTS/TERMINATION OF SERVICES ETC:

- (ii) Transfer of employees of erstwhile Aizawl Campus of NEHU to Mizoram University on commencement of the Mizoram University Act. 6:2:2(1-5)

6:7 - OTHERS:

- i) Suggestion on ways and means for generation of income by the University. 6:7:1(1-3)

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iii) Draft Ordinance on Voluntary Retirement for NEHU Teachers.

A Committee constituted vide Notification No.Conf/13-5/Ord/99(Vol.II)/627 dt. 11.3.03 to frame a draft Ordinance on Premature/Voluntary Retirement of University Teachers had a number of meetings and the committee has now submitted its report on the draft Ordinance on Voluntary Retirement for NEHU Teachers.

The Minutes of the meeting is placed as Annexure-'A' and the draft Ordinance on Voluntary Retirement for NEHU Teachers is placed as Annexure-'B'.

The matter is placed before the Council for consideration.

5:1:3(2)

Annexure-'A'

The Registrar
North-Eastern Hill University
Shillong.

27 November 2003

Sir,

Enclosed please find the Report of the Committee constituted vide notification No. CONF/13-5/Ord/99(Vol.II)/627 dated 11 March 2003 for framing a draft ordinance to deal with premature/Voluntary Retirement cases of University Teachers.

The Committee had a number of meetings. Relevant material was collected from other Central Universities and the Central Government. The opinion of the NEHU Estt. II was also elicited.

The Draft Ordinance on Voluntary Retirement for NEHU Teachers is placed for the consideration of the University authorities.

Sd/-

Prof. M.K.Mahanti.

Sd/-

Prof. David R.Syiemlieh

Sd/-

Prof. Eugene Thomas

**DRAFT ORDINANCE ON VOLUNTARY RETIREMENT OF NORTH-
EASTERN HILL UNIVERSITY TEACHERS**

A teacher with not less than 20 years of qualifying service and after attaining 50 years of age may, by giving notice of not less than three months in writing through the Head of Department to the Vice Chancellor, retire from service voluntarily. The benefits of retiring pension to University teachers will be subject to the following conditions:

1. Before a teacher gives notice of voluntary retirement, he/she should satisfy himself/herself by means of a reference to the Registrar of the University that he/she has, in fact, completed 20 years of qualifying service.

2. A notice of voluntary retirement may be withdrawn subsequently only with the approval of the Executive Council, provided that the request for withdrawal is made before the expiry of the notice.

3. It shall be open to the Executive Council to withhold permission to a teacher: a] under suspension, b] against whom disciplinary action is contemplated; c] against whom prosecution is contemplated or may have been launched in a Court of Law.

4. For teacher who retires voluntarily while he/she is on leave not due, without returning to duty, that retirement shall take effect from the date of commencement of the leave not due and the leave salary paid in respect of such leave not due, shall be recovered.

5. A notice of voluntary retirement will require acceptance by the Executive Council which shall be communicated to the teacher and which shall take effect from the date applied for or decided by the Executive Council.

6. Weightage of upto 5 years will be added to the qualifying service of a teacher, provided that:

- a] the total qualifying service including the weightage does not exceed 33 years;
- b] the period of service does not go beyond the date of normal superannuation;
- c] the weightage is used only for the purpose of reckoning qualifying service for pension/gratuity and does not confer any other benefit such as notional increase in pay;
- d] the weightage of service will not apply to those teachers on deputation to autonomous bodies/public sector undertakings/universities who propose to get absorbed in such institutions.

5:1:3(2)

Annexure-'A'

The Registrar
North-Eastern Hill University
Shillong.

27 November 2003

Sir,

Enclosed please find the Report of the Committee constituted vide notification No. CONF/13-5/Ord/99(Vol.II)/627 dated 11 March 2003 for framing a draft ordinance to deal with premature/Voluntary Retirement cases of University Teachers.

The Committee had a number of meetings. Relevant material was collected from other Central Universities and the Central Government. The opinion of the NEHU Estt. II was also elicited.

The Draft Ordinance on Voluntary Retirement for NEHU Teachers is placed for the consideration of the University authorities.

Sd/-
Prof. M.K.Mahanti.

Sd/-
Prof. David R.Syiemlieh

Sd/-
Prof. Eugene Thomas

5:2:8(1)

viii) Revised Under-Graduate Syllabus in Nepali.

Dr. T.B.Subba, Prof. & Head, Department of Anthropology vide letter No.Anth.4/MF-AC/2003-658 dt. 4.11.03 has forwarded the revised Under-Graduate Syllabus in Nepali as approved by the Board of Under-Graduate in Nepali in its meeting held on 10.10.03.

The Minutes of the meeting is placed as Annexure 'A' and the revised Syllabus as Annexure 'B'.

The matter is therefore placed before the Council for consideration.

Minutes of the Board of Under-Graduate Studies in Nepali (full) held on 10.10.2003 at the office of the Head, Department of Anthropology, NEHU, Shillong, from 11 am.

Member present:

TB Subba	in the Chair
GS Nepal	External Member
TN Upadhyaya	Member
Juanita War	Member
NB Rai	Member
GN Pardhan	Member
DK Limbu	Member

The Chairman welcomed the members and inform them that only agendum of the meeting was to revise the syllabus in Nepali (both MIL and Elective Papers).

The Board revised the syllabus thoroughly. Both the content and reading list were changed and updated. Suitable titles were also provided for each paper of 100 marks.

The Board members considered the meeting historic, coming as it did after more than two decades, and expressed their appreciation for Dr. GS Nepal of North Bengal University and Shri TN Upadhaya of BBS College, Shillong for taking special initiative to facilitate revision of the syllabus.

The Board also noted with concern that the MIL was made redundant by NEHU for B.Com Honours students, as the candidates were instructed to take two English papers one of which being in lieu of the MIL. While this arrangement reduced the teaching load of some language teachers in colleges it made some other language teachers redundant, particularly in colleges where most students had taken Honours. The chairman of the Board informed that he would bring the matter to the notice of the Academic Council.

The meeting ended with a vote of thanks to the chair.

Sd/-(14/10/03)

TB Subba

Chairman, BUGS (Nepali)
North-Eastern Hill University
Shillong.

5:2:8(3)

Annexure 'B'

UNDERGRADUATE SYLLABUS

NEPALI (MIL) (DEGREE)

PAPER-I

Total Marks: 100

(POETRY AND LITERARY PROSE)

1. **POETRY** - **60 MARKS**
2. **LITERARY PROSE** - **40 MARKS**

I. Poetry :

- (i) **Poet and poetry** - **The use of poetry, the sources of poetic creation, and an introductory study of different genres and sub-genres of poetry.**
- (ii) **A short introduction to the development of Nepali poetry.**
- (iii) **Prescribed poets and their poems:**

1. **Lekhnath Paudyal** - **Satya Sandesh**
2. **Laxmi Prasad Devkota** - **Yatri**
3. **Agam Singh Giri** - **Jaleko Pratibimba
Royeko Pratidhwani (Title poem)**
4. **Narendra Kumai** - **Senaniprati**
5. **Madhav Ghimire** - **Vaishakh**
6. **Gopal Prasad Rimal** - **Prati**
7. **Padma Prasad Dhungana** - **Hanumana-Ravana Samvada**
8. **Tulsi Apatan** - **Bhanubhaktaprati**
9. **Puspamal Upadhyay** - **Asha**
10. **Gopi Narayan Pradhan** - **Kaviko Mrityu**
11. **Ram Prasad Gewali** - **Matribhasa**
12. **Haribhakta Katuwal** - **Akashka Tara ke Tara**

II. Literary Prose – Essay:

- (i) The definition, features and elements of essay.
- (ii) A short introduction to the development of Nepali essay.
- (iii) Nepali essays and the essayists:

1. Nepali Sahityako Itihasma Sarvashrestha Purush	-	Laxmi Prasad Devkota
2. Jeevan Ra Sahitya	-	Ram Krishna Sharma
3. Hamro Shabda Bhandar: Ek Vichar	-	Kumar Pradhan
4. Hasya	-	Raj Narayan Pradhan
5. Vasanta Bela	-	Krishna Prasad Gewali
6. Padeko Murkha	-	Ram Lal Adhikari
7. Mahakavi Devkota Mero Drishtima.	-	Basanta Raj Joshi

References:

1. Sahitya Prakash	-	Keshav Prasad Upadhyay
2. Sahitya Pradeep	-	Somnath Sigdel
3. Sahitya Parichaya	-	Dr. Himangshu Thapa
4. Sahitya Vimarsha	-	Vidyapati Dahal
5. Nepali Rachanavali	-	Editor – Ishwar Baral et al.
6. Nepali Nibandha Yatra	-	Ram Lal Adhikari
7. Nibandha Nandan	-	Editor - Dr. Ghanashyam Nepal

5:2:8(5)
SYLLABUS

NEPALI (MIL) (DEGREE)

PAPER-II

Total Marks: 100

(PROSE FICTION, DRAMA AND GRAMMAR)

1. PROSE FICTION - 50 MARKS
(i) NOVEL - 25 MARKS
(ii) SHORT STORIES - 25 MARKS
2. DRAMA - 25 MARKS
3. GRAMMAR & COMPOSITION - 25 MARKS

I. PROSE FICTION:

- (i) The meaning, definition and elements of novel.
(ii) A short introduction to the development of Nepali novel.
(iii) Novel and the novelist:

Bhramar - Rupnarayan Singh

II. SHORT STORY:

- (i) The meaning, definition and elements of short story.
(ii) The similarity and dis-similarity between novel and short story.
(iii) A short introduction to development of Nepali short stories.
(iv) Short stories and the writers:

1. Teeka - Shiva Kumar Rai
2. Doshi Chasma - Visweshwar Prasad Koirala
3. Chhuttiyaiyo - Indra Bahadur Rai
4. Dhanmati Ko Cinema Swapna - Rupnarayan Singh
5. Typist - Vir Vikram Gurung
6. Tecto Bilauna Meetho Milan - Nar Bahadur Rai
7. Gorkhako Model - Hari Prasad 'Gorkha' Rai

III. DRAMA:

- (i) The meaning, definition and elements of drama.
- (ii) The difference between one-act play and drama.
- (iii) A short introduction to the development of Nepali drama.
- (iv) Drama and the playwright:

Dhruva**Balkrishna Sama****IV. GRAMMAR & COMPOSITION:**

- (i) A short introduction to the development of Nepali language.
- (ii) A definition of grammar & grammatical categories.
- (iii) Categories of Nepali grammar:
 - a. Pradhan Kotee - Naam, Sarvanam, Kriyapada, Vishesana, Avyaya, and Nipata.
 - b. Gaun Kotee - Linga, Vachana, Kala, Purusha, Karaka, and Vibhakti.
 - c. Shabda Nirman Prakriya - Dhatu, Pratyaya, Samasa, and Sandhi.
 - d. Shabda Bhandar - Tatsama, Tadbhava, and Deshaja Shabda.
- (iv) Composition - Ukhana, Tukka, Vagdhara, Paryayvachi shabda, Biparitarthak shabda, and Saar shabda

References:

- 1. Sahitya Parichaya - Dr. Mohan Himangsu Thapa
- 2. Akhyanka Kura - Dr. Ghanashyam Nepal
- 3. Sayapatri - Dr. Iswar Baral
- 4. Madhyamik Nepali Vyakaran - Janapaksha Prakashan
Ra Rachana
- 5. Ramro Rachana Meetho Nepali - Krishna Prasad Parajuli

5:2:8(7)

SYLLABUS FOR B.COM

NEPALI (MIL)

PAPER-I

Total Marks: 100

1. Text Book

**-Nepali Nibandha by Raj Narayan Pradhan.
Shyam Brothers, Darjeeling.**

Essays to be read

- (i) Parishram
(ii) Charitrabal
(iii) Sikshako Madhyam
(iv) Sahakari Andolan
(v) Sahitya Ra Samaj

2. Essay Writing

- 20 Marks

3. Precis Writing

- 10 Marks

4. Letter Writing

- 10 Marks

5. Equivalent Commercial Terms -

10 Marks

6. Translation from English to Nepali-

15 Marks

SYLLABUS FOR B.COM**NEPALI (MIL)****PAPER-II****Total Marks: 100**

1. Text Book - Bhramar (Novel) -50 Marks.
2. Saajha Nibandha -20 Marks.

Essays to be read:

- (i) Bhundi - Achha Rai 'Rasik'
- (ii) Kaag - Krishna Bam Malla
- (iii) Tasbir - Hridaya Chandra Singh Pradhan
- (iv) Chinaparchi - Lokraj Baral
- (v) Samjhana - Madhav Lal Karmacharya
Dukha-Sukhaka
- (vi) Desh Prem - Badrinath Bhattarai

SYLLABUS**NEPALI ELECTIVE (DEGREE)****PAPER-I****Total Marks: 100****POETRY:**

- (A) Definition, elements & introduction to various kinds of poetry.
- (ii) A short introduction to development of Nepali poetry.
- (iii) Poets and their poems:
 1. Subahanda Das - Prithvinarayan
 2. Gyandil Das - Uday Lahari
 3. Motiram Bhatta - Gazal
 4. Lekhnath Poudyal - Jeevan Changa
 5. Laxmi Prasad Devkota - Pagal

5:2:8(9)

5:2:2(9)

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|-----|----------------------|---|----------------------------|
| 7. | Gopal Prasad Rimal | - | Aama Ko Sapana |
| 8. | Agam Singh Giri | - | Nachinine Bhayechhau |
| 9. | Haribhakta Katuwal | - | Yo Jindagi Khai Ke Jindagi |
| 10. | Puspatal Upadhyay | - | Ramailo Tezpur |
| 11. | Gopi Narayan Pradhan | - | Bharha Ghar |
| 12. | Bhupi Sherchan | - | Naya Varsha |
| 13. | Bhavilal Lamichhane | - | Aastha |
| (D) | Bhanubhakta Acharya | - | Ramayana Sundar Kanda |
| (E) | Laxmi Prasad Devkota | - | Mhendu |

References:

- | | | |
|---------------------------------------|---|--|
| 1. Nepali Sahityako Sanchhrita Itihas | - | Mohanraj Sharma &
Dayaram Shreshtha |
| 2. Sahitya Pradeep | - | Somnath Sharma |
| 3. Sammelan Kavita Sangraha | - | Sahitya Sammelan,
Darjeeling |
| 4. Sajha Kavita | - | (Ed.) Chudamani Bandhu |
| 5. Himachuli | - | Editor - Dr. Ishwar Baral |

SYLLABUS

NEPALI ELECTIVE (DEGREE)

PAPER-II

Total Marks: 100

(DRAMA AND PROSE FICTION)

DRAMA - 30 MARKS

PROSE FICTION - 70 MARKS

I. DRAMA

- (i) The meaning, definition and elements of drama.

(iii) A short introduction to the development of Nepali drama.

(iii) Drama and playwright:

Prahalad

- Balakrishna Sama

II. PROSE FICTION (GADYAKHYAN):

(A) Short stories.

(i) Definition and elements of short story.

(ii) A short introduction to development of Nepali short stories.

(iv) Short stories and the writers:

1. Biteka Kura

- Rup Narayan Singh

2. Kasto Maanis

- Shiv Kumar Rai

3. Sipahi

- Vishweshwar Prasad Koirala

4. Tyo Pheri Pharkala?

- Bhawani Bhikshu

5. Raatbhari Huri Chalyo

- Indra Bahadur Rai

6. Jaisara Ko Rup

- Ganu Singh Gurung

7. Swasni Maanis

- Sanu Lama

8. Yo Laas Ani

- M. M. Gurung

Mera Ichhaharu

III. NOVEL:

(i) The meaning, definition & elements of novel.

(ii) A short introduction to the development of Nepali novel.

(iv) Novel and the novelist:

Brahmaputrako Chheu-Chhau

- Leel Bahadur Chhetri

References:

1. Sahitya Parichaya

- Dr. Himangshu Thapa

2. Sahitya Prakash

- Keshav Prasad Upadhyay

3. Akhyanka Kura

- Dr. Ghanashyam Nepal

5:2:8 (11)
~~5:8:2(11)~~

5. Leel Bahadur Chhetri Ra Unko - Chhabilal Upadhyay
Brahmaputrako Chheu-Chhau

SYLLABUS

NEPALI ELECTIVE (DEGREE)

PAPER-III

Total Marks: 100

(LITERARY PROSE AND ELEMENTS OF LITERATURE)

1. LITERARY PROSE - 40 MARKS

2. ELEMENTS OF LITERATURE - 60 MARKS

I. Essays

- (i) The meaning, definition and elements of essay.
(ii) A short introduction to the development of Nepali essay.
(iii) Essays and essayists:

1. Shree Ganeshayanam ah	-	Laxmi Prasad Devkota
2. Kala Ra Jeevan	-	Laxmi Prasad Devkota
3. Kaviko Dhan	-	Ramkrishna Sharma
4. Pathya-Pustakko Shreeganesh	-	Parasmani Pradhan
5. Godhuli Sansar	-	Shankar Lamichhaney
6. Trifala	-	Krishna Prasad Gewali
7. Bicharo Kukhuro	-	Ram Lal Adhikari
8. Shikshako Uddeshya	-	Chandra Mani Adhikari
9. Mani Singh Gurung	-	Dhruba Nath Joshi
10. Nepali Bhasama Urduko Prabhav	-	Panjulal Gurung
11. Abhagi Genius	-	Raj Narayan Pradhan
12. Sangeet	-	Lok Nath Upadhyay 'Chapagain'

II. Literary Elements (Sahitya Tatwa):

1. Kavi; Kavya; Kavyaka Bhed; Kavya Tatwa (Chhanda, Alankar, Rasa, Dhvani, Gun-dosh, Reeti, Auchitya, Vakrokti).
2. Shabda Shakti (Artha, Paribhasa, Bhedopabheda).
3. Chhandaka Bhed.
4. Illustrated introduction to the following *chhandas* with their characteristics:
Jhyaurey, Savai, Selo, Arya, Chaupal, Anustoop, Shikharini, Shardul Vikridita, Mandakranta, Totak, Indra-Vajra, Sragdhara, Vasanta Tilaka, and Malini.
5. Alankarka Bhed.
6. Illustrated introduction to the following *alankaras* with their characteristics:
Anupras, Yamaka, Upama, Roopak, Deepaka, Utpreksha, Swabhavokti, Dristanta, Sandeha, Bhrantiman, Apanhuti, and Ananvaya.

III. NEPALI CRITICISM (Nepali Samalochana):

1. The meaning, definition and kinds of criticism.
- (ii) A short introduction to development of Nepali criticism.
- (iv) Introduction to renowned Nepali critics:

Ramkrishna Sharma, Baburam Acharya, Yadunath Khanal, Ishwar Baral, Indra Bahadur Rai, Krishna Chandra Singh Pradhan, and Vasudev Tripathi.

5: 2: 9

5: 2: 9(1)

(ix) Revised Syllabus for Master of Library & Information Science.

Dr. E.D.Thomas Vide letter No. F.76/SEMIS/Syllabus/2003-161 dt. 6.11.03 has forwarded the revised Syllabus for Master of Library and Information Science as approved by the School of Board held on 20.10.03, the revised Syllabus is placed as Annexure-‘A’.

