

PROJECT REPORT
FOR
NAGALAND UNIVERSITY

PLANNING COMMITTEE
FOR
PROPOSED NAGALAND UNIVERSITY

C O N T E N T S

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F O R E W O R D

The Government of Nagaland constituted a Planning Committee vide the notification No. EDS(HTE)-41/85 dated 27-9-85 with following as members:-

1. Prof. B. Das - Chairman
2. Mr. Kirenwati, Director, Higher & Tech. Education - Member Secretary
3. One representative from U.G.C. - Member
4. One representative from Govt. of India, Ministry of Education - Member
5. Development Commissioner Nagaland, Kohima. - Member
6. Secretary to the Govt. of Nagaland, Education Department, Kohima. - Member
7. Three academicians to be nominated by the Chairman. - Members
8. Two Technical experts to be nominated by the Govt. of Nagaland. - Members

Later on the full constitution of the Planning Committee was made as follows:-

1. Prof. B. Das, Adviser(Education). - Chairman
2. Shri Y.D. Sharma, Former Jt. Secretary, U.G.C., 5 Miranda House, New Delhi. - Member(UGC's nominee)
3. Prof. H.C. Khare, Dean, Faculty of Science, Allahabad University. - Member(Academician nominated by Chairman)
4. Prof. A.B. Das, Head, Department of Zoology, Santiniketan. - -do-
5. Prof. Durganand Sinha, Director, N.N.S. Institute of Social Studies, Patna. - -do-

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6. Shri M.J. Risbud, Chief Engineer (Development) Govt. of Nagaland. - Member (Tech. Expert nominated by the State Govt.)
7. Shri H. Sema, Chief Engineer (Power), Govt. of Nagaland. - do -
8. Shri T.C.K. Latha, Development Commissioner. - Member
9. Shri Alluwallia, Financial Commissioner. - Member
10. Anil Kumar, Addl. Secretary, Education Department, Kohima. - Member
11. Shri Kirmaselli, Director, Higher & Tech. Education. - Member Secretary.

However, the following changes took place by the time the 3rd meeting of the Committee was held:-

1. Shri K.M. Chahne took over as Financial Commissioner and became a Member.
2. Shri E.T. Sunup took over as Secretary, Education and became a Member.
3. Prof. I. Yanger had taken over as Director, Higher & Technical Education and became a Member of the Committee.
4. Shri I. Chuba Ao, on his assumption as Secretary to the Planning Committee also became the Member Secretary of the Committee.

The terms of reference of the Committee were as follows:-

1. To advise the Government in regard to the structure, organisation and financing of the proposed Nagaland University.
2. To prepare detailed project report.
3. The Committee may Co-opt. additional members, if necessary with the approval of the Government.

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The Committee held its first meeting on 10-4-1986 under the Chairmanship of the then Minister for Education and it was suggested that the task of preparing the Project Report be assigned to a competent and capable agency and the University Division of the Ministry of Human Resource Development (Department of Education) be requested to recommend and furnish a list of such organisations in the country.

At the second meeting of the Committee held on 22-8-1986, the committee reviewed the earlier decision and felt that it would be more convenient if the Report were prepared by the Committee itself and the Chairman was entrusted with the task of preparing the Draft Project Report.

On appointment of Shri I. Chuba Ao, as Secretary of the Planning Committee, the preparation of the Draft Project Report was further expedited and the Report was submitted to the Hon'ble Minister for Education on the 12th December, 1986. Besides copies of the Report were sent to all the members of the Committee and relevant offices both in the state and in the Govt. of India for their views and comments.

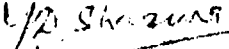
The Committee, wishes to record its thanks to the following persons for their valuable advice to the Chairman during his meeting with them:-

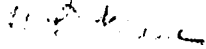
1. General K.V. Krishna Rao, Governor of Nagaland.
- 2., Prof. Yashpal, Chairman, University Grants Commission.
3. Shri Kireet Joshi, Spl. Secretary, Union Ministry of Human Resource Development.
4. Shri J. Veera Raghavan, Spl. Secretary, Union Ministry of Human Resource Development.
5. Shri J.S. Baijal, I.A.S., Secretary, Planning Commn.
6. Adviser(Education), Planning Commission.
7. Shri G. Ranga Rao, I.A.S., Spl. Secretary to the Governor of Nagaland.

Valuable help and assistance were also rendered to the Committee by Shri Kiremwati, Shri P. Measosang, Prof. S.K. Das, Ex-Pro-Vice-Chancellor and Professor of Commerce in NEHU, Nagaland Campus, Dr. B. Bhattacharya, Lecturer, Nagaland College of Education, Shri J. Pandey, Lecturer in Commerce, NEHU, Nagaland Campus, Shri K. Borgohain, Jt. Director, Higher & Tech. Education, Shri K.P. Karlo, Executive Engineer, Education Department and Shri S.C. Datta, Assistant Engineer, Commissioner's Establishment.


The third meeting of the Committee was held on Jan. 29 and 30, 1987 and the Report was completed for submission to the Government of Nagaland.

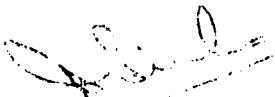

(B. DAS)
CHAIRMAN


(Y.D. Sharma)
Member

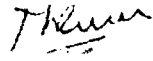

(H.C. Khare)
Member

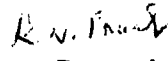
(T.C.K. Lotha)
Member


(Z.B. Das)
Member

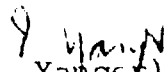

(Durgansh Sinha)
Member

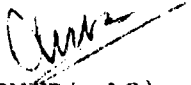

(K.M. Chadha)
Member


(M.J. Rishud)
Member


(K.N. Baruah)
Member

(H. Sema)
Member


(I. Yanger)
Member


(I. CHUBA AO)
Secretary to the Committee

A C K N O W L E D G E M E N T

The Chairman expresses his deep sense of gratitude to Shri S.C. Jumar, former Chief Minister of Nagaland, Shri K.L. Chishi, former Minister for Education, Nagaland for inviting him to be the Chairman of the Planning Committee and Adviser to the Government. He is equally grateful to the present Chief Minister, Shri Hokishe Sema and Shri Shikho Hema, the present Minister for Education for the help and guidance given to him in the performance of his task as the Chairman of the Planning Committee for Nagaland University.

The Chairman is specially indebted to the esteemed members of the Committee who readily accepted his invitation to be members of the Committee and took all the troubles to travel to Kohima to attend meetings of the Committee and contributed their rich scholarship and experience to the preparation of the Report.

Finally, he records his deep sense of appreciation of the invaluable service rendered by the Secretary, Shri Chuba Ao in organising the office under difficult circumstances and making it possible for the Chairman to produce the Draft Report in a period of ten weeks. He also would like to make a special mention of the ungrudging hard work put in by Shri Ashim Chatterjee, Typist in the office.



(PROF. B.DAS)
CHAIRMAN

PLANNING COMMITTEE
FOR NAGALAND UNIVERSITY

THE VOICES OF EDUCATION - EAST AND WEST

- (1) We must have a hold on the spiritual and secular education of the nation. Do you understand that? You must dream it, you must talk it, you must think it, and you must work it out. Till then there is no salvation for the race. The education that you are getting now has some good points, but it has a tremendous disadvantage which is so great that the good things are all weighed down. In the first place it is not a man-making education, it is merely and entirely a negative education. A negative education, or any training that is based on negation, is worse than death. The child is taken to school, and the first thing he learns is that his father is a fool, the second thing, that his grandfather is a lunatic, the third thing, that all his teachers are hypocrites, the fourth, that all the sacred books are lies. By the time he is sixteen he is a mass of negation, lifeless and boneless. And the result is that fifty years of such education has not produced one original man in the three Presidencies. Every man of originality that has been produced has been educated elsewhere, and not in this country, or they have gone to the old universities once more to cleanse themselves of superstitions. Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have

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life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. "The ass carrying its load of sandalwood knows only the weight and not the value of the sandalwood". If education is identical with information, the libraries are the greatest sages in the world, and encyclopaedias are the Rishis. The ideal therefore is that we must have the whole education of our country, spiritual and secular, in our own hands, and it must be on national lines, through national methods, as far as practicable.

————— SWAMI VIVEKANANDA

- 11) The economic development of any nation depends on the effective and proper utilization of all her resources, both human and material. Material resources are useless without men and women able to employ them, and, therefore, the first priority should be the adequate development of human resources. Education is said to be the keystone to development, as it provides the knowledge and training in various skills that development requires. This education is given at various levels: primary,

secondary, and tertiary or higher education.

The production of high-level manpower through higher education should ensure trained and responsible leadership for the development effort. Higher education, therefore, can be said to provide the main thrust in development. The assumption here is, of course, that the higher education will be of good quality and will, in content, be relevant to local circumstances and that it will be applied in the service of the nation.

During the colonial era, the colonized were "hewers of wood" and "drawers of water." Education and training in national development were both relatively neglected. What education was given had the primary aim of helping to facilitate the colonial administrative machinery. In certain African countries, no African was educated or trained to the subprofessional level, and higher education was unknown. In those countries fortunate enough to have benevolent administrators with courage and vision, a foundation was laid for future higher education. In general, as the move toward independence gathered momentum, plans for developing high-level manpower to succeed and replace that provided by the colonial masters were put in operation. Before then only a lucky few, whose parents could afford it, could go overseas to European and North American universities to become professionals: doctors, lawyers, and a few engineers. As secondary education developed and more people qualified for higher education, scholarships for study in universities abroad were awarded

in various fields. On the eve of independence, and during the transitional period between self-government and independence, some higher educational institutions were established locally, but most of these institutions in Africa were founded after independence.

It is not surprising if Africans trained in a university abroad adopt European styles and outlook and are generally sympathetic to the higher educational system of which they are a product. It is perhaps fortunate that this "cultural enslavement" did not prevent some of them from agitating strongly for independence and from becoming national leaders at the time of independence.

With independence, the need for high-level manpower to take over the administration of the country became both urgent and vital. Institutions already in existence were rapidly developed and new ones established. The university in Africa was, however, a foreign transplant, established by expatriate staff, and some were indeed faithful replicas of their metropolitan counterparts. Even when local staff replaced expatriates it was inevitable that the first generation of African staff were themselves educated abroad and therefore in need of cultural reorientation. The university, not being conversant with local conditions, was largely insensitive to the problems of the immediate environment. Its curriculum was not much different from that in European and American universities. In short, teaching and research were considered to be largely irrelevant to local needs.

If the picture painted was true of the 1960s, it is still true in the 1970s. Now, however, there is an awareness of the need to create an African university that, without sacrificing its international academic standards, will be

responsive to the needs of contemporary African society and so be deeply involved in national development on all fronts: economic, social, and cultural.

Besides being criticized for ivory-tower aloofness, the universities have been accused of taking more than their share of the national budget, particularly of the budget for education as a whole. This criticism is only partly justified, because the African university, usually situated in a campus miles from the nearest town or city, is obliged to develop and maintain expensive municipal services. The fact remains that huge sums of money are spent on the universities, for which the government and the public expect much in return. Indeed it is the duty and the responsibility of the university to be closely involved in the process of national development, for higher education in Africa is meaningless unless it is linked with the total development of the country.

The Unesco Conference on "The Role of Higher Education in the Development of Africa" in Tananarive (1963) came to the following conclusions: "That in addition to its traditional functions and obligations to teach and to advance knowledge through research, the role of higher education in the social, cultural and economic development of African must be:

1. To maintain adherence and loyalty to world academic standards;
2. To ensure the unification of Africa;
3. To encourage education of and appreciation for African culture and heritage and to dispel misconceptions of Africa, through research and teaching of African Studies;
4. To develop completely the human resources for meeting manpower needs;
5. To train the 'whole man' for nation building;
6. To evolve over the years a truly African pattern of higher learning dedicated to African and its people yet promoting a bond of kinship to the larger human society".

-----Kenneth W. Thompson
Barbara R. Fogel
Helen E. Danner

(iii) ...Education leads to understanding, it has no more "practical" aim. It does not have as its object the "production" of Christian, democrats, Communists, workers, citizens, Frenchmen, or businessmen. It is interested in the development of human beings through the development of their minds. Its aim is not manpower but manhood.

-----R.M. HUTCHINS

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AN ABSTRACT OF THE PROJECT REPORT
FOR NAGALAND UNIVERSITY

The North Eastern Hill University was established in 1973 with three campuses at Shillong, Kohima and Aizawl to accelerate the growth and spread of higher education in the remote, hilly and tribal North Eastern States. The decision was that the three campuses should be developed pari-passu in the form of a multiversity without duplication of courses on the different campuses. The State Government selected a site at Kohima and the foundation of campus was laid by the President of India in 1979 but since no construction could be undertaken till November, 1982, the State Government resumed the site.

The Kohima Campus started functioning from 1978 and it has by now only 4 Post-Graduate Departments (and one Agricultural College) as against 17 at Shillong. There are also 13 University centres and institutes at Shillong and none at Kohima or Aizawl.

The administrative arrangements are such as to preclude any senior teacher at Kohima from functioning as a Dean or from having a say in the day to day administrative functions of the University.

The share of expenditure of the Kohima Campus in the total expenditure of the University has varied between 0.98 p.c. in 1977-78 to 4.14 p.c. in 1984-85. Thus the growth of the campus has been severely handicapped. The recent decision of the University not to admit students who did not obtain an Honours Degree has resulted in Department of Education, English and Commerce remaining without admissions for the last two years.

With these facts in view as also the establishment of separate universities in Goa, Pondicherry, Arunachal Pradesh and the proposal for separate universities in Sikkim, Tripura, Mizoram and Cachar, the State Government approached the Union Government for a separate University in Nagaland and taking all facts into consideration the Planning Commission gave its approval to the proposal in principle in 1985 and made a token provision of Rs. 5 lakhs in 1985 and Rs. 3 lakhs in 1986 for preparatory work. The former Chief Minister met the Prime Minister on this issue and the Governor of Nagaland also wrote to the Union Minister for Human Resource Development about the early establishment of the University. The University Grants Commission recently asked the State Government to fill in a proforma at the instance of a member of the Planning Committee. But there is no decision, as yet from the Union Ministry. The matter is pending there for a final decision. The establishment of

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a Central University is directly under the purview of the Union Ministry. It transpires from the letter written to the Prime Minister by the Chief Minister dated September 21, 1985 that the Prime Minister has agreed to the establishment of a Central University in Nagaland. As such, it is not understood why the Ministry has not yet taken any action in the matter so far.

In the light of the crisis which has overtaken higher education in our country today and keeping in view the fact that the destiny of our country is being increasingly intermeshed with that of the rest of the world, the aims and objects of higher education have to be reconsidered seriously especially as we move towards an information society with its ancillary consequence of life-long education. In the scientific and technological civilization of the modern world the explosion of knowledge holds the key to progress. At the same time, it produces disconcerting phenomena like the rapid depletion of the earth's natural resources, ecological degradation and imbalance and psycho-social problems like alienation, atomism, anomie, dehumanization, violence, crime, permissiveness - usually associated with an amoral affluent society.

The present education system, a legacy of the British, is based upon the concept of liberal education

which attaches primacy of importance to the development and training of the mind. With the passage of time, however, the meaning and relevance of this concept have been increasingly questioned and fundamental changes and reforms advocated and introduced in the advanced countries especially after the global students' revolt in the 60's.

As such it will not be proper to replicate a model that is now considered as largely worn out or irrelevant to the life, needs and aspirations of a developing country, especially in a state like Nagaland that has an 85 per cent tribal population in which with the widening of the social base of education the elitist attitude to education is being substituted by one that is utilitarian & pragmatic. Even in the conservative U.K. after the Robbin's Report in 1963, far reaching changes have taken place in the system of higher education. Higher technical institutions which had hitherto been considered an inferior species have been accorded the respectable status of universities. The Ontario Committee on Post-Secondary education has brought in similar changes. In the U.S.A. Community Colleges and Land Grant Universities have stressed practical, productive and skill-oriented studies. As such education is being more and more recognised as a powerful instrument of socio-economic change and development although not as a panacea for all ills and the traditional distinction between general and vocational or technical education

is disappearing as a closed and rigid system yields place to an open, flexible system all over the world with active linkage with the society. These concepts have been outlined in the Second Chapter of the Report.

In Nagaland as may be seen in Chapter I, the demand for higher education is to be related to its demographic growth and educational scenario. At present, there are about 4000 students in the 20 colleges out of which 15 colleges are for general education, 2 are Law colleges and 2 are theological colleges and one is College of Education. This cohort constitutes 3.6 p.c. of the relevant age group as against 4.5 p.c. at the National level. This lower intake is due to the unsatisfactory results at the School Leaving Certificate Examination and the University examinations. The colleges are also in a state of underdevelopment and hence the attraction for the students is weak. Once these shortcomings are removed the demand is likely to go up. Another reason for the likely increase in demand is the growth in adult literacy which in 1981 was 42 p.c. registering a 15 p.c. growth in the decade concerned.

As per the Robbins Report recommendations new teaching universities have been recommended with 3000 student enrolment at the outer reach. In our country new universities with both teaching and affiliating functions have been established with 10,000 students as the norm. By

the turn of the century as indicated before, if enrolment continues to obtain at the existing rate the enrolment will be about 8000, and if it goes up to 4.5 p.c. it will be about 10,000. As such from the enrolment point of view a teaching-affiliating university in Nagaland is quite justified.

To cater to this need, it is proposed that at Lumami, the University College will have an undergraduate section for 1000 students and a post-graduate section for 500 students. Besides, the Agricultural Faculty will have a strength of 500 students. The rest of the student population can be absorbed in the existing colleges but they have to be developed optimally by well-conceived Institutional Plans. It may be desirable to have one constituent college, which will be a standard institution, in each district in the 3rd Phase of the University's development between 1995-2000.

In view of the problems experienced in the past, a non-traditional, innovative, experimental type of University incorporating the features of a Land Grant University, Community Colleges in the U.S.A., the Colleges of Applied Arts and Technology in Ontario, the new Technological Universities of U.K. and Gandhigram University and Sri Aurobindo International Education Centre will meet the requirements of Nagaland best. In such a university, the core area will be agriculture, horticulture, animal

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husbandry, forest science and small scale enterprise as the future prosperity of Nagaland will depend mainly on the promotion of education relevant to these areas.

This developmental function of education has to be stressed without at the same time neglecting the humanizing, centralizing and acculturating function of general education. If the intricate problems of higher education in our country have to be met, if not totally solved, the first step would be to blend general and technical or traditional and non-traditional courses in the university curricula and make the system open and flexible.

Keeping these ends in view the University would introduce fundamental changes in its academic and administrative subsystems so as to make knowledge both a source of illumination as in traditional universities are a source of power for serving society. It will be mingling of lexis with praxis leading to productivity and self-reliance.

a. In the academic structure the innovations proposed are:

- (a) a foundation course comprising current national and international issues in (i) economics
- (ii) politics (iii) social relations (iv) science
- (v) environmental-conservation and management
- (vi) the cultural heritage of India including tribal and folk cultures. The course of current

political issues will stress the goals of democracy, socialism, secularism and national unity.

- (b) the inclusion of physical education like games, sports athletics and cultural and recreational activities in the curriculum as examination subjects. The distinction between curricular and extra-curricular studies will be abolished.
- (c) aesthetic education e.g., appreciation of music, dance, painting, films, theatre etc.
- (d) compulsory learning of a middle level productive functional skill related to the thrust areas of the State's economy like agriculture, horticulture, animal husbandry, forest science and small scale industry. A list of 52 such non-traditional subjects has been prepared. For this purpose, every college will be required to have an agricultural demonstration farm and a workshop by the turn of the century. The course may be optional for technological students if they have sufficient practical content in their course.
- (e) mixing of general and technical courses without any faculty barriers;
- (f) abolition of vacations and the utilization of the period as inter-sessions for extension services as a curricular programme. Each student will prepare a project report on some aspect of the developmental

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programme in the State including the 20 point programme through active participation in them. Thereby higher education will become life-oriented.

- (g) Each college in the State will function as a growth and change centre with respect to its catchment area to break the isolation of college and universities and usher in attitudinal changes that will stimulate institutional changes.
- (h) Provision of diversified learning and teaching modules designed to meet the requirements of the individual students taking into account their intelligence, aptitude and career aspirations;
- (i) compensatory courses for weak students especially in language communication skills;
- (j) teaching through formal, non-formal, informal approaches and using inter-disciplinary, multi-disciplinary and trans-disciplinary techniques for which modern aids including closed circuit T.V. will be used.
- (k) Provision for coaching for competitive examinations. This scheme can be of considerable help if there could be a separate Recruitment Board for the N.E. States for recruitment to non-gazetted jobs in the railways, postal services, health services, armed forces, central police & para-military forces, banks and public sector undertakings as the tribal students still lack self-confidence to face competition in the open.

- (l) a proctorial system under which a small group of students will be placed under a teacher for their total progress and welfare and that responsibility will count towards the evaluation of the teachers' work. The proctor will be the students' programme designer and adviser.
- (m) bilateral arrangements with other universities & colleges for exchange of students and teachers to facilitate national integration and develop self-confidence in the tribal students;
- (n) planned development of post-graduate courses to avoid repetition of facilities available in the neighbouring universities. A list of 32 such subjects has been prepared.
- (o) development of research programmes on a first priority being given to areas that are associated with North-Eastern Regions development;
- (p) Organisation of R. & D. and consultancy service for government and private organisations for effective co-operation and interaction between them and the university.

8. In addition to the foundation course and extension service, functional education and physical and cultural education, the students will take courses on (i) language skills and (ii) basic disciplines like the humanities,

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social sciences, or natural sciences. For the science students functional education may be optional if there is a sufficient amount of practical instruction in the subject to acquire a practical skill. In the agricultural faculty for example, the students can be taught how to grow fruits or how to cultivate tea and coffee and market them since the climate of the State is extremely favourable for such occupations.

C. The second aspect of this academic structure will be its absolute flexibility to make it 'age free', 'time free' and 'space free' providing for 'whole time', 'part time' and 'own time' or 'a current' education both in terms of long cycles and short cycles so that 'life long' education can become feasible.

D. The third change will be in the realm of evaluation and the system which will be based on continuous evaluation will use a "cumulative record" which will form a part of the diploma or degree. Other innovations like 'problem solving', and 'self-assessment' at examinations will also be introduced along with question banks.

The approach envisaged above will help the student to have two openings, first for entering into different services in the public or private sector and secondly, for self-employment through the productive, functional skill acquired by him in course of his education.

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E. The university administrative system which is problem-ridden requires urgent reform under two main heads, namely, service matters and examination matters which under the existing system leave much room for abuse and corruption. To tackle the first, all service matters pertaining to teachers and officers will be under the control of the Chancellor and those pertaining to the lower staff will be under the control of the Vice-Chancellor. The Board of Management will have no control over these matters unlike in other universities.

The second problem can be tackled if not solved fully, by taking examination matters out of the purview of the Board of Management and placing them under a small, independent Examination Board consisting of the Vice-Chancellor and not more than three Deans. Such a compact body can be expected to maintain the secrecy and sanctity of the system and responsibility can be easily fixed in case of any malpractice.

Some other administrative changes proposed are:

- (a) The Visitor will be the President of India but he will only have advisory powers and he will be final appellate authority for all employees.
- (b) The other powers hitherto exercised by the Visitor will vest in the Chancellor who shall be the Governor of Nagaland who, in view of his close proximity to the University, will be able to offer his continuous guidance and supervision to it in its forma-

tive period. The Chancellor will have the power to supersede the University during a crisis for a period not exceeding two years and run the administration directly.

He will also be the final court of appeal for students. There will be no arbitration Board.

- (c) The Vice-Chancellor will hold office at the pleasure of the Chancellor. This will avoid the embarrassing task of asking Vice-Chancellors to resign in extreme situations.
- (d) The Vice-Chancellor will have the power to override the Board of Management and the Finance Committee with the concurrence of the Chancellor.
- (e) As it is becoming increasingly difficult to find eminent persons to accept the posts of Vice-Chancellor which once were held by a Union Cabinet Minister, Supreme Court Chief Justices, Ambassadors, the Vice-Chancellor may be given the status of a Cabinet Minister.
- (f) There will be a Deans' Council to monitor and design new courses to meet the manpower needs as far as possible. There will be an Academic Registrar to assist the Deans' Council.

- (g) There will be no Court as it is found to be an expensive luxury.
- (h) Membership of all university bodies will be by seniority and rotation and nomination wherever necessary. There will be no election.
- (i) A statutory Students' Council under the Chairmanship of the Vice-Chancellor will be introduced. Its members will be selected on the basis of (i) academic (ii) physical and (iii) cultural proficiency. The Council will deal with Students' affairs but its function will be advisory. It will be a training ground for leadership of the youth by worthy individuals.
- (j) The teachers will have to undergo a probationary training for one year. The training will comprise pedagogical and administrative courses.
- (k) There will be regular provision for in-service training for upgrading the knowledge of all teachers of the University.
- (l) All teachers will prepare lectures according to time-bound plans of the Departments. The draft lectures will be assessed by peer groups. A summary of each lecture will be circulated among the students who will be called upon to evaluate the course anonymously at the end.

(m) To provide efficient management and ensure accountability modern techniques like MBO, BSC, CPA, performance budgeting will be introduced. For the teaching staff performance contract will be introduced. In the draft Act and Statutes these changes have been incorporated.

(n) In order to attract teachers of high calibre to a place like Lumani which has no modern facilities or amenities, special incentives have to be offered. It is on the quality of the initial recruitment of teaching staff that the future of the University will depend squarely. As such, besides the prevalent salaries and allowances, additional incentives will be essential viz., (i) free partially furnished accommodation, (ii) reimbursement of income tax deduction on the basis of the emoluments drawn from the University (iii) a servant allowance (iv) transport facilities; Nos.(ii), (iii) & (iv) are available to the local employees of the State Government.

The University will be organised as a University College under a Provost with pre-university, degree and post-graduate classes forming a grid. Teachers of different segments will interact and collaborate with one another.

The senior post-graduate teachers will take P.U. and degree classes. The P.U. and degree classes will have a strength of 1000 and the post-graduate classes a strength of 500 and the agricultural faculty a strength of 500. The total strength of the campus when fully developed will be 2000.

At Lumami there will be a Navodaya Vidyalaya to form a part of the University Complex and college teachers will be associated with school teaching. School teachers and students will have access to the facilities of the University in keeping with modern trends in education.

Similar arrangements will be made in the affiliated colleges through college-school complexes.

The existing Kohima Campus will form the nucleus of Nagaland University but the existing teaching and other staff will be given the option to come over to the new University or to continue under NEHU. The new university will have the right to accept or reject the option. It will be much better to recruit new personnel especially in the teaching ranks in view of the new academic objectives of the university.

Until the new university campus starts functioning at Lumami the existing four post-graduate departments can function at Kohima and three more new humanities and social science departments can be added. The State

Government may spare one wing of the Secretariat building under construction for this purpose. The Agricultural College will continue at Medziphema. Since a Land Grant type of university is being envisaged the Agricultural College will become a part of the University College as one of its faculties and will have to go to Lumami. It is understood that the required land for this faculty will be available there.

It is seen from the University examination results that the colleges in the State are not working satisfactorily and during the past three years there has been a lot of deterioration. As such, the University will have to guide and supervise their functioning intensively. For an overall improvement of standards it will be advisable to convert one college in each district into a constituent college so that the new experiments in education that the university proposes to make can be undertaken effectively. As these colleges develop to an optimal level of efficiency some of them can be given autonomous status. Such an arrangement will enable the students to receive good undergraduate education throughout the State. As a consequence, the standard of post-graduate education will also go up.

G. As regards the status of the University, it is felt that since a Central University is already in existence in the form of a campus of NEHU at Kohima, it will be

desirable and easier to continue the central university system in Nagaland University. The campus has an annual budget of Rs. 56 lakhs and it is expected that the capital grants for the campus would be available from the Seventh Plan allocations. The immediate additional recurring expenditure will be about Rs. 25 lakhs. The total budget will be of about Rs. 80 lakhs. The immediate action necessary is the upgradation of the campus to a University and its separation from NEHU by an amendment to the NEHU Act by the Union Government. As the new University proposes fundamental changes in the administrative and academic structures, draft Act and Statutes have been prepared and placed in the Project Report to facilitate the enactment by the Union Government.

H. (a) The construction of the campus will begin after the preparation of a master plan by a competent architect. It will be done in three phases viz., 1987-1990; 1990-1995 and 1995-2000. The Executive Engineer of the Department of Education has prepared a rough estimate of the construction costs which are as under:

1987-1990	-	Rs. 15,66,72,000/-
1990-1995	-	Rs. 29,18,90,000/-
1995-2000	-	Rs. 8,35,40,000/-

Escalation of cost has been included in the estimates to the extent of 40 p.c., 50 p.c., and 100 p.c. respectively for the 3 phases.

For the upgradation and development of 7 constituent colleges the requirement will be Rs. 7 crores.

Fittings, furniture, equipment and books and old journals may require Rs. 10 crores. So the total non-recurring expenditure will be about Rs. 70 crores.

As regards the recurring expenditure, it will increase from phase to phase with the increase in the strength of student teachers and other staff. The level of approximate annual expenditure for the different phases will be as follows:-

By 1987-1989	-	Rs. 80.50 lakhs.
By 1989-1990	-	Rs. 140.15 lakhs.
By 1994-1995	-	Rs. 407.45 lakhs.
By 1999-2000	-	Rs. 745.85 lakhs.

CHAPTER - I

NAGALAND - AN INTRODUCTION

THE LAND:

The erstwhile Naga Hills District of Assam and the Tuensang Frontier Division of NEFA were brought together to form a separate unit of administration on December 1, 1957 known as Naga Hills Tuensang Area. This area was given full statehood on December 1, 1963 and came to be known as Nagaland.

Nagaland is the sixteenth state of the Indian Union covering an area of 16,579 sq. Kms. The State lies between $93^{\circ}.20'$ E and $95^{\circ}.15'$ E Longitudes and $25^{\circ}.6'$ and $27^{\circ}.6'$ latitudes. The State is bound by Burma in the east, Assam in the west, Arunachal Pradesh in the north and Manipur in the south. The State is predominantly rural in its socio-economic situation, there being 1112 villages and 7 towns in it. The State consists of 7 districts. The village with its strong framework of tribal customs and manners continues to be main unit of social organisation.

CLIMATE AND RAINFALL:

The climate of the State is temperate except from November to March when it is cold. The annual rainfall varies from 200 cms. to 250 cms. the bulk of which is received during May to October.

PEOPLE AND LANGUAGE:

The Nagas have all the typical characteristics of a healthy physique, brave and straightforward manners and simple needs. They possess a unique cultural heritage. Sudden socio-economic and cultural changes of a short span of 40 to 50 years, after a long period of isolation, are, however having their repercussions on the attitude, mentality and outlook of the people. The state and the people are passing today through the stress and strain of a predominantly tribal society having to adapt itself to a fast changing modern civilization in a very short time. It is the phenomenon of a little tradition encountering a great tradition.

There are sixteen major tribes with different dialects inhabiting different areas of the State although there is now inter-zonal mobility and migration. The means of inter-tribal communication is Nagamese, a mixture of broken Assamese and Hindi followed by English which is official language of the State.

DEMOGRAPHIC FEATURES:

As per the 1981 census Nagaland's total population is 7,74,930 persons (4,15,910 males and 3,59,020 females) with a sex ratio of 863 females to 1000 males and density of 47 per sq. Km. Owing to the presence of people from outside the State for service, trade and commerce, tribal

people constitute 89 p.c. of the population. The ratio of Christians to people of other religions is 4:1. The literacy percentage is 42.57 (male 50.06 and female 33.89).

The decennial growth of population from 1971 to 1981 has been 50.04 p.c. which is the highest in the country. From this trend it is projected that the State's population will be 11,62,779 in 1991 and 17,44,745 in 2001. The number in the 14-17 age group was 55,000 in 1981 and is projected to be 95,000 in 1991 and 1,42,300 in 2001. The number in the 18-23 age group was 1,00,879 in 1981 and is projected to be 1,59,900 in 1991 and 2,53,400 in 2001. The population in the 15-35 years age groups is projected to be 4,28,118 in 1991 and 5,91,670 in 2001. (Source Census Office, Kohima).

The main economic occupations of the people are agriculture, horticulture, animal rearing, collection of forest products, cottage crafts like textiles etc. and these occupations are likely to continue in the future since owing to the difficulties in transport and communications industrialization as a major shift for economic growth is not likely to occur in the foreseeable future.

AGRICULTURE:

Agriculture is the mainstay of the people of Nagaland but the state is deficit in the production of foodgrains and if the present rate of growth of population continues, this deficit is going to be substantial by the turn of the century. The deficit is due to low productivity of land, inadequacy of modern scientific inputs. The lack of communication and marketing and export facilities is a disincentive to greater production. Apart from food-grains agriculture includes many other products like pulses, vegetables, fruits, oil seeds, and spices. The climatic factor is extremely favourable for the cultivation of tea, coffee, cardamom, black pepper and rubber. Fruits like oranges, peach, apples, pears, cherry, apricot, pineapple and Guava can be grown in abundance and transform the economy of the State, but as yet the State is to undertake the scientific cultivation of all these items to make it a lucrative occupation as in Himachal Pradesh and Kashmir. Orchid growing can be a profitable floriculture.

As regards the cultivation of rice, the main crop, takes about 2,09,500 hectares of land. Out of this about 5000 hectares are under terrace cultivation and the rest, nearly 63 p.c. of the total area, is under shifting cultivation. This mode affects about 6,33,000 hectares and is largely responsible for soil erosion, loss of soil fertility, decrease in production and valuable forest wealth.

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Considering the land area available it is seen that there is under utilization of land and other agricultural resources and there is considerable scope for increasing agricultural production by scientific techniques through relevant inputs in the educational system.

The forest area of the state is 8,62,532 hectares and in 1983-84 it yielded a revenue of Rs. 192.42 lakhs whereas the total expenditure of the department was Rs. 367.55 lakhs. There is considerably scope here for reversing the situation by greater productivity to meet the commercial, industrial and moral needs for forest products.

ANIMAL HUSBANDRY :

The topography and climatic condition of the State compel people to use non-vegetarian food and each Naga family is by tradition a breeder of livestock. But despite this, the State imports meat worth two crores of rupees annually. Further, the cattle that are slaughtered inside the State are largely purchased from outside and if that cost is added to the import cost mentioned before, the total cost will go up much higher.

It is by a large scale programme of agricultural and livestock development that the food problem can be solved and if the money spent on these items remain inside the State it will naturally foster quicker economic growth by

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helping capital formations. Animal biology and management can, therefore, be a very useful subject in the University.

INDUSTRIES AND MINERALS

During the previous four plan periods, in the face of various problems and obstacles, the state has made progress in various sectors but industrialisation is yet to take off. By the end of the sixth plan the State had one paper and pulp mill, one sugar mill, one plywood factory, one khand-sari plant and one distillery. In the 7th Plan there are proposals for establishment of a mechanical brick plant, one electronic unit, one food preservation and beverage plant. It is, however, seen that the industries are not running efficiently and as such the help that they would have rendered by generating productive employment has not been available.

In the small scale and village industries sector, a medicinal and essential oils plant, sericulture, bee keeping, match factory, 23 gobar gas plants, soap making, candle making units, handloom and handicrafts, carpet weaving are notable projects but their total production value cannot be ascertained.

As regards minerals the State had deposits of chromium, nickel, cobalt, polymetallic sulphide, lime stone, coal, & oil and gas. Of these lime stone and oil are being commercially exploited. There are proposals for the establishment

of a cement plant, a lime calcination plant and a ceramic plant during the current plan

TRANSPORT AND COMMUNICATION:

The lack of adequate transport and communication facilities both within the State with its hilly terrain and with the rest of the country, has been the main cause of the backwardness of the State in regard to education and economic developments. Except for a few Kilometers of railway line, one rail station, and one airport at Dimapur, roads are the only means of transport in the State but owing to the high cost of road building in the hilly terrain, the rate of road development has been slow. Although the district and Sub-divisional headquarters are linked with the State capital, the access to the villages continues to be difficult and that dissuades the people from going in for greater productions in agriculture and horticulture which requires marketing facilities outside the State to be profitable. If the State has to develop quickly, roads have to be given top priority. Road building therefore, will continue to be a remunerative occupation for a long time.

STATE DOMESTIC PRODUCT AND PER CAPITA INCOMES:

Nagaland's State domestic product at factor cost as in 1971 at 1970-71 prices has been estimated at Rs. 25.53 crores while per capita income has been estimated at Rs. 500.60 p. The SDP in 1981-82 stands at Rs. 131.63 crores while per capita income is 1647.00 as against the

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national per capita of Rs. 1741.00. In 1982-83 the GDP was Rs. 141.94 crores; the per capita income was Rs.1777.00 as against the national per capita of Rs. 1868.00.

Whereas the difference between the national and State per capita is less than Rs. 100.00 the composition is deceptive. The State has a large amount of grant from the Union Government to manage the State budget. It was Rs. 186.72 crores in 1985-86 in a total budget of Rs. 354.27 crores. It shows that the revenue deficit of the State is more than the total GDP and it will be a long time before this gap is made up. This is so in spite of the fact that between 1978-1982 the GDP has grown annually at about 21 p.c. per annum. The small population of the State cannot generate an GDP that will be capable of meeting the demands for a long time to come and the State has to depend on central grants.

The distribution of income varies very widely between the urban and rural sectors and there is widespread poverty, lack of basic amenities in the villages with the result that the average standard of living is very low. That is proved by the shortfalls in food production, the low quality of the products and the mounting unemployment specially among the educated class.

For two full decades, i.e. from 1955 to 1975 due to

political unrest and continued insurgency and social upheavals the State could not pay adequate attention to development work. In consequence Nagaland is the most backward among the hill States. The situation, however, has altered during the last ten years, a climate has been created for the people to participate in their socio-economic development. The economy is slowly moving towards modernity. The State has realized that in order to go along with the rest of the country economically greater attention has to be paid to infrastructural development through larger plan investments. It has also realised that it is difficult to achieve any significant progress without developing its human resources properly. As such the State needs a well-designed, purposeful and sound human resource development programme (with a proper synchronisation of education, training and motivation for development) to explore, mobilize and utilize the socio-economic resources for pressing the way towards all round development.

The economic indicators given below bring this point out:

Sl.No.	Indicators	As on	Unit	Nagaland	All India
1.	Density of population	1981	Sq.Km.	47	216
2.	Literacy	1981	%	42.57	36.23
3.	Average size of the holding.	1975-77	Bectrs.	7.61	2.00
4.	Net irrigated area as % of total area	1977-78	%	29.67	25.78
5.	Per capita Income at cu-price	1982-83	Rs.	1777	1868
6.	Per capita plan exp.	1980-85	Rs.	2625	687
7.	Per capita exp. on Education.	1981-82	Rs.	172	53
8.	Motor vehicles per (i) lakhs of population		No.	735	600
	(ii) 100 sq.km. of area	31.3.80	No.	734	125
9.	Road Length (i) 100 sq.km. of area	31.3.80	Km.	35	49
	(ii) per lakh of population.		Km.	859	248
10.	Telephone connection per 1000 population	31.3.79	No.	3.2	2.7
11.	Energy consumed (i) per 1000 population	1978-79	Kw h	23277	110103
	(ii) per sq.km. of area		Kw h	915	21064
12.	Percentage of village electrified.	31.3.83	%	54	56
13.	Scheduled Commercial Banks per lakh of population.	30.6.83	No.	6.1	5.9
14.	Population served by Banks per thousand of population.	30.3.83	No.	16	16
15.	Per capita consumption of Electricity.	1981-82	Kw h	36	141

Source: (i) Statistical Hand Book of Nagaland 1984.

(ii) Draft Annual plan 1986-87.

The Brief survey of the socio-economic situation leads up to the question of employment and manpower needs of the State for an effective planning of education at the secondary and higher education levels.

EMPLOYMENT:

The total working force of the State constitutes only 48.24 p.c. (1981 census) of the total population and out of these workers, 71 p.c. are cultivators, 11 p.c. government employees and the rest 18 p.c. work as marginal workers and agricultural labourers. The non-working force includes a sizeable number of educated unemployed who are not skilled or technically trained enough to go in for small business entrepreneurship or self-employment of other kinds. They also lack self confidence to seek jobs outside the State owing to their attachment to the native environment and thereby create a problem of unemployment in the State. The State government as a single source of employment is unable to meet the growing demand for employment. There were as many as 16246 persons (on the 30th Sept.'85) who are post graduates, graduates and matriculates and non-matriculates in the live registers of the employment exchanges in the State and perhaps an equal number who had not registered themselves.

The following table shows the number of job seekers in the live registers of the Employment Exchanges of Nagaland as on 31.12.1935:

A.	<u>No. in the live register</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
i)	Post graduates	34	20	54
ii)	Graduates	445	119	564
iii)	Matric	4,154	1438	5,592
iv)	Below Matric	9,034	1878	10,962
B.	Placement	729	197	926
C.	Application left on the live registers	12,938	3,258	16,246

In view of the increasing number of non-working force in the State, the importance of providing adequate and increasing employment opportunities in the development programme cannot be overemphasized to the extent that the development plan falls short of generating adequate employment opportunities, it will necessarily give rise to social unrest, which, if allowed to grow to unmanageable proportions, could wreck the other benefits that the development plan may seek to provide.

The following table shows the employment position in the government service:

No. of posts filled through the State Public Service Commission from 1978 to 1982:

Year.....	No. of gazetted posts	No. of non-gazetted posts.
1978	39	49
1979	85	45
1980	84	180
1981	137	310
1982	102	98
Average	89 per year	136 per year

(Source: Nagaland Public Service Commission)

As against this table the following table shows the growth in all types of government employment from 1961 to 1981 and the projections till 2000 A.D.

Year	1965	1971	1976	1980	1981	Projection in 2000
Gr. I	449	704	962	548	625	1625
Gr. II	-	-	-	944	1059	2559
Gr. III	7465	12116	17653	21795	23060	48060
Gr. IV	5057	13414	16200	10474	19702	39702

Source census of State Govt. Employees in Nagaland 1981

Projection is based on average increasing rate.

In the year 1981 it was found that non-Naga employees constituted only 19 p.c. of the total employment, representing 40 p.c. of class I, 33 p.c. of Class II and 18 p.c. of Class III and IV jobs in the state. Even at present due to

non-availabilities of suitable local candidates the State is obliged to invite science graduates from outside the State to teach science and mathematics in the Schools.

More important for consideration is the attitude that is manifested by the educated youth towards jobs. It has been found that jobs requiring middle level skills are lying vacant in the State as they are considered infra dig by the tertiary level educated youth. This attitude needs modification at an early date by career guidance and counselling practices.

Nagaland at present has about 75000 (89 p.c. male and 11 p.c. female) employees consuming about 35 p.c. of the budget. Out of them nearly 13,100 (410 in Class I, 546 in class II, 8150 in class III and 4000 in class IV) will retire by the year 2000. The trend of employment shows that by that time government will create nearly 1000 class I, 1500 class II, 2500 class III and 20,000 class IV new posts. If the programme of compulsory education in the age group 11-14 by 1995 is taken into account, the number of class III employees will go up much more since at this level trained graduate teachers will be required and it is estimated that by 1991 in the middle schools 3,291 teachers in M.E. Schools and 2,903 teachers in High Schools will be required in the normal process. But if compulsory education in the 11-14 age group is to be introduced by 1995, the

number required will be 6,447 teachers as per the present norm of 20 students per teacher. This will mean that about 10,000 graduated teachers will be needed by 1991 which works out at about 2000 graduates per year in the next five years. As against this the total annual production of graduates from all the colleges in the State in 1985 was 291. Thus there will be a large shortage of manpower in this sector.

In the government service now there are 204 doctors, 192 engineers (P.W.D.), 73 engineers (power), 72 Veterinary doctors and 134 Agriculture officers. In the 7th plan there is provision for 32 agriculture graduates, 22 social conservation officers, 255 medical doctors, and 52 veterinary doctors. There is no manpower projection in these sectors till 2001 but if the projected population of 17 lakhs persons is reached by 2001 AD in most of these sectors the needs will go up especially in relation to doctors, agriculture officers and veterinary doctors. At present the State sends out candidates outside the State for education in all technical sectors except agriculture. And in almost all these sectors people from outside have to be appointed, as local candidates are not available. Hence a sound perspective plan and a reliable programme of technical education would be called for if the local people have to man these jobs. On the otherhand, agriculture graduates coming out of the only Agricultural College in the State are going without

employment because they have not been trained and motivated to utilize their skills for such highly lucrative occupations as tea, coffee, spices and rubber plantation.

As such the State has to prepare a tailor made human resources development programme to meet its manpower needs and action has to be taken to improve the enrollment and examination results at the secondary level immediately.

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CHAPTER - II

HIGHER EDUCATION IN NAGALAND

In the north-eastern region education at all levels was the pioneering work of missionaries who penetrated into the depths of the forests and climbed the mountains to preach their religion and in the process, spread education in order that the laity might read the scriptures. It is as a result of such efforts that reputed institutions for secondary and tertiary education were established in places like Darjeeling, Shillong, Kurseong and they are rendering excellent service to the nation till now. But Nagaland seems to have been left out of the higher educational scene until recent times presumably because of the disturbed atmosphere that prevailed in the territory till the emergence of Nagaland as a full-fledged state in 1963.

As such students had to go outside the state to places like Gauhati, Shillong, Calcutta, Allahabad for post-secondary education.

The first college in this hilly tract, Fazal Ali College (Arts) was established at Mokokchung in 1959 by the Government of Assam. A science college was founded at Kohima in 1961. The opening of a number of colleges, mostly under private auspices, after the statehood of Nagaland and the recent extension of facilities for science education at Fazal Ali College and commerce in some colleges, has facilitated the growth of higher education in the state.

There are two theological colleges in the state - the Bible College at Kohima and the Clark Theological College at Aolijen in Mokokchung.

There is one college of education at Kohima imparting instruction upto the B.Ed level and two law colleges. The total number of colleges now is 16.

The opportunity for post-graduate education was made available only in 1978 with the starting of the M.A. course in Education by the North Eastern Hill University in its Nagaland campus at Kohima. Two more departments, namely, English and Commerce were started in 1979 and 1980 respectively. Later in 1983 the department of Earth Sciences (Geology) was opened at Kohima located in the premises of the government science college. With the starting of these departments the problem of post-graduate education in Nagaland is solved only partially since for all other subjects the students have to go to Shillong where the North Eastern Hill University is located with 17 post-graduate departments or to other universities in the country.

As regards higher technical and professional education there is no institution for it except one college of Agriculture at Medziphema which is maintained by North Eastern Hill University. For all other branches of technical and professional education, except law, students go

to institutions outside the state mostly on stipends or scholarships.

Enrollment in Colleges

1979-80	3,126
1980-81	2,943
1981-82	3,831
1982-83	4,455
1983-84	3,951

Enrollment in P.G. classes at Kohima

<u>Year</u>	<u>Commerce</u>	<u>Education</u>	<u>English</u>	<u>Geology</u>	<u>Total</u>
1980-81	11	23	6	-	40
1981-82	16	24	10	-	50
1982-83	17	31	20	-	68
1983-84	12	29	21	7	69
1984-85	Nil	Nil	Nil	Nil	Nil
1985-86	Nil	Nil	Nil	4	4

The absence of admission since 1984 is due to the restriction of NEHU to admit only Honours Students. To escape from this students went outside and the number of students studying P.G. subjects(general) outside the state in 1984-85 was 142.

Number of Students studying technical subjects outside the state.

Year	MBBS	EVSC	BSC(Agri.)	Engg. (Incl. mining & ceramics)	MVSC	MSC (Agri.)
1980-81	22	9	14	32	-	-
1981-82	21	13	39	31	1	4
1982-83	22	13	39	51	2	1
1983-84	22	12	28	74	3	3
1984-85	22	10	22	89	2	4
1985-86	22	21	32	67	2	1
					Total(145)	

The growing demands for higher education can be appreciated from the following tables:-

Number of High School Students(Class IX & X)

Year	(Thousands)
1981-82	8.8
1982-83	9.5
1983-84	10.0
1984-85	7.0
1985-86	7.7

The fall since 1983-84 is explained by the restrictions in promotions owing to the introduction of the New Syllabus. Steps are being taken to correct the situation and the gradual rise in numbers is likely to be stable in the future.

No. of students taking the H.S.L.C. examination

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Rate of annual growth</u>
1980	1922	887	2879	
1981	2477	1118	3595	(+) 24.87
1982	3435	1684	5119	(+) 42.3
1983	3393	1724	5117	(-) 0.04
1984	3696	2004	5700	(+) 11.39
1985	3774	2084	5858	(+) 2.77

No. of students passing the H.S.L.C. examination (including supplementary examination)

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>P.C. of pass</u>	<u>Annual growth</u>
1980	NA	NA	1383	48.0	
1981	NA	NA	2000	55.6	(+) 44.61
1982	NA	NA	2249	43.9	(+) 12.45
1983	1003	505	1508	29.5	(-) 32.95
1984	1476	790	2266	39.8	(+) 50.26
1985	1670	918	2588	44.2	(+) 14.21

As against these enrolments the examination result at the various University examinations from 1979-80 to 1983-84 were as under:-

<u>Examination</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
1. M.A. A	15	15	22	20	39
B	15	15	22	20	39
C	100.00	100.00	100.00	100.00	100.00
2. M.Sc. A	-	-	-	-	6
B	-	-	-	-	6
C	-	-	-	-	100.00
3. M.Com. A	-	-	9	9	8
B	-	-	9	9	8
C	-	-	100.00	100.00	100.00
4. B.A. A	289	177	332	473	650
B	92	72	127	169	140
C	31.83	40.68	38.25	35.73	22.2
5. B.Sc. A	20	51	40	119	-
B	16	31	21	29	-
C	80.00	60.78	52.05	24.37	-
6. B.Com. A	22	34	47	47	-
B	21	6	9	9	-
C	95.45	17.64	19.15	19.15	-
7. PU (Arts) A	589	172	385	1339	1763
B	242	220	384	443	89
C	41.08	46.6	43.39	33.08	5.23
8. PU(Sc.) A	173	150	166	209	54
B	113	62	75	81	193
C	65.32	41.33	45.18	38.76	54.51
9. PU (Com.) A	69	95	127	127	259
B	16	22	44	44	143
C	23.13	23.15	34.65	34.65	55.21

A stands for number appeared; B for number passed; C for pass percentage.

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The analysis of the results shows that:

- (i) At the post graduate examinations of the Kohima campus the results are cent per cent.
- (ii) At the degree level there has been steady fall in the pass percentage of the B.A. examination from 40.68 p.c. in 1980-81 to 22.92 p.c. in 1983-84. The fall in the pass percentage at the B. Sc. and B. Com. examinations are very steep, from 80.00 p.c. in 1979-80 to 24.37 p.c. in 1982-83 and from 95.45 p.c. in 1979-80 to 19.15 p.c. both in 1981-82 and 1982-83 respectively. It is not understood why no student afford himself for B.Sc. and B. Com. examinations in 1983-84.
- (iii) At the pre-University (or 12 stage) the pass percentage of arts students varied between 33.08 p.c. in 1982-83 to 48.23 p.c. in 1983-84 and that of science students from 65.32 p.c. in 1979-80 to 38.76 p.c. in 1982-83. The pass percentage of commerce students, however, improved from 23.15 p.c. in 1980-81 to 55.21 p.c. in 1983-84.
- (iv) The pass percentage fell steeply from 47.58 p.c. in 1980-81 to 29.26 p.c. in 1983 at the H.S.L.C. examinations.

These results require investigation to ascertain the causes so that action can be taken to improve them. Improved results will increase the strength of the post-graduate departments and also improve the manpower supply.

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Expenditure on Education in Nagaland under Plan and Non-Plan.
(Rs. in lakh)

Year	School Edn.	College Edn.	Univer- sity Edn.	Total expendi- ture in Edn.	Expdr. of Edn. as p.c. of total Budget
1980-81	996.88	49.40	-	1,046.28	5.7
1981-82	1006.02	59.39	-	1,065.41	7.5
1982-83	1347.99	78.65	-	1,426.64	6.3
1983-84	1513.73	150.48	7.01	1,671.22	5.6
1984-85	1842.45	103.29	6.75	1,952.49	8.9
	(R.E.)				
1985-86	2268.69	35.59	2.00	2,306.28	6.5

Growth of Plan expenditure on School and Higher Education.

Year	School Education		Higher Education	
	Expenditure (Rs. lakh)	% growth	Expenditure (Rs. lakh)	% growth
1980-81	129.03	-	15.95	-
1981-82	140.19	(+) 8.6	23.42	(+) 46.0
1982-83	175.10	(+) 24.9	23.30	(-) 0.5
1983-84	192.00	(+) 9.7	19.95	(-) 14.4
1984-85	235.00	(+) 22.4	36.03	(+) 80.9
1985-86	256.30	(+) 9.1	49.01	(+) 35.3

Growth of outlay on education from 6th to 7th Plan.

Plan	School Education		Higher Education	
	Outlay (Rs. lakh)	% growth	Outlay (Rs. lakh)	% growth
6th Plan	750.00	-	109.00	-
7th Plan	2975.94	(+) 296.80	3000.00	(+)1752.39

An analysis of the table below shows that the Education Department is having a deficit and this has been caused by revision of salaries.

Year	Total budget of Edn. Deptt. (Rs. in lakh)	Expenditure on salaries (Rs. in lakh)	P.C. of expenditure on salaries to total budget.
1980-81	12,47.45	9,10.99	73.03
1981-82	13,44.79	10,25.05	76.22
1982-83	17,62.96	13,15.92	74.64
1983-84	28,15.90	15,49.05	54.87
1984-85	17,33.70	18,77.49	108.29
1985-86	20,44.01	23,31.36	114.06

Total number of college teachers - 199
Total number of University teachers - 30
Total number of seats in the colleges-PU & UG- 5000.
(Approx.)

The demographic features of the state which have been analysed in Chapter I indicate that the College students covered at the present rate of growth at the turn of the century will be about 15,000 which will be almost 4 times that of the present cohort. That will mean finding at least 4 times the number of places in the colleges and the University.

On the otherhand, since a saturation point has already been reached in regard to the availability of white-collared jobs, there is an urgent need of replanning and reshaping

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higher education for equipping the students to seek employment outside the state.

The North Eastern Hill University was established in 1974 with three campuses at Shillong, Aizawl and Kohima to accelerate the growth of higher education in this remote, hilly and tribal region. It was clearly understood at that time that the three campuses of the University would develop parri-passu and that care would be taken to distribute the post-graduate departments on the three campuses to avoid duplication and to foster inter-campus mobility among the students for studies which were not available on their respective campuses. But for unknown reasons, this premise was never realized. In course of time it was seen that the Kohima campus did not receive due response and recognition and its development was very much thwarted.

At present the campus has four post-graduate departments as against seventeen at Shillong. The four subjects are English, Education, Commerce and Geology. It may be mentioned here that English and Education are also available at Shillong and Aizawl.

Secondly, it has been found that all the University Centres and Institutes numbering about thirteen have been located at Shillong instead of being distributed over the three campuses resulting in the further stunted growth of the Kohima campus.

Thirdly, the academic administration has been organised in such a manner that all Deans of Schools are placed at Shillong and teachers who have a higher seniority at Kohima or Aizawl have no opportunity of being Deans or having a say in the day to day academic administration of the University.

Fourthly, in day to day administration there are avoidable shortcomings. The Kohima campus does not receive its grants in time and some types of grants are not received at all. Often communications about financial matters, e.g. research grants, research scholarships etc. are received at Kohima after the expiry of the last date. As Shillong is at a distance of 450 Kms from Kohima and the means of communication (postal and telecom) are not satisfactory the process of decision making cannot be participative. An illustration of this is the rigid prescription of an Honours degree for admission to post-graduate classes for which the Departments of Education, English and Commerce have had no admissions during the past two years. Such a decision has been taken notwithstanding the fact that in the previous years the Departments had scored cent per-cent results at the Masters' degree examinations admitting pass students mainly.

Lastly, as regards monetary inputs at Kohima campus, the expenditure figures from 1977-78 to 1984-85 show that the share of the campus varied between 0.98 p.c. to 4.14 p.c. of the total expenditure of the University.

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The state government had selected a site at Kohima for the construction of the campus and in 1979 the foundation stone was laid by the President of India but till November 1982 no action was taken by the University to begin the construction and as such the site was resumed for the construction of the secretariat.

Taking all these factors into account as also the fact that separate universities have been set up in Sikkim, Arunachal Pradesh and Pondicherry and are going to be set up in Goa, Mizoram and Tripura, the State Government approached the Union Government for a separate central university in Nagaland and the Planning Commission accorded its approval in principle early in 1985 for the same.

The former Chief Minister met the Prime Minister in this connection and requested him for a Central University in Nagaland on a non-traditional, traditional model which will break the cult of elitism and orient the students towards productivity and self-reliance. For the present it will mean the upgradation of the Kohima campus to a university for which the immediate additional expenditure will be about Rs. 20 lakhs only per annum.

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CHAPTER - III
HIGHER EDUCATION IN INDIA

The history and development of education in India from the Wood's Despatch to the new National Policy on Education is a story of continuous and steady advancement of education, especially of higher education in our country. In the post-independence period higher education has registered phenomenal growth almost an 13-fold expansion in enrolments owing to the rising desire of the people, especially the weaker sections of the society, to move up in the social ladder and also to have better employment opportunities in a growing economy owing to the linkage of higher posts with higher qualifications, both general and technical.

In 1960-61 the co-efficients of equality in general Higher Education for scheduled castes and scheduled tribes were 28.9 and 11.5 respectively; in 1972-73 they were 40.5 and 18.7; in professional higher education in 1965-66, these co-efficients were 24.1 and 9.2; in all institutions taken together they were 64.7 and 54.0 in 1960-61 and 68.6 and 60.4 in the year 1972-73. During the first three plans, the annual compound growth rates in higher education were 11.29p.c., 13.5 p.c. and 14 p.c. respectively. Between 1964-65 and 1973-74 the average growth rate was 10 p.c. but it declined to about 4 p.c. per annum between 1974-75 and 1983-84. In 1983-84 it again increased to 7.2 p.c. The enrolments in 1983-84 in 124 universities and 15 deemed universities and 5246 colleges was 33,59,323.

At the beginning of the post-independence enrolments in research per one lakh of population was 0.14, in post-graduate courses 2.31, in undergraduate courses 14.87, in engineering and technology 1.84, in teachers training colleges 0.38, in agricultural colleges 1.07, in law 2.16 and in commerce 4.19, in medicine 2.83. All these figures have risen impressively.

In terms of outlays on Education the figures are as follows :-

	(Rs in crores)	As p.c. of total outlay
First Plan	153	7.8
Second Plan	273	5.9
Third Plan	539	6.9
Fourth Plan	786	4.8
Fifth Plan	1285	4.9
Sixth Plan	1986	2.8

The expenditure on education and culture rose from Rs 149 crores in the first plan to Rs 2524 crores in the Sixth Plan. In higher-education the expenditures were:-

First Plan	Rs 14.00 crores
Second Plan	Rs 18.00 crores
Third Plan	Rs 87.00 crores
Fourth Plan	Rs 195.00 crores
Fifth Plan	Rs 292.00 crores
Sixth Plan (1980-85)	Rs 486.00 crores

The per pupil expenditure in higher education in 1950-51 was Rs 1905.6 which rose to Rs 5993.6 at current

prices in 1980-81. In 1970-71 it was Rs 4011.7 and in 1975-76 (at 1970-71 price level) it was Rs 3664.5. This means that there was a decrease in the per pupil expenditure. From the previous table it will be seen that there has also been a progressive decrease in the overall allocation for education as a percentage of the GNP whereas the Kothari Commission had recommended 6 p.c. of the GNP for education. With rising prices this allocation in real terms was 2.9 p.c. and the New Policy Paper "National Policy on Education" has pointed this out pleading for a higher allocation which is expected to be 6 p.c. in the 8th Plan.

On the otherhand, in both developed and developing countries of the world, the proportion of GNP spent on education is much higher inspite of the cutbacks that have been witnessed in recent years. In 1978 the percentages were as follows :-

U.S.A.	- 6.4%
Canada	- 7.0%
Japan	- 5.4%
U.S.S.R.	- 7.4%
Algeria	- 8.3%
Ghana	- 4.0%
Egypt	- 5.9%

The percentages of budget expenditure of some developed and developing countries are given below :-

India	- 10.0 p.c.
Japan	- 19.5 p.c.
U. S. A.	- 17.5 p.c.
U.S.S.R.	- 12.8 p.c.
Algeria	- 25.8 p.c.
Kenya	- 15.8 p.c.

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Thus it will be seen that although India spent Rs 5,251.44 crores in 1982-83 on education the amount was much less than what small countries like Algeria and Kenya spent. Of this the central share was Rs 521.80 crores, and that of the states and union territories Rs 4729.62 crores.

The enrolment in higher education in 1951 was about 1,73,000. It rose to 22,24,000 in 1973-74 and to 33,59,000 in 1983-84. Enrolment shows a multifold increase indicating the rising social demand for it. The intensity of this demand, however, has slowed down owing to the mounting unemployment among university educated people.

Notwithstanding that factor, higher education in India has contributed significantly to the economic, scientific and technological progress of India. The country has gone into the space age; it is a nuclear power; it has achieved self-sufficiency in food production and is poised for a white revolution. India has the third largest scientific and technical manpower in the world. In industrial development it occupies the 10th place in the world. Indian scientists, engineers, doctors have made a mark in the developed countries by their skill and acumen.

But these top achievements are confined only to a small part of the population. And it is said that the benefits of higher education accrue to 4 to 5 p.c. of the population only. The life of the masses, the rural people who constitute about 80 p.c. of the population, is still a grind, short, nasty and brutish. What is more pertinent is that the great achievers in science and technology in our country are only

partially the products of Indian universities. Almost all of them have been educated in reputed institutions abroad.

The shortcomings of the higher education system have been discussed among others by the Radhakrishnan Commission, the Kothari Commission, the U.G.C. and various other agencies and individuals. The Kothari Commission observed that "There is a general feeling in India that the situation in higher education is unsatisfactory and even alarming in some ways, that the average standards have been falling and that rapid expansion has resulted in lowering quality. Many of our educationists and public men have not fully realized how serious are the actual conditions, academic and physical, that obtain in colleges and universities. Even those who are broadly aware of the situation, fail to notice its poignancy because they have become used to such conditions." In the 'Higher Teaching in India' edited by Amrik Singh and Philip G. Altbach and in 'Higher Education, Social Change, and National Development' edited by J.N. Kaul, many of the burning issues confronting higher education in India have been discussed and suggestions for their resolution have been made and they echo the U.G.C.'s observation, 'Development of Higher Education in India : A policy in Frame' that the history of Indian education is a picture of both light and shade, some outstanding achievements along with many outstanding failures."

The genesis of higher education in India, its purpose and aim, if kept in mind enables one to understand the causes of some of the failures that are responsible for the current

crisis in higher education. The educational scene of the national level causes grave concern because violence and disruption are endemic as are illegal and indisciplined activities by both teachers and students. Standards seem to be falling everywhere barring a few exceptions as the I.I.T.'s or some Agricultural Universities, as education continues to be increasingly subverted into commercial adventures by unscrupulous promoters. Spurious institutions whether in general or professional education are growing like mushrooms, and corrupt practices are escalating dangerously. Examination scandals are affecting the credibility of the degrees and good students regard degrees as passports to frustration. The recommendations of the Education Commission or the actions of the UGC have not succeeded in arresting the decline and a drift is evident in this sphere of education exhibiting both internal inefficiency and external inefficiency in the system. The large scale failures at public examinations averaging about 50 p.c. and the drop-outs points to the former while the unemployability of the products in gainful occupations point to the latter. An analysis of the prevalent system exhibits glaring faults such as failure to relate it to the life, needs and aspirations of the people who in a vast country like India are in different stages of socio-economic development. The curricula are unsuitable and inept; the academic competence of teachers to deal with gifted, normal and deviant students is often doubtful; there is hardly any adequate provision for updating knowledge on the part of teachers under conditions of knowledge explosion; the recruitment and tenure policies for

teachers are unscientific and do not afford security in service as the decision making Bodies and their practices are often subjected to undesirable political pressure; the language policy is a stumbling block; books and reading materials are in short supply and spurious bazar notes take their place; now there is a conspicuous lack of high-calibre management of the institutions and the personnel as no good and self-respecting person is willing to be a Vice-Chancellor.

To comprehend the problems arising from these shortcomings one has to go to the genesis of higher education in India under the British rule. The founding of the first three Universities in 1857 at Calcutta, Bombay and Madras, was occasioned by the needs for a few trained employees to man the offices of the government and the British system of general education which primarily aimed at the creation of an elite class to run the affairs of a burgeoning economy and a political empire was imported into India for meeting limited objectives. That education - the liberal education system - was itself a product of a utilitarian philosophy of life and its uses were generally the scions of the aristocracy or the upper middle class emerging from the Industrial Revolution. The University of London with its affiliating and examining functions was the model and that model was recommended by the 1902 Indian Universities Commission to continue. Not until the Radhakrishnan Commission was any reform of the basic aspect and structures of higher education contemplated.

The main deficiency of the system, however, is embedded in a philosophical incongruity. The western education system, both British and American, is based upon a philosophy of education that is cuprical, pragmatic and utilitarian and it has been evolved in a highly developed, industrial, affluent, urban and consumption-oriented society. That system has been superimposed on a country that has had a different philosophical outlook altogether. It has never accorded priority to the material values of life and has a Weltanschauung that is other worldly or even mystical. The society is certainly changing but it is predominantly rural and agricultural and the rural communal-agricultural, cultural ethos is still very strong. A system of education that is designed for the urban and semi-urban 15 p.c. of the population cannot evoke whole-hearted response from the other 85 p.c. As such a single uniform system with its single point entry and fixed cycle of study and examination based upon utilitarian, and individualistic, competitive consumerist attitudes is bound to create distortions and the relations of institutional change in institutional changes as Gunnar Myrdal has observed in relation to the so-called "soft countries", continues to be a baffling factor in education which normally resists change even in developed countries. But in the latter it is a question of conviction that the prevalent system is superior. In a tradition-oriented country with a 65 p.c. illiterate population it is a matter of the lack of any conviction and a resignation to status quo or drift. And that is why the recommendations of the various Commissions and Committees have remained

unimplemented. As the Planning Commission observes the system with the rapidly growing linear expansion and its widening social base of the student population has become dysfunctional in capacity to respond to the life, needs and exploding aspirations of this heterogeneous student population has become minimal. The basic tenets of education whom to teach, what to teach and how to teach have been floundering in a plethora of recommendations without any satisfactory plan of action for them.

The UGC Policy Frame points out the major weaknesses of the system and observes that "It still continues to be dominated by models and value systems adopted during the colonial regime. For instance, it lays greater emphasis on our narrow individualism, unhealthy competition to the neglect of social goods, verbal fluency (especially in english) and mere acquisition of information, while it neglects social objectives, cooperation and work, training in skills and building up of character. It places an almost exclusive emphasis on the formal school (with its single-point entry, annual sequential promotions, insistence of full-time attendance, and almost exclusive use of full time teachers) and neglects both non-formal and recurrent education. The educational institutions function in isolation from the community as well as from one another. the system is a gigantic monolith, very difficult to move or change; and inspite of its achievements which are by no means inconsiderable, it has proved itself to be inadequate to meet our national needs and aspirations .

The system maintains a set of double standards. A small minority of educational institutions at all levels is of good quality and compares favourably with those in developed countries. But access to them is selective and is mostly availed of by the top social groups, either because they can afford the costs involved or because they show merit which, on the basis of the existing methods of selection, shows a high correlation with social status. But this core of good institutions is surrounded by a large penumbra of institutions where although there is open-door access, the students are poor, consequently, it is in these institutions that the large majority of the people including the worker sections receive their education. The dualism leads to undesirable social segregation and to perpetuation and strengthening of inegalitarian trends in our society.

Even in quantitative terms, it is mainly the upper and middle classes that are the beneficiaries of this system. Sixty percent of the population (age 10 and over), which is still illiterate, has obviously received none of the benefits. Of every 100 children of six years of age, 20 never go to school, 55 drop out at early stage, so that only about 25 complete class VIII. 70 percent of the seats in secondary schools and 80 percent of the seats in higher education are taken by the top 40 percent of the income groups.

In spite of these observations, the faults of the system, its rigidity, its inegalitarian nature, its poor academic quality and falling standards and its irrelevance

to the requirements of the expanding clientele, especially of those coming from the rural areas or from the weaker sections like S.T., S.C. and woman, have not been rectified and so the Ministry of Human Resource Development observed that "The quality of education at all stages continues to cause considerable dissatisfaction,..... There is overcrowding and dilution of standards in higher education and there are sub-standard technical teaching institutions. The system needs to be overhauled urgently to make it a dynamic tool for modernizing the country. The low standards are primarily due to the establishment of first degree colleges which are regarded as non-viable and which continue to be established in spite of the UGC's regulatory functions especially after the entry of education in the concurrent list. The rapid expansion of arts, science and commerce colleges without adequate facilities and qualified staff aggravates the situation. As unemployment increases, these substandard colleges proliferate providing some kind of employment for the products of the Universities. They themselves having doubtful credentials, are largely responsible for the further deterioration of standards. As the number of such institutions multiplies, the system comes to the brink of collapse and the small number of good institutions are faced with extremely stiff competition for admissions. Thus instead of meritocracy on egalitarian basis, a very narrowly tapering pyramid of quality emerges.

In the approach to the Seventh Plan, therefore, the Planning Commission has advocated emphasis on innovation, low cost alternatives and social involvement of higher education to remove the isolationism of higher education and to make it a powerful instrument of socio-economic development, an objective that had been so prominently stressed by the Kothari Commission.

The National Policy on Education has considered these deficiencies and shortcomings and it has come out with meaningful suggestions that:-

- (i) In our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual.
- (ii) Education has an accelerating role. It requires sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit - thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- (iii) Education develops manpower for different levels of the economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.
- (iv) In sum, Education is a unique investment in the present and the future.

To achieve the ends of the National Education System, it spells out various strategies regarding highlighting the goals of cultural heritage, egalitarianism, democracy,

socialism and national unity, international cooperation and peaceful co-existence, equality of access, minimum of levels of learning, unity in diversity, inter-regional mobility of students and teachers, and opportunities for life long education.

In regard to higher education specifically, the Policy envisages the following :-

- (i) Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.
- (ii) In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas.
- (iii) There are around 150 universities and about 5000 colleges in India today. In view of the need to effect in all-round improvement in these institutions, it is proposed that, in the near future, the main emphasis will be on consolidation of, and expansion of facilities in the existing institutions.
- (iv) Urgent steps will be taken to protect the system from degradation.
- (v) In view of the mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within

universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability.

- (vi) Courses and programmes will be redesigned to meet the demands of specialization better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses.
- (vii) Provision will be made for a minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audio visual aids and electronic equipment will be introduced to stream-line development of science and technology, curricula and material, research and teacher orientation. This will require preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers' performance will be assessed systematically. All posts will be filled entirely on the basis of merit.
- (viii) Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality.
- (ix) To fulfil the need for the synthesis of knowledge, inter-disciplinary research will be encouraged.

A major change that is necessary is to develop two streams - the formal and the non-formal as part of the total system to make it flexible and responsive to the growing needs of continuing and life long education. Non-formal education is generally equated with correspondence course, distance education and the like. But as the adult clientele expands, recurrent education allowing the student to interrupt his education to take up a job and return to the University later and also the provision to evaluate his on-the-job experience as part of the total learning have not yet found a regular place in the Indian University system. Incidental learning which now even outpaces formal learning owing to the spread of mass media has also to be incorporated into the teaching-learning system by suitable methods.

In the old universities, there is often a built-in resistance to change but in a new University it will be possible to introduce change and innovation to build up a learning system that may help the students to respond to the new challenges of life in a fast changing society.

CHAPTER - IV
HIGHER EDUCATION ABROAD

When Aristotle said that educated man were as much superior to the uneducated as the living were to the dead he was revealing one of the vital truths about human resources development in the world, ancient and modern alike. Man is a biological entity and if left to the drives and instincts of his biological being, he would usher in a world that would be most likely the Hobbesian one, nasty, short and brutish and the meaning of life in its deepest sense would be lost in it. It is the difference between living and existing that is brought about by a well-conceived and meaningful system of education. This living principle is the key to all civilizations perceived by the makers of those civilizations and through the kaleidoscope of those civilizations we have reached a phase when civilizations are on trial and the very survival of the human species is threatened.

This threat, ironically enough is posed by the results produced by the education system which after what T. Kuhn calls a paradigmatic shift has produced, through research and advancement of knowledge in the field of science, results that are bewildering, baffling and deadly.

When Bacon predicted that the advancement of learning based upon man's reason would be limitless and by the conquest of nature through the application of knowledge, man

would be the master of his destiny and pave the way to El Dorado, he did not know the possible ends to which this quest for knowledge would lead mankind.

And so the universities of the modern world pursue this end, the quest for knowledge as an adventure of the mind. In course of their development the great universities, Paris, Oxford, Cambridge and London, introduced changes that were needed for coping with the needs of the industrial revolution the main emphasis being on the creation of a class of people who by the help of a rigorously trained intelligence wanted an expanding empire. The quintessence of this philosophy of education - elitist and aristocratic - is to be found in Newman's " Idea of a University " which emphasizes the value of knowledge for its own sake. It is the pursuit of knowledge which enlarges and refines the personality of the individual, and endows him with a broad perspective of human affairs and refines his sensibility making it humane and compassionate. It develops the capacity to learn and think for oneself, the ability to control unexpected contingencies with calmness and poise and to put learning to work.

This is the transition from the medieval university with its normal religious orientation to the modern University with its secular humanistic ideal and such a University is meant to produce a true ' gentleman '.