The matter is therefore placed before the Council for consideration.

ANNEXURE - 'A'

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
NORTH EASTERN HILL UNIVERSITY
SHILLONG, MEGHALAYA

SYLLABUS FOR MASTER OF LIBRARY AND INFORMATION SCIENCE

1. OBJECTIVES:

- a) To impart professional training to the students in organisation and management of different types of libraries and information centres.
- b) To provide understanding of the basic principles and laws of Library and Information Science to the students and enable them to appreciate the functions, purposes of library profession and services.
- c) To train the students in organisation, retrieval and dissemination of information using latest developments in information technology in order to meet the challenges of the present information age.
- d) To encourage and motivate the students for research in the field of Library and Information Science.

2. COURSE STRUCTURE: The course structure shall comprise of four integrated semesters. Successful completion of all the four semesters shall lead to the degree of Master of Library and Information Science (MLIS)

3. ADMISSION REQUIREMENTS: Candidates seeking admission to the course shall satisfy the conditions laid down by the University and notified before the commencement of each session from time to time.

4. EXAMINATIONS:

- a) Scheme of Paper:
 - i. The duration of the course shall be two academic years
 - ii. The course shall be a full time course
 - iii. The course shall be divided into four examinations at the end of each semester as given below:

FIRST SEMESTER					
COURSE	SUBJECTS	INTERNAL ASSESSMENT	EXTERNAL EXAMINATION		TOTAL MARKS
		Marks	Marks	Duration	
LIS 101	Foundations of Library & Information Science	25	75	3 Hrs	100
LIS 102	Organisation of Knowledge (I) (a) Classification Theory (b) Cataloguing Theory	25	75	4 Hrs	100
LIS 103	Organisation of Knowledge (I) (a) Classification Practice (b) Cataloguing Practice	25	75	3 Hrs	100
LIS 104	Information Sources & Services	25	75	3 Hrs	100
LIS 105	Introduction to Information Technology	25	75	3 Hrs	100

SECOND SEMESTER					
COURSE	SUBJECTS	INTERNAL ASSESSMENT	EXTERNAL EXAMINATION		TOTAL MARKS
		Marks	Marks	Duration	
LIS 201	Database Management System	25	75	3 Hrs	100
LIS 202	Organisation of Knowledge (II) (a) Classification Theory (b) Cataloguing Theory	25	75	4 Hrs	100
LIS 203	Organisation of Knowledge (II) (a) Classification Practice (b) Cataloguing Practice	25	75	3 Hrs	100
LIS 204	Library Software Packages (Practical)	25	75	3 Hrs	100
LIS 205	Library House Keeping Operations*	Internal Assessment= 25, Diary= 25, Study Tour Report= 25, Viva Voce= 25,			100

* For Paper No. 205: Library House Keeping Operations the students shall work daily for two hours in the NEHU Central Library to gain practical and clinical experience. A diary containing description of the daily jobs performed will be maintained by the students in the format prescribed by the Department. The diary will be signed by the Teacher – in-charge of the course. In addition to it, the students of the First Semester will submit a report on the Libraries visited during study tour. The diaries and study tour reports will be evaluated by a committee constituted for the purpose. The Committee will also conduct Viva Voce.

THIRD SEMESTER					
COURSE	SUBJECTS	INTERNAL ASSESSMENT	EXTERNAL EXAMINATION		TOTAL MARKS
		Marks	Marks	Duration	
LIS 301	Library System Analysis & Design	25	75	3 Hrs	100
LIS 302	Information Users & their Needs	25	75	3 Hrs	100
LIS 303	Information Retrieval	25	75	3 Hrs	100
LIS 304	Research Methodology	25	75	3 Hrs	100

FOURTH SEMESTER					
COURSE	SUBJECTS	INTERNAL ASSESSMENT	EXTERNAL EXAMINATION		TOTAL MARKS
		Marks	Marks	Duration	
LIS 401	Management of Library & Information Systems	25	75	3 Hrs	100
LIS 402	Communication Technology and Digital Libraries	25	75	3 Hrs	100
LIS 403	Dissertations	25*	75	3 Hrs	100
LIS 404	Optional Paper: (Any one from the following)	25	75	3 Hrs	100
LIS 404	(A) Agricultural Information System and Services				
LIS 404	(B) Collection Development				
LIS 404	(C) Knowledge Development, Representation and Management				

* For LIS 403: Dissertation students are required to give seminars on their chosen topics for this internal assessment.

5. No candidate shall be deemed to have pursued a regular course of study unless he/she has attended not less than 75% of the aggregate of the Lectures, Practical Assignments and Tutorials taken together in each semester.
6. The pass marks required for each paper will be 35% marks secured by the candidates in the internal and external assessment will be included in the total marks of each paper.
7. The total marks obtained in all semester examinations will determine the classification of results for the degree of M. L. I. Sc. (Master of Library and Information Science) which will be as follows: -
 - 1st Division = 60% and above
 - 2nd Division = 50% above but less than 60%
8. Failed candidates will be governed by the Ordinance of the University as applicable to other Post Graduate students of the University.
9. Fees payable by students will be in accordance with the Ordinance as applicable to other Post Graduate Students.

LIS 101: FOUNDATION OF LIBRARY AND INFORMATION SCIENCE

Unit I	Nature and scope of Library and Information Science; Types of Library and Information Systems including Community Information Centres (CICs) and Digital Libraries.
Unit II	Collection Development; Five Laws of Library Science; Information and National Development.
Unit III	National and International Information Policies; Library Legislation in India with special reference to North East India; Intellectual Property Rights (IPR).
Unit IV	Activities and Role of Library and Information Professional Organisations— IFLA, FID, ILA, UNESCO, IASLIC, INFLIBNET; Professional Ethics.

TEXT BOOKS:

1. Borgman, Christine L. (2003). From Gutenberg to the Global Information Infrastructure: Access to Information in the Networked World, Cambridge, MIT Press
2. American Library Association, (2003). Information Policies: A Compilation of Position Statements, Principles, Statutes and other Pertinent Statements, Chicago, ALA
3. Brown, John Seely et al, (2002). The Social Life of Information, Boston, Harvard Business School Press
4. Feather, John (2000). The information society: A study of continuity and changes, 3 ed. London: Facet
5. Richard, Rubin E. (2000). Foundations of Library and Information Science, New York, Neal-Schuman
6. Bauer, Patricia (2000). Foundations of Library and Information Science, New York, Neal-Schuman
7. Markus, Keith E and Bergsten, C. F. (2000). Intellectual Property Rights in the Global Economy, Institute of International Economics
8. Venkatappaiah, Velaga (1994). Model library legislation: Model public library act and rules made therein for the constituent states and union territories, New Delhi, concept Publishing Co.
9. Chopra, Hans Raj (1989). Librarianship: As a profession, Jodhpur, Jain Brothers
10. Ranganathan, S. R. (1988). The Five Laws of Library Science, New Delhi, Sarada Ranganathan Endowment for Library Science
11. UNESCO (1960). National Libraries: Their problems and prospects, Paris

RECOMMENDED BOOKS:

1. Shontz, Priscilla K et al, (2002). Jump Start Your Career in Library and Information Science, New York, Scarecrow Press
2. Agarwal, U. K. (1999). Twentieth Century: Library Legislation in India, Udaipur, Shiva Publishers
3. Crawford, Walt (1998). Being Analog: Creating Tomorrow's Libraries, Chicago, American Library Association

LIS 102: ORGANISATION OF KNOWLEDGE (THEORY)

(a) Classification,

Unit I	Library classification : need, purpose and principles Structure of DDC and CC
Unit II	Idea plane: categorisation of knowledge, canons and principles and postulates.
Unit III	Verbal plane: canons and principles

(b) Cataloguing

Unit I	Library cataloguing: need purpose and principles. Forms and types of catalogue
Unit II	Subject catalogue: Sears list of subject heading, chain indexing, Library of Congress Subject Heading (LCSH)
Unit III	Structure of AACR II/ CCC

TEXT BOOKS:

1. Rowley, Jennifer and Farrow, John (2000). Organising knowledge: an introduction to knowledge managing access to information, London, Gower Publications
2. Bowman, J H (2003). Essential cataloguing, London Facet
3. Kao, Mary L (2001). Cataloguing and classification for library technicians (2nd ed), New York, Haworth Press
4. Carter, R C ed. (2001). Managing cataloguing and the organisation of information: philosophies, practices and challenges at the onset of the 21st century, New York, Haworth Press
5. Krishan Kumar (2000.). Theory of classification, New Delhi, Vikas Publication
6. Krishan Kumar (2000.). Theory of cataloguing, New Delhi, Vikas Publication
7. Rangathan, S R (1989). Prolegomena to library classification 3rd ed., Bangalore, Sarada Ranganathan Endowment
8. Rangathan, S R (1989). Elements of library classification 3rd ed., Bangalore, Sarada Ranganathan Endowment

RECOMMENDED BOOKS:

1. Andrew, P G (2003). Cataloguing sheet maps: the basis, London, Howarth Press
2. Roe, Sandra K (2002). The audio visual cataloguing current, New York, Haworth Press
3. Cole, Jim and Jones, Wayne ed. (2002). E-serials cataloguing, New York, Haworth Press
4. Chan, Lois Mai (1994). Cataloguing and classification: an introduction, New York, McGraw Hill
5. Buchanan, Brian (1979). Theory of library classification, London, Clive Bingley
6. Needham, C D (1974). Organising knowledge in libraries, London, Andre Deutsch
7. Maltby, A (1972). Classification in the 1970s, London, Clive Bingley

LIS 103: ORGANISATION OF KNOWLEDGE (Practical)**(a) Classification,**

Classification of documents by Dewey Decimal Classification Latest Edition and Colon Classification Latest Edition in the following graded steps:

1. Classification of documents having "basic subjects"
2. Classification of documents having "compound subjects"

(b) Cataloguing

Practical cataloguing of books according to Anglo-American Cataloguing Rules-1988 edition with amendments 1999, 2002, 2002. with a Sears List of Subject Headings/LCSH in the following graded steps:

1. Works of personal authorship
2. Works shared responsibility
3. Works of mixed responsibility
4. Anonymous works.
5. Works of Corporate authorship
6. Analysis

RECOMMENDED BOOKS:

1. Andrew, Paige, G. (2003). *Cataloguing Sheet Maps: The Basics*. New York: Haworth Press.
2. Cole, Jim and Jones, Wayne *ed.* (2002). *E-Serials Cataloguing: Access to continuing and integrating resources via the Catalogue and the Web*. New York: Haworth Press
3. Roe, Sandra K. *ed.* (2002). *The Audiovisual Cataloguing*/ New York: Haworth Press.

LIS 104: INFORMATION SOURCES AND SERVICES

Unit I	Definition and Scope of Reference and Information Services. Reference interview. Qualities, Qualifications and Role of Reference Librarian and Information Officer.
Unit II	Modes of Reference: Ready Reference and Long Range Reference Services. Enquiry Techniques, Literature Searches. Modes of Delivery: CAS, SDI, and FAQs. Repackaging: Compilation of Current Awareness Lists/ Bibliographies/ Contents Lists/ Press Clippings.
Unit III	Sources of information. Types of reference and information sources. Bibliographical Control: National Bibliographies, Subject Bibliographies, Union Lists, Indexes and Abstracts, Reference Books: Dictionaries, Statistical sources, Geographical sources, Encyclopaedias, Year Books, Directories, and Reviews. Web Resources: Subject gateways.
Unit IV	Environmental Information Sources: organisations and institutions.

TEXT BOOKS:

1. Lipow, A.G. (2003). *The Virtual Reference Librarian's Handbook*, London: Library Solutions Press
2. David, R et al *Ed.* (2003). *Implementing digital reference services: Setting standard making it real*. London: Facet
3. Bauers, M (2001). *Using the Internet as a Reference Tool : a how-to-do-it manual for librarians*, London, Library Association Publishing

4. Sewa Singh. (2001) *Handbook of International Sources on Reference and Information*, New Delhi, CREST Publishing House
5. Navalani, K et al *ed.* (1999). *Library and Information Services*, Jaipur, Rawat Publication
6. Krishan Kumar (1991). *Reference Services – 4th Edition*, New Delhi, Vikas Publishing House..
7. Grogan, Denis J (1979) *Practical Reference Work*. London, Clive Bingley
8. Foskett, D.J.(1967) *Information Services in Libraries – 2nd Edition*, Hamden, Anchor Books

RECOMMENDED BOOKS:

1. Cooke, A. (2001) *A Guide to Finding Quality Information on the Internet : selection and evaluation strategies*, London, Library Association Publishing
2. Owen, T.(1996) *Success at the Enquiry Desk*, London, Library Association Publishing
3. Balay, R, *ed* (1992). *Guide to Reference Books Covering Materials from 1985-1990*, Chicago, American Library Association
4. Kemp, D.A. (1979). *Current Awareness Services*. London, Clive Bingley
5. Katz, William (1974). *Introduction to Reference Work Vol. I-II*, New York, McGraw Hill Book Company
6. Harrison, K.C.(1966) *Facts at Your Fingertips : everyman's guide to reference books – 2nd Edition*, London, Kenneth Mason

LIS 105: INTRODUCTION TO INFORMATION TECHNOLOGY

Unit I:	Introduction: Definition, Scope and Objectives Basic computer components and computer system concept; Input and output devices; Memory and Storage Devices
Unit II:	Hardware: Motherboard; CPU; RAM; I/O Addressing; Disk—Types and Installations, Partition & formatting; Power Supply; Video; Sound; Sockets and Connectors
Unit III:	Operating system: <i>characteristics and functions</i> ; DOS, Windows, Linux, Unix and Windows Office Packages: <i>word processor, spreadsheet, presentation tools</i>
Unit IV:	Practical: O/S, Word Processor, Spreadsheet and Presentation tools

TEXT BOOKS:

1. Martin, E W (1999). *Managing information technology*, New Jersey, PH
2. White, Ron (1999). *How Computer Work*, New Delhi, Techmedia
3. Ram, B (1993). *Fundamentals of microprocessors and microcomputers*, Dhanpat Rai, New Delhi
4. Rowley, J E (1993). *Computer for Librarians*, London, Clive Bingley
5. Sanders, Donald H. (1988). *Computer today*, New York, McGraw Hill

RECOMMENDED BOOKS:

1. Sinha, P K (2002). *Computer fundamentals*, New Delhi, BPB
2. Patnaik, Srikanta (2001). *First Text book on Information Technology*, New Delhi, Dhanpat Rai

LIS 201: DATABASE MANAGEMENT SYSTEM

UNIT-I:	Introduction; Database System Concept; Database System Architecture; Data Modelling using the Entity Relationship (ER) Model; Enhanced Entity Relationship (EER) & Object Modelling; Record Storage; Primary File Organisation and Index Structure for files.
UNIT-II:	The Relational Data Model; Relational Constraints; Relational Database Standard; Relational Mapping using Entity Relationship and Enhanced Entity Relationship; Relational Languages
UNIT-III:	Object – Oriented Databases Concepts; Object Database Standards, Languages and Design; Object Relational & Extended Database System.
UNIT-IV:	Functional Dependencies; Normalization for Relational Databases; Relational Database Design; Practical Database Design; Data Warehousing, Data Mining and Metadata; Emerging Database Technologies and Applications.

TEXT BOOKS:

1. Elmasri, Ramez and Navathe, Shankant B (2003). Fundamentals of database system, London, Addison—Wesley
2. Kasyhap, M M (1999). Computer based library information systems designing technique. New Delhi: Sterlings
3. Council on library and information recourses (2000). Authenticity in a digital environment, Washington DC, Council on Library and Information Resource.
4. Date, C J (2000). An introduction to database system (7th ed), Singapore, Pearson Education
5. Underwood, P G and Hartley, D (1993). The basics of data management for information services, London, Facet
6. Willits, John (1992). Database design and construction: an open learning course for students and information mangers, London, Library Association
7. Larson, James A (1982). Database management system anatomy, Lexington, Lexington Books

RECOMMENDED BOOKS:

1. Jones, Wayne et al ed. (2002). Cataloguing the Web: Metadata, AACR, and MARC 21. Lanham, Scarecrow Press
2. Kashyap, M M (1993). Database system: design and development, New Delhi, Sterling

LIS 202: ORGANISATION OF KNOWLEDGE (THEORY)**(a) Classification**

Unit I	Notational plane: qualities, types, canons and mnemonics
Unit II	Devices: Subject device, chronological device, geographical device common isolates, super imposition device, classic device Book numbers and collection numbers.
Unit III	Automated library classification

(b) Cataloguing

Unit I	Shared cataloguing: principles and methods. Consortia, OCLC
Unit II	Bibliographic formats : MARC 21, ISBN, ISSN, CCF, UNICODE
Unit III	Authority Files

TEXT BOOKS:

1. Bowman, J H (2003). Essential cataloguing, London Facet
2. Kao, Mary L (2001). Cataloguing and classification for library technicians (2nd ed), New York, Haworth Press
3. Carter, R C ed. (2001). Managing cataloguing and the organisation of information: philosophies, practices and challenges at the onset of the 21st century, New York, Haworth Press
4. Rowley, Jennifer and Farrow, John (2000). Organising knowledge: an introduction to knowledge managing access to information, London, Gower Publications
5. Krishan Kumar (2000). Theory of classification, New Delhi, Vikas Publication
6. Krishan Kumar (2000). Theory of cataloguing, New Delhi, Vikas Publication
7. Rangathan, S R (1989). Prolegomena to library classification 3rd ed., Bangalore, Sarada Ranganathan Endowment
8. Rangathan, S R (1989). Elements of library classification 3rd ed., Bangalore, Sarada Ranganathan Endowment

RECOMMENDED BOOKS:

1. Andrew, P G (2003). Cataloguing sheet maps: the basis, London, Howarth Press
2. Cole, Jim and Jones, Wayne ed. (2002). E-serials cataloguing, New York, Haworth Press
3. Roe, Sandra K (2002). The audio visual cataloguing current, New York, Haworth Press
4. Chan, Lois Mai (1994). Cataloguing and classification: an introduction, New York, McGraw Hill
5. Buchanan, Brian (1979). Theory of library classification, London, Clive Bingley
6. Needham, C D (1974). Organising knowledge in libraries, London, Amre Deutsch
7. Maltby, A (1972). Classification in the 1970s, London, Clive Bingley

LIS 203: ORGANISATION OF KNOWLEDGE (Practical)**(a) Classification**

Classification of documents by Dewey Decimal Classification Latest Edition and Colon classification Latest in the following graded steps:

1. Classification of documents requiring use of "common sub divisions and other auxiliaries"
2. Classification of documents having "complex subjects"
3. Classification of documents having "complexities of mixed nature"

(b) Cataloguing

Cataloguing of books according to Anglo-American Cataloguing Rules-1988 edition with amendments in 1999, 2002, 2002, with a Sears List of Subject Headings/Library of Congress Subject Headings(LCSH) in the following graded steps:

1. Serials publications
2. Non-book material: cartographic material, theses and audio visual material etc.
3. Internet & multimedia resources, metadata including other digital material.

(Students are expected to do computerised cataloguing using MARC/CCF Format)

RECOMMENDED BOOKS:

1. Andrew, Paige, G. (2003). Cataloguing Sheet Maps: The Basics. New York: Haworth Press
2. Cole, Jim and Jones W ed. (2002). E-Serials Cataloguing: Access to continuing and integrating resources via the Catalogue and the Web. New York: Haworth Press,
3. Roe, Sandra K (2002). The Audiovisual Cataloguing. New York: Haworth Press, 2002.

LIS 204: LIBRARY SOFTWARE PACKAGES (Practical)

Unit 1:	WINISIS System Overview, system installation, Menus, Windows, Dialog Boxes, Search Language, Formatting Language, Adaptation to Local Requirements.
Unit 2:	Practical: Creation and management of Database in WINISIS
Unit 3:	SOUL (Software for University Libraries) Overview, Installation, Backup, Administrative Module, Acquisition Module, Catalogue Module, Circulation Module, Serial Module, OPAC.
Unit 4:	Practical: Using Library Software Package: SOUL

TEXT BOOKS:

1. WINISIS Manual. UNESCC, 1993
2. SOUL Manual. Inlibnet, 2002

LIS 301: LIBRARY SYSTEM ANALYSIS AND DESIGN

UNIT I:	System Concepts and Information System; System Development Life Cycle; Role of System Analyst
UNIT II:	Planning and Investigation: Information gathering, Structured analysis Tools: Flow Charts , DFD; Feasibility and Cost/Benefit Analysis
UNIT III:	System Design: Process and Stages; I/O and form design; File Organisation and Database Design
UNIT IV:	Testing, Quality Assurance, Implementation, Maintenance, Project Scheduling, Security, Recovery and Ethics.

TEXT BOOKS:

1. Kasyhap, M M (1999). Computer based library information systems designing technique. New Delhi: Sterlings
2. Murdick, R G et al (1999). Information systems for modern managements, India, PHI
3. Rajaraman, V (1998). Analysis and design of information systems, India, PHI
4. Kendall, Penny A (1996). Introduction to system analysis and design: a structured approach, Chicago, Irwin.
5. Fertuck, Len (1995). System analysis and design: with modern methods, Dubuque, Business and Educational
6. Rowley, Jennifer (1990). The basics of system analysis and design fro information managers, London, Facet
7. Bertalanffy, L. Von (1983). General system theory: foundations, developments and applications. Penguin
8. Chapman, Edward et al (1970). Library system analysis guidelines, New York, John Wiley

RECOMMENDED BOOKS:

1. Rowley, J E (1996). The basics of information systems, London, Facet
2. Phillips, Charles L (1995). Digital control system analysis and design, New Jersey, Prentice Hall
3. Kashyap, M M (1993). Database systems: design and development, New Delhi, Sterling
4. Lasxlo, Ervin (1984). Introduction to system philosophy, New York, Gordon and Breach
5. Cough, Chet (1978). System analysis in libraries, London, Clive Bingley
6. Bingham, J E (1972). Handbook of system analysis, London McMilan

LIS 302: INFORMATION USERS AND THEIR NEEDS

Unit I	Information users: information needs and information seeking behaviour, Categories of users including ethnic groups, information transfer.
Unit II	Models of information needs and information seeking behaviour with special reference to model: Wilson, Belkin, Davis Ellis, Kuhlthau and Brenda Dervin.
Unit III	Methodology and evaluation of user studies: quality paradigms. Data collection methods: questionnaire, interview, observation, case study, citation analysis and interpretation of results.
Unit IV	User education: goals and objectives, methodology, media and techniques.

TEXT BOOKS:

1. Case, D. O (2002). Looking for Information : a survey of research on information seeking, needs and behaviour, California, Academic Press
2. Choo, Chun Wei et. al. (2000). Web Work : information seeking and knowledge work on the world wide web, Massachusetts, Kluwer Academic Publications
3. Nicholas, David (2000). Accessing information needs: tools, techniques and concepts for the internet age (2nd Ed), London, ASLIB
4. Lange, A. et. al. (eds.) (1999). Information Seeking in the Online Age: principles and practice, Michigan, K.G.Saur
5. Wilson, T.D. and Walsh, C. (1996). Information behaviour: an interdisciplinary perspective, Sheffield, University of Sheffield, Department of Information Studies
6. Marchionini, Gary. (1995). Information Seeking in Electronic Environment, New York, Cambridge University Press
7. Steinke, C. (1991). Information Seeking and Communicating Behaviour of Scientists and Engineers, New York, Haworth Press
8. Varlejs, J. (1987). Information Seeking: basing services on users' behaviour, North Carolina, McFarland Company
9. Malley, I. (1984). The Basics of Information Skills London, Clive Bingley
10. Chen, C. (1982). Information Seeking : assessing and anticipating user needs, New York, Neal Schuman
11. Line, M.B. (1967). Library Surveys London, Clive Bingley
12. Fjalbrant, N. and Stevenson, M. (1978). User Education in Libraries London, Clive Bingley

RECOMMENDED BOOKS:

1. Shokeen, A. etc. (Eds.) (2001). Information : management, sources and other studies, New Delhi, Ess Ess Publications
2. Satish, N.G. (1994). Attitude Towards Information : a study of social scientists, New Delhi, Concept Publishing Company
3. Voight, M.J. (1961). Scientists approach to information Chicago, ALA

LIS 303: INFORMATION RETRIEVAL

Unit I	Fundamentals: information and information retrieval. Nature, characteristic and structure of information retrieval systems. Content analysis
Unit II	Indexing languages: concepts, theories and methods. Index models: free text / controlled text indexing, automated indexing systems. Vocabulary control: semantics/syntactical structure. Thesaurus and its construction.
Unit III	Principles and practices of searching various information sources. Types of search: Boolean and proximity search, fuzzy search, iterative search etc. Search strategies: querying, interpretation, execution, text searching, and feedback. Internet search strategies: web search engines, search tools, Z39.50 and metadata. Presentation and evaluation of search results.
Unit IV	Design and evaluation of information retrieval model. Measurement and evaluation of indexing and IRS: precision/recall. Trends in IR Models. Laboratory exercises and assignments using web search engines and online systems.

TEXT BOOKS

1. Greenberg, Jane (2000). *Metadata and Organizing Educational Resources on the Internet*. New York: Haworth Press.
2. *Internet Searching and Indexing: The Subject Approach*. New York: Haworth Press, 2000.
3. Baeza-yates, Richardo et al. (1999). *Modern Information retrieval*. Addison Wesley.
4. Ellis, David (1996). *Progress and problems in Information Retrieval*. London: Library Association.
5. Losee, Robert M. (1998). *Text retrieval and Filtering: Analytical Models of performance*. London: Kluwer
6. Fugman, Robert (1993). *Subject indexing and analysis. Theoretical foundations & Practical advice*. Frankfurt, Index Verlag.
7. Meadow, Charles T. (1992). *Text information retrieval system*. Academic Press.
8. Aitchison, Jean and Alal Gilchrist (1990). *Thesaurus construction. A practical manual* ASLIB.
9. Foskett, A C. (1992). *Subject approach to information*. London, Clive Bingley.
10. Convey, John. (1992). *Online Information Retrieval: An Introductory manual to principles and practice*. 4th ed. London.
11. Soergel, Dagobert (1985). *Organizing information. Principles of database & retrieval systems*, Academic Press.

RECOMMENDED BOOKS

1. Convey, John (1992). *On-line information retrieval. An introductory annual to principles and practices*. London Library Associations Publishing.
2. Austin, Derek (1987). *PRECIS. Ed.2*. The British Library.
3. Chan, Lois Mai et al (1985). *Theory of subject analysis*. Littleton Libraries, Unlimited Inc.
4. Dym, Eleanor D. (1985). *Subject and information analysis*. New York, Marcel Dekker.
5. Milstead, Jessica L. (1984). *Subject access system. Alternatives in design* Academic Press.
6. Lancaster, F W. (1977). *The measurement and evaluation of Library Science*. Information Sources Press.
7. Soergel, Dagobert (1974). *Indexing languages & Thesaurus Construction & Maintenance*. Los Angeles, Melville Pub. House.

8. Wellish Hans & Wilson, T.D. (1972). Subject retrieval in the seventies. Greenwood Pub.
9. Vickery B C. (1971). Techniques of Information retrieval. London: Butterworths.
10. Borko, Harold and Charles L. Deraier (1970). Indexing concepts and methods. Academic Press.
11. Vickery, B C. (1968). On retrieval system theory. London: Butterworths.
12. Sharp, John R. (1968). Some fundamentals of Information Retrieval. Andre Deutsch, Grafton Book.
13. Becker, Joseph and Robert M Hayes (1967). Information storage and retrieval tools elements & theories. New York, John Wiley.
14. Sharp, Harold S. (1964). Readings in Information Retrieval. London. The Scarecrow Press.
15. Grolier, Eric de. (1962). A study of general categories applicable to classification and coding in documentation UNESCO.

LIS 304: RESEARCH METHODOLOGY

Unit I	Research Design: Types of research design; Identification of problem; Designing research proposal
Unit II	Methods: Historical Method, Scientific Method, Descriptive Method; Survey Method and Case Study Data collection tools and techniques: Questionnaire; Schedule; Interview; Observation etc.
Unit III	Bibliometrics: Lotka's Law, Bradford's Law, Zipf's law, Citation Analysis, Co-citation Coupling, Bibliographic Coupling
Unit IV	Data Analysis and Interpretation: Descriptive Statistics-Measures of Central Tendency; Mean, Mode, Median; Tabulation and Generalisation; Measures of dispersion, variance and covariance; Standard Deviation Graphical presentation of data: Chi Square Test, bar, pie-line graphs, histograms etc. Statistical Packages-SPSS or Statistica

TEXT BOOKS:

1. Trochim, William (2002). Research Methods Knowledge base 2nd ed., Cincinnati, Alencic Dog Publishing
2. Vaughan, Liwen. (2001). Statistical methods for Information professionals: A Practical painless approach to understanding, using and interpreting statistics. N.J.: Information Today.
3. Moore, Nick (2000). How to do research: the complete guide to designing and managing research projects, 3 ed. London: Facet
4. Borgman, Christine L., ed. (1990). Scholarly Communication and Bibliometrics. Newbury Park, CA: Sage Publications, Inc..
5. Sharma, Pandey, S. R. (1990). Universe of Knowledge and Research Methodology, Delhi, Kent Publications
6. Krishan Kumar (1992). Research Method in Library and Information Science, Delhi, Har-Anand Publications
7. Powel, Ronald R. (1991). Basics Research Methods for Librarians. 3rd Ed. Norwood NJ: Ablex.
8. Bushia, Charles H and Harter, Stephen. (1980). Research Methods in Librarianship. NY: Academic Press.

LIS 401: MANAGEMENT OF LIBRARY AND INFORMATION SYSTEM

Unit I	Management— Concept, Functions and Principles of Management, Schools of Management Thought— Classical, Scientific, Behavioural, Decision Theory, Contingency Approach, Systems Approach; Organizational Structure.
Unit II	Planning— Concept, Need and Types; Management by Objectives (MBO); Decision Making; Management Information System (MIS); Total Quality Management (TQM).
Unit III	Human Resource Management— Manpower planning; Job Analysis, Job Description and Job Evaluation; Recruitment Procedures; Leadership; Motivation; Group Dynamics; Communication; Change Process; Organizational Manual; Performance Appraisal; Annual Report.
Unit IV	Budgeting and Marketing— Principles and Types of Budgeting: Line Budgeting, Performance Budgeting, Programme Budgeting, Planning Performance Budgeting System (PPBS), Zero-Based Budgeting System (ZBBS); Marketing of Information Products and Services; Outsourcing.

TEXT BOOKS:

1. Kotler, Philip (2003) *Marketing management*, 11th ed., New Delhi, Pearson,
2. Drucker, Peter F. (2002). *Management Challenges for the 21st Century*, Oxford, Butterworth Heinemann,
3. Rowley, Jennifer (2001). *Information marketing*, Aldershot, Ashgate Publishing Limited
4. Paton, Robert A. (2000) *Change management*, Response, New York
5. Chahbra, T. N. et al (2000). *Management and organization*, New Delhi, Vanity Book International.
6. St. Clair, Guy (1997). *Total Quality Management in information services*, London, Bowk Saur,
7. Beardwell, Ian and Holden, Len (1996). *Human resource management: A contemporary perspective*, U. K., Longman
8. Bryson, Jo, (1996). *Effective library and information management*, Bombay, Jaico Publishing House
9. Chandan, J S, (1994). *Management theory and practice*, New Delhi, Vikas Publishing House

RECOMMENDED BOOKS:

1. Ghoshal, Sumantra (2000). *Managing change*, New Delhi, Viking.
2. Sharma, S. (1999). *Management in New Age*, New Delhi, New Age International
3. Kaagan, Stephen S. (1999). *Leadership games*, New Delhi Response Books
4. Cartin, Thomas, J. (1998). *Principles and practices of organization*, New Delhi, Prentice Hall of India
5. Stoner, James A F (et al) (1996). *Management*, 6th ed., New Delhi, Prentice Hall of India
6. Chopra, H.S. (1996). *Information marketing*, New Delhi, Rawat Publications
7. Weilrich, Heinz and Koontz, Harold (1994). *Management: a global Perspective*, 10th ed., New York, McGraw Hill Inc.
8. Narayana, G J, (1991). *Library and Information Management*, New Delhi, Prentice Hall of India
9. Prasad, L M, (1989). *Principles and practice of management*, New Delhi, Sultan Chand

LIS 402: COMMUNICATION TECHNOLOGY AND DIGITAL LIBRARIES

Unit I	<p>Communication Technology: fundamentals. Basic Telecommunication System; Network Topologies Types of Network: LAN, WAN, Distributed Network, CD-ROM Network: NAS, SAN; Types of LAN: Ethernet, FDDI, ATM Network Components: cables, switches, hubs, bridges, repeaters; Transmission Media; Data Transmission Mode; Reference Models.</p>
Unit II	<p>Digital Libraries: Definition and objectives; image formats, audio format, Storage media format, OCR Scanners, Digital Still and Movie Cameras; Image Editing Software and Barcode Technology.</p>
Unit III	<p>Basic Features and Tools of INTERNET: Online Information Services; Connectivity; PSTN, ISDN, Leased Line, Digital Subscriber Line, VSAT; Email, SMTP, POP3...; Protocols; Web Browsers; Web Servers; Web Tools; Search Engine; Internet Security; Teleconferencing; Video conferencing Fundamentals of Web Page and Web Designing</p>
Unit IV	<p>Practical: CD ROM / Database Search Internet Searching Formulation of Search Strategies for Search Engines and Databases</p>

TEXT BOOKS:

1. Hanson, Ardis and Levin, Bruce Lubotsky. *Ed.* (2003). *Building Virtual Library*. Hershey, Information Science Publication
2. German, G E *Ed.* (2002). *International yearbook of library and information science, 2002-2003. The digital factor in Library and Information Services*. London: Facet
3. Held, Gilbert (2003). *Ethernet networks, design, implementation, operation, management (4th Ed.)*, London, New York
4. Hodges, Patricia et al (2003). *Digital libraries: a vision for the 21st century*, An Arbor, University of Michigan (University of Michigan Library Press)
5. Martin, Michael J (2000). *Understanding the network: a practical guide to internetworking*, Indianapolis, New Riders
6. Kesidis, George (2000). *ATM network performance*, Boston, Kluwer Academic
7. Bradley, Phil (2000). *World Wide Web: how to design and construct web pages*, London, ASLIB
8. Lee, S T (2000). *Digital imaging: a practical handbook*, New York, Facet
9. Stielow, Frederick (1999). *Creating a virtual library: a how-to-do-it manual for librarians*, New York, Neal - Schuman
10. Parekh, Harsha (1999). *Internet in the scholarly communication process*, Mumbai, Knowledgeware.
11. Poulter, Alan et al (1999). *The library and information professional guide to the world wide web*, New York, Facet
12. Sim, S and Davies, J (1998). *The internet and beyond*, London, Chapman & Hall.
13. Demsey, L et al ed. (1997). *Networking and the future of the libraries 2: managing the intellectual records*, New York, Facet

14. Lloyd – Evans, Robert (1996). *Wide area network performance and optimization: practical strategies for success*, Harlow, Mass. Reading
15. Tanenbaum, Andrew s. (1996). *Computer Networks*, New Delhi, Prentice Hall
16. Cashin, Jerry (1995). *High – Speed networking: Technologies and implementation*, Charleston, Computer Technology Research Corp
17. Bandra, S K and Jaiswal, S (1994). *Local area Networks*, New Delhi, Golotia

RECOMMENDED BOOKS:

1. Chowdhury, G G and Chowdhury, Sudatta (2003). *Introduction to digital libraries*, London, Facet.
2. Thomas, Charles F. (2002). *Libraries, the Internet, and scholarship: tools and trends converging*, New York, Marcel Dekker
3. Brophy, Peter (2001). *The library in the twenty – first century: new services for the information age*, London Library Association
4. Stern, David ed. (1999). *Digital libraries: philosophies, technical design considerations, and example scenarios*, New York, Haworth Press
5. Wilkinson, Ross et al (1998). *Document computing: technologies for managing electronic document collections*, Boston, Kluwer Academic Publishers.
6. LaGuardia, Cheryl and Mitchell, Barbara A. ed. (1998). *Finding common ground: creating the library of the future without diminishing the library of the past*, New York, Neal – Schuman Publihsers

LIS 403. DESERTATION/PROJECT REPORT

The students will be asked to write a project/dissertation on the following themes:

1. Literature review of any current topic in library and information science
2. Conducting case studies and surveys of libraries located in the north east
3. Designing a database using a library software package
4. Studies related to information retrieval on internet
5. Any other studies related to library and information science

LIS 404 (Optional A). AGRICULTURAL INFORMATION SYSTEMS AND SERVICES

Unit I	Introduction and role of agricultural librarianship, Growth and development of agricultural sciences and agricultural librarianship with special reference to India.
Unit II	Identifying information needs of agricultural scientists, students and other categories of information users in the field of agriculture and allied fields.
Unit III	Collection development: Principles, policies and procedures. Information sources and services, Important information centres including important national agricultural libraries.
Unit IV	Evaluation of Agricultural Information Systems: Agris, Agricola, CABI, ARIS etc. Tools and techniques of agricultural information.

TEXT BOOKS:

1. Prashar, R J (1991). *Managing University Libraries*. New Delhi: Today and Tomorrow
2. Subbaiah, R (1988). *Agricultural Librarianship*. New Delhi: Metropolitan
3. Indo-American Agricultural Library Survey and Study Team. (1969). *Final report on Library and Study Team for ICAR*

- Baliga, B. Vaikuta (1966). Knowledge availability and agricultural productivity. Bangalore: Mysore Library Association

RECOMMENDED BOOKS:

- Computerised systems in Library and Information Services (Proceedings of a conference of ASLIB Biological and Agricultural Sciences edited by H L William. Information Today, 1982
- ICAR Now & Then. New Delhi, ICAR
- Mehta, B C. Efficiency of education in Agriculture.