The British Universities, therefore, emphasized a mode of study in which the teacher became the friend, philosopher and guide of the student, his aim being to develop the character and moral standard of the student by a close supervision of his study and style of living. In a "Readers Digest" series on "My most unforgettable character", an American millionaire who had studied at Oxford reminisced that his 'Scout' was the person who had taught him most about all those delicate civilities that stood him in good stead in his career. The Scout had told him that Oxford did not teach any subject but only 'a way of life'. This is liberal education in its intrinsic sense and Lord Beloff thinks that this education enables one to fit himself to any situation in life.

The Scottish Universities, however, were different. They insisted on the acquisition of knowledge that had utilitarian aspect. And hence they emphasized on practical education and pointed the way to the establishment of Land grant universities in the U.S.A. which starting as educational centres for the growth and development of an agricultural economy, developed finally into all-purpose campuses like Cornell, Wisconsin, California and Minnesota in later years. In an article in Chance (May/June 1982) Malcolm Moos has discussed the future of such universities which once were regarded as belonging to the lesser breed in contrast to the research oriented Universities which

consider research and the expansion of knowledge as the key functions of the University.

This latter conception of the University is based on the German model which regarded research, not teaching, as the prime function of the University and neglected teaching. The major and prestigious American Universities still hold on to this idea inspite of the rapid changes that have taken place in the educational scenario in recent times and there is a growing volume of criticism about the neglect of the leading function of the academic staff of those universities, the stress being laid on the symbiotic relationship between teaching and research and to make the latter useful for the student community and society and not for the teacher alone. This is largely due to the prevalent rules for promotion, tenure and permanence in service and there are signs of change in this sphere especially after the success achieved by community colleges.

As regards the land grant universities Moos refers to Jefferson's use of the term useful in the charter of the University of Virginia and the goals of the University as comprising the production of statesmen, legislators, and judges, the explication of the principles and structure of government, the harmonising and promotion of the interests of agriculture, manufacture and commerce, the development of the reasoning faculties of the youth, the enlargement of their minds, cultivation of morals and the instilling

into them of virtue and order; enlightening them with scientific and mathematical knowledge and to form in them habits of reflection and correct action.

This is a comprehensive goal for higher education but the tradition of British and German Universities, that of liberal education dischotomised it from the useful and practical education and the latter in course of time become more specialized as technical or professional education disseminated from separate institutions. In reviewing the function of the land grant universities Moos wisely recommends that in them the study of agriculture should remain a strong concern, education for work should be emphasized; instruction should stress the acquisition of learning skills; service to the state should be highlighted and the University or college should be closely linked with the schools to upgrade the latter and finally such universities should be increasingly concerned with the improvement of the quality of life. As higher education becomes more and more life-long education, adult and continuing education would have a greater role to play in it. International concerns would become more and more important in view of the emerging technological society. Thus the University instead of remaining isolated from the buzzing life of the community and the nation or the world at large would be more and more actively interconnected with them without, at the same time, losing sight of the value of knowledge per se. In other words the increasing emphasis would be on the relevance of knowledge to the society and the world.

These structural features of the British, Scottish and German Universities, however, have continued to exist on account of the fierce partisan attitudes of the faculty of the respective types till the massive student protests on the campuses of the western world in the 1960's - a period when education was expanding very fast with growing number of the youth on account of demographic features and the burgeoning economy of a post-industrial society.

Galbraith's 'Affluent Society' or Bell's 'Post-Industrial Society' register the ever increasing prosperity in the western world, or in an oriental country like Japan. In such an environment it was but natural for the education system to exhibit enormous confidence in its working and this confidence was augmented by the findings of economists of a positive correlation between education and economic development. And so authors like Schultz, Vaizey, Robinson, Becker, Tickton, Blaug, Harbison and Myers demonstrated that education could play a significant role in advancing economic growth and hence this investment in education was not a consumption but an investment in human resources development or to use Schultz's phrase, 'an investment in people'. It is an investment that improves the quality of life. Consequently there arose a mounting optimism about the capacity of education to contribute to material prosperity and welfare and as such economists began to study the input-output model of Leontief, the relationship between education and employment

Institutional and per capita costs, cost-effectiveness, cost-benefit ratio, rate of return on educational investments applying techniques of quantitative emphasis and entered into lively debates and discussions. In Education, Manpower and Economic Growth, for example, Harbison and Myers told us that in its educational investment a country must adopt a balanced programme suited to its needs and stage of development or it may run into trouble that is to say, a country's educational investment and goals must be shaped realistically to the level of its economic development. (P.104). The OECD 5-volume study (1961) and Andre Daniere's Higher Education in American Economy (1964) and other such studies strengthened the theory of human capital development through education leading towards endless progress in the sphere of material prosperity and welfare.

Although in recent years the 'economics of education has been increasingly criticised as a God that failed', in the 70's to explore the possibilities of education as an instrument of development, the universities examined their structures to make them more and more adapted to the new requirements. Experiments in the relation to contents, courses, administrative organisations, financial arrangements were made by many agencies, prominent among them being the Ontario Commission on Post Secondary Education, the Carnegie Commission in Higher Education, the Robbins Committee on

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University Education, and different types of recommendations were made to enable higher education meet the challenges of the future or the future shocks of a highly technological society that was marching towards the third wave, the electronic revolution, in the wake of medicine. Thus higher education was regarded as the key to the progress of mankind in every respect. And this progress could continue so long as man's quest for knowledge opened new frontiers. It is this explosion of knowledge that affected education at all levels. In higher education especially the pace is so fast that extreme specialization has become the order of the day, producing a new concept in science and technology every three minutes and one in the humanities every eight minutes, and the volume of knowledge is doubling itself every eight years.

In order to cope with the problem of obsolescence many changes have taken place in higher education, and it has been realized that the old concept of beginning the life of work after the completion of the education cycle is no longer tenable. As such the new concept of a 'learning society' has been introduced making education a life long activity in order to enable the citizen to respond to the problems and challenges of an information society served by the modern media of communication like radio, T.V., video, personal computers and word processors besides the flood of books and journals - all of which have

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Throught knowledge to the doorstep of the learner. With the revolution in microchips affecting the nature and quality of communication more pervasively, the learning society is fast replacing the teaching society and altering the basic conception of a University as a community of scholars and pupils. The steady progress is towards an open system of learning.

However, in course of the development of this new scientific and technological civilization, the human society has come to face various problems. The technological civilization believes in ceaseless exploitation of the natural resources of the earth for unimpeded economic growth and that has created serious ecological problems all over the world making economists rethink about the nature of growth and the limits to growth. The report of the Club of Rome on the limits to growth predicts a very rapid exhaustion of the natural resources of the earth thereby posing a serious threat to the civilization that is based on the idea of endless consumption. This report has created controversies all over the world and the value of modern education that is at the root of this consumerist attitude has been seriously questioned. As an offshoot of this came the energy crisis owing to the reduction in the production of fuel leading to the search for alternative sources of energy, the technology of decycling and various other new ideas to meet the future shocks.

It is, however, the cultural aspects of the technological civilization that have affected the course and content of education, particularly, higher education. Industrialisation and mechanisation while yielding higher rates of economic growth have created a mass society through the process of standardization and seriously affected personal growth. And that has led to the controversy about the two cultures, the technological and the humanistic ending in the propounding of a theory of general education, of a core curriculum, or the idea of great books or the BBC channel four programmes. All of them were meant to reduce the inevitable concomitants of a technological civilization, namely, atomisation, rootlessness, loneliness, dehumanization, alienation and anomie which lead to social malaise like crime, violence, permissiveness and drug addiction, and suicide. Hence the advocacy of general education and core curriculum. Post education alone cannot solve these Hydro-headed problems. But the efforts to restructure higher education to stem the march of scientific and technological civilization have not been of much avail as yet. The belief in endless progress through scientific and technological education continued to hold its way over higher education till the late 60's and this is borne out by the falling enrollments on the campuses of the western world.

It was in the late 60's - 1968 to be precise, that faith in modern education as a key to endless progress and prosperity was shattered by the students' revolt at some of the major universities of the world - Berkeley, Columbia, Paris, Berlin, Tokyo, Mexico City. Though on the American campuses the result began ostensibly as a protest against the Vietnam War and other political reasons as in Berkely 1964, the more profound causes of the revolt lay in the growing scepticism about man's ability to comprehend the nature of reality. Till the paradigmatic shift in the word of science brought in by Einstein, there had been a tremendous confidence of scientists to unlock the ultimate secrets of nature through scientific knowledge. But as the world of sub-atomic physics was explored more and more the bewilderment became more pronounced and like the limits to economic growth, the limits to the human mind, or the insufficiency of intelligence and reason to understand the nature of reality became more and more apparent. The international character of the students' revolt can be best understood from this perspective. The University had failed to adapt itself to the emerging dynamics of the younger generation. With increasing disillusionment with the institutional organisation of higher education the students seized upon these reasons to register their protest against status quo, against the compartmentalisation and fragmentation of knowledge through minute specialisation.

lization which precluded them from having a holistic view of knowledge, against a mode of abstract instruction, against irrelevant and unrewarding training programmes, & the growing disparity between qualification and actual job requirements and the prevalent loco parentis status of students that prevented independent, original thinking and creativity.

It is this disillusionment that led the younger generation to question the relevance of the existing model of higher education and search for alternative models in mysticism, in esoteric cults, in drugs and hallucination, thereby ushering in what is now known as a counter culture on the campuses. It was a rejection of the existing system of education and it has had reverberations all over the world. Although that revolt has now subsided and there is a swing back to conservative traditions once more, there is no gainsaying that the existing model of the University has been found to be not quite suitable for the fast changing human condition. This condition can also be understood in the context of the division of the world into two blocs, the north and the south, or the first world, second world and third world countries all of which have been following practically the same model of higher education, that of the first world, so to say.

In the wake of this students revolution, educationists, administrators and political leaders all over the world have

been profoundly concerned with the urgency of introducing changes and reform in education in general and in higher education in particular. This concern has been growing in view of the crises which have affected higher education all over the world. According to Philip Coombo and Jems A. Perkin who have analysed the crises, these are five in number.

The first crisis, according to them is that of numbers and between 1960 and 1970 the enrollments in higher education doubled and it was likely to double again by 1980 on account of a population boom. This has produced an ever increasing demand for places in the system in a rapidly changing technological society for newer and newer types of training and qualifications. This has produced great strain on the higher education system.

The second crisis is related to the first. While larger enrollments required more financial outlays for meeting the needs of the campuses, these extra funds have not been available. While costs have escalated, governments have thought of reducing expenditure on higher education and as such financial problems have become serious, and they have affected quality.

Relevance is the third crisis and it has continued to be harped upon from the time of the students' revolts in the late 60's. This crisis is the outcome of the widening social base of higher education. When higher education was mainly confined to the elite class, there was a study

atmosphere at home and the students, more or less, knew the kind of profession or occupation they would enter. But with the growing democratisation of education after the second World War, students from all strata of society aspired after higher education and governments, to abide by egalitarian policies, extended access to higher education. These new students coming from lower strata or minority and deprived classes were more interested in the market value of their education than in its cultural or intellectual value as they mainly aimed at getting a job on the completion of their education. When funds were dwindling it was extremely difficult to meet the demands of relevance by providing diversified courses. But the demand continued and as the university tried to meet it by diversification of courses, the impact on the traditional aims of higher education became more and more evident. But as has been observed before that the students wanted change because this idea of life or living was different.

It is the phenomenon of the generation gap that has produced the fourth crisis. As old social and moral sanctions began to crumble and new values were brought in, or as the difference in the quantum of formal education received by the older and younger generations widened, new priorities were adopted by the new generation, including questions like peace and justice, or protest against nuclear proliferation of armaments, on a world wide basis. As Perkins says, " But

independence fueled by zeal, alienation fed by distrust, separatism exaggerated by fundamental differences, in philosophy - all have served to present the universities with problems that are not just complex, but explosive", (American Review, Winter, 1974). This is the reaction of "angry young men", who believed in praxis, not lexis, thereby altering the fundamental idea of a university as neutral and secluded place for the acquisition of knowledge, cultivation of taste and formation of character. Today the western universities are attempting to steer a middle course between neutrality and socio-political activism. The student's voice has become prominently audible in the affair of the universities all over the world.

The fifth crisis is the new scepticism in rational thought that has been referred to earlier. The new philosopher that emerged on the campuses as a beacon light was Nietzsche whose cult of the irrational or proclamation of the death of god produced what is called a youth quake. The upheaval might have subsided but the crisis has not.

In the face of these crisis universities in the western world pondered over the aim, meaning, functions of education in a sharply changing world and many studies have come out dealing with the shape of education to come-education that would cope with the challenges of the 21st century when robots, lasers, synthetic materials, new communication aids, micro-chips and genetics would have produced the fourth wave

according to Professor T. Schultz who has been so ardently avowing the cause of investment in people for a better now and a more desirable future. But as Charles Frankel observes, in University in the Western World, there is a mounting inadequacy of the standard model of higher education. It is a worn out model.

The predictability of the education system can only be based on the extrapolation of certain trends. In a book like Education for Tomorrow by Alvin Toffler or "The Future of Education" by K. Cirincione - Coles, or in the OECD policy analysis publications, certain new trends can be discerned as we move towards a learning society in which the emphasis as the Edgar Faure report shows learning would mean "to be" and not for "becoming". It is a great and substantive distinction and its introduction and implementations will depend on the sagacity, foresight and will of political leaders and educational planners. The recent advocacy of "Back to Basics" is a pointer in this direction.

Whether that goal to make modern education a man-making mission as Swami Vivekananda and Shri Aurobindo had advocated will be achieved is difficult to say. But educational thinkers and planners hold that as the numbers decline owing to fall in birth rates and the median age advances, and newer sections of the society demand for more educational privileges in an era of scarcity, one view that emerges is that the good times are gone and the problematics of education

will become increasingly complex and insoluble and the educational boom will vanish; the other view is that human intelligence and ingenuity will find new answers to these problems. Already answers are available in the form of greater access to equality, special education, distance education, open University system, creativity, changed focus of power and decision making etc. But as Martin Trow perceptively observes the world is advancing towards " mass higher education " involving problems of quality, quantity and equality which, although difficult, (Toward's Mass Higher Education, OECL, 1974) are problems that have got to be tackled. Higher education has to be planned adroitly and satisfactorily under conditions of uncertainty and rapid change keeping in view the needs for democratisation and diversification by changing over from a closed to an open system with abundant built-in flexibility in the system which till now believed in a fixed period of time. This flexibility will affect all components or parts of the system and mark a shift from the elitist to the democratic norms for which newer planning and pedagogical strategies will be called for.

A study of the trends of higher education in the 80's in the developed countries reveals changing patterns in growth and demand not only owing to falls in birth rate but also due to the realization among the youth that education is not the panacea for all the ills of the world.

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If the demand for higher education has either stabilized or growing slightly unlike in the 60's, the fall is compensated for by the growing demand for adult education either through the system of recurrent education or short-cycle education. The doubt about the wisdom of the lockstep of three to four years of higher education after the secondary cycle is growing and it is being advocated that the best education comes by removing the students at regular intervals from the community of scholars and plunging them into the realities of life.

This gives a new turn to the relationship between education and development. As youth unemployment grows and financial needs increase, the relationship between education and employment is being examined and more and more young people are becoming inclined to enter the labour force after school to return to the University later or are interrupting their University education to gather experience of life which would be used for better responses in the educational system. Hence the growing emergence of recurrent education.

Strong societal pressures, especially from the disadvantaged groups and women are being generated to afford greater equality of opportunity and the education system is adjusting itself to these pressures in all advanced countries. As a result, a lot of flexibility in the system has appeared. A broad based occupational or technical training, modification of structures to provide for sandwich courses, part-time

work and study, financial inducements, render the system highly flexible. But as the imbalance between the demand for and supply of higher education grows, a reduction or lowering of expectations from qualifications is also gradually growing, and a new dynamic is at work to adapt the system to the emerging realities of life in the modern world or plural society. The elevation of technological institutions to universities in the U.K. is one evidence. The stress is shifting to a growing recognition of the relationship of higher education with the community keeping in view the crisis that Ames Perkins and others have discussed. The new goals of higher education were discussed at an international conference in 1973 and it was pointed out that in the new and fast changing world, besides advancing and transmitting knowledge, higher education would be expected to (a) play an important role in the general social objective of achieving greater equality of opportunity (b) provide education adapted to a great diversity of individual qualifications, motivations, expectations and career aspirations; (c) facilitates the process of life-long learning (d) assume a public service function by making a contribution to the solution of major problems faced by the local community and by society at large and participate directly in the process of socio-economic change.

As the world tends to become what Mc Luhan calls a global village it is but natural that access to higher edu-

cation will become wider and more democratic. At the same time it is now being more and more realized that regulating higher education on the basis of manpower needs is not always workable. The demand for higher education expands for various reasons and in a leisure-oriented society education can be important for its residual values or "externalities". In the new universities, human and material resources are more carefully used, opportunities are provided for continuing education and training and students are afforded to move to and fro between short-cycle and long-cycle courses. This sometimes leads to conflicts between the university's function as a producer of useful graduate from the social angle and as a producer of knowledge from the academic angle. But gradually a pragmatic relationship between the university and a society has to be developed in which both functions can co-exist. The isolation of the universities as ivory towers is being increasingly questioned by the state and the people and the accountability of the universities which receive public funds is sought to be enhanced and this has resulted in protests over the autonomy of the universities in some places. The conception of autonomy is undergoing modification.

The defence of the universities that they have been trying to preserve the sanctity of the institutions by critical thinking or that they are expanding the frontiers

of knowledge by research and continuing the tradition of what Gilbert Highet calls the "Immortal profession" appears tame in the face of the rapidly changing scenario of life in the modern world. A University today can no more be the purveyor of the upper brackets of the student population who merely are interested in the pursuit of knowledge for its own sake but the chief interest of the average student is to receive such education as would equip him to face the battle of life which becomes fiercer every day. The University can ill afford to pay inadequate attention to it.

Change and reform, therefore, can no longer be resisted and as extensive diversification take place, consequential changes have to occur in teaching, recruitment, staffing and qualification requirements. Democratisation is a social process. As access to universities widens the social significance of education also changes and the traditional relationship between teaching and research, between research and its relevance to the life and needs of people is questioned. The society which pays for the maintenance of the university asserts its right to be satisfied that its money is well spent.

The new features that are emerging with western universities are:

- (a) Democratisation of higher education postulates mass higher education although it is not confined only to the increase in enrollments. The transition from

Universities for an elite to higher education for the masses poses problems since it means alterations in values and attitudes.

- (b) A new category of students has emerged demanding part-time and open time education as against the traditional whole time students.
- (c) Such students sometimes represent specific population groups e.g. manual workers, migrants, women, elderly persons, ethnic minorities and people living in economically or culturally backward areas who require special types of courses to suit their needs.
- (d) Another emerging feature is that attending university does not necessarily mean completing a course leading to a degree. As the learning society grows, people, both young and old, think of refurbishing their knowledge acquiring knowledge for a new career. And thus initiation courses in addition to normal degree or diploma courses are becoming more familiar. This tempo increase both in the range of subjects and the number of levels.
- (e) Collective subjects, combinations of subjects belonging to the hitherto distinct faculties, breaking down the distinction between academic and vocational subjects are appearing as new features. As the university becomes more and more associated with the environment and society, collective subjects like pollution control requiring knowledge of various disciplines become more

important and for such a subject interaction between the university and other non-university agencies is being accepted.

- (f) The community interaction is also being expanded to regional level interaction on the basis of common, shared problems like ecological degradation.
- (g) From the point of view of this interaction, the university is emerging into a complex system which cannot have the objective of development of knowledge for its own sake as it tends to turn the university in on itself in an indefinite process of self-reproduction.
- (h) The University cannot also afford to devote itself only to the occupational needs of the economic system since that will distort the distant vision of University. Such preoccupation is also not feasible since manpower forecasts cannot be made accurately for the long term in view of the rapidly changing technologies. At the same time occupational needs cannot be brushed aside.
- (i) The University can no longer afford to perpetuate the aristocratic cultural myth since in a mass society **cultural values have to be disseminated in altogether different ways to meet the problems of alienation or dehumanization or atomisation and rootlessness.** In the Demystification of Culture (Council of Europe, Strasbourg, 1976) some of these questions have been highlighted.

(j) In view of these considerations the University system is being reorganised and revamped in terms of its academic, administrative and financial subsystems and new images of the university are being formed.

This stems from Clark Kerr's conception of the multiversity on the one hand and the conception of small, compact universities like Keele or Lancaster in the wake of the Robbins Committee Report on the other.

(k) The traditional divisions like, secondary, technical and higher education are breaking down under the aegis of system analysis and operation research and education is increasingly being regarded as one unified system with subsystems to cope with problems like ecological degradation.

The foregoing paragraphs would show that the western universities are passing through a crisis that has impelled them to reconsider the role and function of university in a fast changing world and traditional concepts are being modified to suit the requirements of such a world. Change has, therefore, become the governing principle of higher education.

CHAPTER - V

THE OBJECTIVES OF NAGALAND UNIVERSITY

The Robbins Committee (London, 1963; PP.6-7) has pointed out four main objects of higher education viz.;

- (1) The production, dissemination and advancement of knowledge by the regular process of teaching, learning and research.
- (2) Acquisition of knowledge for personal enlightenment and development on the part of every student. This usually leads to the award of a degree or diploma which enables the individual to enter the world of work. If no work is needed, that knowledge become a source of personal satisfaction and enables the individual to live his life in a fulfilled way by developing his rational and critical facilities.
- (3) The transmission of the cultural heritage of a country. All forms of liberal education have a humanistic role to perform by initiating the learner to the uses of the past in a meaningful way. Without a proper understanding of the past history of a country, progress becomes haphazard and often results in system-breaks. On the other hand, by understanding the culture and tradition of one's country a capacity to perceive one's identity properly and to discriminate between the permanent and the ephemeral develops. Such perception enables one to widen one's perspective, to be humane, centralized and compassionate.

- (4) To help the individual to become a powerful instrument of socio-economic change. This calls for acquisition of productive skills and to contribute, through a job or profession or social service to the growth of the country's economic developments. A modern rational outlook enables one to a jure obscurantist and superstitious beliefs and practices and modernize society without succumbing to ephemeral innovations and change. This objective may seem to be not in consonance with traditional idea of a University being only a community of scholars interested solely in the advancement of knowledge for its own sake.
- (5) As science and technology take control of civilization more and more the distinction between abstract and applied or useful knowledge tends to disappear. This objective is not really new since Confucius held that education is the capacity to acquire knowledge and having acquired it to be able to use it. In Greek mythology Prometheus stole fire from heaven to help mankind to survive. Nuclear energy is enacting that myth today.

Keeping the development in higher education in the world in view, the U.G.C. in its policy paper has set down the objectives of higher education for our universities as the;

- (1) acquisition, preservation, dissemination and extension of the frontiers of knowledge;

- (ii) the training of high level personnel;
- (iii) the inculcation and promotion of basic human values;
- (iv) the capacity to choose between alternative systems;
- (v) the preservation and transmission of cultural heritage;
- (vi) the promotion of a rational outlook and scientific temper;
- (vii) the enrichment of Indian Languages;
- (viii) the development of the total personality of the students;
- (ix) involvement in national service programmes;
- (x) developing the ability to become objective critics of society;
- (xi) promotion of the cult of excellence;
- (xii) promotion of science and technology for the solution of national problems etc.

The objectives are elaborations of those of Robbins and if examined critically, although well-meant they have an elitist connotation of life which has resulted in our country in the alienation of the product of the system from the rural and mass environment. The operation of education as an instrument of socio-economic transformation is yet to be worked out properly since the curricular and teaching methods being oriented towards abstract learning sold on middle class values cannot perhaps do justice to this concept. The lip service paid to this concept through the N.S.S. is an illusion because this service is not an integral part

of the teaching-learning system yet. Our subscription to the doctrine of institutionalized, formal learning is still too powerful to enable us to appreciate the criticism of it advanced by Illich in the Deschooling Society or Goodman in Growing up Absurd or Freire in the Pedagogy, of the Oppressed.

A perusal of the statistical and socio-economic profile of Nagaland vis-a-vis the education system prevailing in it will reveal the mismatch between education and reality. Since the State is, at present, in the second or third stage of the six stages of economic growth that W.W. Rostow postulates, an educational system which is the product of an industrial or post-industrial society will hardly suit it. That is why the average product of the system, even an agricultural graduate, aims at a service in the public, organised sector. His knowledge, except the verbal and computational skill which he has acquired at the secondary school level, has little relevance to the economic development of the State or meaningful social change without becoming overwhelmed by the ephemeral glamour of modernism.

On the otherhand, a glance at the objectives of higher education outlined above would make it clear that education for productivity, change and self-reliance has to be the primary objective of Nagaland University. The State has to make rapid progress in all spheres and cannot wait for long to traverse the Rostovian stages but since education has a

long gestation period, in case of higher education, it is a 6-7 year cycle, results cannot accrue too quickly either.

In the context of the natural resources of the State its assets are (a) land (b) forests (c) livestock and (d) minor mineral deposits. If the economic development of the State had to be assured and accelerated the thrust areas have to be (a) agriculture (b) horticulture (c) animal husbandry (d) forest science (e) small scale or cottage industries requiring engineering skills and (f) water management skills. But a glance at the production statistics of these sectors shows that the production is low and insufficient mainly because of poor technological inputs and when the population will be about 15 lakhs by the turn of the century it is feared that there will be serious shortages in food production and other basic necessities of life.

The new University should be organised in such a manner that these thrust areas can be at its centre with other disciplines of general and technical education built around them. Since there is an Agricultural College in the State such an approach can be easy. Later faculties of Animal husbandry and Technology can be added. But to impart education according to the pattern envisaged here it is not necessary to have all such colleges. Middle level skills pertaining to these areas can be acquired by every student through a system of Functional Education. It will be multi-purpose education, combining general and technical education for all students.

In the United States in the 19th century to cope with such a situation of development from an agricultural to an industrial society, land-grant colleges were conceived. With their stress on agriculture and allied disciplines, they were able to play the roles of catalysts in the rapid development of the areas and in course of time they have become prestigious universities containing agricultural as well as other general disciplines e.g. Cornell, Wisconsin, California and Minnesota.

From this point of view while firmly believing in the enrichment of life of the mind and the independent role of the University in enriching that life as an objective for Nagaland University it would be very desirable to plan Nagaland University in such a manner that it can respond creatively to the major shifts that our country is witnessing in relation to changing patterns of life and civilization, the new economic, social and technological changes. It must open avenues to students for professional and general education in accordance with their intelligence, talent and aptitudes with enough in-built flexibility in the structure so that the student can compete for openings at the national and international levels and also fall back on the natural resources of the State for development and his upkeep. This point has been well made out by David M. Goodman in his essay, "Making Liberal Education Work in a Technological Age" (Liberal Education, Spring 1982). The objects of Virginia University referred to earlier may be kept clearly in view

in organising Nagaland University so that it aspires to be a new model of higher education committed to both self actualisation and socio-economic change and development by producing relevant manpower. The objects of the university have been set forth in the Bill as:

- (i) to produce, disseminate and advance knowledge by providing instructional and research facilities in such branches of knowledge as it may deem fit;
- (ii) to continually offer opportunities for upgrading knowledge training and skills in the context of innovations, research and discovery in the field of human endeavour;
- (iii) transmit the cultural heritage of the nation;
- (iv) promote continuing and life-long learning;
- (v) help in the promotion of economic and social change and development side by side the production of skilled manpower for building the economy of this State and the country on the basis of its natural and human resources;
- (vi) provide public and community service functions as an integral part of the educational system;
- (vii) provide greater equality of opportunity of access for the weaker sections of the society;
- (viii) provide education as far as practicable to be adapted to a great diversity of individual qualifications, motivations, aptitudes, expectations, and

career aspirations, by a system that is flexible and open in regard to methods and pace of learning, combination of courses, and their duration, eligibility for enrollment, age of entry, evaluations and examinations systems, and procedures for the operation of the programmes with a view to promoting learning and encouraging excellence in all fields of knowledge by formal and non-formal education and suitable combination of both;

- (ix) train the minds of the students to appreciate the values of national unity, integration, democracy, socialism and secularism.
- (x) develop in the students the capacity to learn and think for themselves, the ability to face unexpected contingencies and to put learning to work in life situations by providing, as far as practicable, learning programme adopted for individual intelligence, aptitude and aspiration levels of the students;
- (xi) promote the total development of the student with reference to his physical, emotional, moral, spiritual and aesthetic in short, human resource development in the best sense;
- (xii) provide or arrange for training of teachers and other personnel required for all activities of the university, its colleges and other educational institutions;

- (xiii) provide suitable post-graduate courses of study and promote relevant research;
- (xiv) provide counselling and guidance service to the students;
- (xv) provide education and training in the various arts, crafts and skills of the State, raising their quality and improving their availability to the people;
- (xvi) provide compensatory education for students from the weaker sections of the society;
- (xvii) provide facilities for coaching for competitive examinations;
- (xviii) cultivate and promote the cult of excellence.
"Pursuit of Excellence" may be the motto of the University.

The foregoing objects of the University emphasize that the new university shall provide opportunities for higher education (a) to a widening segment of the population (b) promote the educational upliftment of the community; (c) experiment with new strategies for the dissemination of higher education to make it respond to the life, needs and aspirations of the people of the State which is predominantly inhabited by tribal people.

To realize these objects the University shall have the following powers;

- (i) to provide instruction in such branches of knowledge, technology, vocations and professions as the university may, from time to time, determine and to make provisions for research, advancement and dissemination of knowledge;
- (ii) to take such academic and administrative steps as would contribute to the improvement of the economic and social development and welfare of the people of Nagaland in particular and of India in general;
- (iii) to grant, subject to such conditions as the University may determine, diplomas or certificates to and confer degrees and other academic distinctions on the basis of examination, evaluation or other methods of testing, on persons, and to withdraw any such diplomas, certificates or degrees or other academic distinctions for good and sufficient cause;
- (iv) to maintain actual linkages with the community, organise and undertake extra mural, extension and other community services as an integral part of the University's educational system;
- (v) to confer honorary degrees or other distinctions in the manner prescribed by the Statutes;
- (vi) to determine to provide instruction, including whole time, part time, own time, correspondence, distance, recurrent, continuing, adult, short-cycle and such

- other types of education to such persons as may desire them whether they are regular students or not;
- (vii) to institute principalships, professorships, readerships, lecturerships and other teaching, academic positions required by the University for imparting instruction, preparing educational material, conducting other academic activities including guidance and counselling, designing and delivery of course and evaluation of the work done by the students and to appoint persons to such professorships, readerships, lecturerships and other academic positions;
 - (viii) to recognize persons for imparting instruction in any College, or Institution admitted to the privileges of the University;
 - (ix) to appoint persons working in any other University or Institution or organisation or otherwise qualified persons as teachers of the University for a specified period;
 - (x) to create administrative, ministerial and other posts and to make appointments thereto;
 - (xi) to cooperate or collaborate with any other University or Institution or anything in such manner and for such purposes as the University may determine;
 - (xii) to establish such campuses, centres, specialized laboratories or other such units for research and

instruction as are, in the opinion of the University, necessary for the furtherance of its objects;

- (xiii) to institute and award fellowships, scholarships, studentships, medals, prizes and awards;
- (xiv) to establish, maintain and recognise colleges, Institutions and halls of residence;
- (xv) to admit to its privileges, colleges and Institutions not maintained by the University; to withdraw all or any of those privileges in accordance with such condition as may be prescribed by the statutes; and to recognize halls not maintained by the University and to withdraw any such recognition;
- (xvi) to declare a college or institution or a department, as the case may be as autonomous under conditions laid down by the Statutes;
- (xvii) to determine standards for admission to the University which may include examination, evaluation or any other method of teaching, learning and examination;
- (xviii) to demand and receive payment of fees and other charges;
- (xix) to supervise the residence of the students of the University and make arrangements for promoting their health and general welfare;
- xx) to make special arrangements in respect of women students and students from the weaker sections of the society as the University may consider desirable;

- (xxi) to regulate and enforce discipline and code of conduct among the employees and students of the University and take such disciplinary measures in this regard as may be deemed necessary;
- (xxii) to make arrangement for promoting the health and general welfare of the employees;
- (xxiii) to receive benefactions, donations, gifts and to acquire, hold, manage and dispose of property, moveable and immoveable including trusts and government and endowment properties for the purposes of the University;
- (xxiv) to organise and conduct refresher courses, workshops, seminars, institutes and other pre-service and inservice training programmes for teachers, evaluators and other academic and non-academic staff of the University;
- (xxv) to recognise examinations of or periods of study (whether in full or part) at other universities, institutions or other places of higher learning as equivalent to examinations or periods of study at the University and to withdraw such recognition at any time;
- (xxvi) to provide compensatory education for students of the weaker sections of the society;
- (xxvii) to provide coaching facilities for competitive examinations and interviews;

- (xxviii) to borrow with the approval of the Central Government, on the security of the property of the University, money for the purposes of the University;
- (xlix) to enter into, vary or cancel contracts;
- (xxx) to undertake publication of various kinds;
- (xxxI) to produce audio-visual materials and programmes and
- (xxxii) to do all such and other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects;

In view of the suggestions made above to build up Nagaland University on the model of a land grant University, its initial organisation has to be planned carefully since this will be an experimental institution. It is understood that sufficient additional land will be available at Lumami. In that case the Agricultural College, the University college for general education and the Institute of functional education can form with in-built not working among them for a viable higher educational system for the state and its people.

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CHAPTER - VI

ACADEMIC PROGRAMMES, COURSE STRUCTURES AND CONTENTS

From the objects set down for Nagaland University, it will be seen that the University will attempt to meet the requirements of a variety of people, viz:

- (i) students in the regular age-group wanting to pursue regular higher education;
- (ii) students who would like to interrupt studies and go for employment and resume education later;
- (iii) students, specially adult, who may need refurbishing and upgrading of knowledge;
- (iv) adults who may need education as a pursuit in leisure;
- (v) students who may like to take short-cycle courses without the aim of any qualification to upgrade craft and skills and who may not have completed even the secondary cycle;
- (vi) training courses for teachers in schools;
- (vii) training courses for college and University teachers;
- (viii) orientation and training programmes for different types of personnel such as administrative personnel of different levels, voluntary workers, public leaders etc.

The University which aims at flexibility in selection procedures, has, therefore, to organise courses in different areas to make them need-based and relevant so that those who

earn a degree or diploma may be eligible for employment in public, private or self-employment sectors. Its programmes should also aim at improving the professional competence of groups such as health workers, managers, social workers, industrial workers, community development functionaries like VIWs, Stockmen etc. The courses should be designed in such a manner as to transmit the values adumbrated in the National Policy on Education, viz. national unity and integration, composite culture, democracy, socialism and secularism.

The programme can be of long-term and short-term duration and can be classified as:

- (i) Organisations of graduate and undergraduate programmes;
- (ii) research programmes;
- (iii) continuing and extension education programmes;

The University will impart instruction in regular curricula leading to undergraduate and Post-graduate degrees. But since in Nagaland the PU Course forms part of the University system, this has also to be included in the system, but this section of the system can be reorganised in the form of Community Colleges. While this Community College aspect is to be stressed, it should at the same time be structured in such a manner as to offer access to the general and functional undergraduate streams in the University Colleges and the affiliated Colleges.

The three-year degree courses should also be structured in such a manner as to provide flexibility and diversity so that their relevance to the life and needs of the people is ensured on the one hand, and there is provision for access to general education on the other. Besides interdisciplinary, multi-disciplinary and transdisciplinary courses, there should be sufficient attention paid to permanent education to enable the students to fit themselves into a variety of openings. In short, it will mean a judicious combination of courses from functional and general education in such a manner that one skill-oriented subject is learnt by every student for earning his diploma or degree. An illustrative list of such subjects is given in the Appendix. Such courses have a strong relevance to the society in its present stage of development. As the same care is to be taken to upgrade the standard of the courses continuously so that the criticism of backwardness of the Indian Universities is progressively eliminated.

At the same time to meet the requirements of a (i) heterogeneous student clientele, (ii) the growing needs of the economy and the society, the system has to be made as open and flexible as far as possible and diversified courses will be made available to suit diverse motivations, aptitudes, qualifications and aspirations in a system that may be 'age-free', 'time free' and 'space free' as far as practicable.

RESEAPCH:

Promotion of research is a necessary part of higher education. The prestige and credibility of a good University depends partly upon the research output of its staff and scholars but excessive emphasis on research has now met with adverse criticism in many universities in the advanced countries and the funds for research are being slashed by the governments. One of the pertinent questions raised by the Student's Revolt of the 60's related to the neglect and downgrading of the teaching function by senior faculty members. As such, the new University should attach sufficient importance to teaching. Care should be taken by the authorities to see that good teaching is given due importance.

In terms of the philosophy of modern education that many foreign universities are adumbrating and which is partially at work in a few Indian Universities, the diversification of courses requires considerable attention if the University has to break new grounds. This function which is increasingly being accepted even by conservative, traditional British Universities and which has all along been a major input of the land grant University has been discussed and explained in Policies for Higher Education, OECD, Paris, 1973, and in The University and the Community; the Problems of changing Relationships, OECD, Paris, 1982, and in the Ontario Post-Secondary Education Commission Report. It is by such functions that the elitist system yields place to the conception of mass and universal higher education. Such courses

will cater to the needs of heterogeneous student clientele of higher education and make it polyvalent without fragmentation or disjunction of courses with too many electives as in American Universities. That problem can be solved by a common core as has been suggested in the National Policy. What is important, however, is that the old distinctions between academic and vocational or theoretical and practical education is breaking down and after the Robbins Report, Polytechnics have been transformed into Universities in the U.K. The trend is towards " the most appropriate sequences and relationships between general and specialized education, between theoretical and practical instruction, and also between formal education and work experience.....it may well be that this is the most crucial issue with regard to the future of higher education." (Towards New Structures in Post-Secondary Education", OECD, Paris, 1971, P.43). in matters relating to status and promotion to higher posts. Even students' service and extra-curricular activities of teachers have to be given due weight in such matters. Spurious and irrelevant research should be discouraged.

Nagaland University can offer programmes leading to M. Phil and Ph.D Degrees, and Post-doctoral research will be available with the growth and strengthening of Departments. As far as practicable, the main thrust of research should be on solutions to the problems faced by the State and the people. In respect of economic development and social change, it will mean a lot of problem-oriented socially relevant research.

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The new University will take some time to reorient its courses and prepare them in the light of the objects of the University as set down before. To begin with, the courses of NEHU may be adopted and introduced. But the Dean's Council proposed for the new University should set itself to the task of designing a set of new courses to suit the model of a land grant University that has been suggested earlier so that the new programmes can be introduced by the time the University Colleges - General and Agricultural - are ready at Lumami. But if the Council begins its work in right earnest, the new courses can be designed and introduced much earlier, in about 2 years, keeping in view the inclusive nature of the programmes viz. psycho-motor, affective and cognitive development of the students. The public service functions of the University has to be kept in view at the same time.

The Nagaland University, therefore, has to aim at -

- (i) Continuing vocational courses or training with general and academic education and, conversely, including more general courses and technical education in work related training, a concept that has been accepted by the Indira Gandhi Open University. The barriers between faculties has to be eschewed as in many new British Universities like Sussex and Lancaster;
- (ii) Organisation of the educational sequence into small units or learning modules which will allow a variety of combinations according to the interests and potentialities of the student, thereby making a common

currency which makes it possible for transferring the units between institutions, fields and levels of study;

- (iii) To make diversification feasible and to provide short-cycle courses it may be possible to organise a Department or Institution of Functional studies on the University Campus and in a smaller compass in the affiliated and constituent colleges taking into consideration the subjects mentioned in the list in the Appendix.

The completion of at least one such course will be a compulsory requirement from every student at the P.U. and Degree levels. In a State like Nagaland, for example, higher level skills may not be necessary in the immediate future when the present state of its economic development is kept in view but middle level skills which will be required can be brought into the ambit of higher education to help in the transformation of the economic scene by means of employment and self employment.

COURSE CREATION

Course creation or curriculum designing for a new model is not an easy task. It requires a lot of survey work to assess the socio-economic needs of the catchment areas of the University College and the affiliated colleges, and constituent colleges, the preferences of students, parents and guardians and a projection of manpower needs at the middle and higher occupational levels by the government and the

and the private sector. As per the available indicators expansion in rural development services, road building, electricity supply to rural areas, telecommunications services, water supply services, banking services, cooperative organisations, railways, armed forces have a lot of expansion possibilities. The surveys by the colleges of the areas under supervision of the University through the Deans' Council can elicit relevant information for this purpose and design the necessary area specific courses both for long cycle and short cycle education. This approach will help the University to identify course which are relevant and in demand and adjust its academic programme to the needs of the students and the society.

COURSE STRUCTURE:

Since the University will offer wide access to admissions, multiple course programmes like certificates, diploma, first degree, post-graduate degree, research degrees like M.Phil and Ph.D have to be organised. Short cycles courses not leading continuing education and extension services have also to be designed.

Multicourse programmes can be organised in two phases. For students needing a regular programme leading to the first degree, foundation courses will be offered to all students. Such courses will be compulsory for all and they, in accordance with the National Policy, will incorporate certain matters like national integration, national unity, socialism,

secularism, democracy, the freedom movement etc. In order to cater to these objectives, it may be possible to have five essential components of this course, viz.,

- (i) Basic features of Indian Culture and the cultural heritage of the region;
- (ii) Contemporary issues in politics;
- (iii) Contemporary issues in Economics;
- (iv) Contemporary issues in social relations like sociology, Anthropology, Psychology and other branches of behavioural science;
- (v) Current developments in Science and Technology and the philosophical issues emerging from them. Such a course will be broad-based and will equip the student to understand and appreciate the problems of the modern world he is likely to inhabit and would give him an integrated perspective on modern life and a sane attitude to it in the face of specialization and fragmentation of knowledge.
- (vi) Contemporary issues in environmental conservation and management.

As the University develops and introduces professional and technical education special foundation courses can be devised for them to act as a background for the specialization.

Sub-courses can be devised for all types of students, regular and part-time, or for recurrent education so that the students can relate their knowledge to a wider background.

Even for adult and continuing education the basic foundation courses dealing with the contemporary world would be of great value since they will refresh and upgrade their knowledge to become better citizens.

For the undergraduate degree programme there will also be language courses in the first two years along with the foundation course which may last for the first year. The language courses are important for Nagaland University since its medium will be English. But English as a tool of communication has not been well developed owing to the special problem of the prevalent linguistic situation. The tribal languages belong to the Sino-Tibetan family and are very different in structure from the Indo-European family of which English is a member. Since the child uses the tribal language most of the time his proficiency in English is low and this deficiency has to be removed by special courses in English using the techniques of applied linguistics with audio-visual aids including the use of a language laboratory at the University Colleges to begin with so that the basic skills of speaking, reading, writing and comprehension are augmented quickly to enable the students to have easier access to reading materials in the library.

There are wide variations among universities in the number of courses offered to undergraduate students. Since it has been suggested that courses should be developed as modules with a high degree of relevance, these can be of six types;

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- (i) foundation courses
- (ii) language courses
- (iii) functional education
- (iv) physical education
- (v) aesthetic education
- (vi) courses in major disciplines

Honours will not be narrow specialization but according to proficiency grades.

One of the major drawbacks of the present system of education is the absence of any skill-oriented knowledge at any stage in the Humanities, Social Science and Commerce. As such, the new University will endeavour to remove this defect by providing a compulsory functional course for all students at Pre-University and Undergraduate levels. Technical and Professional students, if they desire, can take a course other than their own discipline.

It ought to be possible to have a 3 Year Degree Course comprising of Foundation Course of 600 marks, English of 200 marks, Functional Education of 200 marks, Project Work and Social and Community Service of 100 marks, Physical Education 100 marks, Aesthetic Education 100 marks, and two or three (in science) general subjects of 600 or 900 marks, the total coming to 1900 or 2200 marks and in that case the work-load per year will be about 600 to 700 marks which is quite reasonable. The scheme will be operated on the basis of credit-hours and course units. In order to achieve this

end, the University must have one full-fledged, first-rate residential undergraduate college. In Nagaland, there is not at present, even one first rate undergraduate college for which well-to-do students go outside the State. The average students' standard is not up to the mark as is seen from their attainments at the Public Service Commission interviews.

The affiliated colleges are in a very unsatisfactory state and at least one college in each district headquarters has to be developed into a Constituent College in order to carry out the University's programmes successfully. After they develop sufficiently, some of them can become autonomous colleges as per the National Policy.

It will be very necessary to have a first rate Secondary School in the State. As such, it is envisaged that a fully residential Novodaya School, the University Undergraduate College and the Post-Graduate Departments will form a Complex so as to provide active collaboration between Secondary and tertiary education in line with modern thinking (A Toffler Learning for Tomorrow). The senior teachers of University Post-Graduate Departments will be required to teach in the Undergraduate classes and the Undergraduate College Teachers will also teach in the school. The Undergraduate Teachers will be attached to Post-Graduate Departments so that they can expose themselves continually to necessary information and upgrade their knowledge. They will also participate in Post-

Graduate teaching and research. The Post-Graduate Departments will organise Seminars, Symposium and Refreshers' Courses for the Undergraduate Teachers both in the University College and Affiliated Colleges. The School Teachers will in a similar manner be allotted to Undergraduate Teachers for a similar refurbishing of their knowledge. In addition, each Constituent or Affiliated College will be responsible for 5 to 10 Secondary Schools for the improvement of their standards by similar programmes, besides making available library and laboratory facilities to the school teachers and students.

The University College will have a farm of not less than 200 acres and also a workshop for functional education for imparting agro-based skills and mechanical skills which will be compulsory for every student as per the syllabus suggested above. At the Pre-University stage also, one such skill can be acquired. In the same way in each of the affiliated college, a farm of 100-200 acres and a workshop are to be set up.

POST-GRADUATE COURSES:

Post-Graduate Courses will be opened in such a manner that replication of traditional subjects which are available at NEHU or in other neighbouring universities is avoided as far as practicable. A suggested list of subjects is furnished in Appendix II. The General Council will decide which of them can be introduced fruitfully in Nagaland University. Where the cost-benefit ratio of the subject will be found to be low

intending students can be given stipends or loan-stipends to go to other universities to study them. To begin with, University will take over the four existing departments at Kohima, viz., English, Education, Commerce and Geology and add three or four departments in the humanities and Social Sciences. Other departments will be opened when the Campus at Lamani is ready.

The foundation courses, may be offered in the first year, the language courses in the first two years, core disciplines in the second and third years. There should be no restriction in the choice of courses and since the parameters of student strength, the number of colleges, teachers' strength, are within manageable proportions, the number of courses will not be very large. But the student will be under an adviser or tutor who will advise the student the best combination of courses for his intelligence, aptitude and career aspiration. What will be a special feature of the University is its flexibility in the offering of courses without any faculty restrictions like arts, science and commerce etc. The final placement of the student, will, however, be on the basis of the largest number of courses in a faculty and that is how he has to be classified as an arts, or science or commerce or technical student. A student may also not take a course for any degree, diploma or certificate and this will be especially meant for students enrolled for adult and continuing education.

Appropriate foundation courses may also be created for post-graduate students to make their education skill-based and if they have not received any functional education previously, they would be required to obtain it. The University will thus develop a programme of productive work and social service in the catchment area of the University College and also that of the affiliated colleges. A system has to be devised by which every student must work either in the field or in a workshop during the regular sessions and during the breaks he will have to take up projects which will be connected with developmental activities like further and continuing education, removal of illiteracy, rural community developmental services like IRDP, NREP, IDP, PDEC, ICDE, SEDDA, etc. which have been introduced in the country for development and change. During these periods the students will be assigned a project or a problem for study under the supervision of a teacher who will interact with the official agencies in charge of the schemes or with voluntary agencies that may be at work in the area. The student will be trained to be a growth and change agent by his active involvement in this type of productive and skill-oriented work for which suitable methods of teaching and learning, both formal and non-formal, have to be developed. Towards this end, intensive use of a close-circuit T.V. on the University Campus, programmes over the Kohima radio and T.V. stations and the use of the higher educational programmes over the national T.V. are to be made with built-in mechanisms for monitoring, evaluation and feed

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back in order to improve the system continuously.

Non-formal education which is increasing by leaps and bounds owing to the rapid growth of mass media has to be given an important place in the teaching-learning system of the University and the colleges without going into the extreme points of gadgetry which have become counter-productive. Computer literacy is now breeding another form of illiteracy and hence the latest urge to go back to the basics.

In order to develop a harmonious development of the students, the day's programme will be arranged in such a manner that the students will begin classes at 8:30 or 9 A.M. and go unto 1 P.M. with a break of 1 hour for lunch after which there will be compulsory participation, as a part of the educational system, in (a) games, sports, N.C.C., N.F.C. etc. (b) debates, discussions, colloquia, (c) drama, music dancing, painting and other cultural activities. Such programmes will last from 2 to 4 P.M. everyday according to a suitable time table. The teacher will be required as a part of normal duty to supervise and evaluate these activities and performances of the students for the Cumulative Records of the University. These records along with the Internal Assessment of academic records will be put into a book the last page of which will contain the final diploma of the University. The student, by this process, is expected to be more diligent and regular in his work and he will find little time for frivolous activities.

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CREDIT SYSTEM:

In the American Universities the Credit-System is designed taking into account the number of hours required to complete a course. Some courses are for 'full credit' and some for 'half credit'. There is no uniformity about this and the unit value is determined by the Department and the Faculty. In Nagaland University, the Semester System should operate and each Semester can offer 'full credit' or 'half credit' courses according to the duration of the course. A full course can have one credit. In the admission rule University will lay down the number of credits a candidate should obtain for the different types of courses e.g. foundation, language, electives or special subjects. All programmes will not have all the three components since there may be adult students who may not need them but, those who will go in for degrees, diplomas or certificates shall have to obtain the required number of credits. For the 3 year B.A. Degree, 90 Credits may be required. For the P.U. Course so long as it is in the colleges 60 credits may be required.

There will also be provision for transfer of relevant and common credits from one programme to another whenever a student enrolls himself for another degree, diploma or certificate course. This transferability will facilitate inter-departmental linkage, promote inter-disciplinary instruction and enable the students to plan their education on a staggered and a modular pattern. This will be especially helpful in recurrent education.

The life experience, incidental learning from different sources like mass media, ought to find a place in the system for the award of credits. Appropriate mechanisms have to be devised by the University to give such credit benefits. This will enable experienced students not to be obliged to take courses with the general contents of which they are familiar in course of their life or work experience. This facility will encourage serious pursuit of professional interest and motivate the students to continue their education with the added satisfaction of their job-experience being directly recognised academically. The social value of that job will go up. In a developing society class and hierarchy play an important role in the social value system and hence the unwillingness of students with higher education to accept lower or blue-collared jobs but if the value of the jobs is stepped up by a university recognition as has happened to the higher technical institutions in the U.K., the reluctance to accept them will gradually disappear. In American Universities, laundry, cooking, home-making can be studied upto Ph.D. level.

By recognising other universities and institutions Nagaland University may exempt students who have completed some courses in them. Such exemption will enable employees housewives who accompany them on transfer not to repeat the courses they have completed in other universities or institutions. This exemption has to be governed by the status of these universities or institutions. If they are recognised by the U.G.C. or any other national or State authority, there

should not be any difficulty for such recognition and the formality of reciprocal recognition need not be insisted upon. Such flexible provisions will pave the way towards mass higher education.

TEACHING-LEARNING SYSTEM:

To ensure regular and orderly and timely completion of courses, lesson plans and lesson notes will be required of every teacher.

Since Nagaland University will not have the necessary experienced personnel to design and prepare course material and to run the Credit System, it will have to depend on external help. The courses have to be prepared carefully with an eye to the promotion of inter-disciplinary and multi-disciplinary studies.

As such, the Course Team has to be appointed with caution and care by including in it subject matter experts and course unit construction experts.

In setting up these teams, besides persons from Universities and institutions help can be obtained from experienced persons in different fields e.g. engineers, doctors, lawyers, management experts, professional administrators, men from industry and business so that a high degree of relevance can be ensured for the course.

To facilitate the process of course designing as a continuous endeavour a Deans' Council has been introduced in

the University structure. The Council will have the Academic Registrar as its Secretary to look after the operational problems like briefouts and matching with the pattern of instruction and learning.

MEDIUM OF INSTRUCTION:

Since English is the official language of the State and the medium at the school stage, it has to be used by the University. But for the students who come from outside the State with school or college education with a regional language as the medium, compensatory language courses in English have to be devised and used. Even for the local students the competency in English has to be improved.

ADMISSION AND ENROLLMENT:

Since flexibility has been regarded as an important aspect of the University, the usual rigidities in the fixation of eligibility criteria for admission have to be avoided. There will be the regular students working towards a degree belonging to the relevant age-group and possession the relevant academic qualification from the school. But as has been envisaged in the object of the University, there will be adults for whom no age restriction can be prescribed there will be own time students for recurrent education who will also belong to this category; there will be students who will like to audit a few courses for self-improvement or using their leisure profitably; for them too no age or educational criteria can be prescribed. Since the international trends

are towards a system that is 'age-free' 'space free' and 'time free', the University may move in that direction. The General Council may frame Regulations to suit the exigencies of the situation.

As regards the mode of entry, there may not be any difficulty about the admission of regular students on the basis of their previous credentials or on the basis of an entrance test that should be as neutral or culture free as possible to make access as egalitarian as possible. The part-time, casual or short-cycle students can be selected on the basis of their aptitude, interest and aim for which suitable tests can be devised in order to match the demand to the facilities available in the colleges and University departments. What is to be insisted upon is that rigid adherence to previous academic credentials should be avoided as far as practicable. The policy should offer open flexible modes of entry.

EVALUATION:

The examination system in the University in view of its increasing loss of credibility has to be redesigned in the light of the reforms suggested by the UGC and other agencies pedagogically a continuous mode of evaluation by means of quizzes, short tests, term papers, project reports, participation in tutorials, seminars is desirable in place of the one-shot cramming test at a final examination which is in vogue now. Since the course-credit system has been advocated each course has to be evaluated separately on its completion.

This brings up the problem of internal and external assessments and self-assessments. All the types are to be accepted until such time as when the reliability and validity of the full internal assessment can be accepted in our country. This stage will be reached when the University builds up a solid reputation for its standard with reference to the standing of its alumni in life situations.

To build up the credibility of the University, bilateral student exchange arrangements can be made with other universities and institutions upto 10 percent strength of the students, both undergraduate and Post-Graduate.

Self assessment and tutor or adviser assessment as in the American and British Universities respectively can form a part of the total University assessment. This will introduce a balancing factor into the evaluation system as both student and teacher integrity will be involved in the process. Proper safeguards have to be provided for this.

A system of oral examinations with internal and external examiners can be introduced as well to judge the reliability of the written tests. This will not be a difficult task since the number involved will be small.

Question banks, self-assessment by the examinees, tests with books, Central Valuation, grading in place of numerical marks, code numbers have been suggested as part of the examination reform procedure. The University can try out all of them.

To make the evaluative system instruction oriented rather than certificate oriented as at present, the answer books of all assessments including the evaluation of tutors can be shown to the students to help them in making self assessments.

A crucial reform will be the introduction of problem-oriented questions at all examinations to reduce dependence on notes, rote memory and the use of bazar notes.

The most innovative feature of the evaluation system will be the Cumulative Record.

The relative weights of these different modes of evaluation may be decided by the Deans' Council of the University.

The University should take steps to prevent disruption of examinations by ensuring completion of courses on time. Extempore lecturing will be disallowed. The teachers will submit their performance to the assessment of (a) students and (b) peer groups.

The University may offer research programmes in different disciplines depending upon the availability of facilities. It may depute teachers and scholars to other universities and institutions for research in subjects for which facilities are not available in the University. This will ensure that bright scholars who may join the University will get the necessary incentive to do research improve their qualifications and in their turn build up sound research programmes in

the University. This process will help the University to achieve one of its major aims namely, the advancement of knowledge. Towards this end, the University may interact and collaborate with other universities and institutions. It may also raise resources externally by undertaking R & D Work of Government, industry, private institutions and individuals in course of time. Such activities will help the university to become aware of vital problems of the State and the nation.

PROCTORIAL SYSTEM:

Every student of the University will be placed in charge of a Proctor to be appointed by the Board of Management on the recommendation of the Vice-Chancellor. Every Proctor shall hold office for a term of two years and be responsible for the supervision of the intellectual, physical, moral progress of the student. The Proctor shall submit report to the Provost with a copy to the parent/guardian of the student with his observation on the student's progress and bring his weak points to the notice of the concerned Heads of Departments and other teachers and Officers for necessary advice and help for improvement. The same procedure will be followed in the Constituent and Affiliated Colleges and Institutions.

APPENDIX I

Functional Subjects:

- 1) Agricultural techniques and practices.
- 2) Growing and marketing of tea, coffee, cardamom, pepper rubber etc.
- 3) Mushroom cultivation, Preservation and marketing.
- 4) Soil and water management.
- 5) Agro and agri based industries.
- 6) Dairy husbandry and farming.
- 7) Poultry farming.
- 8) Piggery.
- 9) Sheep and goat breeding.
- 10) Cattle breeding.
- 11) Vegetable growing and marketing.
- 12) Fruit growing, processing and preservation.
- 13) Meat processing and preservation.
- 14) Floriculture (Orchids, Roses).
- 15) Nursery and management of medicinal plants.
- 16) Small scale industry entrepreneurship.
- 17) Office management and secretarial practice.
- 18) Collection and marketing of forest products.
- 19) Banking practice.
- 20) Stenography, Typewriting and Office Management.
- 21) Accounting and Auditing.
- 22) Textiles and textiles designing.
- 23) Dress making and designing.
- 24) Home making and practice. Household Budgeting.
- 25) Basic electrical technology and practice.
- 26) Basic electronic technology and practice.

- 27) Photographic technology and practice.
- 28) Pisciculture.
- 29) Timber testing, processing, seasoning and cutting.
- 30) Furniture design and craft.
- 31) Automobile repair and maintenance.
- 32) Construction of buildings technique, practice and supervision.
- 33) Sanitary fittings technique and practice.
- 34) Land Surveying and Mapping.
- 35) Road construction Technique and supervision.
- 36) Telegraph and telephone linesman training.
- 37) Plastic goods manufacturing.
- 38) Sericulture technique and practice.
- 39) Bee-Keeping and honey production.
- 40) Radio, T.V., Video and Projector Technology & practice.
- 41) Horology.
- 42) Defence studies.
- 43) Tree culture.
- 44) Petroleum and gas technology.
- 45) Bio-gas technology.
- 46) Musical instrument technician.
- 47) Social forestry.
- 48) Soil conservation.
- 49) Telex operation.
- 50) Refrigeration technology.
- 51) Interior decoration.
- 52) Bakery and confectionery.

APPENDIX-II
Subjects for Post-Graduate Studies:

1. Agricultural Economics.
2. Development Economics.
3. International History.
4. History of India's Neighbours.
5. Marketing and Cooperation.
6. Applied Linguistics (English).
7. Applied Linguistics (Hindi).
8. Ceramics Technology.
9. Philosophy of Science.
10. System Engineering.
11. Leather Technology.
12. Electronics.
13. Computer Science.
14. Polymer Chemistry.
15. Industrial Chemistry.
16. Guidance, Counselling and Human appraisal systems.
17. Home Science.
18. Horticulture(Fruits).
19. Bio-Science.
20. Forest Science.
21. Political Systems.
22. Pharmaceuticals and Chemicals.
23. Folk Culture.
24. Musciology.
25. Physical Education.
26. Environmental Studies.
27. Local Self Government.
28. Rural Sociology.
29. Small Scale Manufactures.
30. Food Technology.
31. Animal Biology and Management.
32. Eco-cultural systems on Human Development.

CHAPTER - VII

TEACHING - RESEARCH & EXTENSION

The system of education that prevails in our Universities has been inherited from the British Universities. Under it a student has to enter the University with an eligibility credential from a secondary school examination system, become a whole time student and with sequential advancement from class to class complete the cycle in a fixed time.

Secondly, the system includes compulsory attendance at lectures, tutorials, practical classes and a face to face instructional method based on the lecture system under which a teacher delivers a series of lectures of a fixed duration.

The system is still prevalent in the British and American Universities: but in the latter the lectures are known as courses and are based upon the credit system.

The two systems operate with two different aims. The British system still believes in the primacy of teaching at the undergraduate level. Till recent times, the post-graduate or research degrees were designed on the basis of full time engagement of the scholar who was left to do the work under the guidance of a supervisor. At Oxford and Cambridge the Master's degree is still available by efflux of time.

But in recent times, especially after the Robbins Committee Report changes have been introduced and

post-graduate study has now come to be conducted on the basis of advanced courses or a dissertation or a combination of both general studies. As against the narrow Honours, course have been introduced in many new universities for a broad based undergraduate education so that the student can cope with diverse job requirements in a fast changing technological society.

The American Universities continue to attach great importance to advanced course work before a student settles down to his topic of research. The undergraduate course leading to the B.A. degree is not given an equivalence with the B.A. or B.A. Honi degrees of British Universities. The Ph.D. is considered to be the main goal of the system.

The broad distinction that obtains is that in the British Universities teaching is accorded the primary importance whereas in the American Universities, it is research.

Of late it is being increasingly felt in the American Universities that the neglect of serious teaching has been responsible for many of the ills in the campuses. As government funds are becoming more and more the source of university finance, public demand for accountability is increasing. Although as yet the value of good teaching has not been realized fully, from accounts to be found in Innovation in Higher Education(OECD, 1969). Policies for Higher Education (OECD, 1974) and The University and the Community (OECD, 1982) the value of teaching in higher education is

increasing as higher education moves in the direction of mass higher education. This is largely due to the gradual obliteration of barriers between 'pure' knowledge and 'useful' knowledge, between liberal education universities and technocratic universities and the increasing demand for 'useful' knowledge by the new generation of students coming from lower occupational strata who are not very keen on acquiring pure or abstract knowledge. It is especially true of those who are going in for short-cycle courses for acquiring new training to fit themselves into the new occupational demand problems. The traditional conception of a graduate as one who possesses knowledge, intellectual skills, the ability to nurture such qualities of mind and character as curiosity, critical acumen, discerning judgement, ethical awareness, the ability to confront the unfamiliar with confidence, is still valid but it is, in mass higher education, becoming less and less manifest in the average graduate. The focus is the acquisition of relevant information and skills to earn a livelihood.

As such the teaching function gathers greater and greater importance although it is true that good teaching cannot be divorced from research in a world in which the frontiers of knowledge are continuously advancing. The two, as the Robbins Committee, says " are complementary and overlapping activities. A teacher who is advancing his general knowledge of his subject is both improving himself as a teacher and laying foundations for his research. The researcher often

finds that his personal work provides him with fresh and apt illustration which helps him to set a subject in a new light when he turns to prepare a lecture". (Robbins Report, P.132). The Committee finds that in British Universities the teacher spends 34 p.c. time in private study, 21 p.c. on administration and consultancy, committees etc. In the new British Universities the staff do more teaching and administration than research. There is also a grey area where it is not possible to say whether research or teaching is uppermost. In the context of Nagaland University it may be desirable to make time distribution as follows:

For UG teachers:-

- (i) Teaching 60%;
- (ii) Research & Adm. 20%
- (iii) Cultural programme 20%

For PG teachers:-

- (i) Teaching 50%;
- (ii) Research & Administration 30%
- (iii) Cultural programme 20%.

The final decision will rest with the General Council of the University.

The University will organise research programme leading to the M.Phil. and Ph.D. degrees. Degrees like D.Sc. and D. Litt. may be awarded on the basis of research publication.

In a new University in a difficult region like Nagaland or for that matter in the Indian universities, a distinction has to be made between research for pure knowledge and useful

research. Even this distinction breaks down when we remember the pure research of a Rutherford or a Clerk-Maxwell and the later uses to which it was put. What is important, however that in a developing country useful research is of greater value than pure research for rapid socio-economic development.

Teaching which has to be given the maximum importance at the undergraduate level and sufficient importance at post-graduate level considering the environment in which the students of Nagaland have to study, has to be approached in manner that will make it purposeful and rewarding.

The traditional method of lecturing without adequate preparation has to be modified by systematic planning of the courses well ahead of the semester. The Heads of Departments have to prepare their programmes for the semester at a departmental meeting and then present it to the Dean's Council for a general consideration in respect of the inter-disciplinary and multi-disciplinary components of the courses. After the decision at that level the final courses will be allotted to different teachers keeping in view their interest, aptitude and area of specialization. Each teacher then will plan his lessons on the basis of lesson notes which will have (a) a summary or digest which will be presented to the students at the beginning of the lecture in mimeographed form along with the reading lists for further reading in the seminar and the library; (b) complete notes for the lecture which will be presented to the Head of the Department or to Departmental meeting for discussion and criticism. It is such classroom

procedures that have produced classics like Bradley's Shakespearean Tragedy, Leask's A Grammar of Politics and Kamlah's General Theory. The practice of extempore teaching will have to be eschewed.

In teaching, teachers will have to make use of teaching aids of all types.

The second aspect of teaching will be the tutorial system which will be compulsory for all students. The tutorial will enable the teacher to assess his own classroom performance irrespective of the level of the student. A good lecture has to aim at effective communication to the average student. The gifted student can be taken care of by additional reading lists and the weak student by compensatory education in the form of additional tutorials.

The third aspect of teaching will be laboratory based science instruction with adequate preparation and equipments.

The fourth aspect will involve the functional subjects which will involve not only practicals and sessionals but demonstrations of a convincing nature so that the student is entirely convinced about their usefulness, productivity and profitability. Hence it will be the business of the teacher to show, for example, that in Nagaland coffee, tea, cardamom, black pepper can be grown easily and these cash crops have high monetary value in the demonstration agricultural farm at the University or the college. Likewise mechanical skills

horology or radio repair can be demonstrated in the workshop their profitability pointed out. It is such demonstration that will motivate the students towards self-reliance which will be a main objective of the University.

The fifth aspect of the teaching process will be:
(a) interdisciplinary as with genetics, (b) multidisciplinary as with bricklaying or road building and (c) transdisciplinary as with the philosophy of science and environmental studies.

In Nagaland compensatory education or instruction will be generally necessary in (a) language skills, (b) computational skills and (c) scientific conceptualization. The University has to make provision for them in the teaching programme in order to improve the general standard of higher education.

At the post graduate level besides lectures, there will be seminars, colloquia and project reports.

For the purposes of final evaluation, the performance of the undergraduates in tutorials and of the post-graduate in seminars, colloquia and projects will be taken into account by allowing a percentage of the total marks to them.

It has been pointed out earlier that a system of cumulative record will be introduced for evaluation showing a transcript of courses taken and grades earned in all the activities of the student, physical, intellectual and aesthetic. Such a scheme will place less emphasis on the grades

and degrees carried at the final examination only. The teaching on account of this will be rigorous and regular and the teachers' accountability will be ensured.

The public service function of the Universities has to be carried out through (a) advisory service, (b) extension service, (c) continuing education and (d) community interaction. It is this new function that will enable the University to break its isolation. Public service is an all-inclusive term and continuing education or lifelong education is a major sub-set of it. The latter can comprise credit courses and non-credit instruction, such as conferences and workshop such facilities being provided for non-resident adults who participate on a part-time or short term basis. It will include applied research demonstration, knowledge, dissemination, technical assistance, consultation, and a host of non-instructional services directed to problems or to decisions by individuals or institutions, public and private.

Such an arrangement will make service cover all the activities of the university, teaching and research as being ultimately of service to the community, that is, whether teachers doctors and engineers are being trained or new knowledge is being developed, whether education is basic or continuing, whether research is pure or applied, it all constitutes an 'output' that is relevant to society. According to Rutgers University programme under this service function, the University (a) can put its facilities and human resources at the disposal of the community and dissemination

of its traditional products (graduates, New knowledge) in the service of society, (b) execute orders placed by the society by R&D and consultancy services, (c) analyse the needs of society for suggesting its reconstruction, (d) analyse problems at the request of the community and (e) implement a particular solution where it is compatible with its institutional status.

Until the post-graduate departments are built up adequately for fundamental research, it is research of an applied character that will be relevant for the new University and give it a new character. As has been pointed out earlier in this endeavour of teaching and research, the University will operate through the constituent and affiliated colleges and the environment in the broad sense form into a sort of grid mutually interacting with one another. Teaching and research under this arrangement will naturally be interdisciplinary in nature.

Such an approach to teaching, research and extension of public service will develop a new model of higher education incorporating in it the best features of liberal and technocratic education. Such a model will be meaningful and relevant for the students and the people. It will mean a University which will include in the teaching learning system education work and service as also a mixing of formal and non-formal education of the head and heart.

The University through such an approach will strive to break down the distinction between white-collared and blue-collared occupations by making the latter academically viable and respectable. As such it is expected to provide an experimental and innovative model. Its potentiality is substantial in a largely classless society in which manual work is still not disfavoured by the educated elite.

CHAPTER - VIII

STAFF RECRUITMENT AND DEVELOPMENT

Nagaland University is going to be a new University with a new philosophy of education and hence its staff has to be recruited very carefully. At present NEHU has four post-graduate departments located at Kohima, viz. English, Education, Commerce and Geology. It is likely that this teaching staff and the non-teaching staff of the NEHU campus will be transferred to the new University. The staff, however, have to give their options whether to remain under NEHU or come over to the service of the new University. In the latter case they have to be carefully screened on the basis of their service records, their reputation, and only those who are likely to serve the new University with sincerity and zeal and being committed to its new goals and whose records are clean so that no problems are faced by the new University.

As the new University is going to introduce a lot of experiment and innovation in the teaching-learning programme the direct recruitment has to follow certain new criteria their selection. First, in view of the public service or community service objective of the University, the teachers have to be prepared to undertake these responsibilities will require them to go to the catchment areas with the students during the vacations, stay there and perform these tasks. They have to face hard living conditions in the rural, hilly

areas and unless they are prepared for such work and exhibit enthusiasm and zeal, the programme may misfire. Hence the selection procedures have to be adequately adopted to the goals.

It is suggested that vacations should be done away with and in view of them teachers will get earned leave at 1/11 of the period of service. This will be a radically new practice and in view of the mounting criticism that teachers hardly work for a hundred days in a year this change is warranted. What is more, when the real producers of wealth like the peasants, artisans and industrial workers work throughout the year, this old practice of vacations which was inherited from the British Universities and which in England enabled the teachers to do research and the students to do their continental tours and which in India enabled the British teachers to escape to the hill stations to avoid the heat of the plains, is no longer justified.

If the University is to make a mark in short time its first contingent of staff has to be men and women of high calibre who can organise, shape and give a flying start to the University Colleges and the post graduate departments. Living conditions being hard and amenities including good facilities for children's education and health care being unsatisfactory, adequate compensation and incentives have to be offered if men of high calibre have to be attracted to the University and retained in it for at least five to ten years during which period they are expected to organise the academic

system on a sound footing as also to train up younger people to shoulder the responsibilities in subsequent years. Senior faculty may be invited from outside on special terms to come to the University on deputation for three to five years. In short, unless routine procedures and precedents are broken, it will be very difficult to get personnel of the expected calibre at the initial stage. It is on the initial staffing that the future of the University will depend largely.

Besides the academic staff there will be the administrative staff, the ministerial staff and the menial staff. For all of them a suitable recruitment procedure has to be established to ensure that the selections are purely on the basis of merit. It may be necessary to supplement the conventional interview method; there may be written tests, comprising intelligence, aptitudes, personality and other factors.

The requirements have to be properly assessed to avoid overstaffing and consequential problems of promotion etc. There have to be well founded norms for output, work-schedule and accountability.

Security of service is one of the prime requisites for enabling an incumbent to give his optimal performance. It is specially true of the teaching staff for whom the slightest anxiety is likely to affect their performance which belongs to the intellectual sphere in which reading, critical thinking

and some writing are of utmost importance. The experience of the spate of litigations against universities in our country is an indicator of the abuses that have crept into the sphere of service matters.

To reduce these features, it has been suggested that all service matters of teachers and officers should rest with the Chancellor, and those of the ministerial staff and menial staff with the Vice-Chancellor who will be assisted by duly constituted Selection Committees.

The National Policy on Education takes note of the prevalent atmosphere of laxity in our educational institutions and says that teachers must teach. This work ethic applies to all employees and in the service conditions the relation between duties and techniques like MBO, PERT and performance contracting can be adopted. Accountability of all sections of employees has to be ensured by modern techniques for the ministerial staff, log book and personal diaries should be in use. The staffing patterns, working conditions, pay, prospects, etc. have to be worked out in such a manner as to reduce conflicts to the minimum and ensure optimal efficiency from all sections of employees.

Any teacher of 8 years standing (with service in one or more universities or colleges) shall be eligible for a promotion to the next higher post on the basis of the assessment of his work and performance.

The age of superannuation of the teaching staff shall be sixty years. However, in cases of persons of outstanding ability, employment can be extended upto the age of 65 years. Such persons shall not, however hold any office in the department.

The employees of the university shall not be eligible for contesting elections to the public bodies.

In a University while seniority should have the recognition, it is merit that should have greater weight in respect of promotions, all of which should be governed by open competition. For outstanding persons all criteria can be relaxed.

As regards the non-teaching staff there may be provision for selection grades to the extent of 30 p.c. to prevent stagnation.

At present it is found that the employees of the Central University, NEHU, are worse off than their counterparts under the state government in the department of education. This is a paradoxical situation and has to be reversed by offering the following incentives for which hard, new decisions are necessary:

- (a) Continuance of Special Pay which is now paid @ 25 p.c. of the basic pay.
- (b) Provision of free partially furnished accommodation.

- (c) Provision for transport as available to State Government Officers.
- (d) Provision for a personal servant as is available to State Government officers.
- (e) Continuance of inner line allowance.
- (f) Exemption from income tax as is available to the tribal officers under the State Government or reimburse most of the tax amount calculated on the basis of the emoluments received from the university only.
- (g) Other benefits like contributory Provident Fund, Pension, Gratuity, LTC and reimbursement of medical expenses.

It is only attractive emoluments and terms that will enable the University to recruit distinguished scholars to come to it and give it a good start. There should be enough flexibility in these conditions.