LIS 404 (Optional B): COLLECTION DEVELOPMENT

Unit I	Need for collection development, Acquisition policy and principles
Unit II	Planning for need based collection development, budgeting and distribution, criteria and methods of selection
Unit III	Sources of collection development: printed media, non-printed media and e-resources
Unit IV	Evaluation of various types of sources, models of collection building

TEXT BOOKS:

- Jenkins, Clare and Mary Morley (1996). Collection management in academic libraries. Delhi: Jaico.
- Elizabeth, Futas (1994). Collection development policies and procedures. 3rd ed. Oxford Press
- Mosher, Paul (1993). Collection Management for 1990's: Proceedings of the Midwest and development institute, University of Illinois at Chicago, august 17-20, 1989/ ed by Joseph J Branin, Chicago: ALA
- Osburn, Charles B. and Ross Atkinson (1991). Collection management: a new treatise. London: Jai Press.
- Katz, William (1980). Collection development: the selection of material for libraries. New York: Holt Rinehart and Winston.

ARTICLE REFERENCES:

- Representative collection development policy statements.
<http://academic.uof.edu/organisation/codes/reppol.html>
- Rabine, J L and Brown, L A (2000). The selection connection creating an internet webpage for collection development. *Library resources & technical services*, 44 (1), 249-299.
- Naidu, MKR (2001). Creation and management of digital resources. *Caliber* 2001. Ahmedabad: INFLIBNET, 294-299.

LIS 404 (Optional C): KNOWLEDGE DEVELOPMENT, REPRESENTATION AND MANAGEMENT	
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Unit I	Cognitive foundation: Nature, sources and process of Knowledge; types of knowledge, characteristics of knowledge in general and based on general systems theory.
Unit II	Models of development of knowledge. Popper, Kuhn, Lakatos, Feyerabend, Price and Ranganathan
Unit III	Representation: Knowledge representation systems in Library and information Science and Artificial intelligence, Modes of formation of subjects.
Unit IV	Knowledge management: Role of knowledge assets; principles; processes; identifying capturing, selecting, organising and storing, sharing, applying and creating.

TEXT BOOKS:

1. Cambridge History of Sciences, vol. 4&5. (2002).
2. Budd, J M (2001). Knowledge and knowing in library and information science. Maryland: Scarecrow.
3. Meadows, A J ed.(1991). Knowledge and communication. London, Library Association.
4. Leibowitz, Jay and Bechman, Tom (1998). Knowledge organisation. London, St.Lucie Press
5. Lakatos, I and Musgrave, A ed (1970), Criticism and the growth of knowledge. London, Cambridge Press.
6. Debons, Anthony et.al. (1988) Information science: an integrated view. G K Hall & company.
7. Bertalanffy, L. Von (1983). General system theory: foundations, developments and applications. New York, Penguin
8. Kemp, D A (1976) . Nature of Knowledge: an introduction for librarians, London, Clive Bingley.
9. Kuhn, F S (1970). The structure of scientific revolution. 2nd edition. Chicago, University of Chicago Press.
10. Ranganathan, S R (1967). Prolegomena to Library Classification. #rd Edition. Bombay, Asia Pub. House.
11. Popper, K R (1965). Conjectures and refutation: the growth of scientific Knowledge. 2nd edition . Routledge and Kegan Paul.

5:5:2(1)

- ii) Assessment of Business Economics Answer Scripts (1st Year B.Com)

The Head, Department of Commerce, NEHU in response to the letter from the Principal, St.Edumand's College, Shillong addressed to the Controller of Examinations placed as Annexure-'A' has, vide his letter No.Sc/Acad-2/96-629 of 6th Nov'03 furnished the Resolutions adopted in the meeting of the BUSGS in Commerce held on 27th Oct'03 in connection with the standard of re-evaluation in B. Com. Examination which is placed as Annexure -'B'.

The matter is placed before the Council for consideration.

5:5:2 (2)

Annexure- 'A'
St. Edmund's College
SHILLONG - 793 003
MEGHALAYA

Ref: NO/F.EX/UG/Rev-Compt/2003-2328

Dr. A. Patton,
Controller of Examinations,
NEHU
Shillong.

10.09.03

Sub: Assessment of Business Economics Answer Scripts
(1st year B.Com)

Dear Sir,

Thank you for your letter dated the 26th August 2003 in response to our request relating to the Assessment of Business Economics Answer Scripts Of the 1st Year B.Commerce students.

I find it difficult to appreciate the fact that the scatter of marks in the Business Economics Paper ranges from 30 to 57. I would imagine Sir that in a content subject like Business Economics, the system of marking, which is meant to ensure that role of subjectivity is minimized, should make for a better performance. Are our students in the region lagging behind their peers in the test of the country.

If I may make a humble request, it would be to urge you and the Examination Cell to share with all you Affiliated Colleges the nature and inadequacies of the answers tendered by the students. I do believe that it would be a big help to all of us to assist our students to perform better in the said subject.

Thank your valuable assistance and continued co-operation.

Yours sincerely,

Sd/-
Principal
St. Edmund's College

NORTH EASTERN HILL UNIVERSITY
Mayurbhanj Complex, Nongthymmi, Shillong -793014 (Meghalaya)

From
The Head
Department of Commerce
Shillong-22

No.Sc/Com/Acad-2/96-629
November 6, 2003

To
The Vice-Chancellor,
North-Eastern Hill University
Shillong-22

Sub: Agenda Item for the forth coming Academic Council Meeting.
Sir,

In response to a letter received from the Principal, St. Edmund College, Shillong regarding the standard of revaluation in B.Com examinations, the members of the BUGS (Commerce) in their last meeting held on October, 27, 2003 have resolved that :

- (a) The chief examiners appointed for various papers shall be requested to prepare board guidelines for their respective papers in order to prevent over/under marking and maintain the standard of evaluation. The same shall be communicated to the respective examiners appointed for each paper.
- (b) The examiners shall be requested to prepare a general feedback report highlighting the overall deficiency in student performance. After analyzing the papers received from the various examiners in a particular paper the Board shall prepare a feed back report for circulation to the affiliated colleges of the university.

Since the Resolution of the BUGS (Commerce) relates to the policy matter of the university, I would like to request you to kindly incorporate the above as an agenda item for discussion and consideration of approval by the Academic Council.

With kind regards,

Yours faithfully,

Sd/-

(N M Panda)

Encl: Copy of the letter received from the Principal, St. Edmund's College,
Shillong

5:5:3:(1)

5:5 – Examination

(iii) Panel of paper setters/Moderators for Under-Graduate Course

Letters No.3936 dt. 16.10.03 and No.868 dt. 30.10.03 placed as Annexure 'A' & 'B' whereas the respective Chairman have submitted the fresh panel of paper setters/Moderators for the following Under-Graduate Course:

1. B.E in Computer Science & Engineering
2. Mathematics

The matter is placed before the Council for consideration.

5:5:3(2)

Annexure- 'A'

COMPUTER CENTRE
NORTH-EASTERN HILL UNIVERSITY
BIJKNI COMPLEX
SHILLONG - 793003

Ref. No.3936

Dated 16th October 2003.

To

The Deputy Registrar (Conference)
NEHU,
Shillong -793022.

Sub: Submission of the list of the paper setter/examiners/moderators for the fifth to eight semesters of the BE in Computer Science & Engineering.

Sir,

The Board of Under-Graduate Studies in B.E.(CSE) has approved the list of the paper setter/examiners/moderators for 5th -8th semesters in its meeting held on September 3rd, 2003. I am inclosing here with a copy of the minutes of the meeting and list of paper setter/ examiners/ moderators for the 5th to 8th semester of the B.E in Computer Science and Engineering Course. I shall be grateful if you would kindly arrange to place it as an Agenda item in the fourth coming meeting of the Academic Council for its approval.

Thanking you.

Yours faithfully

Sd/-

SN Rai

Chairman

BUGS in B.E.(CSE)

NEHU, Shillong.- 793003

5:5:3(3)

Annexure-'B'

No-868

Dated: 30.10.2003

To
The Controller of Exams.,
NEHU, Shillong.

Sub : Panel of Paper Setter/Moderators.

Sir,

In a recent meeting the BUGS in Mathematics approved a restructuring of the Under-Graduate Syllabus in Mathematics. This draft syllabus is being sent for approval by the Academic Council in its next meeting. We expect that the draft Syllabus will be approved by the A.C. In anticipation of this, I am herewith sending to you the proposed panels of paper-setters and moderators (with new course names and numbers recorded in the lists).

I shall be grateful if steps are taken to get the panels approved by appropriate bodies.

Thanking you,

Yours sincerely,

Sd/-

(M.B.Rege)

Chairman, BUGS in Mathematics
NEHU

Encl : As above.

Copy to : The Deputy Registrar, (Academic), NEHU, Shillong.

5:5:4(1)

(iv) U.G.C.'s New Initiatives in the X Plan: Making Undergraduate Degree more relevant.

Dr. Arun Nigavekar, Chairman, UGC vide letter D.o.No.1-4/2003(CM) dt. 12.11.03 which is placed as Annexure 'A' has forwarded the UGC's New Initiatives in the X Plan: Making Undergraduate Degree more relevant and the UGC guidelines which is placed as Annexure 'B' to initiate this activity in the University urgently.

The matter is therefore placed before the Council for consideration.

5:5:4(2)

ANNEXURE-'A'

Dr. Arun Nigavekar
Chairman

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI - 110002
OFF : (011) 23239628
FAX : (011) 23231797
E-mail : narun42@hotmail.com

D.O. No.1-40/2003(CM)

Date : 12th November, 2003

Dear Prof. Miri,

Subject: UGC's New Initiatives in the X Plan: Making Undergraduate Degree more relevant.

You may recollect that for the last two years I have been taking about making the first degree, particularly in the discipline of pure sciences, arts, humanities & social sciences as well as commerce more meaningful. In the X Plan document of the UGC we have given clear approach about this and has indicated that UGC would like to encourage a large number of skill-oriented and value added add-on courses in colleges which students can take while studying for their for degree.

The relevance of higher education, for the past several decades, has been synonymous in India with the inclusion of vocational subject in the conventional education system. This practice has inherent defects. The teaching and learning in the core subjects is compromised even as the professional subject is dealt with a marginal way. Such graduates are, therefore, very reluctantly accepted in job market. Moreover, they cannot become entrepreneurs also. The emergence of knowledge-linked societies, in a new economic environment, requires graduates with a sound base in the fundamentals of the core subjects. It would, therefore, be desirable to go in for an open and flexible education approach where students can simultaneously pursue a degree course and add-on utility-oriented programmes.

University Grant Commission has now come up with guidelines For initiation of utility-oriented certificate, diploma and advanced diploma programmes. UGC would like University to take appropriate decisions in the academic council for allowing students to pursue both degree and utility-oriented certificate/diploma/advanced diploma programmes simultaneously. The academic Council needs to think on several application oriented topics, their curriculum as well as teaching and examination methodology. It can also be realized that the students may pursue certificate, diploma and advanced diploma programmes in any allied subject and disciplines. This would give students access to several utility oriented programmes in a more flexible manner and thus would enhance employment and/or entrepreneurship opportunity.

Contd.../-

5:5:4(3)

The UGC guidelines are attached with this letter and they are self-explanatory. I would urge on you to initiate this activity in your university urgently. Please feel free to communicate with me if you need any more clarification and/or you have any further suggestions.

With best wishes,

Your Sincerely
Sd/-
(Arun Nigavekar)

Prof. Mrinial Miri
Vice-Chancellor
North-Eastern Hill University
P.O.NEHU Campus
Mawkynroh Umshing, Shillong -793 022

5:5:4(4)

ANNEXURE-'B'

X*plan*

CAREER ORIENTED PROGRAMMES

AT FIRST DEGREE LEVEL IN

UNIVERSITIES AND COLLEGS

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**UNIVERSITY GRANTS COMMISSION
BHADURSHAH ZAFAR MARG
NEW DELHI**

5:5:4(5)

X PLAN GUIDELINES

**INTERDUCTION OF
CAREER ORIENTED PROGRAMMES
AT FIRST DEGREE LEVEL IN
UNIVERSITIES AND COLLEGES**

**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002
Website : www.ugc.ac.in**

UNIVERSITY GRANTS COMMISSION

INTRODUCTION OF CAREER ORIENTED PROGRAMMES AT FIRST DEGREE LEVEL IN UNIVERSITIES AND COLLEGES

PREAMBLE

Globalization of education and economy has led the University Grants Commission (UGC) to reorient and reshape its policies and programmes to make the current Indian Higher Education System more relevant and career-oriented with focus on quality and excellence. It is envisaged that professionally qualified graduates with a sound knowledge of their core disciplines and expertise in a concerned skill will have more openings in service, industry and self-employment sectors. Demand and scope for such professionally trained graduates are visible in the applied fields of almost all basic/core disciplines and faculties in the current changing global scenario and is likely to increase in the future. To meet this challenge, during the Xth Plan, UGC would like to encourage incorporation of skill oriented and value added, add-on courses in colleges/universities to be opted by students as a parallel sub-discipline while pursuing their degree level education.

1. INTRODUCTION

The UGC initiated a major programme of vocationalisation at undergraduate level during VIIIth Plan (1994-95). The scheme was designed to ensure that graduates who pass out after completing these courses would have knowledge, skills and aptitude for gainful employment in the wage sector in general and self-employment in particular. Since the inception of the scheme and until the end of the IX Plan, 2, 124 Colleges and 38 Universities have been provided assistance for the introduction of Vocational Subjects involving a total grant of more than Rs.200 crore during this period (1994-2003).

The UGC has decided to recast the vocationalisation programme at undergraduate level under a modified scheme of CAREER ORIENTED PROGRAMME. The UGC would like to introduce a flexible system of certificate/diploma/advanced diploma programme, which will run parallel to the conventional B.A., B.Com. and B.Sc. degrees. The Universities/Colleges may formulate their own, 'Need-Based', career-oriented courses based on the guidelines suggested by Universities on the pattern suggested by the UGC.

2. OBJECTIVE

The objective of this scheme is to introduce career and market-oriented, skill enhancing add-on courses that have utility for job, self-employment and empowerment of the students. At the end of three years, the students will be equipped with a Certificate/Diploma/Advanced Diploma in an add-on orientation course along with a conventional degree in Science/Arts/Commerce.

The institutions should offer a wide range of career-oriented subjects in various related areas. Some of the indicative courses for Science stream could be Information and Computer Technology, Refrigeration, Biotechnology, Hospital Waste Disposal management and Sericulture etc. For the Social Sciences and Humanities streams, the courses could be of inter-disciplinary nature viz. Applied Sociology, Applied Psychology, Tourism, Fashion Designing, Translation Proficiency, Television and Video Production. For the Commerce stream, courses could be in Insurance, Banking, e-Commerce World Trade, Foreign Exchange Trade, Retailing etc. The courses offered should be of inter-disciplinary nature. There should be no watertight compartments and students should have the freedom to diversity into various fields not necessarily related with their core discipline. For instance, a student pursuing a bachelors' degree in a Science subject could side by side pursue a course in Event management. Similarly a student with Arts background may have the option to pursue a course in Science Journalism.

3. TARGET/ELIGIBILITY

All Colleges and Universities recognized by the UGC under Section 2(f) and 12 (B) of UGC Act, 1956 are eligible for implementing the scheme of Career-Oriented Programme.

4. NATURE OF ASSISTANCE AVAILABLE UNDER THE SCHEME

The assistance available in this programme is only in the form of a one-time grant as 'Seed Money'. The amount may be utilized for the purchase of books and journals, augmentation of laboratory facilities, equipment and payment of remuneration to the Guest faculty only.

5:5:4(8)

- 4.1 Assistance from the UGC will be available to the tune of Rs.5 lakh as one tie 'Seed Money' for five years in the Humanities and Commerce streams and one time 'Seed Money' of Rs.7 lakhs will be granted for five years for the Science stream. The Colleges/Universities have to opt for a minimum of five courses in each stream of Humanities, Commerce and Science.
- 4.2 As physical inputs are essential for the implementation of the programme, qualitative and descriptive details of existing infrastructure, library resources, laboratories and workshops should be clearly specified in the application. The equipment and laboratory resources should be adequate in the institution for starting the career-oriented programmes. The applicant institutions must work out the economics and viability of each course before sending their proposal to the UGC. While working out economics both academic and administrative expenditures should be taken into account.
- 4.3 The Principal, Co-ordinators and other staff/members who are involved in the career-oriented courses and who, in addition to their workload, have to perform a number of functions such as arranging guest faculty, liaising with employing establishments for practical training of students, supervising the field work and project work of the students of career-oriented courses etc., may be paid suitable honorarium out of the resource generated by the Institutions.
5. **PROCEDURE FOR APPLYING FOR THE SCHEME**
- 5.1 A college/university (which has undergraduate teaching departments) may indicate in its proposal the name of the career-oriented courses and a minimum five subjects/areas of skills from each discipline of Science, Humanities and Commerce that it proposes to introduce. However, the Colleges must inform their affiliating University about the subjects for which they are applying. In turn, Universities should plan framing of respective syllabus to be made colleges/university/institution should send their proposal (Annexure-I) directly to the Joint Secretary (VE), University Grant Commission, 35-Ferozeshah Road, New Delhi-110 001 within the stipulated date. A copy of the proposal should also be sent through the University. Proposals received later than stipulated date or incomplete will not be entertained.
- 5.2 It may be noted that the course subject that an institution proposes will be introduced in the existing three degree programmes by way of add-on skill oriented subjects during the first, second and third year of education as Certificate/Diploma/Advanced Diploma Courses along with conventional degree programmes of B.A., B.Com. and B.Sc., respectively.
- 5.3 Detailed syllabi, indicating, the distribution of time between theory, practical/field work/dissertation and pre-requisites for the choice of subjects, and periods to be allotted etc. have to be worked out under the scheme by the Universities based on the UGC proposed scheme for framing the syllabus. The courses must be organized in an effective manner and the credit values of the various components clearly indicated.

5.4 **Combination of subjects:** It is envisaged to provide flexibility in choice of the combination of subjects, without any limitation. The colleges and universities are free to identify local need based career oriented course/interdisciplinary courses of their choice. They may seek help from Industry/Service organizations and NGOs as well as individuals to develop the course design, contents and implementation methodology.

5.5 **Practical Training:** While framing Career-Oriented Courses, a distinction between career oriented subjects and other academic subjects would be made in terms of practical training, in its quality, quantum and modalities of organization. The content/nature of practical work must be skill oriented and aim at the development of marketable skills. Industrial collaboration and linkage with the concerned organizations and institutions as well as prospective employment agencies, need to be taken care of.

5.6 **Field Institutions/Training:** This is one of the most important aspects of the Career/Soft Skilled Oriented Programme. The collaborating organizations/NGOs/Institutions would accept and allow them to participate in their profession/service activities

5.7 **The maximum number of students in one course of the Career Oriented programme should not exceed 30 to 40 in the average class size to maintain quality and standard of teaching.**

5.8 **Faculty-** The following staff members could be involved in teaching, training and administration of the programme:

- **Principal of the College/Head of the Department of the University.**
- **Coordinator of each course who will be responsible for the academic and administrative aspects.**
- **Teaching faculty of the specialized discipline.**
- **Guest lecturer drawn from other institutions, services and individual organization/experts in the field.**
- **Laboratory/Workshop /Institution for practical training of students.**

5.9 **Coordinator**

The responsibility for organizing the teaching and training of students will rest with the Coordinator of the course/subject/specialized discipline.