All new teachers on recruitment should ^{undergo} pre-service training for one year and on its successful completion they should be appointed on probation for another year. At the end of this second year they will be confirmed. Such training has become more and more necessary for college teachers and the University will run the training courses which will comprise (a) pedagogical training for nine months and (b) general administrative training for 3 months, the latter being given either by the University or the Administrative Training Institute of the State Government. There should be

provision for refresher's courses for all teachers and administrative personnel at regular intervals, say, of five years either in the University's training department which may be attached to the Department of Education, and Public Administration, if and when it is set up or such courses may be arranged with the help of external agencies. For academic administration the assistance of the National Institute of Educational Planning and Administration may be taken, also that of the Administrative Staff College. The probationary period should be a rigorous one as in the All-India Services.

As regards the academic staff there will be the regular complement of Professors, Readers and Lecturers. The University can also recruit as Instructors young persons with brilliant academic records who may not possess a research degree and allow them to acquire it in a specified period. The UGC's specified norm regarding the staff strength in a Department has to be adhered to.

The academic staff may be (1) full time (2) visiting and part time, Experts needed for any faculty for any specific purpose e.g. organisation of a computer centre, may be on contract service or on consultancy basis.

The academic staff will be responsible for the organisation and operation of the academic programme which will include research work.

CHAPTER - IX
GOVERNANCE

Nagaland University which aims at certain new objectives in higher education by making the system flexible and responsive to the life and needs of the people of a difficult region will need certain changes in the administration sub-system. The conventional University has revealed two vulnerable areas, namely, the senate which with its contingent of public men often becomes a scene of acrimony; the Executive Council with its control over appointments and examinations is plagued by corrupt practices. As such, certain salutary changes have been proposed in the sub-system. These are as follows:-

- (a) The Visitor will have the power of visiting, advising and directing the University. He shall be the final appellate authority for the employees of the University.
- (b) The Governor of Nagaland will be the Chancellor and exercise all powers hitherto vested in the Visitor. He shall, when present, preside over the Convocation of the University.
- (c) There will be no court/senate.
- (d) There will be a General Council which will discharge the academic and other general functions of the University.
- (e) The Executive Council will be named as the Board of Management.

- (f) A Students' Council as a statutory body, will be introduced.
- (g) An Independent Examination Board to deal with all examination matters will be constituted.
- (h) There will be a Deans' Council to deal with the designing, creation and change of courses for continuous experiment.
- (i) Decisions of the Board of Management can be overridden by the Vice-Chancellor with the concurrence of the Chancellor.
- (j) The Vice-Chancellor can override the decisions of the Finance Committee with the concurrence of the Chancellor.
- (k) Membership of the University bodies will be by seniority and rotation and nomination; there will be no election to them;
- (l) There will be Registrars, and to begin with one for administration and another for academic affairs.
- (m) There will be a permanent Inspector of Colleges to make inspection systematic and regular.
- (n) The school system will be replaced by the Faculty system as the former has not worked satisfactorily.
- (o) Service matters of teachers and officers will be controlled by the Chancellor.
- (p) Service matters of ministerial and menial staff will be controlled by the Vice-Chancellor.

These changes are expected to improve the efficiency of the administration and effect economy in expenditure.

In view of the modern management practices, the governance of the University should aim at flexibility, decentralisation and participation. Rigid practices of management, often the legacy of the colonial rule are responsible for many of the evils which plague our universities. A new University can eliminate the anachronistic rules, regulations and conventions by adopting principles of decentralisation in decision-making with proper safe-guards for accountability of all employees. Modern management techniques like MBO, PERT, CPM and Programme Budgeting and Performance Evaluation will be introduced to facilitate accountability. (C.F Daedulus, Fall, 1969 PP.1116, 1158-1160).

The Bill for establishing the University broadly specifies the authorities and describes their functions, leaving the details to be worked out by the appropriate bodies in due course of time. A large measure of flexibility has been visualised in the bill to enable the University to determine its structure in accordance with recent thinking on the subject. The Statutes which will be made by the University will become effective after the approval of the Chancellor. These Statutes would aim at the creation of a flexible and adaptable organisational pattern with an emphasis on system analysis and system making.

The main departures from the governance patterns of existing Central Universities have been outlined above in para (a) to (p). It will be seen that these changes and innovations do not radically alter the structure. Nagaland University is being proposed as a Central University. As such, it will have many common features with other Central Universities. The changes proposed are based on the experience of the working of the Central Universities and the findings of the Madhuri Shah Committee. Hence, the administrative structure proposed is a blend of the old and the new aiming at optimal efficiency.

Chancellor will have the power to appoint the Vice-Chancellor who will hold office at his pleasure, and powers to nominate members to statutory authorities like the Board of Management, General Council and the Planning Committee of the University. The Chancellor can issue directives to the University and can annul the proceedings of its bodies, if they are not in conformity with Act and Statutes. He can also cause inspection or inquire into the working of the University if circumstances so warrant. He will also be the final court of appeal in respect of grievances of employees and students.

The authorities of the University are:-

- (1) The Board of Management
- (2) The General Council
- (3) The Students' Council
- (4) The Planning Committee

- (5) The Examination Board
- (6) The Deans' Council
- (7) The Finance Committee and such other authorities as may be declared by the statutes to be authorities of the University.

THE BOARD OF MANAGEMENT:

The principal decision making body of the University will be Board of Management. The new name has been proposed to stress the managerial functions of the Board thereby giving more executive or operational powers to the Vice-Chancellor. Its constitution and the term of office of its members shall be prescribed by the Statutes.

In the constitution of the Board of Management sufficient care has to be taken to see that it represents different sections of the University, that is, academicians officials and others. In order to develop the University quickly and to facilitate its linkages with the development agencies, the Development Commissioner may be its ex-officio member. This will help the Board to know the directions in which the State's development is going so that manpower needs can be assessed and suitable academic programmes organised to meet them.

The Board of Management may consist of 15 members and 7 members will constitute the quorum for its meetings.

The members of the first Board of Management will be

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nominated by the Chancellor. Procedure for the constitution of subsequent Boards will be determined by the Statutes. The Vice-Chancellor shall be its Chairman and the Administrative Registrar its non-member Secretary.

The following will be the powers and functions of the Board of Management:-

- (1) It shall have the power of management and administration of the revenue and property of the University and the conduct of all administrative affairs of the University and not otherwise provided for.
- (2) Subject to the provisions of the Act, the Statutes, the Board of Management shall, in addition to the other powers vested in it under these Statutes, have the following powers, namely:-
 - (a) to create teaching and other academic posts and to define the duties and conditions of service of Professors, Readers, Lecturers, other teachers, and other academic staff employed by the University.
 - (b) to prescribe qualifications for teachers and other academic staff;
 - (c) to specify the manner of appointment to temporary vacancies of academic staff;
 - (d) to provide for the appointment of visiting professors, Emeritus Professors, Fellows and determine the terms and conditions of such appointments.

- (e) to manage and regulate the finance, accounts, investments property of the University and all other affairs of the University and to appoint such agents as may be considered fit;
- (f) to invest any money belonging to the University including any unapplied income, in such stocks, funds, stores or securities as it thinks fit or in the purchase of immovable property in India with like power of using such investments from time to time, provided that no action under this clause shall be taken without consulting the Finance Committee;
- (g) to create administrative, ministerial and other necessary posts after taking into consideration the recommendations of the Finance Committee and to vary the number of appointments thereto;
- (h) to regulate and enforce discipline and code of conduct amongst the employees in accordance with the Statutes;
- (i) to transfer and accept transfers of any immovable or movable property on behalf of the University;
- (j) to entertain, adjudicate upon or redress the grievances of the employees who may feel aggrieved for any reason except in relation to service matters;
- (k) to entertain, adjudicate upon or redress the grievances of the students who may feel aggrieved for any reason.
- (l) to select the common seal for the University and to provide for the use of such seal;

- (m) to delegate any of its powers to the Vice-Chancellor, Provost of the University, College, Registrars, the Financial Adviser or any other officer, or employee or authority of the University, or to a Committee appointed by it;
- (n) to institute fellowships, studentships and prizes and awards;
- (o) to exercise such other powers and functions as may be conferred or imposed on it by the Act or the Statutes.
- (p) The Board of Management shall exercise all the powers of the University not otherwise provided for by the Act, Statutes, and Regulations for the fulfilment of the objects of the University.

THE GENERAL COUNCIL:

The General Council will be the principal policy making body for all academic and general affairs of the University.

It will have control and general regulation of and be responsible for the maintenance of standards of learning, instruction and examinations. It will consist of not more than 40 members and their term of office will be 3 years.

Fifteen members shall form the quorum for a meeting of the General Council. It shall meet at least twice a year.

Subject to the Act, the Statutes, the General Council shall in addition to all other powers vested in it, have the following powers:-

- (a) to exercise general supervision over the academic policies of the University and to give directions regarding methods of instructions, co-operative, interdisciplinary, multi-disciplinary and transdisciplinary, formal, non-formal and informal teaching in the University College, Departments, affiliated colleges and institutions, evaluation programmes and research programmes and improvement of academic standards;
- (b) to consider matters of general academic interest either on its own initiative or on a reference by the Dean's Council or a Department and to take appropriate actions thereon;
- (c) to frame such regulations and rules consistent with the Statutes regarding the academic functioning of the University, discipline, residence, admissions, award of fellowship and studentships, fees, concessions, corporate life and attendance;
- (d) to recommend to the Board of Management the courses of study, text-books, to be prescribed for all degrees, diplomas, certificates and other purposes.

THE PLANNING COMMITTEE:

The Planning Committee of the University will advise the Board of Management and the General Council on matters

relating to the Academic and development activities of the University. It will design and formulate appropriate programmes and activities of the University.

It shall consist of 9 members who will have a three year term. Five members will form a quorum for a meeting. The proceedings of the Planning Committee shall be submitted to the General Council.

It is advisable that the membership of the Committee be on a staggered basis under which one-third of the members will retire each year. This will provide both for continuity and change of membership which would be conducive to sound policy planning. The first members of the Committee will, however, serve for three years to do the initial planning of the University and then the retirement provision will operate. In this way some members will be available for four to five years to provide continuity of planning in the beginning which will be desirable. The Planning Committee may constitute Sub-Committees from time to time to plan various programmes of the University and for any other purpose that the Committee may decide.

The Planning Committee will not duplicate or usurp the functions of the General Council. It will study in depth the higher educational programmes of developing countries and come up with ideas and proposals to make Nagaland University a different type of University say, the University of Sasketchwan or the Empire State College or Berea College so that it does not generate the problems by which the universities in

our country are pestered. It will act as a 'think tank' and consist of outstanding educationists drawn from different disciplines in the country.

THE FINANCE COMMITTEE

As in other Central Universities, there will be a Finance Committee with not more than 7 members. The composition will be prescribed by the Statutes. Its members shall have a 3 year term and it will meet at least twice a year. Four members will form the quorum for any meeting. Its important powers and functions will be:

- (a) to consider the Annual Accounts and financial estimates of the University prepared by the Financial Adviser before they are submitted to the Board of Management;
- (b) to examine the accounts and scrutinize expenditure;
- (c) to approve reappropriation of funds from one head to another;
- (d) to examine proposals relating to revision of grade, change and upgradation of scales and those items which are not included in the budget before they are considered by the Board of Management;
- (e) to fix the limits for total recurring and non-recurring expenditure for the year based on income and expenditure for the year. No expenditure shall be incurred by the University in excess of the limits so fixed;
- (f) to estimate the amount of bloc grant that the University will need in a three year period;

THE DEANS' COUNCIL

Another important authority is the Deans' Council.

- (a) Its business will be the scrutiny of applications from other universities and institutions for reciprocal recognition of their degrees, diplomas certificates and courses of study. Its constitution, powers and functions will be prescribed by the Statutes.
- (b) The Council shall also be responsible for the continuous monitoring, evaluation of the ongoing academic programmes, designing new courses and programmes for meeting the emerging needs of higher education in a learning society and the manpower needs of the State.
- (c) It will devise programmes of action for the public service functions of the University.
- (d) It will frame own rules for conducting its business.

THE EXAMINATION BOARD

The Examination Board which will consist of three Deans at a time appointed according to seniority and rotation, and having a term of three years shall be responsible for the management of all affairs concerning the examinations of the University. Its powers and functions shall be laid down by the Statutes. It will-

- (a) appoint paper-setters, examiners, scrutineers, moderators, invigilators, tabulators of result;

- (b) fix the remuneration to be payable to paper setters, moderators, examiners, evaluators tabulators of results;
- (c) fix travelling, daily allowances after consulting the Finance Committee in respect of persons connected with the arrangement, preparation and conduct of examinations;
- (d) publish the results of the examinations;
- (e) deal with cases of unfair means and other matters of examination candidates;
- (f) perform such other duties as will be prescribed by the Statutes;
- (g) the Controller of Examinations will be the Secretary of the Board;
- (h) It will frame own rules for conducting its business.

THE STUDENTS' COUNCIL

Subject to the provision of the Act and Statutes of the University, there will be a Students' Council consisting of not more than 15 members. The members of the Council shall be appointed on the basis of the highest proficiency in (a) academic performance, (b) games, sports and other physical activities, (c) cultural activities like music, dance, painting, sculpture. The terms of office shall be

prescribed by the Statutes. The Council shall deal with all matters relating to -

- (i) cultural and recreational activities of the students;
- (ii) academic problems facing the students;
- (iii) the accommodation, transport, health facilities for students;
- (iv) the Council will function in an Advisory capacity;

THE CHANCELLOR:

The Chancellor in addition to the powers vested in him under the Act and Statutes shall have the powers to

- (a) approve the appointment of Professors, Readers, Lecturers and other teachers and academic staff and officers of the University as may be necessary on the recommendation of the Selection Committee constituted for the purpose;
- (b) approve action taken by the Vice-Chancellor in making appointments to temporary vacancies of any academic staff and officers of the University;
- (c) dispose of all disputes between (i) the University and the employees and (b) between the University and students.

THE VICE-CHANCELLOR:

- (1) The Vice-Chancellor will be the ex-officio Chairman of the General Council, the Board of Management, the Students' Council and the Examination Board and the Finance Committee.
- (2) He shall be entitled to be present at, and address any meeting of any other authority or other body of the University, but shall not be entitled to vote there at unless he is a member of such authority or body.
- (3) It shall be his duty to see that the Act, Statutes and Regulations and Rules are duly observed and he shall have all the powers to ensure such observance.
- (4) He shall exercise control over the affairs of the University and shall give effect to the decisions of all authorities of the University;
- (5) He shall have all powers necessary for the proper maintenance of disciplines in the University and he may delegate any such powers to such person or persons as he may deem fit.
- (6) He shall be empowered to grant leave to any officer of the University and make necessary arrangements for the discharge of the duties of such officer during his absence.
- (7) He shall grant leave of absence to any employee of the University in accordance with the rules

and if he so desires, delegate such powers to another officer or teacher of this University.

- (8) He shall have the power to convene or cause to be convened the meetings of the General Council, Board of Management, the Students' Council, Deans Council, the Examination Board, the Planning Committee and the Finance Committee.
- (9) He shall have the power to make short-term appointments for a period not exceeding six months at a time, of such persons as may be considered urgently necessary for the functioning of the University. For all such appointments he shall obtain the approval of the Chancellor.
- (10) He shall have the power to negotiate with prospective candidates for appointments which will have to be processed through the concerned Selection Committees for ratification.

The term of Vice-Chancellor will be for five years and he shall not be eligible for re-appointment. He will be appointed by the Chancellor from a panel of names given by a Selection Committee constituted for the purpose and shall hold office at the pleasure of the Chancellor. The salary, allowances and perquisites and conditions of services of the Vice-Chancellor shall be as prescribed by the statutes.

The functions of the Vice-Chancellor as listed above are only indicative of the functions of the Chief Executive

of the University. In scope and function, the Vice-Chancellor's role confers heavy responsibilities on him. He is the functionary on whom depends the success or failure of the University. The actual role performed by the Vice-Chancellor will depend on the person holding office at any given time and his ability to take the other authorities along with him. In view of the emerging problems of university administration, often entailing law and order situations, and other crisis, the Vice-Chancellor should be given due status to function effectively and with dignity. In view of this and the past procedures of Union Cabinet Ministers, Supreme Court Chief Justices, Ambassadors having held the post of Vice-Chancellors, it will be appropriate to give the status of a Cabinet Minister to the Vice-Chancellor. If this is acceded to, it will be possible to attract men of high worth to this post even on a part-time basis or honorary basis. In the past, there were such arrangements.

THE PROVOST OF UNIVERSITY COLLEGE:

Nagaland University is being conceived of in the pattern of a University College which will offer the right scope for organisation and operation with net working arrangements between the (i) Post-Graduate departments and (ii) Under-graduate departments and (iii) and the campus school. As such the whole complex for its effective management will need an administrative hand of high rank and wide administrative experience. Since for quite sometime, the student strength on the Campus will be small, there will be no necessity of

separate Pro-Vice-Chancellors. The Provost of the University college should be able to effect necessary coordination and direction. Later, when the University work expands, there may be separate posts of Pro-Vice-Chancellors.

The Provost will be appointed by the Board of Management on the recommendation of the Vice-Chancellor and shall hold office at the pleasure of the Vice-Chancellor. His term will be till the age of superannuation, that is, sixty years.

REGISTRARS:

Every Registrar will be appointed by the Chancellor on the recommendation of a Selection Committee constituted for the purpose and the person will be a whole-time salaried officer of the University. He will retire on attaining the age of sixty years. His emoluments and other conditions of service will be prescribed by the Statutes. In case his office falls vacant for any reason, his duties will be performed by such person as the Vice-Chancellor may appoint.

The Administrative Registrar will be the head of the University office and shall have powers to take disciplinary action against all non teaching staff. An appeal against any disciplinary action of the Registrar will lie with the Board of Management who will cause an enquiry to be made and if the enquiry officer's report reveals that the order of punishment imposed by the Registrar is not justified, the Board of Management can modify or set aside the said order.

The Administrative Registrar shall be the Non-member Secretary of the Board of Management. He shall-

- (a) be the custodian of the records, the common seal and such other property of the University as the Board of Management may commit to his charge;
- (b) issue notices convening meetings of the Board of Management, the General Council, the Planning Committee and Students' Council and of the Committees appointed by the University authorities except those of the Finance Committee, Examination Board and the Deans' Council;
- (c) keep the minutes of the Board of Management, the General Council, the Planning Committee, and of the Committees appointed by those authorities;
- (d) conduct the official proceedings and correspondence of the Board of Management, the General Council and the Planning Committee;
- (e) supply to the Chancellor copies of the agenda of the meetings of the authorities of the University as it is issued and minutes of such meetings;
- (f) represent the University in suits or proceedings by or against the University, sign powers of attorney, verify pleadings and depute his representatives for the purpose; and
- (g) perform such other duties as may be specified in the Statutes or Regulations or as may be required from time to time by the Board of Management or the Vice-Chancellor.

THE ACADEMIC REGISTRAR:

The duties of the Academic Registrar shall be -

- (a) to plan, design courses of studies and curricula, to try them out, evaluate them;
- (b) to convene meetings of the Deans' Council and prepare the minutes of the Council;
- (c) to convene meetings of Boards of Studies and prepare minutes;
- (d) to submit the recommendations of Boards of Studies to the General Council;
- (e) to submit the recommendations of the General Council relating to courses, curricula, prescribe books to the Board of Management;
- (f) to convene meetings of Committees of the Deans' Council and prepare the minutes; to assist the Deans' Council in all other matters;
- (g) The Academic Registrar shall be the non-member Secretary to the Deans' Council and conduct the official proceedings and correspondence of the Council;
- (h) The Academic Registrar shall supply to the Chancellor a copy of the agenda of the meeting of the Deans' Council as it is issued and minutes of its meetings.

THE CONTROLLER OF EXAMINATIONS;

The Controller of Examinations shall be appointed by the Chancellor on the recommendation of a Selection Committee constituted for the purpose. He shall be a whole-time

salaries officer of the University. He shall retire on attaining the age of 60 years. His emoluments and conditions of service will be prescribed by the Statutes. In case his office falls vacant his duties will be performed by such person as the Vice-Chancellor may appoint.

The Controller of Examinations shall be the non-member Secretary to the Examination Board and perform all duties to:-

- (a) convene meetings of the Examination Board;
- (b) make arrangements for holding the examinations of the University; conduct all the examinations of the University;
- (c) publish the results of all examinations;
- (d) perform all other duties that may be required by the Examination Board.

FINANCIAL ADVISER:

The Financial Adviser shall be appointed by the Chancellor on the recommendation of a Selection Committee constituted for the purpose. The terms and conditions of his service and his duties shall be prescribed by the statute.

CHAPTER - X

FINANCE

It is the decision of the state government to locate the new University at Lumami which is an uninhabited site about 18 kms. away from Mokokchung. As such it has to be fully developed into a small University township with all modern amenities and accommodation for all teachers, students, and officers and other categories of employees there being no possibility of finding any rented accommodation in the vicinity. If the Agricultural College is located there to form the nucleus of a Land Grant type of university - which will be most appropriate for a state like Nagaland - the requirements will multiply but ultimately it will be economical as it will prevent duplication of common facilities. It is understood that sufficient land will be available for the Agricultural College - which in the University as it is conceived will form a faculty and part of the University college. A faculty of animal husbandry and a faculty of forest science will be needed to complete the land grant system. If, however, the Agricultural College becomes a part of the proposed central Agricultural University the estimated costs for it will be subtracted from the estimates proposed here. Even without this college the agro-based skills that are necessary for inclusion in the curricula can be imparted by the Department of Functional Education proposed for the University.

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As Nagaland does not yet have a first rate undergraduate college for general studies one such college is proposed to be established at Lumami. Besides as linkage of undergraduate, post-graduate and school education is nowadays considered to be essential, the undergraduate college will be essential to work out the new academic concepts adumbrated in the Report. A Navodaya school should also be established on the campus towards this end.

A master plan is to be prepared by a qualified architect for the university campus and the detailed cost estimates can be prepared accurately only then. In the absence of that a rough estimate has been prepared by the Executive Engineer of the Directorate of Education and this estimate covers the following items for a campus which is expected to be developed in 3 phases viz. 1987-1990; 1990-1995; 1995-2000.

In the first phase (1987-90) the basic infrastructural development of the campus site of 840 acres will be taken up and comprise:

- I. (1) Provision of roads and paths
- (2) Provision of water supply
- (3) Provision of sewerage
- (4) Provision of power supply
- (5) Landscaping
- (6) Boundary wall

II. The University will need :-

- (1) University College building for 1000 undergraduate students, 500 agriculture students and 500 post graduate students.
- (2) Hostels for 2000 students.
- (3) Administrative Building.
- (4) Library for 3 lakhs of books.
- (5) Functional Education building.
- (6) Staff quarter for teachers.
- (7) Staff quarter for officers.
- (8) Staff quarter for other employees.
- (9) Auditorium.
- (10) Student Home and Common Rooms.
- (11) Research Scholars' Hostel.
- (12) Guest House at Lumami, Jorhat and Kohima.
- (13) Faculty Recreation Club and Library.
- (14) Hospital.
- (15) Canteen.
- (16) Shopping Complex.
- (17) Book Store.
- (18) Laundry.
- (19) Hairdressing Saloon.
- (20) Bank.
- (21) Post Office and Telephone Exchange.
- (22) Garages.
- (23) Indoor Stadium and Gymnasium.
- (24) Workshop.
- (25) Swimming Pool.
- (26) Play grounds for different games.

As the non-recurring cost has been phased out till 2000 AD, cost escalation has been taken into account and it will be 40 p.c. in the first phase, 50 p.c. in the second phase and 100 p.c. in the third phase. If that escalation can be reduced by completing all the construction in a period of 8 years, say, between 1987-1995, considerable savings could be effected in capital expenditure.

In the total estimate of Rs. 53 crores prepared by the Executive Engineer, the optimal student and staff strength has been considered. But except in the case of the agricultural college where the optimal strength has been reached, all other constructions for academic and residential purposes will be variable with reference to demands for places and on the decision of the University to fulfill them. The plan for the expansion of post-graduate studies, with 20 departments by 2000 AD may not come off fully. As such the estimates will be variable to a certain extent. No curtailment of expenditure can, however be made in respect of basic amenities amenities and facilities. They often lead to students' unrest and staff discontents. They should be completed as early as possible say, by 1995 at the latest. The designs will be for hill type constructions.

As regards the development of at least one undergraduate college in each district to a viable standard, it is necessary for the effective implementation of the innovative programmes of the University and for upgrading the quality of post-graduate education itself. It will involve a careful prepa-

rations of institutional plans. Most colleges in the state lack basic facilities. At present a standard college for 1000 students requires an investment of Rs.1.5 to 2 crores and on that assumption a provision of Rs. 1 crore per college is suggested. It will be wise not to proliferate colleges since the present number - 15 colleges - if developed properly can take care of the anticipated student strength of 15000 by the turn of the century. The University should strive for consolidation and improvement as per the national policy.

The capital expenditure is phased as follows:

PHASE - I

This phase is proposed to be taken up and completed during the period 1987-1990. The estimated amount for this phase is Rs. 15,66,72,000/- only. This estimate provide for construction of colleges building for 500 post-graduate students with hostels, Administrative buildings, staff quarters and also other infrastructural facilities such as roads, electrification, water supply etc

PHASE - II

This phase is proposed to be taken up and complete during the period 1990-1995. The estimated amount for this phase is Rs. 29,18,90,000/- only. The estimate provides for construction of college buildings for 1000 undergraduate students and an Agricultural college for 500 students with hostels for 1500 students, staff quarters and other common facilities such as Auditorium, Guest House, Hospital, Library Canteen etc.

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PHASE - III

This phase is to be taken up and completed during the period 1995-2000. The estimated amount of this phase is Rs. 8,35,40,000/- only. It provides for construction of hostel for 500 students, Research Scholars' Hostel, staff quarters and other common facilities like Swimming pool etc.

The details are given in Annexure I.

The recurring expenditure which as has already been pointed out earlier will be about Rs. 80 lakhs will progressively expand as the strength of students, teachers and other staff increases. The approximate expenditure in the 3 phases are estimated as follows:

Phase I	-	Rs. 290.65 lakhs.
Phase II	-	Rs. 1147.75 lakhs.
Phase III	-	Rs. 2909.10 lakhs.

The details are given in Annexure II.

For a university of this innovative type, besides regular grants from the Ministry of Human Resource Development, grants are also expected to be available from like ICSSR, ICAR, Ministry of Welfare, Ministry of Science and Technology, Ministry of Rural Development etc. for its programmes.

.....172/-

ANNEXURE-1 TO CHAPTER-10

BRIEF NOTE ON THE PRELIMINARY ESTIMATE FOR CONSTRUCTION OF NAGALAND UNIVERSITY AT LUMAMI

Construction of buildings and other facilities for Nagaland University at LUMAMI has been proposed to be taken up in three Phases, spread through the period from the years 1987 to 2000 A.D.

DETAILS OF PHASE I:

Phase I is proposed to be taken up and completed during the period from 1987 to 1990. The total cost of Phase I comes to Rs. 15.66 crores and the estimate provides for the following facilities:-

1. Construction of College Buildings for 500 Post-Graduate Students.
2. Construction of Administrative Building for the University.
3. Construction of Hostel Buildings for 500 students.
4. Construction of Staff Quarters for the following staff:-

(a) Vice-Chancellor	-	1 No.
(b) Provost	-	1 No.
(c) Professors/Readers/ Lecturers/Registrars etc.	-	60 Nos.
(d) Grade III Staff	-	50 Nos.
(e) Grade IV staff	-	100 Nos.
5. Construction of Shopping Complex containing 15 stalls for various stalls such as Grocery, Cloth, Meat, Vegetable etc.

..... 173/-

6. Construction of Garrages for Jeeps/Cars and Buses.
7. Normal provisions such as site development, approach roads, water supply and sanitary installations, electrifications, furniture, workcharged establishment, contingency and Agency Charges have also been made in the estimates as per approved norms.
8. Provisions for the following common facilities have also been made in the estimate:-
 - (a) Providing water supply to the University Campus.
 - (b) Providing electrification to the University Campus.
 - (c) Providing sewage system to the campus.
 - (d) Providing roads within the campus.
 - (e) Providing fencing around the campus.
 - (f) Tree plantation and land scaping.

Moreover, consideration for anticipated escalation in prices have also been given in the Estimate. The escalation considered during Phase I period is 40% above the schedule of rate and the amount comes to Rs. 2.92 crores as would be seen from Item No. V of the estimate of Phase I. This amount could be reduced considerably if the work can be speeded up and completed early.

If price stabilisation is guaranteed, we may be able to save this anticipated escalation amount of Rs.2.92 crores.

Sd/-
(K.P. KARLO)
Executive Engineer (Education)

PRELIMINARY ESTIMATE

Phase I

Page I

Name of work:- Construction of NAGALAND UNIVERSITY AT LUMMI
(PHASE I)

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remark
L. 1)	Construction of University College building for 500 students	15,000		SFT		
2)	Construction of Administrative building for 100 staff @ 180 sft. per staff.	16,000		SFT		
3)	Construction of Hostels for 500 students i.e. 5 hostels of 100 students capacity each @ 150 sft. per students 500 x 150 SFT.	75,000		SFT		
4)	Construction of shopping Complex containing 15 stalls of 20' x 30' each for vegetables, meat, cloth, grocery, utensils, etc. etc.	9,000		SFT		
5)	Construction of Garrage for vehicles I/C small store and workshops for Jeeps/Cars etc. - 10 Nos. @ 240 Sft. and for Bus - 2 Nos. @ 1200 sft. each workshop and store = 800 sft.	4,400		SFT		
	Total	1,21,400	Rs. 165/-	SFT	Rs.2,00,31,000/-	Only construction of H.T. building is considered.

Carried over to Page 2 Rs.2,00,31,000/-

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Amount brought forward from Page I = Rs. 2,00,31,000/-

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remark
II. STAFF QUARTERS						
	Construction of Staff quarter for					
1.	Vice-Chancellor Type VIII 1 No.	3,000		SFT		
2.	Provost Type VII 1 No.	3,000		SFT		
3.	Professors Type VI 15 Nos. @ 2000 Sft. each	30,000		SFT		
4.	Readers/Controller/ Registrars etc. Type VI 20 Nos. @ 2000 sft. each.	40,000		SFT		
5.	Lecturers etc. Type V 25 Nos. @ 1200 sft. each.	30,000		SFT		
6.	Grade III Staff Type IV 20 Nos. @ 800 sft each.	16,000		SFT		
7.	Grade III Staff Type III 30 Nos. @ 700 Sft. each	21,000		SFT		
8.	Grade IV Staff Type I 100 Nos. @ 400 Sft. each	40,000		SFT		
	Total:	1,83,600		SFT	Rs.165/-	Rs.3,02,94,000/-
III. OTHER COMMON FACILITIES						
1.	Providing water supply i.e. construction of Reservoir etc. (water has to be brought from a source nearly 20 K.M. from the Campus)			L.S.		L.S. Rs.1,00,00,000/-

Amount carried over to Page = 3 = Rs.6,03,25,000/-

Amount brought forward from Page -II = Rs.6,03,25,000/-

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
(Item No.III contd.)						
2.	Providing overhead Power-line/ Sub-Station and other electrical installations.	L.S.			Rs.25,00,000	
3.	Providing sewerage system for the campus.	L.S.			Rs.30,00,000	
4.	Providing approach roads and other feeder roads within the campus 15 K.M. @ Rs.4.00 lakhs per K.M. (soiling,metalling and Premix carpeting)	15 KM	4.00 lakhs	Per KM	Rs.60,00,000	
5.	Tree plantation, land scaping etc. in the entire campus of 1000 acres.	1000 acres	Rs.1000/	Per Acre	Rs.10,00,000	
6.	Providing boundary fencing around the campus for 15000 meter @ Rs.300/- per running meter.	15000 Metr.	Rs.300	PRM	Rs.45,00,000	
IV.	<u>OTHER MISCELLANEOUS PROVISIONS RELATED TO THE BUILDING CONSTN.</u>					
1.	Add 10% for site development, approach etc. on buildings i.e. item No. 1 & 2.	5,03,25,000/-	10%	-	Rs.50,32,500/-	

Total carried over to page No.4 = 8,23,57,500/-

Amount brought forward from Page-III= Rs. 8,23,57,500/-

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remark
	(Item No.IV contd.)					
2.	Add 12½% for water supply (internal) and sanitary installation on the building cost only i.e. Item No.1 and 2.	5,03,25,000/-	12½%		Rs. 62,90,625/-	
3.	Add 7½% for Electrification on the building cost only.	5,03,25,000/-	7½%		Rs. 37,74,375/-	
4.	Add 15% for providing furniture to the buildings.	5,03,25,000/-	15%		Rs. 75,48,750/-	
			Total:		Rs.9,99,71,250/-	
V.	Add 40% above the estimate cost for the anticipated escalation of prices between 1987-90 (amount considered for this is total amount of building construction i.e. 5,03,25,000/- plus the total of amount involved in Item No. IV i.e. 2,26,46,250/- = Rs.7,29,71,250/-	7,29,71,250/-	40%		Rs.2,91,89,500/-	
			Total:		Rs.12,91,59,750/-	

Amount carried over to Page 5 = Rs.12,91,59,750/-

Amount brought forward from Page - IV = Rs. 12,91,59,750/-

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
VI.	Add 4% for Professional Service charges of Architects and planners etc. on the building cost of Rs.5,03,25,000/- plus 4% escalation = Rs. 2,01,30,000/-					
	Therefore Total = Rs.7,04,55,000/-	7,04,55,000/-	4%	-	<u>Rs. 28,10,200/-</u>	
	Total				<u>Rs.13,19,69,950/-</u>	
VII	Add 2% for W/C establishment etc.	Rs.13,19,69,950/-	2%	-	<u>Rs. 26,39,400/-</u>	
	Total				<u>Rs.13,46,09,350/-</u>	
VIII.	Add 3% Contingency	Rs.13,46,09,350/-	3%	-	<u>Rs. 40,38,280/-</u>	
	Total				<u>Rs.13,86,47,630/-</u>	
IX.	Add 13% Agency Charges	Rs.13,86,47,630/-	13%	-	<u>Rs. 1,80,24,192/-</u>	
	Grand Total				<u>Rs.15,66,71,822/-</u>	
				Say	<u>Rs.15,66,72,000/-</u>	

(Rupees fifteen crores, sixty-six lakhs and seventy two thousand) only.

Sd/-

(K.P. KARLO)

Executive Engineer (Education)

- : 179 : -

BRIEF NOTE ON THE PRELIMINARY ESTIMATE FOR CONSTRUCTION
OF NAGALAND UNIVERSITY AT LUMAMI:

Construction of buildings and other facilities for Nagaland University at Lumami has been proposed to be taken up in three phases, spread through the period from the years 1987 to 2000 A.D.

Details of Phase II:

Phase II is proposed to be taken up and completed during the period from 1990 to 1995. Major requirement of the buildings and other facilities required for the University is proposed to be completed during this period. The total estimated cost comes to Rs.29.19 crores and the estimates provides for the following facilities:-

1. Construction of College buildings for 1000 students (Under-Graduate students).
2. Construction of Agriculture College building for 500 students.
3. Construction of Hostel buildings for 1000 students.
4. Construction of Auditorium for 2000 capacity.
5. Construction of Functional Education building for 100 students capacity.
6. Construction of Hospital - 30 bedded.
7. Construction of Guest House for 30 persons.
8. Construction of Students' Home for 60 students.
9. Construction of workshop for Electrical/Carpentry/Plumbing.
10. Construction of Canteen for 100 seater capacity.
11. Construction of other facilities such as post Office/Bank/Library-cum-Reading Room/Book Stalls/Laundry/Hair Dressing Saloons/Garage for Jeep, Car etc.
12. Estimate provides normal provisions such as site development, approach road, water supply, sanitary installations, electrifications, furniture, W/C establishment, contingency, and Agency Charge as per approved norms.

Moreover, consideration for anticipated escalation in prices have also been given in the estimate. The escalation considered during the Phase II period is 50% above the Schedule of Rate and the amount comes to Rs.7.65 crores, as could be seen from item No. V of the Estimate for Phase II.

If price stability could be guaranteed, we may be able to save this anticipated escalation amount of Rs.7.65 crores.

Sd/-
K.P. Karlo,
Executive Engineer
(Education)

PRELIMINARY ESTIMATE

Name of work: Construction of NAGALAND UNIVERSITY AT LUMAMI (PHASE II)

PHASE II
Page 1

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks.
I. 1)	Construction of College buildings for 1000 Under-graduate students 2 x 15,000 sft.	30,000		sft.		
2)	Construction of 500 students capacity Agriculture College building 1 x 15,000 sft.	15,000		sft.		
3)	Construction of 10 Nos of Hostel buildings for 100 students capacity each @ 150 sft. per student 10x100x150 = 1,50,000/-	1,50,000		sft.		
4)	Construction of Library building including Reading Room for 100' x 30'.	3,000		sft.		
5)	Functional Education building for 100 students capacity @ 200 sft. per student.	20,000		sft.		
6)	Construction of Post Office building including Telephone D Exchange etc. 1 x 100' x 30'	3,000		sft.		
7)	Construction of Bank 1 x 100' x 30'	3,000		sft.		
8)	Construction of Auditorium for 2000 capacity 1 x 200 x 120' = 24,000 sft.	24,000		sft.		
9)	Construction of 30 bedded Hospital	12,000		sft.		
10)	Construction of Guest House at Lumami for 30 persons.	12,000		sft.		
11)	Construction of students home for 60 students.	3,000		sft.		
12)	Construction of Canteen 2100 seater capacity	3,000		sft.		
13)	Construction of Hair Dressing Saloon/Laundry etc. 4 x 30' x 20'	2,400		sft.		
14)	Construction of Workshops for Carpentry/Electrical/Plumbing etc.	3,600		sft.		

Total carried over to Page.2 = 2,89,000 sft.

Brought forward from Page - I

Phase II
Page II

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
15.	Construction of Book Stall/Stationery Shop etc.	2,000 sft.				
16.	Construction of Garrages for Jeeps/Cars etc.	3,000 sft.				
		<u>2,94,600 sft.</u>	Rs.165/-	Sft.	Rs.4,86,09,000/-	
II. STAFF QUARTERS:						
Construction of staff quarters for-						
1.	Professors Type VII Qr. @ 3000 sft. 3000 sft. x 30 Nos.	90,000 sft.				
2.	Readers/Controllers/Registrars etc. Type VI @ 2000 sft. each x 50 Nos.	1,00,000 sft.				
3.	Lecturers 65 Nos. Type V @ 1200 sft. 1200 sft. x 65	78,000 sft.				
4.	Construction of Type IV qrs.for staff @ 800 sft. x 20 Nos.	16,000 sft.				
5.	Construction of Type III qrs. 15 Nos. @ 700 sft. x 15 Nos.	10,500 sft.				
6.	Construction of Type I qrs. for staff @ 400 sft. x 130 Nos.	40,000 sft.				
		<u>2,34,500 sft.</u>	Rs. 165/-	Sft.	Rs.5,69,25,000/-	
III. OTHER FACILITIES:						
	Construction of Play Grounds	L.S.	-	-	Rs. 10,00,000/-	
IV. MISCELLANEOUS PROVISIONS RELATED TO BUILDING CONSTRUCTION ONLY:						
1.	Add 10% site development and approach road etc. on building cost i.e. Items 1 and 2.	Rs.10,55,34,000/-	10%		Rs.1,05,53,400/-	
2.	Add 12½% for water supply and sanitary installations etc. on the building cost only	Rs.10,55,34,000/-	12½%		Rs.1,31,91,750/-	

		3,34,500 sft.			Rs.13,02,79,150	Phase - II Page - III
Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
3.	Add 7½% for Electrification on the building cost only	Rs.10,55,34,000/-	7½%		Rs. 79,15,050/-	
4.	Add 15% for providing furniture to the buildings	Rs.10,55,34,000	15%		Rs. 1,58,30,100/-	
				Total:	Rs.16,30,24,300/-	
V.	Add 50% above the estimate cost for anticipated escalation of prices between 1990-1995 (amount considered for this is the total amount of Item 1, 2, & 4 = Rs.15,30,24,300/-	Rs.15,30,24,300/-	50%		Rs. 7,65,12,150/-	
VI.	Add 4% Professional Service Charges of Architects, Planners etc on the building cost plus 50% escalation on that = Rs.10,55,34,000 + Rs. 5,27,67,000/- =	Rs.15,83,01,000/-	4%		Rs. 63,32,040	
				Total:	Rs.24,58,58,490/-	
VII.	Add 2% for Work Charged Establishment etc.	Rs.24,58,58,490/-	2%		Rs. 49,17,380/-	
				Total	Rs.25,07,85,870/-	
VIII.	Add 3% for Contingency				Rs. 75,23,576/-	
				Total	Rs.25,83,09,446/-	
IX.	Add 13% Agency Charges				3,35,80,228	
				Grand Total:	Rs.29,18,89,674/-	
				Say	Rs.29,18,90,000/-	

(Rupees twenty-nine crores eighteen lakhs and ninety thousand) only.

Sd/-
(K. P. KARLO)
Executive Engineer (Education)

BRIEF NOTE ON THE PRELIMINARY ESTIMATE FOR CONSTRUCTION
OF HAGALAND UNIVERSITY AT LUMAMTI

Construction of buildings and other facilities for Nagaland University at LUMAMTI has been proposed to be taken up in three phases, spread through the period from the year 1987 to 2000 A.D.

DETAILS OF PHASE III:

Phase III proposed to be taken up and completed during the period from 1995 to 2000 A.D. It is proposed to complete the major infrastructural facilities to the University, during the period from 1987 to 1995 in two Phases, that is, Phase I and Phase II and the remaining constructions are to be taken up in this Phase, that is, Phase III.

The total estimated cost of this phase comes to Rs. 8.35 crores and the estimate provides for the following facilities:-

1. Construction of Hostel Buildings for 500 students.
2. Construction of Research Scholars' Hostel for 20 students.
3. Construction of 2 Nos. of Guest Houses for 10 persons each at Kohima and Jorhat.
4. Construction of Gymnasium.
5. Construction of Swimming Pool.
6. Construction of Staff Quarters as follows:-

Type IV Quarters	..	10 Nos.
7. Type III "	..	20 Nos.
Type I "	..	100 Nos.
7. Estimate provides for other normal provisions such as site development, approach road, water supply, sanitary installation, electrifications, furniture, canteen establishment, contingency and Agency Charges as per approved norms.

Moreover, consideration for anticipated escalation in prices have also been given in the estimate. The escalation considered during the Phase III period is 100% above the schedule of rate and the amount comes to Rs. 3.42 crores, as could be seen from Item No.V of the Estimate for Phase III.

If price stability could be guaranteed, we may be able to save this anticipated escalation amount of Rs.3.42 crores.

Sd/-

(Z.P. KARLO)

Executive Engineer (Education)

PRELIMINARY ESTIMATE

PHASE - III
Page - I

Name of Work : Construction of NAGLAND UNIVERSITY AT LUMAMI (PHASE III)

Sl. No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
I.	1) Construction of Hostel Buildings for 500 students - 5 Nos. of hostels for 100 students each @ 150 sft. per student 300 x 150 sft.	75,000 sft.				
	2) Construction of Research Scholars' Hostel for 50 students @ 200 sft. per student.	6,000 sft.				
	3) Construction of Guest House at Jorhat for 10 persons.	4,000 sft.				
	4) Construction of Guest House at Kohima for 10 persons.	4,000 sft.				
	5) Construction of GYMNASIUM 100'x40'	4,000 sft.				
		<u>93,000 sft.</u>	165/-	sft.	Rs. 1,53,45,000/-	
II.	<u>STAFF QUARTERS:</u>					
	Construction of Staff Quarters -					
	1) Type IV quarters - 10 Nos. @ 200 sft. each.	8,000 sft.				
	2) Type III quarters - 20 Nos. @ 200 sft. each.	14,000 sft.				
	3) Type I quarters - 70 Nos. @ 400 sft. each.	<u>28,000 sft.</u>				
		<u>50,000 sft.</u>	165/-	sft.	Rs. 82,50,000/-	
III.	Construction of Swimming Pool	1.8.	-	-	Rs. 10,00,000/-	
	Total:				<u>Rs. 2,45,95,000/-</u>	
	Total carried over to Page - II			=	Rs. 2,45,95,000/-	

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Amount brought forward from Page-I =

Rs. 2,45,95,000/-

Page - III
Page - II

Sl.No.	Particulars of Items	Quantit.	Rate	Unit	Amount	Remarks
IV.	<u>Miscellaneous provisions related to building construction only</u>					
1.	Add 10% for site development and approach road cum. on building construction cost only	Rs. 2,35,95,000/-	10%	-	Rs. 23,59,500/-	
2.	Add 12½% for water supply and sanitary installations on building cost only.	Rs. 2,35,95,000/-	12½%	-	Rs. 29,49,375/-	
3.	Add 7½% for electrification on building cost only.	Rs. 2,35,95,000/-	7½%	-	Rs. 17,69,625/-	
4.	Add 15% for providing furniture to the buildings	Rs. 2,35,95,000/-	15%	-	Rs. 35,39,250/-	
	<u>Total:</u>				<u>Rs. 3,52,12,750/-</u>	
V.	Add 100% for anticipated escalation of prices on Item No. 1, 2 & 3	Rs. 3,42,12,750/-	100%	-	Rs. 3,42,12,750/-	
	<u>Total:</u>				<u>Rs. 6,94,25,500/-</u>	
VI.	Add 4% for professional charges of Architects etc. on building cost only.	Rs. 2,35,95,000/-	4%	-	Rs. 9,43,800/-	
	<u>Total:</u>				<u>Rs. 7,03,69,300/-</u>	
	Amount carried over to Page III =				Rs. 7,03,69,300/-	

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Amount brought from Page II =

Rs.7,03,69,300/-

PHASE - III
Page - III

Sl.No.	Particulars of Items	Quantity	Rate	Unit	Amount	Remarks
VII.	Add 2% water charge establishment				<u>14,07,386/-</u>	
	Total:				Rs.7,17,76,686/-	
VIII.	Add 3% Contingency				<u>Rs. 21,53,300/-</u>	
	Total:				Rs.7,39,29,986/-	
IX.	Add 13% Charges				<u>Rs. 96,10,900/-</u>	
	Grand Total:				Rs.8,35,40,886/-	
				Say =	<u><u>Rs.8,35,40,000/-</u></u>	

(Rupees eight crores thirty-five lakhs forty thousand) only.

sd/-
(K.P. KARLO)
Executive Engineer(Education)

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ANNEXURE - II TO CHAPTER X
ESTIMATED RECURRING EXPENDITURE

(Rs. in lakhs)

DEPARTMENT/HEAD	PHASE - I				PHASE - II					
	1987-88	1988-89	1989-90	Total	1990-91	1991-92	1992-93	1993-94	1994-95	Total
1. Pay & Allowances:-										
1) Vice-Chancellor's Establishment.	2.50	3.50	3.60	9.60	4.15	4.75	5.45	7.00	7.90	29.25
2) Registrar(Admn.)'s Establishment.	5.00	8.50	9.75	23.25	11.20	12.90	14.80	17.00	19.50	75.40
3) Registrar (Academic)	3.00	3.50	3.45	9.95	3.95	4.50	5.20	5.95	6.85	26.45
4) Finance Deptt.	3.50	4.50	5.00	13.00	5.60	6.25	7.00	7.90	8.90	35.65
5) Examination Deptt.	2.50	3.50	3.85	9.85	4.25	5.00	5.60	6.50	7.60	28.95
6) Library Deptt.	1.80	2.00	2.20	6.00	2.50	2.75	3.50	3.70	3.90	16.35
7) Engineering Deptt.	1.00	3.00	3.50	7.50	3.75	4.50	5.25	5.65	6.25	25.40
8) Health Deptt.	1.00	1.50	1.80	4.30	2.30	2.55	2.80	3.05	3.35	14.05
9) Guest House	0.60	1.00	1.10	2.70	1.20	1.40	1.50	1.60	1.75	7.45
10) Post Graduate Department										
a) Teaching	18.00	20.50	26.00	64.50	32.00	47.85	60.50	74.70	98.00	313.05
b) Non-Teaching	4.00	4.30	4.50	12.80	5.00	5.75	8.25	9.90	11.80	40.70
11) University College										
a) Teaching	-	-	-	-	-	5.00	15.00	27.50	30.25	77.75
b) Non-Teaching	-	-	-	-	-	1.00	1.50	2.00	2.50	7.00
12) Hostels	0.60	0.90	1.00	2.50	1.50	2.00	3.30	3.30	3.60	13.40

(Rs. in lakhs)

DEPARTMENT/HEAD	PHASE - I				PHASE - II					
	1987-88	1988-89	1989-90	Total	1990-91	1991-92	1992-93	1993-94	1994-95	Total
13) Student s Welfare	0.50	0.80	0.90	2.20	1.25	1.30	1.35	1.45	1.55	5.90
14) Constituent Colleges	-	-	-	-	-	-	-	-	-	-
Total Salaries:-	44.00	57.50	66.65	168.15	78.65	107.50	140.70	177.20	213.70	717.75
2. Seminar/Workshop/ Convocation etc.	5.00	5.00	5.50	15.50	9.00	10.00	15.00	20.00	20.00	74.00
3. Examination including Printing of Examina- tion papers/Remunera- tions etc.	6.00	7.50	10.00	23.50	16.00	12.00	20.00	25.00	30.00	97.00
4. Vehicles including maintenance.	4.50	5.00	2.50	12.00	10.00	15.00	15.00	20.00	12.00	72.00
5. Common Services/ General charges Subscriptions.	20.00	22.00	25.00	67.00	30.00	30.00	35.00	35.00	35.00	165.00
6. Student services including Extension services.	1.00	1.50	2.00	4.50	2.50	2.50	5.00	5.00	7.00	22.00
Grand Total:-	39.50	98.50	111.65	290.65	140.15	177.00	230.70	282.20	317.70	1147.75

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(Rs. in Lakhs)

DEPARTMENT/HEAD	P H A S E - III						Total	GRAND TOTAL
	1995-96	1996-97	1997-98	1998-99	1999-2000			
1. Pay & Allowances (Contd.)								
1) Vice-Chancellor's Establishment.	9.10	10.45	12.00	14.00	16.00	61.55	100.40	
2) Registrar (Admn.)'s Establishment.	22.40	25.75	29.50	33.90	39.00	150.55	249.20	
3) Registrar (Academic)	7.25	9.05	10.35	11.90	13.65	52.80	89.20	
4) Finance Department	10.00	11.30	12.85	13.50	15.50	63.15	111.80	
5) Examination Deptt.	8.50	9.00	9.75	11.00	12.50	50.75	89.55	
6) Library Department.	4.30	4.50	5.15	5.50	6.05	25.50	47.85	
7) Engineering Deptt.	6.35	7.40	9.30	9.10	10.00	41.65	74.55	
8) Health Department.	3.65	4.00	4.40	4.30	5.30	22.15	40.50	
9) Guest House.	1.90	2.00	2.15	2.30	2.50	10.85	21.00	
10) Post Graduate Deptt.								
a) Teaching	107.80	127.55	150.00	175.00	200.00	760.35	1137.90	
b) Non-Teaching	13.50	15.85	18.00	20.75	22.00	90.10	143.60	
11) University College								
a) Teaching	33.75	37.10	40.80	44.90	50.00	206.55	284.30	
b) Non-Teaching	3.15	3.50	3.85	4.25	4.70	19.45	25.45	
12) Hostels	4.00	4.40	4.85	5.40	6.00	24.65	40.55	
13) Students Welfare	1.70	1.80	1.90	2.00	2.65	10.05	19.15	
14) Constituent Colleges	50.00	100.00	125.00	150.00	175.00	600.00	600.00	
Total Salaries:-	288.45	373.65	438.25	508.30	580.85	2190.10	3076.00	

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Rs. in Lakhs.

Department	Year					TOTAL	GRAND TOTAL
	1995-96	1996-97	1997-98	1998-99	1999-2000		
2. Seminars, Workshops, conventions etc.	23.00	25.00	25.00	27.00	28.00	128.00	217.50
3. Examination including Printing of examination papers, Remunerations etc.	37.00	42.00	47.00	52.00	55.00	233.00	353.50
4. Vehicles including maintenance.	12.00	15.00	20.00	15.00	20.00	82.00	166.00
5. Computer Services/General charges/Subscriptions.	40.00	45.00	45.00	45.00	50.00	225.00	457.00
6. Students services including Extension services.	7.00	10.00	10.00	12.00	12.00	51.00	77.50
Grand Total:-	107.45	120.65	135.35	151.30	165.85	2909.10	4347.50

INNOVATIVE FEATURES IN NAGALAND
UNIVERSITY STRUCTURES

It is proposed to make the Visitor the highest adviser and guide of the University with power to visit the University and give directions for its progress and development. He will be the highest appellate authority for the employees of the University. As per the existing provision the Visitor has to approve the amendments to the statutes and it takes a long time for the approval; similar in the case with the appointment of the Visitor's nominee on the Selection Committee for which appointment cannot be made in time.

2. Hence it is proposed that these administrative powers of the Visitor be vested in the Chancellor who will be the Governor of Nagaland who by virtue of his direct acquaintance with the affairs of the state and the affairs of the University can discharge these functions very promptly and thereby ensure quick progress of the new University.
3. The Chancellor will have the power to supersede the University when there is grave crisis and run the administration directly.
4. The next change proposed is the abolition of the Court which in the context of Indian Universities has become an ornament and an expensive one at that. The Court or Senate in foreign countries was conceived to introduce a lay element into the predominantly ecclesiastical hierarchy of western universities in the old times. In

later years its function was primarily to raise resources. But in the Indian context these arguments do not hold good since all the finance of universities comes from the government and tuition fees. The Indira Gandhi Open University has already dispensed with the Court. The Madhuri Shah Committee has also recommended its abolition.

5. The powers and functions of the Executive Council also need review and modification for the effective functioning of the Vice-Chancellor. At present decision of the Vice-Chancellor can be reversed by the Executive Council. This creates an extremely embarrassing position for any incumbent. As such the Executive Council, may continue to be the principal decision making body but in view of the growing complexity of the nature of education administration while introducing modern management techniques, it would be desirable, in view of the experience of many universities, to make the Executive Council the principal advisory body for decision making and vesting the Vice-Chancellor with the power of differing from the advice if warranted. In all such cases of differences with the Executive Council, the Vice-Chancellor shall be accountable to the Chancellor. He shall furnish a full justification to the Chancellor for his differing with the Council and only when the Chancellor concurs in the Vice-Chancellor's decision the latter will be final. Such a restraint will prevent the Vice-Chancellor from acting whimsically or arbitrarily. From this point of view it will be appropriate to redesignate the Executive Council as Board of Management to avoid the sense of finality that the decision of an Executive Council implies.

6. Another feature is the constitution of a " Students Council" as a Statutory body in place of a Students' Union. The Students' Unions with their party affiliations often lead to the election of undesirable elements who become the source of chronic trouble for the administration as also for the teaching staff. In the CO's there was a lot of student unrest in the foreign universities but there the student's demands were for salutary reforms in view of the growing problems of a technological mass society in which human values were undermined, the inter-personal relationships of teachers and students were eroded, and most important of all, there was a growing scepticism about the importance and significance of human reason which was behind the development of the modern liberal educational system. And that inevitably led to disillusionment with the idea of unlimited progress through science and technology. In this scenario could be found the most intelligent and thoughtful sections of the student community. In India barring some exceptions, the Unions are, by and large sought to be controlled by the most inert and inefficient members of the student community who by the electoral process, where no qualifications of any kind are prescribed for an election, that would create the proper leadership for an intellectual community, usually win the elections.

A Student's Council with a somewhat different structure has been provided in Pondicherry University but it is not a statutory authority and may not serve the purpose of Student's participation in management fully.

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The proposed Students' Council, therefore, aims at a body that would be constituted on the modern theory of the cultivation of excellence for the best type of human resources development or a manmaking effort. The members of the Council will be appointed on the basis of the highest proficiency in relation to (a) academic (b) cultural (c) physical proficiency. This means that student leadership will ultimately be on the basis of competition for excellence and not money or muscle power. This Council will have the Vice-Chancellor as the Chairman and all matters related to students' problems will be within its jurisdiction for discussion, suggestion and decisions. The decisions of the Council will go to the other authorities of the University e.g. the General Council, the Board of Management and the Examination Board for action. If any of the authorities finds any decision objectionable or unacceptable, the decision can be referred to the Council for consideration. If the Council reiterates its decision the decision of the authorities concerned shall be final.

7. Another innovation proposed is the organisation of a small independent Examination Board to deal with all matters pertaining to examination. At present there is an Examination Committee but it is only a processing agency, the executive action resting with the Executive Council. In most of the Universities examinations have lost their sanctity and credibility owing to large scale malpractices. In a body like the Executive Council it is very difficult to maintain

the secrecy of the work or to maintain its internal efficiencies. Examination reforms also cannot be properly implemented as the diverse elements on an Executive Council, are not expected to be conversant with the nuances of such reforms which are pedagogical and technical in nature.

As such it is proposed that the Examination Board will comprise three Deans at a time appointed in accordance with seniority and rotation for a period of 3 years with the Vice-Chancellor as the Chairman and with the Controller of Examinations as non-member Secretary to deal with all examination matters. It will be easy to fix responsibility on the members in case of any abuse of power as their number will be very small.

8. The Academic Council, therefore, emerges as the main general body of the University and since a University is primarily an academic institution all its general policy issues can be effectively dealt with by the Academic Council. It may, since the Court is dispensed with, be given a new nomenclature, that is, General Council of the University. It shall be constituted in such a manner that all sections of the University can have a representation on it.

9. At present all service matters are under the Executive Council. It has been found that this power has been considerably misused resulting in acts of nepotism, favouritism and corruption based on various narrow and unhealthy considerations. To avoid this as far as possible, it is proposed

that all service matters pertaining to teachers and officers shall rest with the Chancellor. The service matters relating to the ministerial and menial staff can remain with the Vice-Chancellor.

10. As this new University will make wide experiments in the teaching and learning system by creating module that will be relevant to the life and requirements of the people, a mechanism for continuous change and experiments has to be developed. New courses have to be designed, teachers have to be trained to handle them and students have to be motivated to appreciate them. Even more demanding will be the requirements of continuing and life long education, extension and community service and many challenges have to be met from this sector. An academically oriented, responsive and alert person will be needed for this purpose. Hence the proposal for an Academic Registrar.

11. The Finance Committee as it is constituted in the Central Universities acts as a parallel organisation to the Executive Council and the Vice-Chancellor's role in it vis-a-vis his functions as the Chief Executive of the University becomes severely anomalous. This position is sought to be changed in the new University. Financial control and accountability are very necessary but the Vice-Chancellor's credibility has also to be honoured if he is to function with dignity. The University finances are subject to audit and any irregularity of the Vice-Chancellor can be detected by it and brought to the notice of the Chancellor for appropriate action. As in the case of the Executive Council so also in

relation to the Finance Committee the Vice-Chancellor should have the authority to differ from its decision if he is convinced about its impropriety and report his action to the Chancellor for his approval.

12. As per the thinking in the National Policy, considerable stress has to be given to the total development of the students and they have to be made conscious of the cultural heritage of the country. The new University also envisages the compulsory acquisition of functional education on the part of every student in addition to his general liberal education. It also would introduce a community or public service function in the University to break the social isolation from the life of the masses. As these are going to be important new areas of education to give them due importance it will be necessary to place them in charge of whole time officers who will be capable of facing the challenge. It is proposed, therefore, to have four Directors to look after these new Sectors namely,

- (1) Director of Cultural Education
- (2) Director of Functional Education
- (3) Director of Extension and Community Service.
- (4) Director of Physical Education and Student Welfare.

All these sectors of education will form a part of the curriculum and hence they will be evaluated for the purpose of certification.

The change in these areas from extra-curricular to curricular will be a major innovation.

13. In the NEHU Act the distinction between Statutes and Ordinances is very thin and also confusing. To avoid this all administrative decisions made by the Board of Management will be designated as Statutes and those of the General Council as Regulations.

14. To provide for the introduction of interdisciplinary and multi-disciplinary studies there will be a statutory Deans' Council under the Chairmanship of the Vice-Chancellor. In most of our Universities interdisciplinarity has not yielded the expected results owing to lack of a suitable mechanism for its implementation and enforcement.

15. There will be a Faculty of Functional Studies which will impart suitable skill-oriented education which will be compulsory for all students except technical students for whom it may be optional if they have sufficient practical contents in their courses.

16. Since the Chancellor will be the Governor who will be readily available to the University, the provision for arbitration in respect of disputes between the University and the employees or the University and students has been

done away with as there is an association of labour union with this procedure. The Chancellor shall be the proper authority to deal with all such matters and the Visitor will be the final appellate authority.

17. Membership of the Academic or General Council, the Executive Council or Board of Management, Examination Board and other bodies and Committee shall be on the basis of seniority and rotation and nomination wherever necessary, and not election to avoid the chronic malaise that the election system has produced in our Universities. This will also be in conformity with the recommendation of the Madhuri Singh Committee.

18. As the University's academic structure will be in the form of a University College with Pre-University, Degree and post-graduate classes, the head of the College who will be next to the Vice-Chancellor in rank will be designated as Provost instead of Principal to lend due importance and dignity to the post and to distinguish the incumbent from other Principals or Heads of Institutions affiliated to the University or maintained by the University.

19. If the University will be decided to be in the state sector the following changes will be necessary:-

- (a) The Visitor's office will be deleted.
- (b) The Chancellor shall be final appellate authority for all the employees and students of the University.

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- (c) All service matters relating to the teachers and officers shall be controlled by the Vice-Chancellor.
- (d) All service matters relating to the non-teaching staff shall be controlled by the Provost.
- (e) The annual statement of accounts should be submitted to the Accountant General of Nagaland instead of the Comptroller and Auditor General of India for auditing.

DRAFT NAGALAND UNIVERSITY ACT 1987

An Act to establish and incorporate a teaching and affiliating University in the State of Nagaland.

Whereas it is expedient to establish and incorporate a teaching and affiliating University for the benefit of the people of the state of Nagaland and to develop the physical, intellectual, academic, social, economic, moral and cultural life of the said people;

And whereas in pursuance of clause (1) of article 252 of the Constitution of India, resolution has been passed by the Legislature of the State of Nagaland to the effect that the setting up of a Central University shall be regulated by parliament by law;

Be it enacted by Parliament in the thirty seventh year of the Republic of India as follows:

1. (i) This Act may be called the Nagaland University Act of 1987.
(ii) It extends to the State of Nagaland.
(iii) It shall come into force on such date as the Central Government, by notification in the official Gazette appoint.
2. In this Act and in all Statutes made hereunder, unless the context otherwise requires-
(a) "University" means Nagaland University.

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- (b) "General Council" means the General Council of the University.
- (c) "Board of Management" means the Board of Management of the University.
- (d) "Examination Board" means the Examination Board of the University.
- (e) "Deans Council" means the Deans' Council of the University.
- (f) "Students Council" means the Students' Council of the University.
- (g) "Academic Staff" means such categories of staff as are designated as academic staff by the ordinances.
- (h) "Board of Studies" means the Board of Studies of the University.
- (i) "College" means a College maintained by or admitted to the privileges of the University.
- (j) "Department" means a Department of Studies and includes a Centre of Studies.
- (k) "Institution" means an academic institution, not being a college, maintained by or admitted to the privileges of University.
- (l) "Hall" means a unit of residence or of corporate life for the students by the University, College or Institution, provided, maintained or recognised by the University.

- (m) "Chancellor", "Vice-Chancellor", "Provost" means respectively the Chancellor, Vice-Chancellor, Provost of the University.
- (n) "Principal" means the Head of a College or an Institution and includes where there is no Principal, the person for the time being duly appointed to act as Principal and in the absence of the Principal or the Acting Principal, a Vice-Principal duly appointed as such; any one of a college or an Institution may also be designated otherwise than a Principal by the Ordinances of the University.
- (o) "Teachers of University" means Professors, Readers, Lecturers and such other persons as may be appointed for imparting instructions and/or conducting research in the University or in college or Institution maintained by the University and are designated as teachers by the Statutes.
- (p) "Recognised teachers" means such persons as are recognised by the University for the purpose of imparting instructions in a College or an Institution admitted to the privileges of the University.
- (q) "Employees" means any person appointed by the University and includes teachers and other staff of the University.
- (r) "Statutes" and "Regulations" means respectively the Statutes, Regulations of the University for the time being in force.

THE UNIVERSITY:

3. (i) There shall be established a University by the name of Nagaland University.
- (ii) The Headquarters of the University shall be at Lumami; it may also establish campuses at such other places within its jurisdiction as it may deem fit.
- (iii) The Governor of Nagaland shall be the Chancellor of the University.
- (iv) The first Vice-Chancellor and the members of the Board of Management and the General Council and all persons who may hereafter become such officers or members, so long as they continue to hold such office or membership, are hereby constituted a body corporate by the name of Nagaland University.
- (v) The University shall have a perpetual succession and a common seal and shall be used by the said name.

OBJECTS:

4. The objects of the University shall be to:
- (1) produce, disseminate and advance knowledge by providing institutional and research facilities in such branches of knowledge as it may deem fit;

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- (ii) continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery in the field of human endeavour;
- (iii) transmit the cultural heritage of the nation;
- (iv) promote continuing and life long learning;
- (v) help in the promotion of economic and social change and building the economy of the state and the country on the basis of its natural and human resources;
- (vi) provide public and community service functions as an integral part of the educational system;
- (vii) provide greater equality of opportunity of access for the weaker sections of the society;
- (viii) provide education, as far as practicable, adapted to a great diversity of individual qualifications, motivations, aptitudes, expectations and career aspirations, by a system that is flexible and open in regard to methods and pace of learning, combination of courses, and their duration, eligibility for enrolment, age of entry, evaluation and examination systems and procedures for the operations of the programmes with a view to promoting learning and encouraging excellence in all fields of knowledge by formal, non-formal education and suitable combination of both;

- (ix) train the minds of the students to appreciate the values of national unity, integration, democracy, socialism and secularism;
- (x) develop in the students the capacity to learn and think for themselves, the ability to face unexpected contingencies and to put learning to work in life situations, providing as far as practicable, suitable learning programmes adapted to individual intelligence, aptitude and aspiration levels of the students;
- (xi) promote the total development of the student as an integral part of the system - physical, emotional, moral, spiritual and aesthetics in short, human resource development in the best sense;
- (xii) provide or arrange for training of teachers and other personnel required for all activities of the University, if Colleges and other educational institutions;
- (xiii) provide suitable Post-Graduate Courses of study and promote relevant research;
- (xiv) provide counselling and guidance service to the students;
- (xv) provide education and training in the various arts, crafts and skills of the State, raising their quality and improving their availability to the people;
- (xvi) provide compensatory education for the weaker sections of the society;

(xvii) provide facilities for coaching for competitive examinations and interviews;

(xviii) cultivate and promote the cult of excellence.

"Pursuit of Excellence" may be the motto of the University.

5. To realize these objects, the University shall have the following powers, namely:-

- (i) to provide instruction in such branches of knowledge, technology, vocations and professions as the University may, from time to time, determine and to make provision for research, advancement and dissemination of knowledge;
- (ii) to take such academic steps and administrative steps as would contribute to the improvement of the economic and social development and welfare of the people of Nagaland in particular and India in general;
- (iii) to grant, subject to such conditions as the University may determine, diploma or Certificates, and confer Degree and other academic distinctions on the basis of examinations, evaluation or other method of testing, on persons and to withdraw any such Diplomas, Certificates, Degrees or other academic distinctions for good and sufficient cause;
- (iv) to organise and undertake, extra-mural, extension and other community services as an integral part of the University's educational system;

- (v) to confer honorary degrees or other distinctions in the manner prescribed by the Statutes;
- (vi) to determine to provide instruction, including whole-time, part-time, own-time correspondences, distance, recurrent, continuing, adult, part-cycle and such other types of education to such persons as may desire them whether they are regular students or not;
- (vii) to institute principalships, professorships, readerships, lecturerships and other teaching and academic positions required by the University for imparting instruction, for preparing educational material or for conducting other academic activities including guidance and counselling, assigning and delivery of course and evaluation of the work done by the students, and to appoint persons to such professorships, readerships, lecturerships and other academic positions;
- (viii) to recognise persons for imparting instruction in any College or Institution admitted to the privileges of the University;
- (ix) to appoint persons working in any other University or Institution or organisation or otherwise qualified persons as teachers of the University for a specified period;

- (x) to create administrative, ministerial and other posts to make appointments thereto;
- (xi) to co-operate or collaborate with any other university or Institution or anything in such manner and for such purposes as the University may determine;
- (xii) to establish such campuses, centres, specialised laboratories or other units for research and instruction as are, in the opinion of the University, necessary for the furtherance of its objects;
- (xiii) to institute and award fellowships, scholarships, studentships, medals, prizes and awards;
- (xiv) establish, maintain and recognise colleges, institutions and halls of residence;
- (xv) to admit to its privileges colleges and institutions not maintained by the University; in accordance with such conditions as may be prescribed by the Statutes; and to recognise halls not maintained by the University and to withdraw any such recognition;
- (xvi) to declare a College or Institution or a Department as the case may be as autonomous under conditions laid down by the Statutes;
- (xvii) to determine standards for admission to the University which may include examination, evaluation or any other method of teaching learning and examination;

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- (xviii) to demand and receive payment of fees and other charges;
- (xix) to supervise the residence of the students of the University and make arrangements for promoting their health and general welfare;
- (xx) to make special arrangements in respect of woman students and students from the weaker sections of the society as the University may consider desirable;
- (xxi) to regulate and enforce discipline and code of conduct among the employees and students of the University and take such disciplinary measures in this regard as may be deemed necessary;
- (xxii) to make arrangement for promoting the health and general welfare of the employees;
- (xxiii) to receive benefactions, donations and gifts and to acquire, hold, manage and dispose of property, movable or immovable, properties for the purposes of the University;
- (xxiv) to organise and conduct refresher courses, workshops, seminars, institutes and other pre-service and in-service training programmes for teachers, evaluators and other academic and non-academic staff of the University;

- (xxv) to recognise examination of or periods of study (whether in full or part) at other universities, institutions or other places of higher learning as equivalent to examinations or periods of study at the University and to withdraw such recognition at any time;
- (xxvi) to provide compensatory education for students of the weaker sections of the society;
- (xxvii) to provide coaching facilities for competitive examinations and interviews;
- (xxviii) to borrow with the approval of the Central Government, on the security of the property of the University, money for the purposes of the University;
- (xxix) to enter into, vary or cancel contracts, to do all such other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects;
- (xxx) to undertake publications of various kinds;
- (xxxi) to produce audio-visual materials and programmes and
- (xxxii) to do all such and other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects.

JURISDICTION:

- (i) The jurisdiction of the University shall extend to the State of Nagaland;
- (ii) No college or institution situated within the local limits of the jurisdiction of the University shall be compulsorily affiliated to the University and affiliation shall be granted by the University only to such college or institution as may agree to accept the Statutes,
- (iii) Any college or institution admitted to the privileges of the University shall cease to be associated with or be admitted to the privileges of any other University;
- (iv) No college or institution situated within the local limits of the jurisdiction of the University, but admitted to its privileges shall be associated with, or be admitted to the privileges of any other university;

UNIVERSITY OPEN TO ALL CLASSES, CASTES AND CREED:

7. The University shall be open to persons of either sex and of whatever race, creed, caste or class, and it shall not be lawful for the University to adopt or impose on any person any test whatsoever of religious belief or profession in order to entitle him to be admitted therein, as a teacher or student or to hold any office therein or to graduate there at;

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Provided that nothing in this section shall be deemed to prevent the University from making special provisions for admission of students of the weaker sections of the people of Nagaland and in particular of the scheduled Castes and the Scheduled Tribes and Women.

VISITOR:

8. (i) The President of India shall be the Visitor of the University.
- (ii) The Visitor shall have the power to visit the University and give advice to any authority of the University.
- (iii) The Visitor shall be the final appellate authority for the employees of the University.

THE CHANCELLOR:

9. (i) The Governor of Nagaland shall be the Chancellor of the University.
- (ii) The Chancellor, whenever he is present, shall preside at the convocations of the University.
- (iii) The Chancellor shall have the right to cause an inspection to be made by such person or persons as he may direct, of the University, its buildings, laboratories and equipment and of any college or institution maintained by the University or admitted to its privileges; and also by the examinations, teaching and other work conducted or

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done by the University and to cause an enquiry to be made in manner in respect of any matter connected with the administration or finances of the University, College or Institutions.

- (iv) The Chancellor shall, in every case, give notice of his intention to cause an inspection or enquiry to be made:-
- a) to the University, if such inspection or enquiry is to be made in respect of University, College or Institutions maintained by it, or
 - b) to the management of College or Institution, if the inspection or enquiry is to be made in respect of a College or Institution admitted to the privileges of the University and the University or the management, as the case may be, shall have the right to make such representation to the Chancellor, as it may consider necessary.
- (v) After considering the representation, if any, made by the University or the management, as the case may be, the Chancellor may cause to be made such inspection or enquiry as is referred to in Sub-Section (iii).
- (vi) Where any inspection or enquiry has been caused to be made by the Chancellor, the University or ~~the~~

management as the case may be, shall be entitled to appoint a representative who shall have the right to be present and be heard at such inspection or enquiry.

(vii) The Chancellor may, if the inspection or enquiry is made in respect of the University or any College or Institution maintained by it, address the Vice-Chancellor with reference to the result of such inspection or enquiry, and the Vice-Chancellor shall communicate to the Board of Management the views of the Chancellor with such advice as the Chancellor may be pleased to offer upon the action to be taken thereon.

(viii) The Chancellor may, if the inspection or enquiry is made in respect of any college or Institution admitted to the privileges of the University, address the management concerned through the Vice-Chancellor with reference to the result of such inspection or enquiry, his views thereon and such advice as he may be pleased to offer upon the action to be taken thereon.