5.9.1 Teaching Faculty

The teaching faculty would be required to be competent in the following four main areas:

- Delivery of a new subject matter which is applied in nature
- Practical training to students in institutions
- Promoting skill development among students which, although carried out with the assistance of personnel of employing establishments will require collaboration of the teaching faculty
- Entrepreneurship development.

5.9.2 Guest Faculty

In view of the contents of the proposed subjects being different from what is generally available in universities and colleges, much of the content of new subjects will have to be taught by guest faculty experts. They could be drawn from training and professional institutions and from production related establishments. Individuals having expertise in the discipline may also serve as guest faculty. The service of such guest faculty will be suitably remunerated. The Colleges/universities need to make the definition of a recognized teacher more flexible so as to bring expertise from the field/industry into the domain of guest faculty. If necessary, the pre-requisite qualification for the guest-faculty may be different for those who are from the field/industry and accordingly the concerned university may lower the pre-requisite qualification for the guest faculty, in case the need arises.

5.10 The Career Oriented Courses will have a progressive approach. The following programmes will be available :

5.10.1 Certificate Course: The Course will be of 30 credits. Each credit will have 15 hours of workload out of which 10 credits should necessarily be assigned to field work/project work/training. The proof of this should be submitted during examination e.g work experience certificate/dissertation/report etc. duly issued and signed by the concerned institutional authority/coordinator/faculty.

5.10.2 Diploma Course: The Course will be of 60 credits (30 credits earned during Certificate Course). Each credit will have 15 hours of workload out of this 10 credits should necessarily be assigned to field work/project work/training. The proof of this should be submitted during the examination.

5.10.3 Advanced Diploma Course: The Course will be of 90 credits (60 credits earned together during Certificate and Diploma Courses respectively). Each credit will have 15 hours of workload. Out of this 10 credits should necessarily be assigned to field work/project work/training. The proof of this (field work/project work/training) should be submitted during the examination.

5.11 Certificate/Diploma/Advanced Diploma in Career Oriented Programmes will be awarded on the basis of examination results and credits earned. Students may be permitted to complete Certificate/Diploma/Advanced Diploma in the same subject/course or by completing the credits from other Interdisciplinary Career Oriented Courses.

5.11.1 Issue of Certificate: Any College interested in awarding the University Certificate must apply to the university well in advance and approval of the Academic Bodies will be required. Once the university approves the college proposal, the college will issue the joint certificate with name of University and College.

6 PROCEDURE FOR APPROVAL BY THE UGC

6.1 All proposals received in the prescribed application from by the stipulated date will be placed before the Expert Committee constituted by the UGC. Based on the information provided in the proposals and keeping in view the provisions given under 'Guidelines', institutions will be short-listed based on the following criteria:

6.2. The Expert Committee will discuss the short listed proposals in an 'Interface meeting', with representatives of respective institutions and make recommendations about the institutions and subject/course to be allotted.

6.3. Institutions thus selected will be informed of the approval of their proposals soon after the UGC has accepted the recommendations of the Expert Committee.

6.4. Institutions selected for support should prepare a prospectus informing the students of the nature and scope of the subject, an outline of the syllabus, minimum conditions which students must fulfill, time schedule, nature of project and field work/laboratory/training experiences to be imparted.

7. PROCEDURE FOR RELEASE OF GRANTS BY THE UGC

Under this scheme, the UGC will provide 'one time' assistance in the form of 'Seed Money' for each discipline/course.

8. PROCEDURE FOR MONITORING THE PROGRESS OF THE SCHEME

The scheme provides for regular monitoring. Institutions will be required to send information on a prescribed format to the UGC. In addition, members of the Expert Committee on career courses may visit institutions individually or in groups to review the implementation of the scheme. Information required for this purpose must be furnished by the institution regularly at the end of the academic session.

8.1 The College/University will develop a 'Career Orientation Council' which will maintain a profile of local job opportunities and will provide data support for career courses. The Council will also monitor the career courses of the College and provide necessary feed back report periodically to the UGC.

8.2 The College should maintain a record of students who have completed the three-year degree course along with a "career-oriented course" so that information is available about the activity/status of these graduates.

5:5:4(12)

9. **PROFORMA FOR APPLYING UNDER THE SCHEME, SUBMITTING UTILIZATION CERTIFICATE, SUBMITTING PROGRESS REPORT ETC.**
- 9.1 *Application form for introduction of career oriented courses (certificate/diploma/advanced diploma) in universities/colleges (Annexure-1).*
- 9.2 *Information to be furnished by the Institution to UGC (Annexure-2).*
- 9.3 *Terms and conditions for introduction of career oriented courses at first-degree level (Annexure-3).*
- 9.4 *Utilization Certificate (Annexure-4).*
- 9.5 *Proforma for submission of statement of expenditure incurred for introduction of career-oriented course (Annexure-5).*

1.5 Name of the Principal/(in case of College) or Name of the Head of the Department (in case of a University Department):

Tele/Fax No.																			

2. Is the University/College eligible to receive UGC's assistance under Section 2(f) and 12 (B) of the UGC Act, 1956.

YES	NO
-----	----

If yes, please attach a copy of the notification issued by the UGC in this regard.

3. Nature of Institution (Please tick(✓) boxes applicable):

Private (No grant)	<input type="checkbox"/>	Private (Grant-in aid)	<input type="checkbox"/>
Central Govt.	<input type="checkbox"/>	State Govt.	<input type="checkbox"/>
Constituent College	<input type="checkbox"/>	Autonomous	<input type="checkbox"/>
Science College	<input type="checkbox"/>	University	<input type="checkbox"/>
Location College	<input type="checkbox"/>	Arts College	<input type="checkbox"/>
(As classified by state Govt. Rural	<input type="checkbox"/>	Multi-Disciplinary	<input type="checkbox"/>
Urban	<input type="checkbox"/>	Semi Urban	<input type="checkbox"/>
Backward	<input type="checkbox"/>	Tribal	<input type="checkbox"/>
Boy's institution	<input type="checkbox"/>	Women's	<input type="checkbox"/>
	<input type="checkbox"/>	Go-educational	<input type="checkbox"/>

4. Total enrolment in Degree Courses* in the Last Academic Year

BA	I Year	<input type="checkbox"/>	B.Sc.	I Year	<input type="checkbox"/>	B.Com	I Year	<input type="checkbox"/>	GRAND Total
	II Year	<input type="checkbox"/>		II Year	<input type="checkbox"/>		II Year	<input type="checkbox"/>	
	III Year	<input type="checkbox"/>		III Year	<input type="checkbox"/>		III Year	<input type="checkbox"/>	
TOTAL			TOTAL			TOTAL			

* Any other Degree being offered by the College. If so, please specify.

5:5:4(15)

5. Faculty strength

Faculty	Sanctioned Strength (Deptt. wise)				New imposition (Deptt. wise)			
	UG	PG	Other	Total	UG	PG	Other	Total
Full time								
Part time								
Visiting								

6. Provide details of the Infrastructure Related Profile

1. Classrooms/Laboratories/Workshops.
2. No. of Books/Journals/Magazines.
3. Equipment(Laboratory/Audio-Visual Aids/Teaching Aids).
4. Others (specify).

7. Career Oriented Courses proposed to be introduced.(Minimum five subjects must be indicated in each discipline to qualify to be eligible for consideration by UGC).

Disciplines	Subject	Coordinating Department
Art/Social Sciences.	1.	
	2.	
	3.	
	4.	
	5.	
Sciences	1.	
	2.	
	3.	
	4.	
	5.	
Commerce	1.	
	2.	
	3.	
	4.	
	5.	

5:5:4(17)

CERTIFICATE

UGC

It is certified that the information given above is correct and that we have gone through the details of the UGC scheme of Career Oriented Courses of First Degree Education, i.e. guidelines, criteria, eligibility conditions, Syllabus of subjects proposed to be introduced, procedures to be followed including monitoring and evaluation etc. circulated by the UGC on the subject and undertake to abide by the same to implement the scheme within the prescribed time frame, if approved by the UGC.

**Seal and signature
Registrar/Dean
College Development Council
of the University**

**Seal and signature
Principal of College/
Head of Concerned
Department of the University**

5:5:4(18)

ANNEXURE-II

University Grants Commission
35, Ferozeshah Road,
New Delhi-110001

INFORMATION TO BE FURNISHED BY THE INSTITUTION TO UGC

1. Name of departments for each course which will coordinate the activity.
2. Name of faculty members who will be teaching the courses and need training.
3. List of equipment/books to be purchased from the seed money sanctioned to the institution.
4. Item-wise break up of the sanctioned amount such as equipment list, book list, guest faculty etc.
5. Approval of the University for introducing the course.
6. A copy of the Memorandum of Understanding executed with the institution/employing agency for Practical Training/On-Job-Training of students.
7. Soon after receiving approval of the UGC for introduction of a career-oriented subject, please obtain syllabus from your affiliating university.
8. The present status of career-oriented subjects(a) which was/were allotted to your institution by the UGC in earlier years under the scheme in reference. A report on the follow up students, who graduate with career-oriented subjects, if any conducted, may please be sent.

**University Grants Commission
35, Ferozeshah Road
New Delhi-110001.**

**TERMS & CONDITIONS FOR INTRODUCTION OF CAREER ORIENTED
COURSES AT FIRST DEGREE LEVEL**

UGC's Assistance for introduction of Career Oriented Course at the First Degree Level in Universities and Colleges will be subject to the following terms and conditions:

1. The Career Oriented Course will be an add-on course along with conventional degree of B.A., B.Sc B.Com. courses for which the UGC has agreed to extend support and has/have been approved by the concerned academic bodies of the respective University/Autonomous Colleges.
2. The Institution will set up guidance and counseling services to assist and inform students about educational and vocational choices, to liase with employing establishments.
3. The approved career oriented subject will be introduced as an add on course parallel to the existing B.A/B.Com/B.Sc Degree.
4. For practical training the students of career-oriented courses will be attached with the local institutions and employing establishments, which have laboratory/workshop, facilities related to the new course and where adequate supervision by qualified personnel will be available.
5. The evaluation of the students performance in the practical work and On-Job-Training/Practical Training performance/assessment will be carried out with the assistance of the personnel of training institutions/employing establishments where this training will be imparted.
6. The institution will make the optimum use of its existing infrastructural facilities and existing faculty members.
7. The institution will have to work out the economic viability of the course to decide upon its fee structure.

UTILISATION CERTIFICATE

It is certified that grant of Rs. _____ (Rupees _____) approved by the University Grants Commission for _____ has been utilized as per details given in the University Grants Commission in its letter No. _____ dated _____ and that all these terms and conditions have been fulfilled by the college and the grant has been utilized for the purpose for which it was approved.

It is further certified that inventories of permanent or semi-permanent assets created/acquired wholly or mainly out of the grants given by the University Grants Commission as indicated above are being maintained in the prescribed form and are being kept up to date and these assets have not been disposed off encumbered or utilized for any other purposes.

If as a result of check or audit objection, some irregularity is noticed at a later stage, the college shall be bound to refund the amount objected to.

Signature _____

(Chartered Accountant/Government Auditor)
(Non-Govt. College)/(Govt. College/Universities)

Signature _____

(REGISTRAR/PRINCIPAL)

Seal

**UNIVERSITY GRANTS COMMISSION
(CAREER ORIENTED PROGRAMME)**

**PROFORMA FOR SUBMISSION OF STATEMENT OF EXPENDITURE
INCURRED FOR THE INTRODUCTION OF CAREER ORIENTED
COURSES**

1. Name of the College/University:
2. Name of the Career Oriented Course:
3. No. & date of UGC's approval: No.F. _____ dated _____
4. Period to which the accounts related: w.e.f. _____ to _____
5. Details of actual expenditure incurred:

Grant approved (i)	Grant released (ii)	Expenditure (iii)	Unspent balance (iv)
-----------------------	------------------------	----------------------	-------------------------

Seed Money

- I.) Books/Journals
- II.) Equipment
- III.) Guest Faculty

Note: I.) The statement of expenditure should be filled up separately for each Career Oriented Courses.

II) List of equipment purchased should be submitted.

III) Details of periods taken, amount paid to each teacher by name under guest faculty and internal faculty should be submitted.

Coordinator

Principal/Registrar

Govt. Auditor/C.A.

5:5:5(1)

- (v) Alternative arrangements for Students affected by the quit notice.

The Head , Department of History vide his letter No.DH:3:Exam:2003-5557 of 25th , November'03 placed as Annexure-'A' has stated that due to the quit notice Mr. Rowelson Tisso could not appear the III Semester examinations. However, a suggestion has been made by him to make an alternative arrangements for Students affected to appear the end semester examination after the re-opening of Classes i.e. in late February, 2004.

The matter is place before the Council for consideration

S:5:5(2)

Annexure-'A'



पूवोत्तर पर्वतीय विश्वविद्यालय

पू. प. विवि. परिसर, शिल्लॉंग-७९३०२२ (मेघालय)

North-Eastern Hill University

NEHU Campus, Shillong - 793 022 (Meghalaya)

Phone :

Grams : NEHU

Prof. D.R.Syiemlich
Head, Department of History.

No.DH:3:EXAM:2003-5557

Dated 25 November, 2003

To

The Vice-Chancellor
NEHU, Shillong.

Sir,

This has reference to your letter No.NEHU-VCF/3-19/2003-780 dated 24th November, 2003 relating to the inability of Mr. Rowelson Tisso appearing the III Semester Examinations May I suggest that an alternative arrangements for students affected by the quit notice that arrangements be made to appear the end semester examination after the re-opening of classes in late February 2004.

Yours faithfully
Sd/-
(D.R.Syiemlich)

5:6:2(1)

- ii. Six months module Syllabus for Environmental Studies for Undergraduate Course.

Prof. A.S. Chandel, Head, Deptt. of Library and Information Sciences vide letter No.Lib.Sc/BUGS/ECE/2003-1164(a) dt.7.8.03 which is placed as Annexure 'A' has forwarded the copy of 'Six' months Module Syllabus for Environmental Studies for Undergraduate Courses received from the U.G.C.

Further, Prof. D.K. Nayak, Dean, Student Welfare vide letter No.1356 dt.7.7.03 which is placed as Annexure 'B' stated that the NEHU has already implemented this directives since the year 1999 by offering a compulsory course on 'Man and Environment at Undergraduate level duly approved by the A.C.

The D.O.No.F.13-1/2000(EA/ENV/COS-1) dt.24.7.03 from the Joint Secretary, U.G.C. is placed as Annexure 'C' and the Syllabus is placed as Annexure 'D'.

The matter is placed before the Council for consideration.

5:6:2(2)

Annexure-A

NORTH EASTERN HILL UNIVERSITY
mayurbhanj Complex, Nongthymmai, Shillong-14

Prof. A.S. Chandel,
Head,
Deptt. of Lib.& Inf.Sc.

No.Lib.Sc./BUGS/ECE/2003-
1164(a) dt.7.8.2003

To

1. The Principal,
St. Anthony's College
Shillong.
2. The Principal,
Shillong College of Engineering Management
Shillong.

Sub:- Six months module syllabus for Environmental Studies.

Sir,

Please find enclosed herewith the copy of 'six Months Module syllabus for Environmental Studies for Undergraduate courses' received from the UGC with the directive that the course be compulsorily implemented in all the Universities/Colleges.

You may please explore the possibilities of introducing this course in your college.

Yours faithfully

Sd/-

(A. S. Chandel)

Enclo: a.a. 1 set.

Copy to the Deputy Registrar, (Conference) with reference to his letter No.F.8-47/Conf./Misc/99-163 dated August 4, 2003 for information please.

Sir,

Please find enclosed herewith the copy of 'six Months Module syllabus for Environmental Studies for Undergraduate courses' received from the UGC with the directive that the course be compulsorily implemented in all the Universities/Colleges.

Dr. Narendra Jain
COMMISSION
Joint Secretary

UNIVERSITY GRANTS

BAHADUR SHAH ZAFAR MARG
NEW DELHI - 110 002

D.O.No.F.13-1/2000(EA/ENV/COS-I)
2003

Dated July,

Dear Sir,

I am enclosing herewith a copy of "Six month Module Syllabus for Environmental Studies for undergraduate courses" of all branches of Higher Education and to say that this course will be compulsorily implemented in all the universities/Colleges of India as per directives of the Hon'ble Supreme Court of India. This course should be implemented in your University and its affiliated colleges/institutions in all streams from the current academic year. You are further requested to kindly bring to the notice of all the colleges/Institutions affiliated to your University.

With regards,

Yours sincerely,

Sd/-

(N.K. Jain)

Encl. As above

The Vice-Chancellor
North Eastern Hill University
P.O. NEHU Campus, Mawkynroh Umshing
Shillong - 793 022

5:6:2(5)

Annexure – D

**Six months Module Syllabus
for
Environmental Studies
for
Under Graduate Courses**

**UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFER MARG
NEW DELHI – 110 002**

2003

VISION

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environmental issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resources and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the Universities/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

Members of the Experts Committee on Environmental Studies

1. **Prof. Erach Bharucha**
Director
Bharati Vidyapeeth
Institute of Environment Education &
Research, Pune.
2. **Prof. C. Manoharachary**
Department of Botany
Osmania University
Hyderabad
3. **Prof. S. Thayumanavan**
Director
Centre for Environmental Studies
Anna University, Chennai
4. **Prof. D.C. Goswami**
Head, Deptt. of Environment Science
Gauhati University
Guwahati - 781 014
5. **Shri R. Mehta**
Director EE Division
Ministry of Environment & Forest
Parayavaran Bhawan, CGO Complex
Lodhi Road, New Delhi - 110 003

UGC OFFICIALS

6. **Dr. N.K. Jain**
Joint Secretary
UGC, New Delhi

CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION

Unit 1 : The Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 lectures)

Need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) **Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.**
- b) **Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.**
- c) **Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.**
- d) **Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.**
- e) **Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.**
- d) **Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.**

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

(8 Lectures)

Unit 3 : Ecosystems

- . **Concept of an ecosystem.**
- . **Structure and function of an ecosystem.**
- . **Producers, consumers and decomposers.**
- . **Energy flow in the ecosystem.**
- . **Ecological succession.**
- . **Food chains, food webs and ecological pyramids.**
- . **Introduction, types characteristic features, structure and function of the following ecosystem:-**
 - a. **Forest ecosystem**
 - b. **Grassland ecosystem**
 - c. **Desert ecosystem**
 - d. **Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)**

(6 Lectures)

Unit 4: Biodiversity and its conservation

- . **Introduction – Definition: genetic, species and ecosystem diversity.**
- . **Biogeographical classification of India**
- . **Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.**
- . **Biodiversity at global, National and local levels.**
- . **India as a mega-diversity nation**
- . **Hot-spots of biodiversity.**
- . **Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.**
- . **Endangered and endemic species of India.**
- . **Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.**

(8 lectures)

Unit 5: Environmental Pollution

Definition

Causes, effects and control measures of:-

- a. **Air pollution**
- b. **Water pollution**
- c. **Soil Pollution**
- d. **Marine pollution**
- e. **Noise pollution**
- f. **Thermal pollution**
- g. **Nuclear hazards**

Solid waste Management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution.

Pollution case studies.

Diaster management: floods, earthquake, cyclone and landslides.

(8 lectures)

Unit 6: Social Issues and the Environment

From Unsustainable to Sustainable development

Urban problems related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies.

Environmental ethics: Issues and possible solutions.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation.

Consumerism and waste products.

Environment Protection Act.

SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES: FOR UNDERGRADUATES

Teaching methodologies

The Core module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities which will be covered in five lecture hours and would provide students first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The Universities/Colleges can also draw upon expertise of outside resource persons for teaching purposes.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

Annual System: The duration of the course will be 50 lectures. The exam will be conducted along with the Annual Examination.

Semester System: The Environment course of 50 lectures will be conducted in the second semester and the examinations shall be conducted at the end of the second semester.

Credit System: The core course will be awarded 4 credits.

Exam Pattern: In case of awarding the marks, the question paper should carry 100 marks. The structure of the question paper being:

Part-A, Short answer pattern - 25 marks

Part-B, Essay type with inbuilt choice - 50 marks

Part-C, Field Work - 25 marks

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(M) Magazine

(R) Reference

(TB) Textbook

iii) Strengthening of the Centre for Applied Statistics :

The Deans' Committee in its meeting held on 1st July, '03 discussed the strengthening of the Centre for Applied Statistics as approved by the U.G.C. for the Xth Plan while at the same time the UGC has also approved a Department of Statistics. In this regard, the comments made by the Committee vide its Resolution No.DC:105:2003:8:(ii) is placed as Annexure- 'A'.

Further as per item No.2 from the Minutes of the meeting of Deans' Committee wherein it has recommended that the new Department of Statistics on its establishment may form part of the School of Economics Management & Information Sciences and the Centre for Applied Statistics be merged with the new Department as and when it is established. An extract from the Minutes of the meeting of the Deans' Committee held on 1st July, '03 is placed as Annexure - 'B' for consideration of the Council.

.....

DC:105:2003:8:(ii) : The Chairman informed the Committee about the strengthening of the Centre for Applied Statistics as approved by the UGC for the Xth Plan while at the same time the UGC has also approved a Department of Statistics. This has led to an anomalous situation and the Committee was of the opinion that the matter should be taken-up with the UGC that the two should be clubbed together to form a Department.

.....

Extract from the Minutes of the Emergent Meeting of the
Committee of Deans of Schools held on 01-07-2003.

.....
Item No.2

The Committee noted that Rs.24.35 lac allotted to the School of Life Sciences against the provision of Rs.21.00 lac resulted in excess of Rs.3.35 Lac. The Committee was also informed that steps have already been taken to procure the Equipment/Teaching Aid against the grant allotted. In the given circumstances, the Committee resolved to make partial adjustment to the extent of Rs.3.00 Lac at this juncture from the allocation of Rs.5.00 Lac earmarked by UGC towards New Department of Statistics under Equipment Grant. This would still result in a deficit to the tune of Rs.0.35 Lac for the School of Life Sciences, which the Committee resolved to adjust from the overall X Plan outlay.

The Committee of Deans further recommended that the new department of Statistics, on its establishment, may form part of the School of Economics Management and Information Sciences. It further recommended that the Centre for Applied Statistics be merged with the new Department as and when it is established.

.....

5:6:3(4)

Merging of the two Centres i.e. Bio-Technology and Bio-Informatics to form a Department of Bio-Technology.

The Deans' Committed in its meeting held on 1-7-03 discussed the sanction of the Centres of Bio-Technology and Bio-Informatics in the Xth Plan and suggested the possibility of merging of the two Centre to form a Department of Bio-Technology in order to cater to the needs of the Students passing out from B.Sc. Bio-Technology from the Affiliated Colleges. The recommendation of the Deans' Committed vide its Resolution No.DC:105:2003:8:(iv) is placed as Annexure - 'B'.

The matter is placed before the Council for consideration.

.....

DC:105:2003:8:(iv) : The Chairman also brought up the sanction of the Centres of Bio-Technology and Bio-Informatics in the Xth Plan and the Committee suggested that the possibility of merging the two Centres to form a Department of Bio-Technology in order to cater to the needs of the students passing out from B.Sc. (Bio-Technology) from the affiliated colleges, may be explored.

.....

5:6:4(1)

- iv) **Proposal for opening of P.G. Departments in St. Anthony's College, Shillong**

The Principal of St. Anthony's College, Shillong vide his letter No. REF.No: SAC/IW/143/03-04, dated 29.10.2003, as per Annexure-'A' written to the Director, College Development Council, NEHU, Shillong for opening of P.G. Departments in Integrated course in Master of Computer Applications (MCA) and Master of Science in Bio-technology (M.Sc in Biotechnology) and request to place at the appropriate body for consideration.

The Principal has also submitted the relevant papers like Minutes of the Principal's conference held on 22.8.2003 at Annexure 'B', a brief profile of the St. Anthony's College, Shillong at Annexure 'C', and proposed Post-Graduate Courses at Annexure 'D' respectively.

The matter is placed before the Council for consideration.

5:6:4(2)

Annexure-'A'

ST ANTHONY'S COLLEGE

SHILLONG 793 001

Phone : (0363) 2222558 2223448

Fax: 2229558

E-mail: Principal@anthony.ac.in

anthony@sancharnet.in

website: www.anthonys.ac.in

Principal

REF No: SAC/IW/143/03 -04 dated 29 October 2003

To

**Prof. B.Lydem Lasso
Director,
College Development Council,
NEHU, Shillong-3**

Madam,

Greetings from St. Anthony's College.

I am glad to inform you that St. Anthony's College has welcomed the announcement of the Vice-Chancellor during the Meghalaya College Principals' Conference on 22nd August 2003 regarding the opening of PG Departments in the established and prestigious Colleges. We have taken note of the encouragement of the Vice Chancellor who urged the well established colleges to think about opening PG Departments in some disciplines to ease the pressure of admission in the University as well as to upgrade the status of the College". (quoted from the minutes)

St. Anthony's College has excelled in both academic and extra-curricular activities. St. Anthony's College has been accredited with Five Star Status by ANNC; the Foundation for Academic Excellence and Access (FAEA) has selected St. Anthony's College as one of the 10 colleges in India for its pathways programme; St. Anthony's College has successfully introduced 7 professional courses which are very much appreciated. We feel confident that, given the chance, the College will forge ahead and successfully run the PG Courses.

We propose to start the following two PG Courses from July 2004:

1. Integrated Course in Master of Computer Applications (M.C.A)
2. Master of Science in Biotechnology (M.Sc. in Biotechnology)

Therefore, we requested you to kindly place this request at the appropriate body for consideration.

Thanking you and with kind regards,

29/10/03

Sd/-

**Fr.I. Warpakma Sdb
Principal**

Enclosed:

1. Minutes of the Principals' Conference 2003
2. Profile of the College
3. Proposal for starting PG Courses in Computer Applications and Biotechnology.

Sd/-

**Principal
St. Anthony's College,
Shillong-793001**

ANNEXURE-'B'

**MINUTES OF THE PRINCIPALS' CONFERENCE HELD ON 22ND AUGUST 2003
AT 1:30 P.M. IN THE NEHU GUST HOUSE SEMINAR HALL, SHILLONG-22**

At the very outset Prof. M. Miri, the Vice-Chancellor, NEHU and Chairman welcomed all the Principals for their kind presence.

The minutes of the last Conference were confirmed.

Item I: Pending issue on the last Principals' Conference

The General Secretary, Meghalaya Principals' Council raised the issue of inclusion of more Principals in the Academic Council. The Council was informed that the matter was under active consideration.

Item II: Rationalization of subject combinations:

It was resolved that the Principals' Council would constitute a Committee which will make suggestions regarding rationalization of subject combinations and forward the same to the University to be placed in the Academic Council. The Committee may co-opt officers of the Examination Department to facilitate its works.

Item III: Matters relating to the entire Annual Examination system:

Late announcement of results was discussed. The main reason for late announcement of results this year was that the examination started late due to Assembly Elections. The Vice-Chancellor assured the house that such delays will not take place in future and every care will be taken to declare the results on time.

Item IV: Implementation of revised syllabus at the undergraduate level:

It was resolved that all revised syllabi should be implemented at the same time and the Examination Department's notification in this regard will indicate the effective date of implementation.

Item V: Requisition of Question papers:

It was resolved that Principals may requisition question papers according to the number of students only so that there is no excess of printing or sort fall.

Item VI: The difficulties placed by the MCPC to the University on the classroom teaching of the Undergraduate Revised Syllabus etc:

The problem of classroom teaching of the pre-revised syllabus of the 2nd Year B.Com students was discussed. As Clarified by Examination Department, there is nothing wrong with the Annual System of examination as such. The problem was to provide additional classroom teaching for the 3rd year pre-revised B.Com syllabus students. The Principals desired that the University may allow automatic promotion for the B.Com 2nd year failed students to go to 3rd year as the college cannot provide accommodation and man power for parallel teaching. On the demand of all the principals, the decision was taken to allow the B.Com 2nd year failed students to be promoted to 3rd year with arrear subjects. The same facilities will be given to the 2nd Year B.A and B. Sc failed old course students which is also being phased out. This however will not apply to the old course 1st Year B.A, B.Sc., B.Com since the course is not under the phasing out stage.

Sd/-

Principal
St. Anthony's College
Shillong.

VII: Evaluation process :

In this connection, centralization of evolution was recommended. The mechanism for centralization will be worked out in consultation with the Principals and teachers. The other point discussed was the appointment of external invigilators. It was resolved that any teacher appointed as external invigilator should have at least 10 years experience and proper guidelines and regulations should be provided to the teacher and Principal concerned. It was also decided that a suitable pro-forma should be prepared which the external invigilator will complete and submit to the Examination Department.

VII: Colleges run in rented buildings :

It was resolved that Colleges functioning from rented buildings will not be eligible for permanent affiliation

It was also resolved that affiliated colleges should have duly constituted governing body.

It was also resolved that affiliated colleges should write to the University for subject experts and VC's nominees for Selection Committees for interviewing for the posts of Lecturer/Principal.

Any other matter:

(a) conducting Refresher Course by the University:

Regarding the conduct of Refresher Course, the members requested that such programmes would preferably be held during the months of October and November. The VC also informed that these courses are being conducted depending on the funds received from the UGC.

(b) Request to provide the GB Minutes to the NEHU Representatives

Attending the GB meeting of the colleges:

It was resolved that the minutes are recorded and on request the members can have access to them. It has been a practice not to provide copies of minutes to every member.

(c) Delay in declaring the B. Ed results:

The B. Ed examination is being conducted in December every year and the results are declared after six months and the Chairman assured that from next year the results will not be delayed.

(d) Opening of a PG Department in the established and prestigious Colleges:

The Vice-Chancellor urged the well established colleges to think about opening PG Departments in some disciplines to ease the pressure of admission in the University as well as to upgrade the status of the College.

The meeting ended with vote of thanks from the Director, CDC.

Sd/-

Principal

St. Anthony's College
Shillong.

Members present :

1. Prof. M.Miri, Vice-Chancellor, NEHU, Shillong.
2. Prof. R.P.Sharma, English Department, NEHU.
3. Prof. R.N.Sharan, Bio-Chemistry Department, NEHU.
4. Prof. A.N.Rai, Bio-Chemistry Department, NEHU.
5. Dr. A.Patton, Controller of Examinations, NEHU.
6. Joint Director, Higher & Tech. Education, Govt. of Meghalaya
7. Shri L.M.K.Lyngnah, Deputy Registrar(Exams) NEHU.
8. Prof. B.Lyndem Laso, Director, CDC, NEHU.
9. Principal, St.Anthony's College, Shillong.
10. Principal, St. Mary's College, Shillong.
11. Principal, St.Edmund's College, Shillong.
12. Principal, St. Mary's College of Teacher Education, Shillong.
13. Principal, Lady Keane College, Shillong
14. Principal, Synod College, Shillong
15. Principal, Seng Khasi College, Shillong.
16. Principal, Women's College, Shillong.
17. Principal, Sankardev College, Shillong
18. Principal, Bissau College, Shillong.
19. Principal, Alpine College, Shillong.
20. Principal, Morning Star College, Shillong.
21. Principal, B.B.S, College, Shillong.
22. Principal, Mawlai Presbyterian College, Shillong.
23. Principal, Christian Academic College, Shillong.
24. Principal, Nabon Synod College, Shillong
25. Principal, Umshyrpi College, Shillong.
26. Principal, Shillong Commerce College, Shillong.
27. Principal, Shillong College, Shillong.
28. Principal, College to Teacher Education(PGT), Shillong.
29. Principal, Nongstoin College, Nongstoin.
30. Principal, Sngap Syiem College, Mawkyrwat.
31. Principal, Nongtalang College, Nongtalang
32. Principal, Kiang Nongbah Govt. College, Jowai.
33. Principal, North East Adventist College, Jowai.
34. Principal, Khad-ar-Daloi Law College, Jowai.
35. Principal, Thomas Jones Synod College, Jowai.
36. Principal, UCC Barapani, Ri Bhoi District,
37. Principal, Ri Boi College, Nongpoh.
38. Principal, Sohra Collage, Cherrapunjee.
39. Principal, Acheng Rangmanpa College, Mahendraganj, Garo Hills.
40. Principal, Capt. Williamson M.College, S.Garo Hills.
41. Principal, Tikrikilla College, Tikrikilla, W.Garo Hills.
42. Principal, Tura Govt. College, Tura
43. Principal, Mendipathar College, Mendipathar, East Garo hills.
44. Principal, Phukan M.College, W.Garo Hills.

Sd/
Principal
St.Anthony's College
Shillong.

A brief profile of the St. Anthony's College, Shillong**Our Vision and Culture**

St. Anthony's College was founded in 1934 with the avowed mission of 'bringing College education within reach of the common man and woman.' Since then it has played a significant role to turn the youth of North East India into leaders of their own society: politicians, bureaucrats, businessmen, judges, lawyers, engineers, churchmen...

We seek to provide quality education for all sections of society reaching out especially to the socially, economically, culturally and educationally disadvantaged. Our system embodies a participatory style of management, always alive to emerging needs and challenges, where a sense of belonging and ownership is shared and where exists regular interaction between the different constituents involved, so that education becomes the responsibility of a community comprising of teachers, parents, students and management.

We emphasize life-oriented and value-based teaching and nurture a culture of solidarity. The Educators and the Educated join hands to mould intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more human social order within the context of the nation's plurality of religions and diversity of cultures.

We aim to equip our students for life, making them not only job-seekers, but also job-creators. Hence, in keeping with the developments in educational strategies worldwide, we have pioneered courses in application-oriented subjects to answer to the needs of the community that we serve and to give our graduates a competitive edge in the employment market.

Striving for excellence is our way of life. Our motto tells it all: "Ever More and Better Ever"

Our Strengths**Staff, Students, Curriculum**

With a staff strength of 153 (110 Teaching staff and 43 Support Staff), the College offers traditional courses in Arts, Science and Commerce streams - twenty-five at the undergraduate and twenty at the Honours level. Among the teaching faculty, 36 have Ph.D. and 9 have M.Phil. There are several on their way to Ph.D. The College caters to over 2000 students. With students from nearly a hundred different tribes and ethnic communities on its rolls, it is a microcosm of the North-East and a vibrantly alive experimental of national integration at its best.

Pioneered Implementation of Vocational Courses

St. Anthony's College was assisted by the UGC in 1995 in starting Degree Courses in Biotechnology and Mass Communication and Video Production under the UGC scheme for implementation of Vocational Education in Colleges. These two courses were very successfully implemented and a completion report was submitted to the UGC at the end of

Sd/-

Principal
St. Anthony's College
Shillong.

the 5-year period. It was well appreciated and take note of by the UGC monitoring committee. These courses are still the only ones of their kind in the whole of the North-Eastern region, and they are highly sought after by the student community.

Seeing the success of the above two courses, the UGC offered the College yet another vocational course (Photography and Audio Production). This course too has been well received by the student community.

Selection by North Eastern Council

The North-Eastern Council(NEC) has selected St. Anthony's College to conduct the Training of School Teachers of all the North-Eastern States in IT skills. This has been entrusted to St. Anthony's College as a 5-year project. This full-time course is of 6 months duration. While the two other institutions selected to conduct this program are yet to begin the program, St. Anthony's College has already completed the training for 3 batches, and that for the fourth batch started on 13 October 2003.

Extension Activities

The College has become an active hub engaged in a number of extension activities emerging out of its academic programmes. The Pisciculture Department, apart from maintaining a demonstration fish farm of 24 ponds, has also been instrumental in helping to set up and support a number of fishery projects in the villages. The Botany and Biotechnology Departments have several state-of-the-art tissue-culture research projects from the Department of Biotechnology (Government of India) related to the conservation and multiplication of orchids. The Life Science Departments have been advocating, with some measure of success, rabbit rearing in rural areas. The layout, the greenery, the trees and the lawns of the College campus instill in every Anthonian a feeling for nature and the environment. The Anthonian Computer Academy was the first to introduce computer education at the College level in the North-East. It stills plays a pioneering role in promoting computer-based employment generating ventures in collaboration with the Ministry of Information Technology (Government of India).

Student Development Services Department (career guidance, personal counseling, coaching for entrance examinations, placement and employment information services etc) is an innovative venture of the College to position its students right at the heart of its life and activity.

Examination Results

St. Anthony's College has performed extremely well in the academic field. This may be seen by analysis of the Examination Results.

Sd/-
Principal
St. Anthony's College
Shillong.

St. Anthony's College is one of the 53 colleges affiliated to the North-Eastern Hill University (NEHU). However, the analysis of the results of the College in the context of that of the entire University for the year 2003 reveals the following. (Only the Honours students of the regular batch have been considered since we do not as a policy admit students for the General Course).

1. Science Stream (B.Sc.)

- Nearly 40% (113 out of 288) of the final year students are from this one college
- More than 50%(93 out of 180) of the 1st Divisions are this one College
- More 50%(40 out of 81) of the ranks are this one College

2. Commerce Stream (M.Com)

- About 50%(93 out of 174) of the final year students are from this one college
- More than 50%(7 out of 12) of the 1st Divisions are this one College
- More than 50%(6 out of 10) of the ranks are this one College

3. Management Stream (Business Administration - BBA)

- Nearly 50% (19 out of 35) of the final year students are from this one college
- More than 60%(14 out of 22) of the 1st Divisions are this one College
- More than 50%(6 out of 10) of the ranks are this one College

4. Arts Stream (B.A)

- About 15%(163 out of 1043) of the final year students are from this college
- More than 50%(28 out of 54) of the 1st Divisions are this one College
- 36%(15 out of 41) of the ranks are this one College

Analysis of the results of 2002 and 2001 show very similar trends. All are tabulated below.