(ix) The Board of Management or the management of the College or Institution as the case may be, shall communicate through the Vice-Chancellor to the Chancellor such action, if any, as it is proposed to take or has been taken upon the result of such inspection or enquiry.

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- (x) When the Board of Management or the Management does not, within a reasonable time, take action to the satisfaction of the Chancellor, the Chancellor may, after considering any explanation furnished or representation made by the Board of Management or College Management as the case may be, shall comply with such directions.
- (xi) Without prejudice to the foregoing provisions of this Section, the Chancellor may, by order in writing annul any proceedings of the University which is not in conformity with this Act and the Statutes or Regulations. Provided that before passing any such order he shall call upon the University to show cause why such an order should not be passed, and, if any cause is shown within a reasonable time, he shall consider the same.
- (xii) The Chancellor shall have the power to supersede the University when he is satisfied that there is a grav crisis in its working and administer it directly. The period of such supersession shall not exceed two years.
- (xiii) The Chancellor shall control all matters relating to the services of the officers and teachers of the University.

Besides appointments, the Chancellor shall have the power to transfer officers and teachers from one college to another maintained by the University. He

shall also have the power to transfer officers and teachers inside the University in the exigencies of Public Service.

- (xiv) The Chancellor shall have such other powers as may be prescribed in the Statutes.
- (xv) In case of any difficulty arising in regard to the interpretation of any item in the Act, Statutes or Regulations or rules, the matter shall be referred to the Chancellor whose interpretation shall be final.

10. The following shall be the officers of the University:-

- i) The Vice-Chancellor.
- ii) The Provost of the University College.
- iii) The Directors.
- iv) The Deans of the Faculties.
- v) The Registrars.
- vi) The Financial Adviser.
- vii) The Controller of Examinations.
- viii) The Inspector of Colleges.
- ix) Such other officers as may be declared by the Statute to be officers of the University.

THE VICE-CHANCELLOR:

11. i) The Vice-Chancellor shall be appointed by the Chancellor in such manner as may be prescribed by the Statutes and shall hold office at the pleasure of the Chancellor.

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(ii) The Vice-Chancellor shall be principal executive and academic officer of the University, and shall exercise general supervision and control over the affairs of the university and give effects to the decisions of all authorities of the University.

(iii) The Vice-Chancellor may, if he is of the opinion that immediate action is necessary on any matter, exercise any power conferred on any authority of the University by or under this Act and shall report to such authority the action taken by him on such matter;

Provided that if the authority concerned is opined that such action ought not to have been taken it may refer the matter to the Chancellor whose decision thereon shall be final.

Provided further that any employee of the University who is aggrieved by the action taken by the Vice-Chancellor under this Sub-Section shall have the right to appeal against such action to the Chancellor within three months from the date on which decision on such action is communicated to him for a decision. The employee shall have the right to appeal to the Visitor against the Chancellor's Decision and the Visitor's decision shall be final.

(iv) The Vice-Chancellor shall exercise such other powers and perform such other functions as may be prescribed by the Statutes.

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PROVOST OF UNIVERSITY COLLEGE:

12. The Provost of the University College shall be appointed in such manner and shall exercise such powers and perform such duties as may be prescribed by the Statutes.

DIRECTORS:

13. The Directors shall be appointed in such manner and exercise such powers and perform such duties as may be prescribed by the Statutes.

DEANS:

14. Every Dean of a Faculty shall be appointed in such manner and shall exercise such powers and perform such duties as may be prescribed by the Statutes.

THE REGISTRAR (ADMINISTRATIVE):

15. 1) The Administrative Registrar shall be appointed in such manner as may be prescribed by the Statutes.
- 11) The Administrative Registrar shall have the power to enter into agreements, sign documents and authenticate records on behalf of the University and shall exercise such other powers and perform such other duties as may be prescribed by the Statutes.

THE REGISTRAR (ACADEMIC):

16. The Academic Registrar shall be appointed in such manner and perform such duties as may be prescribed by the Statutes.

FINANCIAL ADVISER:

17. The Financial Adviser shall be appointed in such manner and perform such duties as may be prescribed by the Statutes.

THE CONTROLLER OF EXAMINATIONS:

18. The Controller of Examinations shall be appointed in such manner and perform such duties as may be prescribed by the Statutes.

OTHER OFFICERS:

19. The manner of appointment and powers and duties of other officers of the University shall be prescribed by the Statutes.

AUTHORITIES OF THE UNIVERSITY:

20. The following shall be the authorities of the University:-

- i) The Board of Management
- ii) The General Council
- iii) The Examination Board
- iv) The Deans' Council
- v) Such other authorities as may be declared by the Statutes to be authorities of the University.

THE BOARD OF MANAGEMENT:

21. 1) The Board of Management shall be the principal decision making body of the University.

ii) The Constitution of the Board of Management, the term of office of its members and its powers and duties shall be prescribed by the Statutes.

THE GENERAL COUNCIL:

22. i) The General Council shall be the principal policy making body of the University and subject to the provisions of this Act and the Statutes, coordinate and exercise general supervision over general and academic policies of the University.
- ii) It shall review, from time to time, the broad policies and programmes of the University and suggest measures for the improvement and development of the University and review the standard of education and research in the University.
- iii) It shall consider and pass the Annual Report and Annual Accounts of the University and the Audit Reports on such accounts and its opinions shall be considered for necessary action by the Board of Management.
- iv) It shall advise the Chancellor in respect of any matter that may be referred to it for advice.
- v) It shall perform such other functions as may be prescribed by the Statutes.

THE EXAMINATION BOARD:

23. i) The Examination Board shall be constituted in the manner prescribed by the Statutes.
- ii) It shall be the business of the Examination Board to organise, conduct, regulate and supervise all matters relating to the examinations of the University including the terms of office and of appointment and the duties of examining bodies, examiners and moderators and publish the results. It shall make its own Rules.
- iii) It shall perform such other duties as may be prescribed by the Statutes.

OTHER AUTHORITIES OF THE UNIVERSITY:

24. The constitution, powers and functions of the Deans' Council and of such other authorities as may be declared by the Statutes to be authorities of the University, shall be prescribed by the Statutes.

THE PLANNING COMMITTEE:

25. i) There shall be constituted a Planning Committee of the University which shall advise generally on the Planning and development of the University, its colleges, institutions and keep under review the progress of the University from time to time.

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- ii) The Planning Committee shall consist of:
 - a) The Vice-Chancellor who shall be Chairman &
 - b) eight persons of high academic standard with sound knowledge of academic planning techniques and they shall be appointed in such manner as may be prescribed by the Statutes.

- iii) The Chancellor may determine a date from which the Planning Committee shall stand dissolved.

POWER TO MAKE STATUTES:

26. Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters, namely:-
- a) the constitution, powers and functions of the authorities and other bodies of the University, as may be constituted from time to time;
 - b) the appointment or nomination and continuance in office of the members of the said authorities and bodies, the filling of vacancies of members, and all other matters relating to those authorities and other bodies for which it may be necessary or desirable to provide;
 - c) the appointments, powers and duties of the officers of the University and their emoluments;
 - d) the appointment of teachers of the University and other academic staff and their emoluments;

- e) the appointment of teachers and other academic staff working in any other University or organisation for a specified period for undertaking a joint project;
- f) the conditions of service of employees including provision for pension, insurance and provident fund, gratuity, the manner of termination of service, the procedures for the classification, control and appeal of employees including disciplinary action;
- g) the principles governing seniority of service of employees;
- h) the procedure for appeal to the Chancellor by any employee or student against the action of any officer or authority of the University;
- i) the establishment and recognition of association of teachers, academic staff or other employees;
- j) the conferment of honorary degrees;
- k) withdrawal of degrees, diplomas, certificates and other academic distinctions;
- l) the institution of fellowships, scholarships, studentships, awards, medals and prizes;
- m) the maintenance of discipline among the students;
- n) the establishment and abolition of Departments, Halls, Colleges and Institutions;
- o) the conditions under which Colleges and Institutions may be admitted to the privileges of the University and the withdrawal of such privileges;

- p) the delegation of powers vested in the authorities, officers or teachers of the University;
- q) the appointment and emoluments of employees, other than those for whom provision has been made in the Statutes;
- r) such other terms and conditions of services of teachers and other academic staff as are not prescribed by the Statutes;
- s) the management of Colleges and Institutions established by the University;
- t) the supervision and management of Colleges and Institutions admitted to the privileges of the University;
- u) the conditions of the residence of the students of the University;
- v) all other matters which by this Act are to be or may be provided by the Statutes.

STATUTES, REGULATIONS HOW MADE:

27. i) The first Statutes are those set out in this Schedule.
- ii) The Board of Management, may from time to time, make new or additional Statutes or may amend or repeal the Statutes referred to in Sub-Section (i).

Provided that the Board of Management shall not make, amend or repeal any Statute affecting the Statutes, power or Constitution of any authority of the University until such authority has been given an opportunity of expressing an opinion writing on the proposed changes and any opinion so expressed shall be considered by the Board of Management.

- iii) Every new Statute or addition to the Statutes or any amendment or repeal of a Statute shall require the approval of the Chancellor who may assent thereto or without assent remit it to the Board of Management for consideration.
- iv) A new Statute or a Statute amending or repealing an existing Statute shall have no validity unless it has been assented to by the Chancellor.
- v) Notwithstanding anything contained in the foregoing Sub-Section, the Chancellor may make new or additional Statutes or amend or repeal the Statutes referred to in Sub-Section(i) during the period of three years, immediately after the commencement of this Act,

Provided that the Chancellor may, on the expiry of the said period of three years make, within one year from the date of such expiry, such

- RULES: 29. i) The authorities of the University may make Rules consistent with this Act, the Statutes and Regulations for conduct of their own business and that of the Committees appointed by them and not provided for in this Act, the Statutes or Regulations in the manner prescribed by the Statutes.

ANNUAL REPORT:

30. i) The Annual Report of University shall be prepared under the direction of the Board of Management and shall be submitted to the General Council on or after such date as may be prescribed by the Statutes and the General Council shall consider the report at its Annual Meeting.
- ii) The General Council shall submit the Annual Report to the Visitor and the Chancellor along with comments, if any.

ANNUAL ACCOUNTS:

31. i) The Annual Accounts and Balance Sheet of the University shall be prepared under the direction of the Board of Management and shall, once at least every year and at intervals of not more than fifteen months, be audited by the Comptroller and Auditor General of India.
- ii) The Annual Accounts when audited shall be published in the Gazette of India and a copy of the accounts together with the Report of the

Comptroller and Auditor General shall be submitted to the General Council, the Visitor and the Chancellor along with the observation of the Board of Management.

- iii) Any observation made by the Chancellor on the Annual Accounts shall be brought to the notice of the General Council within six weeks and the observations of the General Council, if any, shall after being considered by the Board of Management, be submitted to the Chancellor.

CONDITIONS OF SERVICE OF EMPLOYEES:

32. i) Every employee shall be appointed under a written contract which shall be lodged with the University and a copy of which shall be furnished to the employee concerned.
- ii) Any dispute arising out of a contract between the University and any employee shall, at the request of the employee, be referred to the Chancellor for a decision in the matter. The Employee shall have the right to appeal against the Chancellor's decision to the Visitor whose decision shall be final.
- iii) The employees of the University shall be subjected to the jurisdiction of the Central Vigilance Commission and the CBI.

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PROVIDENT FUND AND PENSION FUNDS:

33. i) The University shall constitute for the benefit of its employees such pension or Provident Fund or provide such insurance schemes as it may deem fit in such manner and subject to such conditions as may be prescribed by the Statutes.
- ii) Where such Provident or Pension Fund has been so constituted that Central Government may declare that the provision of the Provident Funds Act, 1925, as amended from time to time, shall apply to such fund, as if it were a Government Provident Fund.

PROCEDURE OF APPEAL AND ARBITRATION IN DISCIPLINARY CASES AGAINST STUDENTS:

34. Any student or candidate for an examination whose name has been removed from the rolls of the University by the order or instruction of the Vice-Chancellor, Discipline Committee, or Examination Board, as the case may be, and who has been debarred from appearing at the examination of the University for more than one year, may, within ten days of the receipt of such orders or copy of such restriction by him may appeal to the Chancellor and the Chancellor may confirm, modify or reverse the decision of the Vice-Chancellor or the Committee as the case may be.

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35. Every employee or student of the University or of a College or Institution shall, notwithstanding anything contained in this Act, have a right to appeal, within such a time as may be prescribed by the Statutes to the Board of Management against the decision of any officer or authority of the University or of the Principal or the management of any College or Institution, as the case may be, and thereupon the Board of Management may confirm, modify or reverse the decision appealed against.

DISPUTES AS TO CONSTITUTION OF UNIVERSITY AUTHORITIES, BODIES:

36. If any question arises as to whether any person has been duly appointed or is entitled to be a member of any authority or other body of the University, the matter may be referred to the Chancellor whose decision thereon shall be final.

CONSTITUTION OF COMMITTEES:

37. Where any authority of the University is given power by this Act or the Statutes to appoint Committees, such Committees shall, save as otherwise provided, consist of the members of the authority concerned and of such other persons (if any) as the authority in each case may think fit.

FILLING UP OF CASUAL VACANCIES:

38. All casual vacancies among the members (other than ex-officio members) of any authority or other body of the University shall be filled, as soon as convenient may be, by the person or body who appointed, elected or co-opted the member whose place has become vacant and the person appointed, elected or co-opted to a casual vacancy shall be a member of such authority or body for the residue of the term for which the person whose place he fills would have been a member.

PROCEEDINGS OF UNIVERSITY AUTHORITIES OR BODIES NOT INVALIDATED BY VACANCIES:

39. No act or proceedings of any authority or other body of the University shall be invalidated merely by reason of the existence of a vacancy or vacancies among its members.

PROTECTION OF ACTION TAKEN IN GOOD FAITH:

40. No suit or other legal proceedings shall lie against any officer or employee of the University for anything which is done or intended to be done in good faith in pursuance of any of the provision of this Act, the Statutes or Ordinances.

MODE OF PROOF OF UNIVERSITY RECORD:

41. A copy of any receipt, application, notice, order, proceeding resolution of any authority or Committee of the University or other documents in possession

of the University or any entry in any register duly maintained by the University, if certified, by the Registrar, shall be received as prima facie evidence of such receipt, application, notice, order, proceeding or resolution, documents or the existence of entry in the register and shall be admitted as evidence of the matters and transactions therein where the original thereof, would, if produced, have been admissible in evidence notwithstanding anything contained in the Indian Evidence Act, 1872 or in any other law for the time being in force.

POWER TO REMOVE DIFFICULTIES:

42. If any difficulty arises in giving effect to the provisions of this Act, the Central Govt. may, by order published in the Official Gazette, make such provisions, not inconsistent with the provisions of this Act, as appear to it to be necessary or expedient for removing the difficulty.

Provided that no such order shall be made under this Section after the expiry of three years from the commencement of this Act.

TRANSITIONAL PROVISIONS:

43. Notwithstanding anything contained in this Act and the Statutes -

- a) the first Vice-Chancellor shall be appointed by the Chancellor and he shall hold office for a term of five years;
- b) the first Administrative Registrar, the first Academic Registrar and the first Financial Adviser shall be appointed by the Chancellor and each of the said officers shall hold office for a term of five years;
- c) the first Board of Management shall consist of not more than fifteen members who shall be nominated by the Chancellor and shall hold office for a term of three years;
- d) the first General Council shall be constituted on the expiry of a period of six months from the commencement of this Act and during the said period of six months, the powers of the General Council shall be performed by the Planning Committee constituted under Section 25
- e) the first General Council shall consist of not more than forty members; who shall be nominated by the Chancellor and shall hold office for a term of three years.

Provided that if any vacancy occurs in the above offices or authorities, the same shall be

filled by appointment or nomination, as the case may be, by the Chancellor, and the person so appointed or nominated shall hold office for so long as the officer or member in whose place he is appointed or nominated would have held office, if such vacancy had not occurred.

44. COMPLETION OF COURSES:

Notwithstanding anything contained in this Act or in the Statutes any student of a College or Institution, who, immediately before the admission of such College or Institution to the privileges of Nagaland University, was studying for a degree, diploma or certificate of the North-Eastern Hill University, shall be permitted to complete his course for that degree, diploma, certificate, as the case may be, and Nagaland University and such College or Institution shall provide for the instruction and examination of such student in accordance with the syllabus of North-Eastern Hill University.

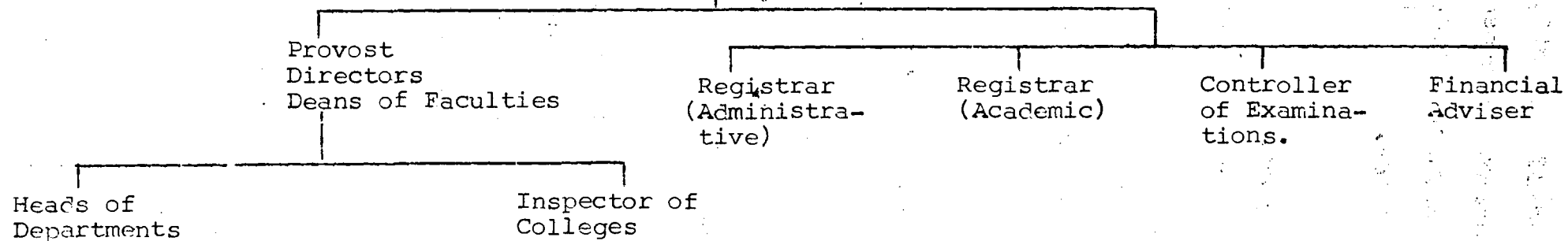
In order to tide over any difficulty in the implementation of the provisions of this Act until the new University makes its own Statutes and Regulations and Rules the Vice-Chancellor shall have the powers to make transitory statutes and Regulations and Rules.

ORGANOGRAM
(As per Act and Statutes)

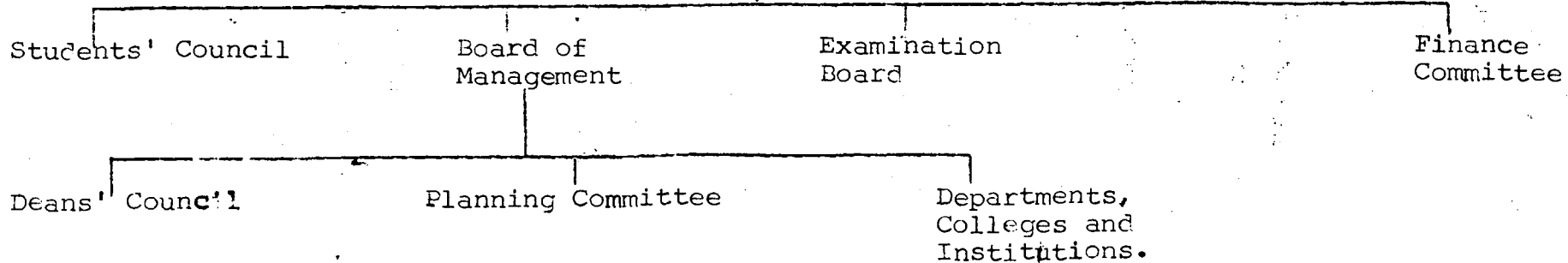
VISITOR
(President of India)

CHANCELLOR
(Governor of Nagaland)

VICE-CHANCELLOR



GENERAL COUNCIL OF THE UNIVERSITY



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THE SCHEDULE
See Section 26 (1)
THE STATUTES OF THE UNIVERSITY

1. THE VICE-CHANCELLOR;

(1) The Vice-Chancellor shall be a whole-time salaried officer of the University and hold office at the pleasure of the Chancellor.

(2) The Vice-Chancellor shall hold office for a term of five years from the date on which he enters upon his office and shall not be eligible for re-appointment;

Provided that notwithstanding the expiry of the said period of five years, he shall continue in office until his successor is appointed and enters upon his office;

Provided further that the Chancellor may direct that a Vice-Chancellor, whose term of office has expired, shall continue in office for such period, not exceeding a total period of one year, as may be specified in the direction.

(3) Notwithstanding anything contained in Clause (2), a person appointed as Vice-Chancellor shall, if he completes the age of sixty-five years during the term of his office or any extension thereof, retire from office.

(4) The emoluments and other terms and conditions of service of the Vice-Chancellor be as follows:-

- i. There shall be paid to the Vice-Chancellor a salary of three thousand rupees per mensem and he shall be entitled, without payment of rent to use a furnished residence throughout his term of office and no charge shall fall on the Vice-Chancellor personally in respect of the maintenance of such residence. He shall be entitled to such other benefits as may be decided from time to time by the Chancellor.
- ii. The Vice-Chancellor shall not be entitled to the benefits of the University Provident Fund; Provided that where an employee of -
 - (a) The University or College or Institution maintained by, or affiliated to it; or
 - (b) any other University or College or Institution maintained by, or affiliated to that University is appointed as Vice-Chancellor, he shall be allowed to continue to contribute to the Provident Fund to which he is a subscriber, and the contribution of the University shall be limited to what he had been contributing immediately before his appointment as the Vice-Chancellor.

(c) any employee of a public or private service is appointed as Vice-Chancellor, he shall contribute to the Provident Fund to which he is a subscriber and the University's contribution in respect of him shall be determined by the Board of Management.

- iii. The Vice-Chancellor shall be entitled to travelling allowances at such rates as may be fixed by the Board of Management.
- iv. The Vice-Chancellor shall be entitled to leave on full pay for one-eleventh of the period spent by him on active service.
- v. In addition to the Leave referred to in Sub-Clause iv, the Vice-Chancellor shall be entitled to half-pay leave at the rate of 20 days per year of every completed year of service and the half-pay leave may be availed of as Commuted leave on full pay on Medical Certificates.
- vi. The Vice-Chancellor shall be entitled to the free use of a University Car and a driver.
- vii. In addition to the salary specified in Sub-Clause i, the Vice-Chancellor shall be entitled to such other allowances as are admissible to the University employees from time to time.
- viii. The Vice-Chancellor shall be entitled to such other terminal benefits and allowances as may be fixed by the Board of Management with the prior approval of the Visitor.

ix. The Vice-Chancellor shall be entitled to draw regular T.A. and D.A. for all journeys inside the country and special T.A. and D.A. for journeys outside the country.

- (5) If the office of the Vice-Chancellor falls vacant due to death, resignation or otherwise or if he is unable to perform the duties owing to absence, illness or any other cause, the Provost of the University College shall perform the duties of the Vice-Chancellor until a new Vice-Chancellor assumes office or until the existing Vice-Chancellor attends to the duties of his office, as the case may be.

2. POWERS AND DUTIES OF THE VICE-CHANCELLOR:

- (1) The Vice-Chancellor shall be ex-officio Chairman of the Board of Management, the General Council Deans' Council, the Students' Council, the Examination Board, the Planning Committee, the Finance Committee, and Selection Committees and shall, in the absence of the Chancellor, preside at the Convocations of the University held for conferring degrees. The Vice-Chancellor shall be entitled to be present at, and to address, any meeting of any authority or other body of the University, but shall not be entitled to vote thereat unless he is a member of such authority or body.
- (2) It shall be the duty of the Vice-Chancellor to see that the Act, the Statutes, and the Regulations are duly observed, and he shall have all powers necessary to ensure such observance.

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- (3) The Vice-Chancellor shall have the powers to convene or cause to be convened meetings of the Board of Management, the General Council and the Finance Committee, the Students' Council, the Deans' Council, the Examination Board and the Planning Committee.
- (4) The Vice-Chancellor shall make all appointments to all ministerial and menial posts on the recommendation of the Selection Committees constituted for the purpose.
- (5) The Vice-Chancellor shall grant leave of absence to teachers and officers of the University.

3. THE PROVOST:

- (a) The Provost shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole time salaried officer of the University.
- (b) The emoluments and other conditions of service of the Provost shall be such as may be prescribed by the Statutes.
- (c) The Provost shall hold office until he attains the age of sixty years.
- (d) Subject to the general supervision of the General Council, the Provost shall be the principal administrative officer of the University College and responsible for its day to day administrative affairs.

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- (e) The Provost shall have such powers and perform such functions in the College as may be delegated to him by the General Council and the Vice-Chancellor.

4. DIRECTORS:

(1) Director of Functional Education:

- (a) The Director of Functional Education shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University
- (b) The emoluments and other conditions of service of the Director of Functional Education shall be such as may be prescribed by the Statutes.
- (c) The Director of Functional Education shall hold office until he attains the age of sixty years.
- (d) Subject to the general supervision of the General Council, the Director of Functional Education shall be responsible for organising functional education and other innovative & productive academic programmes of the University.
- (e) The Director of Functional Education shall have such powers and perform such functions in his field as may be determined or delegated to him by the General Council and the Vice-Chancellor. 1/-

(2) Director of Extension Services:

- (a) The Director of Extension Services shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University.
- (b) The emoluments and other conditions of service of the Director of Extension Services shall be such as may be prescribed by the Statutes.
- (c) The Director of Extension Services shall hold office until he attains the age of sixty years.
- (d) Subject to the general supervision of the Vice-Chancellor, the Director of Extension Services shall -
 - (i) organise all extension service programmes and Community Services like NSS for the University, its colleges and institutions;
 - (ii) interact with government agencies and non-government agencies in the organisation of such extension and community services;
 - (iii) organise such other public service functions of the University as may be decided by the General Council and the Deans' Council.

(3) Director of Cultural Studies:

- (a) The Director of Cultural Studies shall be appointed by the Chancellor on the recommendations of

the Selection Committee constituted for the purpose and he shall be a whole-time salaried official of the University.

- (b) The emoluments and other conditions of service of the Director of Cultural Studies shall be such as may be prescribed* by the Statutes.
- (c) The Director of Cultural Studies shall hold office until he attains the age of sixty years.
- (d) Subject to the general supervision of the Vice-Chancellor, the Director of Cultural Studies shall -
 - (i) conduct teaching and research of Indian culture and its relation with the cultures of other countries,
 - (ii) organise courses for general appreciation of -
 - (a) literature
 - (b) painting
 - (c) architecture and sculpture
 - (d) music
 - (e) films and plays
 - (f) dance
 - (g) folk art
 - (h) the value of art in a scientific & technological civilization
 - (i) Indian heritage and contribution to the world culture.

(iii) be responsible for relationship with institutions and agencies of culture in India and abroad.

(4) Director of Physical Education and Student Welfare:

- (1) The Director of Physical Education and Student Welfare shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University.
- (2) The emoluments and other conditions of service of the Director of Physical Education and Student Welfare shall be such as may be prescribed by the Statutes.
- (3) The Director of Physical Education and Student Welfare shall hold office until he attains the age of sixty years.
- (4) The Director of Physical Education and Student Welfare shall co-ordinate the activities of the University in respect of physical education, games, sports, N.C.C., N.F.C. and student welfare and other activities that involve student participation in physical activities.
- (5) The Director of Physical Education and Student Welfare shall have such other powers and perform such other functions in his field as may be determined or delegated to him by the Board of Management and the Vice-Chancellor.

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5. REGISTRARS:

- (1) The Registrars shall be whole-time salaried officers of the University.
- (2) The emoluments and other terms and conditions of service of the Registrars shall be such as may be prescribed by the Statutes;

Provided that the Registrars shall retire on attaining the age of sixty years;

Provided further that a Registrar shall notwithstanding his attaining the age of sixty years, continue in office until his successor is appointed and enters upon his office or until the expiry of a period of one year, whichever is earlier.

- (3) When the office of the Registrar falls vacant or when the Registrar is, by reason of illness, absence, or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

(A) Administrative Registrars:

- (a) The Administrative Registrar shall have power to take disciplinary action against such of the employees, excluding teachers and academic staff, as may be specified in the orders of the Board of Management and to suspend them pending enquiry, to administer warnings to them or to impose on them the penalty of censure or withholding of increment;

Provided that no such penalty shall be imposed unless the person concerned has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.

(b) An appeal shall lie to the Vice-Chancellor against any order of the Registrar imposing any of the penalties specified in Sub-Clause(a).

(c) In case where the inquiry discloses that a punishment beyond the powers of the Registrar is called for, the Registrar shall, upon conclusion of the inquiry make a report to the Vice-Chancellor along with his recommendations;

Provided that an appeal shall lie to the Chancellor against an order of the Vice-Chancellor imposing any penalty.

(d) The Administrative Registrar shall be ex-officio Secretary of the Board of Management, the General Council, and the Planning Committee but shall not be deemed to be a member of any of these authorities.

(e) It shall be the duty of the Administrative Registrar:-

(i) to be the custodian of the records, the common seal and such other property of the University as the Board of Management shall commit to his charge;

- (ii) To issue all notice convening meeting of the Board of Management, the General Council, the Planning Committee, or of any committee appointed by the authorities of the University.
- (iii) to keep the minutes of all the meetings of the Board of Management, the General Council, the Planning Committee and of any committee appointed by the authorities of the University;
- (iv) to conduct the official correspondence of the Board of Management the General Council and the Planning Committee;
- (v) to arrange for and superintend the examinations of the University in accordance with the manner prescribed by the Statutes;
- (vi) to supply to the Chancellor, copies of the agenda of the meetings of the authorities of the University of which he is non-member Secretary as soon as they are issued and the minutes of such meetings;
- (vii) to represent the University in suits or proceedings by or against the University, sign powers-of-attorney and verify pleadings or depute his representative for the purpose; and
- (viii) to perform such other duties as may be specified in the Statutes, the Regulations or as may be **required, from time to time, by the Board of Management or the Vice-Chancellor.**

(B) The Academic Registrar

The duties of the Academic Registrar will be:

- (a) to plan, design courses of studies, curricula to try them out and evaluate them;
- (b) to convene meetings of the Deans' Council and prepare the minutes;
- (c) to convene meetings of Boards of Studies and of any committee appointed by the Deans' Council and the Boards of Studies and prepare the minutes;
- (d) to submit the recommendations of the Boards of Studies to the General Council;
- (e) to submit recommendations of the General Council relating to courses, curricular to the Board of Management;
- (f) to assist the Deans' Council in all other manner;
- (g) the Academic Registrar will be the non-member Secretary to the Deans' Council and conduct its official proceedings and correspondence;
- (h) the Academic Registrar shall supply to the Chancellor a copy of the agenda of the meetings of the Deans' Council as it is issued and minutes of its meetings and
- (i) to perform such other duties as may be specified in the statutes, the regulations or as may be required, from time to time, by the Deans' Council or the Vice-Chancellor

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6. FINANCIAL ADVISER:

- (1) The Financial Adviser shall be a whole-time salaried officer of the University.
- (2) He shall be appointed by the Chancellor on the recommendation of the Selection Committee appointed for the purpose.
- (3) The emoluments and other terms and conditions of service of the Financial Adviser shall be such as may be prescribed by the Statutes;

Provided that a Financial Adviser shall retire on attaining the age of sixty years;

Provided further that the Financial Adviser shall, notwithstanding his attaining the age of sixty years, continue in office until his successor is appointed and enters upon his office or until the expiry of a period of one year, whichever is earlier.
- (4) When the office of the Financial Adviser is vacant or when the Financial Adviser is, by reason of illness, absence or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- (5) The Financial Adviser shall be ex-officio Secretary of the Finance Committee, but shall not be deemed to be a member of the Committee.

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(6) The Financial Adviser shall -

- (a) exercise general supervision over the funds of the University and shall advise it as regards its financial policy; and
- (b) perform such other financial functions as may be assigned to him by the Board of Management or as may be prescribed by the Statutes;

Provided that the Financial Adviser shall not incur any expenditure or make any investment exceeding ten thousand rupees without the previous approval of the Board of Management.

(7) Subject to the control of the Board of Management, the Financial Adviser shall -

- (a) hold and manage the property and investments of the University including trust and endowed property.
- (b) ensure that the limits fixed by the Board of Management for recurring and non-recurring expenditure for a year are not exceeded and that all moneys are expended on the purposes for which they are granted or allotted;
- (c) be responsible for the preparation of Annual Accounts and the budget of the University and for their presentation to the Board of Management;
- (d) keep constant watch on the state of cash and bank balances and on the state of investments;

- (e) watch the progress of the collection of revenue and advise on the methods of collection employed;
 - (f) ensure that the registers of buildings, land, furniture and equipment are maintained up-to-date and that stock-checking is conducted, of equipment other consumable materials in all offices, special centres, specialised laboratories colleges and institutions maintained by the University;
 - (g) call for explanation for unauthorised expenditure and for other financial irregularities and suggest disciplinary action against persons at fault; and
 - (h) call for from any office, centre, laboratory, college or institution maintained by the University and information or returns that he may consider necessary for the performance of his duties.
- (8) The receipt of the Financial Adviser or of the person or persons duly authorised in this behalf by the Board of Management for any money payable to the University shall be sufficient discharge for payment of such money.

7. CONTROLLER OF EXAMINATIONS:

- (1) The Controller of Examinations shall be a whole-time salaried officer of the University appointed by the Chancellor on the recommendation of the Selection Committee appointed for the purpose.
- (2) The emoluments and other terms and conditions of service of the Controller of Examinations shall be such as may be prescribed by the Statutes;

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Provided that a Controller of Examinations shall retire on attaining the age of sixty years.

(3) The Controller of Examinations shall be the non-member Secretary to the Examination Board and perform all duties to:

- (a) make arrangements for the holding of the examinations of the University,
- (b) make arrangements for the preparation and conduct of all examinations of the University;
- (c) publish the results of all examinations of the University;
- (d) perform all other duties that may be required by the Examination Board.

8. DEANS OF FACULTIES:

(1) Every Dean of a Faculty shall be appointed by the Vice-Chancellor from among the Professors in the Faculty for a period of three years and he shall be eligible for re-appointment;

Provided that a Dean on attaining the age of sixty years shall cease to hold office as such;

Provided further that if at any time there is no Professor in a Faculty, the Vice-Chancellor, shall exercise the powers of the Dean of the Faculty.

- (2) When the office of the Dean is vacant or when the Dean is, by reason of illness, absence or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- (3) The Dean shall have the right to be present and to speak at any meeting of the Board of Studies or Committees of the Faculty, as the case may be, but shall not have the right to vote thereat unless he is a member thereof.
- (4) The Dean shall be Head of the Faculty and shall be responsible for the conduct and maintenance of the standards of teaching and research in the Faculty. The Dean shall have such other functions as may be prescribed by the Statutes.

9. INSPECTOR OF COLLEGES:

- (a) The Inspector of Colleges shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University.
- (b) The emoluments and other service conditions of the Inspector of Colleges shall be such as may be prescribed by the Statutes.

- (c) The Inspector of Colleges shall hold office until he attains the age of sixty years;
- (d) Subject to the general supervision of the General Council, the Inspector of Colleges shall-
 - (i) inspect each college affiliated to the University regularly;
 - (ii) determine the deficiencies of the college;
 - (iii) prepare institutional plans for the development of the college;
 - (iv) correspond with the management of the colleges for the planned development of these colleges.
 - (v) submit his Inspection Reports to those Administrative Registrar for the preparation of the Annual Report of the University;
 - (vi) perform such other functions as may be decided by the Board of Management and the General Council.

10. HEADS OF DEPARTMENTS:

- (1) In the case of Departments which have more than one Professor, the senior-most Professor shall be the Head of the Department.
- (2) In the case of Departments where there is no Professor, the Board of Management shall have

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the option to appoint, on the recommendation of the Vice-Chancellor, a Reader as the Head of the Department;

Provided that it shall be open to a Professor or Reader to decline the offer of appointment as the Head of the Department.

- (3) A person appointed as the Head of the Department shall hold office as such for a period of three years and shall be eligible for reappointment.
- (4) A Head of a Department may resign his office at any time during his tenure of office.
- (5) A Head of a Department shall perform such functions as may be prescribed by the Statutes.

11. PROCTORS:

- (1) Every Proctor shall be appointed by the Board of Management on the recommendation of the Vice-Chancellor and shall exercise such powers and perform such duties as may be assigned to him by the Vice-Chancellor.
- (2) Every Proctor shall hold office for a term of two years and shall be eligible for re-appointment.

12. LIBRARIAN:

- (1) Every Librarian shall be appointed by the Chancellor on the recommendation of the Selection Committee constituted for the purpose and he shall be a whole-time officer of the University.

- (2) Every Librarian shall exercise such powers and perform such duties as may be assigned to him by the Board of Management.
- (3) The emoluments and other terms and conditions of service of the Librarian shall be such as may be prescribed by the Statutes provided that the Librarian shall retire on attaining the age of sixty years.

13. GENERAL COUNCIL:

- (1) Subject to the provisions of the Act and Statutes there shall be constituted for the University one General Council which will consist of not more than 40 (fourty) members for a term of 3 (three) years. The constitution of General Council will be as prescribed by the Statutes.

(2) Meetings of the General Council:

- (a) The Council shall meet at least twice a year including an Annual Meeting of the General Council which shall be held on a date to be fixed by the Board of Management unless some other date has been fixed by the General Council in respect of any year.

- (b) At an Annual Meeting of the General Council, a report on the working of the University during the previous year, together with a

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statement of the receipts and expenditure, the balance-sheet, as audited, and the financial estimates for the next year shall be presented.