RESULT 2003

BSc	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	113	107	93	14	94.69	40
NEHU	288	254	180	71	88.54	81

BCom	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	93	91	7	38	97.84	6
	174	162	12	97	93.10	10

BBA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony' College	19	19	14	5	100	8
NEHU	35	35	22	13	100	10

BA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	1163	159	28	95	97.54	15
NEHU	1043	991	54	644	95.00	41

Sd/-
Principal
St. Anthony's College
Shillong.

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RESULT 2002

BSc	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	139	124	98	24	89.20%	38
NEHU	523	439	248	179	83.94%	91

BCom	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	96	84	7	52	85.41%	6
NEHU	189	151	14	100	76.26%	10

BBA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	10	10	4	6	100%	4
NEHU	21	20	12	8	95.23%	10

BA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	176	154	23	92	89.02%	14
NEHU	1468	1171	74	725	79.77%	51

RESULT 2001

BSc	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony College	109	93	66	25	85.32%	42
NEHU	288	254	180	71	78.53%	76

BCom	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony College	103	83	10	53	80.58%	10
NEHU	174	162	12	97	74.61%	10

BBA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	17	17	10	7	100%	10
NEHU	35	35	22	13	100%	10

BA	Appeared	Passed	1 st Class	2 nd Class	Pass%	Ranks
St. Anthony's College	125	113	20	57	90.40%	10
NEHU	1043	991	54	644	71.35%	47

Sd/-
Principal
St. Anthony's College
Shillong.

PRCOGNITION FROM INDEPENDENT BODIES

NAAC Accreditation

Recognizing its excellence in different aspects, the National Assessment and Accreditation Council accredited St. Anthony's College in September 2000 with a Five Star Status. The NAAC report stated,

"... St. Anthony's College has emerged as one of the best known colleges not only of Meghalaya but also of the North-Eastern States. It is one of the leading institutions Affiliated to the North Eastern Hill University and deserving candidate for the Autonomous status. The most outstanding feature of the College is the diversity of its teaching programs, which is a mix of traditional and vocational courses. The college has proved its responsiveness to the needs of the region, by taking into account the tribals it serves in the choice of courses offered..."

FAEA Recognition

In recognition of the excellence in performance, St. Anthony's College has been chosen by the Foundation for Academic Excellence and Access (FAEA), an organization sponsored by the Ford Foundation, as one among a select few colleges in India. The Foundation provides financial support for the College as a whole and for providing special assistance and access to economically disadvantage students. The FAEA awards special scholarships to meritorious and deserving students from the economically disadvantage group who, otherwise, would not have the opportunity and access to higher education.

Perception of the Students and Their Parents

An empirical study on the impact of St. Anthony's College on the societies of the North-Eastern region was done by Dr Nikhlesh Kumar of North-Eastern Hill University, on the request of the Principal of the College. The full text of the study report and the questionnaire is enclosed. The study based on the questionnaire answered by the students of the College and their parents concluded with the following remarks:

"...over the last 15 year or so a variety of innovative courses have been added... In respect of some of these vocational courses the college can be considered as a pioneer in the region ...

"the college seems to have sufficient infra-structura resources for maintaining the teaching standards and has shown adequate capacity to grow further,

" in spite of its student strength of over 2000 the college has maintained a tradition of good discipline ...

"the responses of the students and their parents/guardians amply demonstrates the confidence enjoyed by the college in the societies of the region ...

" the organization of various activities and services shows the capability of the college in managing its own affairs in a mature and responsible manner ..."

Sd/-

Principal
St. Anthony College
Shillong

PROPOSED POST GRADUATE COURSES**1. Integrated Course In Master of Computer Applications****National Scenario**

The Xth PLAN STUDY TEAM ON HRD, Ministry of information technology which consisted of members from the Government (MHRD, AICTE, UGC, INC, MIT, Secretaries (IT) of several state government), Industry (NASSCOM, MAIT, APTECH, NIIT), Organizations under MIT (C-DAC, CEDTI, DOEACC SOCIETY), Academic (IIT-Delhi), etc. has made 47 specific recommendations. Some of these specifically related to IT Faculty Development, IT Curriculum and Courseware Development, Strengthening of Computing And Networking Facilities, etc. It also recommended an investment of Computing And Networking Facilities, etc. It also recommended an investment of Rs.2000 Corers spread over next 6-7 years for IT education to ensure that adequate and quality It manpower is available. The team has liberally quoted statistical data from the NASSCOM-Mc Kinsey study.

The NASSCOM-McKinsey study 2002 points out that by 2008, the industry would employ 4 million people, account for 7 percent of India's GDP and 30 percent of India's foreign exchange flows.

As per the study, IT services exports will touch \$28 billion to \$30 billion by the year 2008, the ITES (IT Enabled Services) segment will account for \$21 billion to \$24 billion, while the products and technology services industry will contribute around \$8 billion to \$10 billion to overall revenues. It is expected to contribute to 20 percent of incremental GDP growth forecast between now and 2008.

The IT industry will create over two million jobs by 2008 with software contributing to approximately 1.1 million and the ITES sector to an additional one million jobs. In addition, the parallel support services industry will create employment for another two million people.

As far as the issue of people is concerned, the report says that India would require over a million people by 2008 to meet the demand of the ITES sector. In order to create this pool of qualified personnel, McKinsey has suggested developing specialized courses for ITES through exclusive academies. The report estimated that unless the output from the existing institutions is doubled, it would not be possible to meet this manpower requirement.

State Scenario

Meghalaya in particular, and the North East in general, should not be left behind in this It revolution and should account for at least a small percentage of the GDP growth. The Government of Meghalaya has already taken some steps in this direction. It has recently declared its intention of setting up an Information Technology Park at the erstwhile Meghalaya Watches Ltd. Campus. While there has been a constant demand of IT trained professional in the state for various jobs in the government, Private sector, faculty in schools and colleges, etc., this demand will further grow as the state forges ahead with its IT ventures. Thus it is imperative that there should be a continuous supply of quality IT manpower for the development of the state.

Sd/-
Principal
St. Anthony's College

Proposal from St. Anthony's College

It has been nine years now that two colleges under University are conducting Bachelor's programme in Computer Science. The students who pass out from these courses have to go outside the state to pursue their studies at Masters level. It is not easy for the students to get admissions to other institutions across the country. Even the students of the state who do manage to get admission have to bear the huge expenses involved in pursuing such a course outside the state/region. In the North-Eastern Region there are only a few institutions running such a programme, namely, Tezpur University, Guwahati University, Jorhat Engineering College, and Assam University.

The College is already conducting several courses in Computer Science/Applications, namely, Three year B.Sc. Computer Science (UG), Three Semester DOEACC 'A' Level (PG), Two Semester PGDCA (PG), Two semester DOEACC 'O' Level (UG). The College has also been entrusted with the training of the teachers of the schools of the North-Eastern states in IT, as per NEC Scheme for providing IT education in schools.

The MASTER OF COMPUTER OF APPLICATIONS (MCA), as conducted in other Universities, is a three-year (six semester) course. It is open to graduates who have not taken up this subject at the degree level. In our university we have both groups of students: those who complete B.Sc in computer Science and those who pass B.Sc. without Computer Science. While the latter group would be required to do a 3-year MCA course, the former would be in a position to complete the same in two years, without having to repeat what they had already covered during their 3-year degree course.

In view of the above, the College - after due permission from the University - plans to introduce a PG course called INTEGRATED COURSE IN MASTER OF COMPUTER APPLICATION, with the provision for lateral entry.

The proposed course, with intake of students qualifying 10+2, will have a duration of five years. The first three will follow the newly revised Three Year Degree Course (Computer Science Honours), having eight paper of Computer Science and other Elective papers. They will also follow the existing annual examination pattern. The last two years will have papers relating only to Computer Science and will follow semester system of examination. The degree will be based on the 800 marks in computer science during the first three years, and the 1600 marks during the last four semester. To make the course modular, the students may be awarded B.Sc (Computer Science) at the end of three years, in case they intend to stop at that stage.

The students who have already graduated in subject other than Computer Science may be given the possibility of lateral entry to this course. Such students will have to cover the 8 (Computer Science) papers of the first three years of the course in two semesters, and join the INTEGRATED COURSE in the 4th year. That is possible for them as they will not have to take up the other elective papers. However, as they are doing this course only after their graduation, the word INTEGRATED may be left out from their degree.

For students who are already pursuing B.Sc Computer Science (New Course), provision may be made to carry over their marks in the 8 computer science papers and allow them admission to 4th year of the Course.

Sd/-
Principal
St. Anthony's College

This proposed course will provide one more addition to the range of disciplines offered by the School of Physical Sciences. We shall certainly rely on the experience and expertise of NEHU faculty members as well as inputs from other institutions running PG programmes in Computer Science to guide us in the framing of the syllabus and infra-structure development.

2. M.Sc. in Biotechnology

The Need for a P.G. Course in Biotechnology:

The principal objective of the proposed course will be to develop trained manpower, which can exploit the abundant bio-resources of the North-Eastern region, particularly Meghalaya. The rich biodiversity of the Northeast provides ample opportunities to the youth to build careers in areas that utilize life-forms for production of consumer items. Apart from teaching the commercialization of bio-techniques, the course will also aim to equip students to explore the molecular basis of biological diversity using the current techniques in genomics and proteomics, so that they develop a deeper understanding of ecosystems and contribute to sustainable development of the Northeast.

As a follow up of the directive from the Prime Minister to intensify programmes in the North-East, a proposal to establish a "Bioresources Development Centre (BRDC)" At Shillong, Meghalaya is under active consideration of the Department of Biotechnology (DBT), Ministry of Human Resource Development. The overall objective of the Centre would be development of North-East in general and Meghalaya in particular for ensuring long term maintenance of ecosystem health and sustainable utilization of bio-resources through biotechnological approaches. An expert group deputed by the DBT, after deliberations with local scientists and government officials felt the need for the establishment of a Bioresources Development Center and submitted a feasibility report. Action has been initiated with the Government of Meghalaya for establishment of the proposed center at Shillong.

The Proposal from St. Anthony's College

The proposed P.G. Course in Biotechnology will be designed to generate human resource that will contribute gainfully to such developmental ventures for the North-East as well as formulate and execute developmental programmes on their own.

We thus aim to provide an attractive choice to talented life sciences graduates of Meghalaya and other North-Eastern States, who opt to pursue higher studies in other parts of the country. The proposed course will expand the range of disciplines offered at the postgraduate level by the school of life sciences of NEHU and hence provide an additional option to graduates seeking higher education in biological sciences.

The proposed course will be designed in accordance with the existing UGC guidelines for P.G courses in Biotechnology. The semester system of education will be followed. The experience and expertise of the relevant faculty of NEHU and other Universities/Institutions will be utilized to develop the course and create the necessary infrastructure. Our experience in running successfully an undergraduate course in Biotechnology for the last eight years will also be utilized in setting up and conducting the post graduate course in Biotechnology.

Sd/-
Principal
St. Anthony's College
Shillong.

Financial Commitment

The estimated cost of non-recurring investment for infra-structure and recurring expenditure for faculty, library and consumables is as follows.

1. Starting of Integrated Master of Computer Application Course (3 Years)

An intake of 30 students per year is envisaged. The course would necessitate appointment of nine faculty, 3 each in the first three years. The salary of the faculty will be Rs. 15,000/- pm (consolidated) for six and Rs. 20,000/-pm (consolidated) for the other three, with a provision of an increment of 5% per year. In the first year, two faculty will be appointed in the pay of Rs. 15,000/- while one will be paid Rs. 20,000/- pm. Two Lab Attendants will also be employed with a pay of Rs. 5000/ pm each with a provision for an increment of 5% per annum.

2. Starting of M.Sc in Biotechnology Course (2 Years)

An intake of 15 students per year is envisaged. The course would necessitate appointment of six faculty, 3 each in the first two years. The salary of the faculty will be Rs 15,000/- pm (consolidated) for four and Rs.20,000/-pm (Consolidated) for the others, with a provision of an increment of 5% per year. In the first year, two faculty will be appointed in the pay of Rs 15,000/- while one will be paid Rs 20,000/- pm. Two Lab Attendants will also employed with a pay of Rs 5000/- pm each with a provision for an increment of 5% per annum.

Estimate Expenditure in Lakhs							
		First Year	Second year	Third year	Fourth year	Fifth year	Total
PG Course (Computer Application)							
Salary	Faculty	6.00	12.030	18.92	19.86	20.85	77.93
	Lab Attendant	1.20	1.26	1.32	1.39	1.46	6.63
Library	Books	4.00	1.00	1.00	1.00	1.00	8.00
	Journals	1.00	1.00	1.00	1.00	1.00	5.00
Equipment	Computers	9.00	6.00	6.00	6.00		
Total	Non-Recurring	13.00	7.00	7.00	1.00	1.00	29.00
	Recurring	8.20	14.56	21.24	22.25	23.31	89.56
PG Course (Biotechnology)							
Salary	Faculty	6.00	12.30	12.92	13.56	14.24	59.01
	Lab Attendant	1.20	1.26	1.32	1.39	1.46	6.63
Library	Books	4.00	1.00	1.00	1.00	1.00	8.00
	Journals	1.00	1.00	1.00	1.00	1.00	5.00
Equipment	Instruments	12.00	8.00				
	Chemicals, etc.	1.00	1.00	1.00	1.00	1.00	5.00
Construction of Laboratory		20.00					
Total	Non-Recurring	36.00	9.00	1.00	1.00	1.00	5.00
	Recurring	9.00	15.56	16.24	16.95	17.70	75.65

Sd/-
Principal
St. Anthony's College
Shillong

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We are aware that the various Central Government Departments like MIT, DBT, DST, DONER as well as the NEC are providing special assistance to the North-Eastern Region for its development, to bring the people of this region on a par with the rest of the country. We had already been assisted in the past by MIT, DBT, NEC, UGC, etc for the various vocational courses (like Computer Science, Biotechnology, Mass Communication and Video Production, Pisciculture, etc.) that have been started here in St. Anthony's College and implemented to the satisfaction of the funding agencies. In addition to these, research projects are also going on with funding from various agencies. St. Anthony's College has established its credibility with these departments and agencies as a reliable institution for proper utilization of their funds. Given this scenario, we are fully confident that we will be getting the necessary financial support from these institutions/agencies for providing the necessary infrastructure as well as obtaining financial assistance for the recurring expenditure in the initial years for the programmes we are envisaging. Further we also have the backing from our parent sponsoring body, the Don Bosco Society, for any emergency. We are also in a position to initiate these programmes with our built-up financial reserves.

We will approach the state government for supporting the payment of faculty. As long as such support is not available, we will make these courses self-financing.

Sd/-
Principal
St. Anthony's College
Shillong-793001

5:8:5(1)

- v) **Creation of the Internal Quality Assurance Cell (IQAC) in Accredited Institution.**

Prof. V.S.Parsad, Director, NAAC Vide letter No.NAAC/Vs/Dir-Sec/IQAC/2003 dt. 27.10.03 which is placed as Annexure 'A' has forwarded the Guidelines for the creation of the Internal Quality Assurance Cell in Accredited Institutions which is placed as Annexure 'B'

The matter is therefore place before the Council for consideration.

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Decennial Year
2003 -2004

Year of Rededication
Quality and Excellence

Prof. V.S.Parsad
Director

NAAC/VS/Dir-Sec/IQAC/2003/

27TH October, 2003

The Vice-Chancellor
North-Eastern Hill University
P.O NEHU Campus, Mawkynroh, Umshing
Shillong-793022
Meghalaya

Dear Vice-Chancellor,

As you are aware the National Assessment and Accreditation Council (NAAC) is working with the objective of bring out quality and excellence in higher education. Quality assessment, sustenance and promotion are some of its major activities. With the active support and involvement from the cross section of academia, NAAC has so far accredited 98 Universities and 497 Colleges.

As a part of its decennial year activities and also to keep continuous association and relationship with higher education institutions, ANNC is launching several schemes for post-accreditation quality sustenance. It has recently formulated guidelines for financial and academic support for conducting national and international seminars/workshops by the accredited Universities and Colleges. These guidelines will be available on NAACs website www.naac-com within a week.

As an important post-accreditation quality sustenance, activity NAAC has developed guidelines for creation of Internal Quality Assurance Cell (IQAC) in all accredited institutions. Few copies of these guidelines are enclosed for your perusal and necessary action. These guidelines are broad-base and institutions may adapt them to their specific needs. We request you to establish Quality Advisory Committee (QAC) under the Chairmanship of the head of the institution for guiding the activities of the IQAC. Since quality enhancement is a continuous process, the IQAC will become a part

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of institution's system and work towards realizing the goals of the institution. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institutions. IQAC will help to channelise the efforts and measures of the institution towards academic excellence.

All the accredited institutions are requested to establish IQAC and submit a self reviewed progress report (Annual Quality Assurance Report-AQAR) to NAAC in the end of every academic year detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year. The general format of the AQAR is also enclosed for guidance.

A line of confirmation of the establishment of IQAC in your esteemed institution will be highly appreciated.

With regards,

Yours sincerely,

Sd/-

(V.S.Parsad)

Encl: a/a

S:8:5(4)

Annexure 'A'

NAAC's Decennial Year
2003 - 2004

NAAC for Quality and Excellence in Higher Education

Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) in Accredited Institutions

A Post-Accreditation Quality Sustenance Activity

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commissions

2/4, Dr. Rajkumar Road, P.O. Box No.1075, Rajajinagar, Bangalore -560 010, INDIA

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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) In Accredited Institutions

A Post-Accreditation Quality Sustenance Activity

Introduction

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of a institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelise the efforts and measures of an institution towards academic excellence.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards the internalization and institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation, it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or record-keeping exercise in the institution; it will be a facilitative and participative voluntary system/unit/organ of the institution. The IQAC has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. Quality circles in industries operate on similar lines.

The basic purposes of the IQAC are :

- a) To ensure continuous improvement in the entire operations of the institution, and
- b) To assure stakeholders connected with higher education- namely, students, parents, teachers, staff, would-be employers, funding agencies and society in general-of the accountability of the institution of its own quality and probity

The IQAC will evolve mechanisms and procedures for ensuring the following:

- a) Timely, efficient and progressive performance of academic, administrative and financial tasks.
- b) The relevance and quality of academic and research programmes.
- c) Equitable access to and affordability of academic programmes for various sections of society.
- d) Optimization and integration of modern methods of teaching and learning.
- e) The credibility of evaluation procedures.
- f) The adequacy, maintenance and proper allocation of support structure and services.
- g) Research sharing and networking with other institutions in India and abroad.

The Quality Advisory Committee (QAC)

The IQAC may function under the guidance of a Quality Advisory Committee (QAC), which may be constituted in every institution under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers. The Quality Advisory Committee will be a facilitating and monitoring body to advise on the roles and functions of the IQAC. The composition of the QAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative Officers
3. Three to eight teachers
4. One or two members from the Management
5. One/two nominees from local society
6. The coordinator of the IQAC as Member-Coordinator

The composition of the QAC will depend on the complexity of the organization. The norms given here therefore indicate how best the planning and monitoring need to rest on cross-sectional involvement and responsibility without the system itself becoming cumbersome.

It is necessary for the members of the QAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose from various backgrounds persons who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination, and planning and development.
- The management representatives should be persons who are aware of the institution's objectives, limitations and strengths and are committed to improvement. The local society representatives should be of high standing and should have made significant contributions to society, and, in particular, to education.

The role of the Member Coordinator is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. He may be supported by two or three professional assistants and the operations may be made technology mediated.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The function of the IQAC

Some of the functions expected to the IQAC are :

1. Development and application of quality benchmarks/ parameters in various activities of the institution.
2. Dissemination of information on quality aspects.
3. Organization of discussions, workshops, seminars and promotion of quality circles.
4. Recording and monitoring quality measures of the institution.
5. Acting as a nodal agency of the institution for quality-related activities.
6. Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time.

The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The Annual Quality Assurance Report (AQAR) of the IQAC

All the accredited institutions which have established the IQAC will submit a self-reviewed progress report annually to the NAAC, detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year by devising a perspective plan. The AQAR is the outcome of the perspective plan of the IQAC

The annual Quality Assurance Report (AQAR) of the IQAC

All accredited institutions shall submit the AQAR to the ANNC by the end of every academic year with emphasis on the following key result areas:

Name of the Institution :	Year of Report:
Part A: What is the plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and what is the outcome by the end of the year?	

Part B: <ol style="list-style-type: none"> 1. Activities reflecting the goals and objectives of the institution: 2. New academic programmers initiated (UG and PG) : 3. Innovations in curricular design and transaction : 4. Inter-disciplinary programmers started : 5. Examination reforms implemented : 6. Number of candidates qualified :NET/SLET 7. Total number of seminars/workshops conducted: 8. Research projects a) Newly implemented: b) Completed : 9. Patents generated, if any: 10. New collaborative research programmers: 11. Total research grants received from various agencies: 12. Number of research scholars: 13. Citation index of faculty members and impact factor: 14. Honors/Awards to the faculty : 15. Internal resources generated: 16. Details of departments getting SAP, COSIST/DST.FIST, etc. assistance/recognition: 17. Community services:
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18. Number of teachers and officers newly recruited:
19. Teaching-Non-teaching staff ratio:
20. Improvements in the library services:
21. Number of new books/journals subscribed and their value:
22. Number of courses for which student assessment of teachers is introduced and the action taken on student feedback:
23. Unit cost of education:
24. Computerization of administration and the process of admissions and examination results, issue of certificates:
25. Increase in the infrastructural facilities:
26. Technology up gradation:
27. Computer and internet access and training to teachers and students:
28. Financial aid to students:
29. Activities and support from the Alumni Association:
30. Activities and support from the Parent-Teacher Association:
31. Health services:
32. Performance in sports activities:
33. Incentives to outstanding sportspersons:
34. Student achievements and awards:
35. Activities of the Guidance and Counseling unit:
36. Placement services provided to students:
37. Development programme for non-teaching staff.
38. Any other relevant information the institution wishes to add:

Part C: Explain the plans of the institution for the next year.

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Name & Signature of the Coordinator IOAC

Name & Signature of the Chairperson QAC

5:8:5(11)

For Communication with NAAC

**Address : National Assessment and Accreditation Council
2/4, Dr. Rajkumar Road, P.O.Box No. 1075
Rajajinagar, Bangalore – 560 010**

Phones : +91-80-3124045, 3124048/49, 3133600, 3134181

Fax : +91-80-3133588

E-mail : naac@blr.vsnl.net.in

Website: www.naac-india.com

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Prasadvs99@hotmail.com

(vi) NOMINATION OF NEHU REPRESENTATIVES TO THE GOVERNING
 - BODY OF THE VARIOUS AFFILIATED COLLEGES AS RECOMMENDED
 BY THE DEAN'S COMMITTEE WHICH WAS HELD ON 1ST JULY, 2003.

SL NO.	NAME OF THE COLLEGE.	NAMES OF THE NEHU REPRESENTATIVES.
1.	Thomas Jones Synod College, Jowai.	1. Prof. A. I. Small, Department of Chemistry. 2. Prof. M. N. Karna, Department of Sociology.
2.	Sankardev College, Shillong.	1. Prof. R. N. Sharan, Department of Bio-Chemistry. 2. Prof. B. Myrboh, Head RSIC.
3.	Tirot Singh Memorial College Mairang, West Khasi Hills.	1. Prof. B. S. Mipun, Department of Geography. 2. Dr. H. J. Sylemlieh, Department of Geography.
4.	Christian Academy College, Shillong.	1. Dr (Ms) P. Nongkynrih, Depart- ment of Physics. 2. Dr (Ms) J. Das, Centre for Applied Statistics.
5.	Ramsang College, Williamnagar.	1. Dr. S. Jurudev, Department of English, Tura Campus, NEHU. 2. Smti. J. R. Marak, Department of Garo, Tura Campus.
6.	Mawlai Presbyterian College, Mawlai, Shillong.	1. Prof. J. Nunthara, Department of Sociology. 2. Prof. J. D. Thomas, Dean, School of Economics Management & Information Sciences.
7.	Sngap Singh College, Mawkyrwat, West Khasi Hills.	1. Dr. (Ms) S. Dkhar, Department of Khasi. 2. Dr. B. Kharlukhi, Department of Zoology.
8.	St. Mary's College, Shillong. Shillong.	1. Prof (Ms) S. Miri, Dean, School of Humanities & Education. 2. Prof. R. P. Sharma, Department of English.

5: 8: 7(1)

vii) Change of Ph.D. Supervisor in the Department of English.

The letter No. 782. of 25th November, '03 received from the Head of Department of English informing of the decision adopted by the Board of Research Studies to replace the outgoing Supervisor in respect of Ms. Nola Syiem, a Ph.D. Scholar in the Department of English with a new supervisor and in its meeting held on 24th November '03, The Faculty resolved to make the arrangement as indicated in the letter as at Annexure-'A' is placed before the Council for consideration.

5: 8: 7(2)

Annexure-'A'

NORTH EASTERN HILL UNIVERSITY
NEHU CAMPUS, SHILLONG- 793022
(Meghalaya)

Professor R.P.Sharma
Head, Department of English.

25 November 2003

No. 782

The Vice-Chancellor
NEHU, Shillong.

Subject: Change of Ph D Supervisor

Dear Sir,

In pursuance of the directive of the Board of Research Studies , we've decided to replace the outgoing supervisor in respect of Ms Nola Syiem, a Ph.D scholar in our Department, with a new supervisor. At its meeting held at 11 am yesterday, the Faculty resolved to make the following arrangement:

Ph.D scholar	New Supervisor	New Joint Supervisor
Ms Nola Syiem	Prof. T Ao	Prof E N Lall

I should therefore be grateful if you could forward this case for the consideration and approval of the Academic Council at its forthcoming meeting.

With regards,

Yours sincerely,

Sd/-

R P Sharma

6:1:1(1)

Item No:6 ADMINISTRATIVE MATTERS

6:1 Selection Committee

ITEM FROM THE CHAIR :

- 1) Panel of names of Expert for Selection Committee for Faculty Selection in Department of Garo(Tura Campus).

Clause (2) of Statute 20 provides for panel of Expert for consideration of Selection Committee for recruitment to the post of Professors, Readers and Lecturers as well as for cases under C.A.S. The experts are to be nominated by the Executive Council out of the panel of names recommended by the Academic Council for their special knowledge of or interest in the subject for the post of Professors, Readers and Lecturers. The Council is required to recommend a panel of names of expert for the Department of Garo(Tura Campus).

The panel will be tabled by the Chair.

6:2:2(1)

Item: (1) Transfer of employees of erstwhile Aizawl Campus of NEHU to Mizoram University on commencement of the Mizoram University Act.

In compliance with the judgement dated 30.5.2003 of Aizawl Bench of the Guwahati High Court relating to the transfer of employees of the erstwhile Aizawl Campus of NEHU to Mizoram University under Section 33 of the Mizoram University Act, the Ministry of Human Resource Development vide its letter No.F.13-1/2001-Desk (U) dated 12th September, 2003 (placed at Annexure-A) has directed the University to implement the judgement of honorable High Court in the following manner:

- (i) All employees of NEHU working at Aizawl Campus immediately before commencement of the Mizoram University Act may be given an option either to remain with NEHU or to be transferred to the services of the Mizoram University on the same terms and conditions and to the same rights and privileges as to pension, gratuity, provident fund and other existing matters as held by them under the North-Eastern Hill University.
- (ii) The employees opting for their transfer to the services of Mizoram University may be transferred to the Mizoram University on the same terms and conditions and to the same rights and privileges as to pension, gratuity, provident fund and other matters as held by them under the North-Eastern Hill University.
- (iii) The employees opting to remain with NEHU may be adjusted in NEHU against the existing vacancies and/or by creating supernumerary post if necessary. The supernumerary posts to be held by such employees will be personal to them and will stand abolished as and when they retire from service or vacate the posts for any other reason.

On receipt of the letter aforesaid from the Ministry, The University immediately has issued a circular dated 12.10.2003 (at annexure-B) containing the judgement of the Hon'ble High Court and requested the Registrar, Mizoram University to bring the circular to the notice of all concerned and make necessary arrangement to send duly exercised option forms of the employees to this University within one

contd.....2.....

6:2:2(2)

- 2 -

month from the date of issue of the circular. However, communication from the Registrar, Mizoram University on the score is still awaited.

Further, it may be noted that the last Dean's Committee, which met on the 26th September, 2003 has also deliberated on the same issue and the resolution as adopted by the Committee is reproduced below:-

"No.DC:106:2003:11(i) The Committee considered the MHRD's letter No.F.13-1/2001-DESK (U) dated 12.9.03 - Instruction on transfer of employees of erstwhile Mizoram Campus to NEHU and RESOLVED to place the matter before the Academic Council and Executive Council and in the meanwhile the Ministry may be informed that the matter is being placed before the Councils to discuss the various implications of the transfer of employees including the determination of their interse seniority specially in the case of employees of Pachhunga University College."

The action so far taken by the University on the transfer of NEHU employees from Mizoram University to NEHU has also been communicated to the Ministry vide letter (at Annexure-C).

The matter is placed before the Council for deliberation and decision.

6:2:2(3)

ANNEXURE-A

No. F.13-1/2001-Dcsk (U)
Government of India
Ministry of Human Resource Development
Department of Secondary and Higher Education

New Delhi, the 12th September, 2003

To

The Registrar
North Eastern Hill University,
Shillong.

Subject: Transfer of employees of erstwhile Aizawl Campus of NEHU to Mizoram University on commencement of the Mizoram University Act.

Sir,

I am directed to refer to judgement dated 30.5.2003 of Aizawl Bench of the Gauhati High Court in Writ Petition (Civil) No.93 of 2001 vs Shri Natarajan Parthasarathy and others versus Union of India and others relating to the transfer of employees of the erstwhile Aizawl Campus of NEHU to the Mizoram University under Section 33 of the Mizoram University Act and to request you to implement the above judgement of the Hon'ble High Court in the following manner:

- (i) All employees of NEHU working at Aizawl Campus immediately before commencement of the Mizoram University Act may be given an option either to remain with NEHU or to be transferred to the services of the Mizoram University on the same terms and conditions and to the same rights and privileges as to pension, gratuity, provident fund and other existing matters as held by them under the North Eastern Hill University.
- (ii) The employees opting for their transfer to the services of Mizoram University may be transferred to the Mizoram University on the same terms and conditions and to the same rights and privileges as to pension, gratuity, provident fund and other matters as held by them under the North Eastern Hill University.
- (iii) The employees opting to remain with NEHU may be adjusted in NEHU against the existing vacancies and/or by creating supernumerary posts, if necessary. The supernumerary posts to be held by such employees will be personal to them and will stand abolished as and when they retire from service or vacate the posts for any other reason.

2. This Ministry may be kept informed of the action taken by the University in this regard from time to time.

Yours faithfully,

Sd/-

(S.S.Mahlawat)

Under Secretary to the Government of India

NORTH-EASTERN HILL UNIVERSITY
NEHU CAMPUS, SHILLONG-793022(Meghalaya)

No.F.12-24/Estt.II/96-6246

Dated 10th Oct.03

C I R C U L A R

In compliance to the judgement dated 30.5.2003 of Aizawl Bench of the Guwahati High Court relating to the transfer of employees of the erstwhile Aizawl Campus & Pachhunga University College of NEHU to the Mizoram University vis-a-vis directives of the Ministry of Human Resource Development, New Delhi conveyed vide letter No.F.13-1/2001-Desk(U) dated 12.9.03, all employees (teaching and non-teaching) posted at erstwhile NEHU, Aizawl Campus & Pachhunga University College immediately before the commencement of the Mizoram University Act, 2000 may exercise their option either to remain with the North-Eastern Hill University or Mizoram University. The employees, if any, opting for their transfer of services to the Mizoram University shall stand transferred on the same terms and conditions and to the same rights and privileges as to Pension, Gratuity, Provident Fund and other matters as held by them under the North-Eastern Hill University.

The option may be exercised in clear terms in the format enclosed and be sent to this University through the Registrar, Mizoram University within one month from the date of issue of this circular.

sd/-
Registrar

Memo No.F.12-24/Estt.II/96-

Dated

Copy to:-

1. The Vice Chancellor, Mizoram University, Aizawl, along with G.O.I letter No.F.13-1/2001-Desk(U) dt. 12.9.03, for information and necessary action.
2. The Registrar, Mizoram University, Aizawl with a request to bring the circular to the notice of all concerned and make necessary arrangement to send the option as per prescribed format within the stipulated date. The option forms in respect of teaching and non-teaching may be sent separately.
3. Shri S.S.Mahalawat, Under Secretary to the Govt. of India, Ministry of Human Resource Development, Department of Secondary and Higher Education, New Delhi. This has a reference to his letter No.F.13-1/2001-Desk-(U) dt. 12.9.03.
4. The Deputy Registrar, Establishment-I, NEHU, Shillong for information.
5. The P.S to Vice Chancellor for V.C's kind information.
6. The P.A to the Registrar, NEHU, Shillong.
7. The P.A to the Finance Officer, NEHU, Shillong.
8. The SPA to the Controller of Examinations, NEHU, Shillong.
9. Shri Natarajan Parthasarathy, Lecturer(Sl. Grade), Pachhunga University College, Aizawl.

sd/-
Registrar

6:2:2(5)

ANNEXURE-C

NORTH-EASTERN HILL UNIVERSITY
PERMANENT CAMPUS
MAWKYNROH UMSHING
SHILLONG-22

Prof.D.T.Khathing
Registrar

D.O No.F.12-24/Estt.II/96-(Pt)-6469
Dated 10th November, 2003

Dear Mahlawat,

We are in receipt of your letter No.F.13-1/2001-Desk(U) dated 12.9.2003 regarding transfer of employees of erstwhile Aizawl Campus of NEHU and P.U.C to this University on commencement of Mizoram University Act. On receipt of the said letter, we have immediately issued a circular to Mizoram University with a request to direct all the employees posted at erstwhile North-Eastern Hill University, Aizawl Campus and Pachhunga University College, immediately before the commencement of Mizoram University Act, 2000, to exercise their option either to remain with the NEHU or Mizoram University. It is expected the option as exercised by the employees shall be made available to us by mid November, 2003. Perhaps, by now you have also received the said circular since the same was endorsed to you and despatched on 10.10.2003.

Meanwhile, the matter of transfer of employees of erstwhile Mizoram Campus to NEHU was deliberated in the Dean's Committee meeting and it has been decided to place the aforesaid matter before the next Academic Council and Executive Council of the University, so as to discuss the various implications of the transfer of employees including the determination of their interse seniority specially in cases of employees of Pachhunga University College.

However, the Ministry shall be kept informed of the action taken by the University in the said matter from time to time.

With regards,

Yours faithfully,

Sd/-

(D.T.Khathing)

S.S.Mahlawat
Under Secretary to the Government of India,
Ministry of Human Resource Development,
Department of Secondary and Higher Education,
New Delhi.

6:7:1(1)

6:7 - OTHER

- i) Suggestion on Ways & means for generation of income by the University.**

The Academic Council committee constituted vide Notification No. AC:69-4/CONF/2003-187 of 19th August, 03 for suggesting Ways & means for generation of income by the University had its meeting on 25th November, 2003.

The recommendation made by the Committee is placed as Annexure-'A'

The matter is placed before the Council for consideration

6:7:1(2)

Minutes of the AC Committee Meeting held on November 25, 2003
Constituted vide D/R (Conf) letter No.69-4/Conf/2003-187 of 19.8.03

Members Present

Prof. A.K. Misra (Convener),
Prof. R.N. Sharan (Member)
Prof. D.T. Khathing, Registrar (Member)
Sri. J. Lhungdim, Finance Officer (Member)

The Committee constituted vide AC Resolution No.AC:69:2003:6:7(i) for suggesting ways and means for generation of income by the University, met on November 25, 2003 at the office of the Registrar, NEHU.

The following recommendations were made

- (i) Publication cell should publish NEHU embossed stationery like long books, short books, file covers, etc. These should be sold through a University outlet to students and other University community. Publication cell may also consider publishing/compiling other material (such as syllabi, old question papers, etc.) required by students. These too may be sold through the University outlet.
- (ii) USIC may be asked to cater to maintenance of PCs, Science equipment and microscopes in the University. The glass blowing facility of USIC should also be properly utilized by the science Departments. USIC may also give wider publicity to its facilities to other colleges, schools, etc. and may provide its services against appropriate payment.
- (iii) RSIC may further extend its services to include maintenance of equipment for enhancing generation of revenue.
- (iv) The buildings at Mayurbhanj Complex may be sold and the fund generated may be put in the corpus fund and invested judiciously for generating income.
- (v) Bijni complex may be rented out to suitable central/state government organizations.
- (vi) University should streamline its system for monitoring of fee paid by students (including M.A./M.Sc./M.Phil. and Ph.D. students). No results should be declared till the fee has been paid in full. University may consider introducing 'smart identity cards' for students.
- (vii) University should consider introducing a differential fee structure for different courses based on the actual cost involved in each course.
- (viii) University may consider introducing paid seats in various courses.
- (ix) Functioning of Computer Centre should be improved and possibility of introducing various short term courses on computers be explored with a fee structure in tune with the fee structure of other organizations offering similar courses.

6:7:1(3)

- (x) The transport system may be rationalized further. University may consider charging transport charges along with students fee on a semester basis. In such a case, the University identity card should be enough to allow the students to use University buses. No separate bus identity card need be issued to the students.
- (xi) University may negotiate with some airlines to introduce corporate fares for persons traveling by air in connection with work related to NEHU.
- (xii) University may consider introducing short term orientation/training courses by various Departments during evenings.
- (xiii) Now that the development work in the campus is almost complete, University may consider downsizing CDD.
- (xiv) University may consider issuing an appeal to all past students/alumni of NEHU to contribute generously to the NEHU corpus. Similar appeal may also be made to other University community and general public.
- (xv) University may encourage consultancy by its Faculty. However, in such cases a part of remuneration earned may be contributed towards the corpus fund.
- (xvi) When VSAT facility is fully developed, University may consider extending this facility to teachers students/staff residing in the campus on payments basis.

Sd/-
(A.K.Misra)

Sd/-
(R.N.Sharan)

Sd/-
(D.T.Khathing)

Sd/-
(J.Lhungdim)