- (c) A copy of the statement of receipts and expenditures, the balance-sheet and the financial estimates referred to in Clause (b) shall be sent to every member of the Council at least seven days before the date of the Annual Meeting.
- (d) Special Meetings of the Council may be convened by the Board of Management or the Vice-Chancellor, or, if there is no Vice-Chancellor by the Provost and if there is no Provost, by the Registrar.

(3) Quorum for meetings:

Fifteen members of the General Council shall form a quorum for a meeting of the General Council.

(4) Powers of the General Council:

Subject to the Act, the Statutes, the General Council shall, in addition to all other powers vested in it, have the following powers, namely:-

- a) to exercise general supervision over the academic policies of the University and to give directions regarding methods of instructions, co-operative teaching in the colleges, departments and institutions, evaluation of research programmes and improvement in academic standards;

- (b) to consider matters of general academic interest either on its own initiative or on a reference by the Deans' Council, a Faculty or the Board of Management and to take appropriate action thereon;
- (c) to frame such regulations and rules consistent with the Statutes regarding the academic functioning of the University discipline, residences, admissions, award of fellowships and studentships, fees concessions, corporate life and attendance and
- (d) to recommend courses of studies, books approved by the Board of Studies to the Board of Management.

14. BOARD OF MANAGEMENT:

- (1) Subject to the provisions of the Act and Statutes there shall be constituted for the University a Board of Management which may consist of 15 (fifteen) members and its constitution will be as prescribed by the Statutes.
- (2) Quorum for meetings of the Board of Management:
7 (seven) members of the Board of Management shall form a quorum for a meeting of the Board of Management
- (3) Powers and functions of the Board of Management:
 - (a) The Board of Management shall have the management and administration of the .

revenue and property of the University and the conduct of all administrative affairs of the University not otherwise provided for.

(b) Subject to the provisions of this Act, the Statutes, the Board of Management shall, in addition to all other powers vested in it, have the following powers namely:-

(i) to create teaching and other academic posts, to determine the number and emoluments of such posts and to define the duties and conditions of service of Professors, Readers, Lecturers other teachers and other academic staff and Principals of Colleges and institutions maintained by the University;

Provided that no action shall be taken by the Board of Management in respect of the number, qualifications and the emoluments of teachers and academic staff otherwise than after consideration of the recommendation of the General Council;

(ii) to appoint such Professors, Readers, lecturers and other academic staff, as may be necessary, and Principals of the Colleges and Institutions maintained by the University on the recommendation of the Selection Committee constituted for the purpose and to fill up temporary vacancies therein;

(iii) to provide for the appointment of visiting Professors Emeritus Professors, Fellows and determine the terms and conditions of such appointments;

- (iv) to create administrative, ministerial and other necessary posts, and to make appointments thereto in the manner prescribed by the Ordinances;
- (v) to grant leave of absence to any officers of the University, other than the Chancellor and the Vice-Chancellor and to make necessary arrangements for the discharge of the functions of such officer during his absence.
- (vi) to regulate and enforce discipline among employees in accordance with the Statutes;
- (vii) to manage and regulate the finances, accounts, investments, property, business and all other administrative affairs of the University, and for that purpose, to appoint such agents as it may think fit;
- (viii) to fix limits on the total recurring and the total non-recurring expenditure for a year on the recommendations of the Finance Committee;
- (ix) to invest any money belonging to the University including any unapplied income, in such stocks, funds, share or securities as it shall, from time to time, think fit or in the purchase of immoveable property in India, with the like powers of varying such investments from time to time;
- (x) to transfer or accept transfers of any moveable or immoveable property on behalf of the university;

- (xi) to provide buildings, premises, furniture and apparatus and other means needed for carrying on the work of the University;
- (xii) to enter into, vary, carry out and cancel contracts on behalf of the University;
- (xiii) to entertain, adjudicate upon, and if thought fit, to redress any grievance of the employees except service matters and students of the University who may, for any reason feel aggrieved;
- (xiv) to select a common seal for the University and provide for the custody and use of such seal;
- (xv) to make such special arrangements as may be necessary for the residence and discipline of women students;
- (xvi) to delegate any of its powers to the Vice-Chancellor, the Provost, the Registrars or the Financial adviser or such other employees or authorities of the University or to a Committee appointed by it as it may deem fit;
- (xvii) to institute fellowships, scholarships, studentships, medals and prizes; and
- (xviii) to exercise such other powers and perform such other duties as may be conferred or imposed on it by the Act, or the Statutes.
- (xix) The Board of Management shall exercise the powers of the University not otherwise provided for by the Act, Statutes and Regulations for the fulfillment of the objects of the University.263/-

15. EXAMINATION BOARD:

(1) Subject to the provisions of the Act and Statutes there shall be constituted for the University one Examination Board. Three Deans of Faculties selected by seniority and rotations shall be the members of the Examination Board for a term of three years. The Vice-Chancellor shall be the Chairman of the Examination Board and the Controller of Examinations shall be its non-member Secretary. The duties and functions of the Board shall be to:

- (a) make and supervise all arrangements for holding the examinations of the University;
- (b) appoint paper setters, examiners, scruti-
nisers, moderators, invigilators, tabula-
tors of results;
- (c) publish the results of all examinations;
- (d) fix remuneration payable to paper setters,
examiners, evaluators, moderators, tabula-
tors of results and invigilators;
- (e) introduce examination reforms to make
improve the validity and reliability of
examination system;
- (f) fix travelling allowance, daily allowance
after consulting the Finance Committee in
respect of persons connected with the
arrangement, preparation and conduct of
examinations;

.....264/-

- (g) deal with all problems of the candidates;
 - (h) deal with cases of unfair means in examinations;
 - (i) perform all other functions in relation to examinations as may be decided by the General Council and prescribed by the Statutes;
 - (j) deal with all matters pertaining to the work of paper-setters, moderators, examiners and others connected with the examination and
 - (k) frame own rules for conducting its business.
- (2) Two members of the Examination Board will form the quorum for a meeting of the Board.

16. DEANS COUNCIL:

Subject to the provisions of the Act and the Statutes, there shall be a Deans' Council comprising all the Deans of Faculties. The Vice-Chancellor will be the Chairman of the Council and the Academic Registrar the non-member Secretary of the Council. Three members of the Council will form the quorum for a meeting.

The Council shall perform the following functions:-

- (a) Scrutiny of applications from other universities and institutions for reciprocal recognition of their degrees, diplomas, certificates and courses of study;

- (b) Continuous monitoring/evaluation of the ongoing academic programmes in the University for meeting the emergency needs of higher education in a learning society.
- (c) Planning and development of new courses for the University;
- (d) Devising programmes of action for the public service functions of the University;
- (e) frame own rules for conducting for its business;
- (f) Any other functions that the General Council may decide.

17. THE PLANNING COMMITTEE:

- (1) Subject to the provisions of the Act and the Statutes, there shall be constituted a Planning Committee consisting of 9 (nine) members for a term of 3 (three) years. The constitution of the Committee will be as prescribed by the Statutes.
- (2) The Vice-Chancellor shall be the Chairman of the Planning Committee and the Administrative Registrar shall act as the non-member Secretary of the Planning Committee and he shall convene the meeting of the Planning Committee after consultation with the Vice-Chancellor.
- (3) Five members of the Planning Committee will form the quorum for a meeting of the Committee.

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- (4) The Planning Committee shall be the principal planning body of the University and shall be responsible for -
- (a) reviewing the educational programmes offered by the University;
 - (b) organising the structure of education in the University so as to provide opportunities to students, to offer different combinations of subjects appropriate for the development of personality and skills for useful work in society;
 - (c) creating an atmosphere and environment conducive to value-oriented education; and
 - (d) developing new teaching-learning processes which will combine lectures, tutorials, seminars, practical demonstrations and self-studies.
- (5) The Planning Committee shall have the power to advise on the course of development of the University and review the progress of implementation of programmes so as to ascertain whether they are on the lines recommended by it and shall also have the power to advise the Board of Management and the General Council on any matter in connection therewith.
- (6) The General Council and the Board of Management shall be bound to consider the recommendations made by the Planning Committee and shall implement such of the recommendations as are accepted by it.

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- (7) Such of those recommendations of the Planning Committee as have not been accepted by the Board of Management and the General Council shall be submitted by the Vice-Chancellor, along with the recommendations of the Board of Management or the General Council, to the Chancellor for advice and the advice of the Chancellor shall be implemented by the Board of Management or the General Council, as the case may be.

18. FINANCE COMMITTEE:

- (1) Subject to the provision of the Act and the Statutes, there shall be constituted a Finance Committee consisting of 7 (seven) members. The constitution of the Committee will be as prescribed by the statutes.
- (2) The Vice-Chancellor shall be the Chairman of the Finance Committee and the Financial Adviser shall act as the non-member Secretary to the Finance Committee and he shall convene the meeting of the Finance Committee after consultation with the Vice-Chancellor.
- (3) Four members of the Finance Committee shall form quorum for a meeting of the Finance Committee.
- (4) All the members of the Finance Committee, other than ex-officio members, shall hold office for a term of three years.

- (5) A member of the Finance Committee shall have the right to record a minute of dissent if he does not agree with any decision of the Finance Committee.
- (6) The Finance Committee shall meet at least twice every year to examine the accounts and to scrutinise proposals for expenditure.
- (7) The Annual Accounts and the financial estimates of the University prepared by the Financial Adviser shall be laid before the Finance Committee for consideration and comments and thereafter submitted to the Board of Management for approval.
- (8) The Finance Committee shall recommend limits for the total recurring expenditure and the total non-recurring expenditure for the year based on the income and resources of the University (which, in the case of productive works, may include the proceeds of loans).

19. STUDENTS COUNCIL:

- (1) Subject to the provision of the Act and Statutes of the University, there shall be a Students' Council consisting of not more than 15 members. The members of the Council will be appointed for a period of one year on the following principals:-
 - (a) 1/3 members on the basis of the academic proficiency.

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- (b) 1/3 members on the basis of proficiency in sports, games, athletics.
 - (c) 1/3 members on the basis of proficiency in cultural activities like music, dancing, painting, sculpture, drama, debates and elocution etc.
 - (d) Out of every 5 members in (a), (b) and (c) above, 3 shall be undergraduate students and two shall be post graduate students with due consideration to women students so that at least one woman student is taken from each category.
- (2) The Vice-Chancellor shall be the Chairman of the Council.
 - (3) The Director of Physical Education and Student Welfare shall be the non-member Secretary to the Council.
 - (4) Six members will form the quorum for a meeting of the Council.
 - (5) The Council shall have the power to make suggestion to the appropriate authorities regarding
 - (a) all matters relating to the cultural and recreational and physical activities of the students;
 - (b) academic problems facing the students;

- (c) matters relating to accommodation, transport, library, laboratory and health facilities for students;
- (d) The Students' Council shall meet at least once in an academic year, preferably in the beginning of that year.
- (e) The Council will function in an advisory capacity.

20. FACULTIES AND DEPARTMENTS:

- (1) The University shall have such Faculties of Studies as may be specified by the Statutes.
- (2) Every faculty shall have a Faculty Board. The members of the first Faculty Board shall be nominated by the Board of Management and shall hold office for a period of three years.
- (3) The powers and functions of a Faculty Board shall be prescribed by the Statutes.
- (4) The conduct of the meetings of a Faculty Board and the quorum required for such meetings shall be prescribed by the Statutes.
- (5) (a) Each Faculty shall consist of such Departments as may be assigned to it by the Statutes.
- (b) No Department shall be established or abolished except by the Statutes;

Provided that the Board of Management may, on the recommendation of the General Council, establish centres of studies to which may be assigned such teachers of the University as the Board of Management may consider necessary.

- (c) Each Department shall consist of the following members, namely:-
- i. teachers of the Department;
 - ii. persons conducting research in the Department;
 - iii. honorary and part-time Professors, if any, attached to the Department; and
 - iv. such other persons as may be members of the Department in accordance with the provisions of the Statutes.

21. BOARD OF STUDIES:

- (1) Each Department shall have two Boards of Studies, one for Post-Graduate Studies and the other for Under-graduate studies.
- (2) The constitution of a Board of Post-Graduate Studies and the term of office of its members shall be prescribed by the Statutes.
- (3) The functions of a Board of Post-Graduate Studies shall be to approve subjects for research for various degrees and other require-

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ments of research degrees and to recommend to the concerned Faculty Board in the manner prescribed by the Statutes;

- (a) courses of studies and appointment of examiners for post-graduate courses, but excluding research degrees;
- (b) appointment of supervisors of research;
- (c) measures for the improvement of the standard of Post-Graduate teaching and research; and

Provided that the above functions of a Board of Post-Graduate Studies shall, during the period of three years immediately after the commencement of the Act, be performed by the Department.

- (4) The constitution and functions of a Board of Under-graduate Studies and the term of office of its members shall be prescribed by the Statutes.

22. SELECTION COMMITTEE:

- (1) There shall be Selection Committee for making recommendations to the Chancellor for appointment to the posts of Provost, Director, Professor, Reader, Lecturer, Librarian and Principals of Colleges and Institutions maintained by the University.

.....27:-

- (2) The Selection Committee for appointment to the posts specified in Column 1 of the Table below shall consist of the Vice-Chancellor, the Provost, a nominee of the Chancellor and the persons specified in the corresponding entry in Column 2 of the said Table:

T A B L E

Director-

Not less than three eminent persons, not in the service of the University or members of the Board of Management or General Council to be nominated by the Board of Management out of the panel of not less than six names recommended by the General Council for their special knowledge of, or interest in, the subjects with which the Director to be appointed will be concerned.

Professor-

- i) The Head of the Department concerned, if he is a Professor.
- ii) One Professor to be nominated by the Vice-Chancellor.

iii) Three persons not in the service of the University, nominated by the Chancellor out of a panel of names recommended by the Academic Council for their special knowledge of, or interest in the subject with which the Professor will be concerned.

Reader/Lecturer-

- i) The Head of the Department concerned.
- ii) One Professor to be nominated by the Vice-Chancellor
- iii) Two persons not in the service of the University, nominated by the Chancellor out of a panel of names recommended by the General Council for their special knowledge of, or interest in the subject with which the Reader or lecturer will be concerned.

Librarian-

- i) Two persons not in the service of the University, who have special knowledge of the subject of Library/Science/Library Administration to be nominated by the Chancellor.

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- ii) One person not in the service of the University, nominated by the Board of Management;

Provost, Principal of Colleges or Institution maintained by the University; Inspector of Colleges.

Three persons not in the service of the University of whom two shall be nominated by the Chancellor out of a panel of names recommended by the General Council for their special knowledge of, or interest in educational administration relating to the type of College or Institution for which the post is meant.

NOTE 1

Where the appointment is being made for an inter-disciplinary project, the Head of the Project shall be deemed to be the Head of the Department concerned.

NOTE 2

The Professor to be nominated shall be a Professor concerned with the speciality for which the selection is being made and that the Vice-Chancellor shall consult the Head of the Department and the Dean of Faculty before nominating the Professor.

NOTE 3

The meetings of a Selection Committee shall be convened by the Vice-Chancellor or in his absence, by the Provost.

NOTE : 4

The Vice-Chancellor, or in his absence, the Provost shall preside at the meetings of a Selection Committee.

NOTE : 5

The procedure to be followed by a Selection Committee in making recommendations shall laid down in the Statutes.

NOTE : 6

If the Chancellor is unable to accept the recommendations made by the Selection Committee, he shall order a fresh selection.

NOTE : 7

Appointments to temporary posts shall be made in the manner indicated below:

- (i) If the temporary vacancy is for a duration longer than one academic session, it shall be filled on the advice of the Selection Committee in accordance with the procedure indicated in the foregoing clauses;

Provided that if the Vice-Chancellor is satisfied that in the interests of work it is necessary to fill the vacancy, the appointment may be made on a purely temporary basis by a local Selection Committee for a period not exceeding six months.

(ii) If the temporary vacancy is for a period less than a year, an appointment to such vacancy shall be made on the recommendation of a local Selection Committee consisting of the Dean of the Faculty concerned, the Head of the Department and a nominee of the Vice-Chancellor;

Provided that if the same person holds the offices of the Dean and the Head of the Department, the Selection Committee may contain two nominees of the Vice-Chancellor;

Provided further that in case of sudden casual vacancies of teaching posts caused by death or any other reason, the Dean may, in consultation with the Head of the Department concerned, make a temporary appointment for a month and report to the Vice-Chancellor and the Administrative Registrar about such appointment.

(iii) No teacher appointed temporarily shall, if he is not recommended by a regular Selection Committee for appointment under the Statutes, be continued in service on such temporary employment, unless he is subsequently selected by a local Selection Committee or Regular Selection Committee, for a temporary or permanent appointment as the case may be.

23. SPECIAL MODE OF APPOINTMENT:

- (1) Notwithstanding anything contained in Statutes 22, the Board of Management may recommend to the Chancellor to invite a person of high academic distinction and professional attainments to accept a post of Professor or Reader or any other academic post in the University, as the case may be, on such terms and conditions as it deem fit, and on the person agreeing to do so, the Chancellor shall appoint to the post.
- (2) The Board of Management may recommend to the Chancellor to appoint a teacher or any other academic staff working in any other University or organisation for undertaking a joint project in accordance with the manner laid down in the Statutes.

24. APPOINTMENT FOR FIXED TENURE:

The Board of Management may recommend to the Chancellor to appoint a person selected in accordance with the procedure laid down in the Statute 22, for a fixed tenure on such terms and conditions as it deems fit.

25. RECOGNISED TEACHERS:

- (1) The qualifications of recognised teachers shall be such as may be prescribed by the Statutes.
- (2) All applications for the recognition of teachers shall be made in such manner as may be laid down in the Statutes.

- (3) No teacher shall be recognised as a teacher except on the recommendation of a Selection Committee constituted for the purpose in the manner laid down in the Statutes.
- (4) The period of recognition of a teacher shall be determined by the Statutes made in that behalf.
- (5) The General Council may, by a special resolution passed by a majority of not less than two-thirds of the members present and voting, withdraw recognition from a teacher;

Provided that no such resolution shall be passed until notice in writing has been given to the person concerned calling upon him to show cause, within such time as may be specified in notice, why such resolution should not be passed and until his objections, if any, and any evidence he may produce in support of them, have been considered by the General Council.

- (6) Any person aggrieved by an order of withdrawal under Clause (5) may, within three months from the date of communication to him of such order, appeal to the Chancellor who may pass such orders thereon as he deems fit.

26. COMMITTEES:

Any authority of the University may appoint as many standing or special committees as it may

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deem fit, and may appoint to such committees persons, who are not members of such authority. Any such committee may deal with any subject delegated to it subject to subsequent confirmation by the authority appointing.

27. TERMS AND CONDITIONS OF SERVICE OF UNIVERSITY TEACHERS:

- (1) All the teachers of the University shall, in the absence of any agreement to the contrary, be governed by the terms and conditions of service as specified in the Statutes and the Regulations.
- (2) Every teacher of the University shall be appointed on a written contract, the form of which shall be prescribed by the Statutes. A copy of the contract shall be deposited with the Registrar.

28. SENIORITY LISTS:

- (1) Whenever, in accordance with the Statutes, any person is to hold an office or be a member of an authority of the University by rotation according to seniority, such seniority shall be determined according to the length of continuous service of such person in his grade, and, in accordance with such other principles as the Board of Management may, from time to time, prescribe.
- (2) It shall be the duty of the Registrar to prepare and maintain in respect of each class of persons to whom the provisions of the Statutes apply, a complete and up-to-date seniority list in accordance with the provision of Clause (1).

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- (3) If two or more persons have equal length of continuous service in a particular grade or the relative seniority of any person or persons is otherwise in doubt, the Registrar may, on his own motion or at the request of any such person, submit the matter to the Chancellor whose decision thereon shall be final.

29. REMOVAL OF TEACHERS.

- (1) Where there is an allegation of misconduct against, a teacher or a member of the academic staff, the Vice-Chancellor may, if he thinks fit, by order in writing, place the teacher under suspension and shall forthwith report to the Board of Management the circumstances in which the order was made and inform the Chancellor;

Provided that the Chancellor may, if he is of the opinion, that the circumstances of the case do not warrant the suspension of the teacher or a member of the academic staff, revoke such order.

- (2) Notwithstanding anything contained in the terms of his contract service of his appointment, the Chancellor shall be entitled to remove a teacher or a member of the academic staff on the ground of misconduct.

- (3) Save as aforesaid, the Chancellor shall not be entitled to remove a teacher or a member of the academic staff except for good cause and after giving three months notice in writing or on payment of three months' salary in lieu of notice.
- (4) No teacher or a member of the academic staff shall be removed under Clause (2) or under Clause(3) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him within those months.
- (5) The removal of a teacher or a member of the academic staff shall take effect from the date of which the order of removal is made;

Provided that where a teacher or a member of the academic staff is under suspension at the time of his removal, the removal shall take effect from the date on which he was placed under suspension.
- (6) Notwithstanding anything contained in the Statutes, a teacher or a member of the academic staff may resign by giving three months' notice in writing to the Chancellor or on payment to the University of three months' salary in lieu thereof.

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30. REMOVAL OF EMPLOYEES OTHER THAN TEACHERS OF THE UNIVERSITY:

- (1) Notwithstanding anything contained in the terms of his contract of service or of his appointment, an employee, other than a teacher or a member of the academic staff, may be removed by the authority which is competent to appoint the employee-
 - (a) if he is of unsound mind or is a deaf-mute or suffers from contagious leprosy;
 - (b) if he is an undischarged insolvent;
 - (c) if he has been convicted by a court of law of any offence involving moral turpitude and sentenced in respect thereof to imprisonment for not less than six months;
 - (d) if he is otherwise guilty of misconduct.
- (2) No employee shall be removed under Clause (1) until he has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him.
- (3) Where the removal of such an employee is for a reason other than that specified in Sub Clause (c) or Sub-Clause (d) of Clause (1), he shall be given three months' notice in writing or paid three months' salary in lieu of such notice.

(4) Notwithstanding anything contained in the Statutes, an employee, not being a teacher or a member of the academic staff, shall be entitled to resign -

(i) if he is a permanent employee, only after giving three months' notice in writing to the appointing authority or paying to the University three months' salary in lieu thereof;

(ii) if he is not a permanent employee, only after giving one months' notice in writing to the appointing authority or paying to the University one months' salary in lieu thereof;

Provided that such resignation shall take effect from the date on which the resignation is accepted by the appointing authority.

31. HONORARY DEGREES:

(1) The Board of Management may, on the recommendation of the General Council and by a resolution passed by a majority of not less than two-thirds of the members present and voting make proposals to the Chancellor for the conferment of honorary degrees;

Provided that in case of emergency, the Board of Management may, on its own, make such proposals.

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- (2) The Board of Management may, by a resolution passed by a majority of not less than two-thirds of the members present and withdraw, with the previous sanction of the Chancellor, any honorary degree conferred by the University.

32. WITHDRAWAL OF DEGREES, ETC.

The Board of Management may, by a special resolution passed by a majority of not less than two-thirds of the members present and voting, withdraw any degree or academic distinction conferred on, or any certificate or diploma granted to, any person by the University for good and sufficient cause.

Provided that no such resolution shall be passed until a notice in writing has been given to that person calling upon him to show cause within such time as may be specified in the notice why such a resolution should not be passed and until his objections, if any, and any evidence he may produce in support of them, have been considered by the Board of Management.

33. MAINTENANCE OF DISCIPLINE AMONG STUDENTS OF THE UNIVERSITY:

- (1) All powers relating to discipline and disciplinary action in relation to students of the University shall vest in the Vice-Chancellor.

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- (2) The Vice-Chancellor may delegate all or any of his powers as he deems proper to a Proctor and to such other officers as he may specify in this behalf.
- (3) Without prejudice to the generality of his powers relating to the maintenance of discipline, and taking such action, as may seem to him appropriate for the maintenance of discipline, the Vice-Chancellor may, in the exercise of his powers, by order, direct that any student or students be expelled, or rusticated, for a specified period, or be not admitted to a course or courses of study in a College, Institution or Department of the University for a stated period, or be punished with fine for an amount to be specified in the order, or be debarred from taking an examination or examinations conducted by the University, College, Institution or a Department for one or more years, or that the results of the student or students concerned in the examination or examinations in which he or they have appeared be cancelled.
- (4) The Principals of Faculties, Institutions, Heads of Special Centres, Deans of Faculties and Head of Teaching Departments in the University shall have the authority to exercise

all such disciplinary powers over the students in their respective Colleges, Institutions, Special Centres Faculties and teaching Departments in the University as may be necessary for the proper conduct of such Colleges, Institutions, Special Centres, Faculties and teaching in the Departments.

(5) Without prejudice to the powers of the Vice-Chancellor, the Principals and other person specified in Clause (4), detailed rules of discipline and proper conduct shall be made by the University. The Principals of Colleges, Institutions, Heads of Special Centres, Deans of Faculties and Heads of Teaching Departments in the University may also make the supplementary rules as they deem necessary for the aforesaid purposes. Every student shall be supplied with a copy of the rules made by the University and a copy of the supplementary rules shall be supplied to the students concerned.

(6) At the time of admission, every student shall be required to sign a declaration to the effect that he submits himself to the disciplinary jurisdiction of the Vice-Chancellor and other authorities of the University.

34. MAINTENANCE OF DISCIPLINE AMONG STUDENTS OF COLLEGES, ETC.

All powers relating to discipline and disciplinary action in relation to students of a College or an Institution not maintained by the University, shall vest in the Principal of the College or Institution, as the case may be, in accordance with the procedure prescribed by the Statutes.

35. ADMISSION OF COLLEGES, ETC. TO THE PRIVILEGES OF THE UNIVERSITY;

(1) Colleges and other Institutions situated within the jurisdiction of the University may be admitted to such privileges of the University as the Board of Management may decide on the following conditions, namely:-

(i) Every such College or Institution shall have a regularly constituted Governing Body, consisting of not more than fifteen persons approved by the Board of Management and including among others two teachers of the University to be nominated by the Board of Management and three representatives of the teaching staff of whom the Principal of the College or Institution shall be one. The procedure for appointment of members of the Governing Body and other matters affecting the

management of a College or an Institution shall be prescribed by the Statutes;

Provided that the said condition shall not apply in the case of Colleges and Institutions maintained by Government which shall, however, have an Advisory Committee consisting of not more than fifteen persons which shall consist of among others, three teachers including the Principal of the College or Institution, and two teachers of the University nominated by the Board of Management.

(11) Every such College or Institution shall satisfy the Board of Management on the following matters, namely:-

- (a) the suitability and adequacy of its accommodation and equipment for teaching;
- (b) the qualifications and adequacy of its teaching staff and the conditions of their service;
- (c) the arrangements for the residence, welfare, discipline and supervision of students;
- (d) the adequacy of financial provision made for the continued maintenance of the College or Institution; and
- (e) Such other matters as are essential for the maintenance of the standards of University education.

- (iii) No College or Institution shall be admitted to any privileges of the University except on the recommendation of the General Council made after considering the report of a Committee of Inspection appointed for the purpose by the General Council.
- (iv) Colleges and Institutions desirous of admission to any privileges of the University shall be required to intimate their intention to do so in writing so as to reach the Registrar not later than the 15th August, preceding the year from which permission applied for is to have effect.
- (v) A College or an Institution shall not, without the previous permission of the Board of Management and the General Council suspend instruction in any subject or course of study which it is authorised to teach and teaches .
- (2) Appointment to the teaching staff and Principals of Colleges or Institutions admitted to the privileges of the University shall be made in the manner prescribed by the Statutes;

Provided that nothing in this clause shall apply to Colleges and Institutions maintained by Government except in respect of (i) qualifications, (ii) work-load which shall be uniform in all Colleges & Institutions in accordance with the norms laid down by the UCC.

(3) The service conditions of the administrative and other non-academic staff of every College or Institution referred to in Clause (2) shall be such as may be laid down in the Statutes;

Provided that nothing in this clause shall apply to Colleges and Institutions maintained by Government.

(4) Every College or Institution admitted to the privileges of the University shall be inspected at least once in every two academic years by the Inspector of Colleges and the Report of the Inspector shall be submitted to the General Council, which shall forward the same to the Board of Management with such recommendations as it may deem fit to make. The Board of Management after considering the report and the recommendations, if any, of the General Council, shall forward a copy of the report to the Governing Body of the College or Institution or to the Advisory Committee of the College, as the case may be, with such remarks, if any, as it may deem fit for suitable action.

(5) The Board of Management may, after consulting the General Council, withdraw any privileges granted to a college or Institution, at any time it considers that the College or Institution, does not satisfy any of the conditions on the

fulfilment of which the College or Institution was admitted to such privileges;

Provided that before any privileges are so withdrawn, the Governing Body of the College or Institution concerned shall be given an opportunity to represent to the Board of Management why such action should not be taken.

(6) Subject to the conditions set forth in Clause (1), the Statutes may prescribe-

- i) Such other conditions as may be considered necessary;
- ii) the procedure for the admission of Colleges and Institutions to the privileges of the University and for the withdrawal of those privileges.

36. CONVOCATIONS:

Convocations of the University for the conferring of degrees or for other purposes shall be held in such manner as may be prescribed by the Statutes.

37. ACTING CHAIRMAN OF MEETINGS:

Where no provision is made for a President or Chairman to preside over a meeting of any authority of the University or any committee of such authority or when the President or Chairman so provided for is absent, the members present shall elect one from among themselves to preside at such meetings.

38. RESIGNATION:

Any member, other than an ex-officio member of the Board of Management, the General Council or any other authority of the University or any Committee of such authority may resign by letter addressed to the concerned Secretary and the resignation shall take effect as soon as such letter is received by the Secretary.

39. DISQUALIFICATIONS:

(1) A person shall be disqualified for being chosen as, and for being, a member of any of the authorities of the University -

(a) if he is of unsound mind or is a deaf-mute or suffers from contagious leprosy;

(b) if he is an undischarged insolvent;

(c) if he has been convicted by a court of law of an offence involving moral turpitude and sentenced in respect thereof to imprisonment for not less than six months.

(2) If any question arises as to whether a person is or has been subjected to any of the disqualifications mentioned in Clause (1) the question shall be referred for the decision of the Chancellor and his decision shall be final and no suit or other proceeding shall lie in any civil court against such decision.

40. RESIDENCE CONDITION FOR MEMBERSHIP AND OFFICE:

Notwithstanding anything contained in the Statutes no person who is not ordinarily^a resident in India shall be eligible to be an officer of the University or a member of any authority of the University.

41. MEMBERSHIP OF AUTHORITIES BY VIRTUE OF MEMBERSHIP OF OTHER BODIES:

Notwithstanding anything contained in the Statutes a person who holds any post in the University or is a member of any authority or body of the University in his capacity as a member of particular authority or body or as the holder of a particular appointment shall hold such office or membership only for so long as he continues to be a member of that particular authority or body or the holder of that particular appointment as the case may be.

42. ALUMNI ASSOCIATION:

- (1) There shall be an Alumni Association for the University.
- (2) The subscription for membership of the Alumni Association shall be prescribed by the Statutes.
- (3) All nominations to the Alumni Association shall be made by the Chancellor.

- (4) No member of the Alumni Association shall be entitled for nomination unless he has been a member of the Association for at least one year prior to the date of nomination and is a graduate of the University of at least five years standing;

provided that the condition relating to the completion of one year's membership shall not apply in the case of the first nomination.

43. STATUTES HOW MADE:

- (1) The first Statutes made under Sub-Section(2) of Section 27 of the Act may be amended, repealed or added to at any time by the Board of Management in the manner specified below.
- (2) No Statutes in respect of the matters enumerated in Section 26 of the Act other than these enumerated in Clause (r) thereof, shall be made by the Board of Management unless a draft of such instant has been proposed by the General Council.
- (3) The Board of Management shall not have power to amend any draft of any Statute proposed by the General Council under Clause (2) but may reject the proposal or return the draft to the General Council for re-consideration, either in whole or in part, together with any amendment which the Board of Management may suggest.

- (4) Where the Board of Management has rejected or returned the draft of Statute proposed by the General Council, the General Council may consider the question afresh and in case the original draft is reaffirmed by a majority of not less than two-thirds of the members present and voting and more than half the total number of members of the General Council the draft may be sent back to the Board of Management which shall either adopt it or refer it to the Chancellor whose decision shall be final.
- (5) Every Statute made by the Board of Management shall come into effect immediately.
- (6) Every statute made by the Board of Management shall be submitted to the Chancellor within two weeks from the date of its adoption. The Chancellor shall have the power to direct the University within four weeks of the receipt of the Statute to suspend the operation of any such Statute and he shall, as soon as possible, inform the Board of Management about his objection to the proposed Statutes. The Chancellor may, after receiving the comments of the University, either withdraw the order suspending the Statute or disallow the Statute and his decision shall be final.

44. REGULATIONS:

- (1) The General Council of the University may make Regulations consistent with the Act, and the Statutes.
 - (a) laying down the procedure to be observed at their meetings and the number of members required to form a quorum;
 - (b) providing for all matters which are required by the Act and the Statutes to be prescribed by Regulations;
 - (c) providing for all other matters solely concerning such authorities or a committee appointed by them and not provided for by the Act and the Statutes.
- (2) Every authority of the University shall make Rules providing for the giving of notice to the members of such authority of the dates of meetings and of the business to be considered at meetings and for the keeping of record of the proceedings of meetings.
- (3) The Board of Management may direct the amendment in such manner as it may specify, of any Regulation made under the Statutes or the annulment of any such Regulation.

45. DELEGATION OF POWERS:

Subject to the provisions of the Act and the Statutes, any officer or authority of the University may delegate his or its powers to any other officer or authority or person under his or its respective control and

subject to the condition that overall responsibility for the exercise of the powers so delegated shall continue to vest in the officer or authority delegating such powers.

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achatterjee/
9.4.1987

WHO'S WHO IN THE PLANNING COMMITTEE

DAS, BIDHUBHUSAN, M.A. (Patna), A.M. (Columbia), B.Litt. (Oxford),
CHAIRMAN B.E.D.I. (Washington)

Presently : Educational Adviser, Govt. of Nagaland.

Formerly : 1) Vice-Chancellor, Utkal University.
2) Director of Public Instruction, Orissa.
3) Director of State Institute of Education, Orissa.
4) Professor of English and Dean, Faculty of Arts, Tribhuvan, Utkal, Berhampur & Ranchi University.
5) Principal, Ranchi University College and Treasurer, Ranchi University.
6) Principal, Ravenshaw College.
7) Visiting Professor of Education, North Eastern Hill University.
8) Vice-Chairman, UNESCO Regional Conference on Educational Buildings, Colombo.
9) Member, National Integration Samiti for Schools.
10) Indian Programme Committee of Asian Institute for Educational Planning and Administration - Member.
11) Member, National Committee for Adult Education.
12) *Member, Royal Commission for Reform of Higher Education, Nepal*

Membership : 1) Fellow, Economic Development Institute, Washington.
2) Modern Language Association, U.S.A.
3) President, Indian Association for English Studies and Chief Editor, Indian Journal of English Studies.
4) President, Indian Education Conference.
5) Life Fellow, Utkal University Senate.
6) *Member, English Advisory Committee, Central Sahitya Akademi.*

Permanent Address : A-215, Sahidnagar, Bhubaneswar, Orissa.

SHARMA, K.D., M.A. (Panjab) - MEMBER

Retired Joint Secretary, University Grants Commission, New Delhi.

Experience : Over 34 years in educational administration and Planning, particularly university education.

Presently : Offering consultation on matters concerning University education and administration.

Address : 5, Miranda House, New Delhi.

SINHA, DURGANAND, M.A., M.Sc. (Contab), Cambridge - MEMBER

- Presently : National Fellow, Allahabad University.
- Formerly : 1) Director, A.N. Sinha Institute of Social Studies, Patna.
- 2) Professor of Psychology and Head of the Department, Allahabad University.
- 3) I.C.S.S.R., National Fellow.
- 4) Visiting Professor (Research), ETS, Princeton, U.S.A.
- 5) U.G.C. National Fellow.
- 6) President, International Association of Cross Cultural Psychology (1980-82).

KHARE, HARISH CHANDRA, M.Sc. (Allahabad), Ph.D (McGill, Montreal, Canada) - MEMBER

- Presently : Professor of Mathematics & Statistics and Dean, Faculty of Science, Allahabad University.
- Membership : 1) Member, University Grants Commission.
- 2) President, Indian Mathematical Society.
- 3) Member, Executive Council, Jawaharlal Nehru University, New Delhi; Central University, Pondicherry and Banaras Hindu University, Varanasi.
- 4) Member of Indian Panel, Indo-U.S. Sub-Commission on Education and Culture.
- 5) Member, Society of the Indian Institute of Advanced Study, Simla.
- Address : Dean, Faculty of Science, Allahabad University, Allahabad.

DAS, ASIT KARAN, M.Sc. (Allahabad), Ph.D. (Illinois) - MEMBER

- Presently : Professor & Head, Department of Zoology, Visva Bharati University, Santiniketan, West Bengal.
- Membership : 1) Member, Biology Panel, University Grants Commission.
- 2) Vice-President, Indian Society of Correlative Animal Physiologists (ISCAP).
- 3) Admitted to the Fellowships of the Zoological Society of India (ZESI).

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