Summary Report on the Regional COHSSIP Conferences
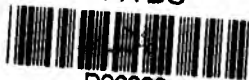
December 1977—March 1978

University Grants Commission
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FOREWORD

The College Humanities and Social Sciences Improvement Programme (COHSSIP) was initiated by the University Grants Commission during the Fifth Plan to innovate, enrich, modernise and make relevant the teaching, learning and evaluation process at the under-graduate level, in the affiliated colleges that constitute about 80 per cent of the basic structure of the university education in the country. Of about 4,000 affiliated colleges, 126 colleges had been initially selected under the programme. An All-India Conference of COHSSIP Co-ordinators was sponsored by the Commission in 1977 to evaluate what the colleges had done under the programme, to explore the possibilities of further diversifying their activities and to prepare a working guideline for the operation of the scheme during the next two years. On the recommendation of the Conference the Commission further organised five regional conferences between December 1977 and March 1978. These conferences were attended by about 400 teachers representing 12 percent of the COHSSIP colleges in the country.

The present report provides an analysis of the recommendations of these conferences. It is in the form of a monograph on the 'Why, What and How' of College Humanities and Social Sciences Improvement Programme based on the combined wisdom, experience and expertise of hundreds of teachers, principals and other specialists covering the entire spectrum of under-graduate education in the country. A substantial contribution in the preparation of the report had been made by Dr. S. P. Tewarson, Principal, Lucknow Christian College and his colleagues amongst whom the name of Dr. J. W. Crump deserves special mention. Dr. N. Venkatasubramaniam, Principal, Vivekananda College, Madras has helped the Commission by checking the manuscript. The Commission is grateful to all of them. We hope, this document will prove to be an invaluable guide to all the colleges and universities in as much as the improvement of the quality of under-graduate education is concerned.

Satish Chandra
Chairman

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APPENDICES

BACKGROUND AND DEVELOPMENT OF COHSSIP

With the aim of improving the quality of instruction in the humanities and social sciences in Indian colleges, the University Grants Commission (UGC) established during the Fifth Plan, the College Humanities and Social Sciences Improvement Programme (COHSSIP).

Nature and Purpose of COHSSIP

COHSSIP provides opportunities for change and innovation within the frame work of the existing system, for modernising and up-dating university syllabi in cooperation with the appropriate academic bodies of the universities and for increasing the practical orientation of teaching and learning. More specifically, the programme is designed to :

  (i)   enable students to study the subject matter in greater depth and to participate directly in the teaching-learning process;

  (ii) to help students use all available tools and teachniques for analysing problems in the fields of their studies;

  (iii) to foster a spirit of enquiry and testing of knowledge against the reality of the human condition and the socio-economic problems of their communities.

From its inception, COHSSIP was conceived of as a "catalytic agent" or "seed programme". That is direct participation would be limited to a few selected colleges, but with the expectation that the ideas, techniques, materials, etc. resulting from the scheme would gradually be adopted by a much larger segment of the nation's colleges. Selection of colleges for participation in COHSSIP has been based, *inter-alia*, upon five characteristics of the college :

  (i)   the excellence of its teaching faculty;

  (ii) its student-teacher ratio;

  (iii) the results achieved by its students in university examinations;

  (iv) the strength of its library;

  (v)   the quality of its proposal for local implementation of the COHSSIP scheme.

Those colleges selected are eligible for a grant of upto Rs. three lakhs for a period of three years. The purpose of the grants is to strengthen teaching, initiate tutorial and seminar work, prepare reading materials and bibliographical notes and introduce internal assessment. It is expected that colleges will supplement their teaching in several ways : through appointment of additional staff specifically for that purpose, use of postgraduate and research students on the rolls of the college and inviting guest lecturers from other colleges or university.

First Plenary Conference: COHSSIP Guidelines

The COHSSIP really began with a conference in December, 1974, which was attended by the principals of the first 40 COHSSIP colleges. A set of guidelines for implementation of COHSSIP was prepared at this conference and subsequently approved by the UGC. These guidelines continue to play a highly formative role in the development of COHSSIP and consequently they are reproduced below in entirety.

GUIDELINES FOR IMPLEMENTING COLLEGE HUMANITIES AND SOCIAL SCIENCES IMPROVEMENT PROGRAMME (COHSSIP)

1. Objectives of the programme

The purpose of the College Humanities and Social Sciences Improvement Programme is to strengthen and enrich the teaching, learning and examination processes in the Humanities and Social Sciences at the undergraduate level in the College and to provide opportunities for change and innovation within the framework of the existing curriculum. Enrichment of the curriculum and experimentation should ultimately provide a framework for determining and updating the syllabus in cooperation with the concerned academic and other concerned bodies of the universities.

2. Maximum utilisation of existing resources

A deliberate and concerted effort should be made to make the maximum use of available resources. Particular mention may be made in this connection of the library facilities which are central to the improvement of teaching and learning in the Humanities and Social Sciences. The library hours should be extended to 12 hours a day. An attempt should be made to see that books and journals already available in the library are used to the best advantage both by teachers and by students.

Overtime allowance to the library staff should be avoided and extensive use should be made of the students' help in this connection. A suitable honorarium could be paid to the students for this purpose.

It should be possible for all the colleges to so devise the College programme that maximum use is made of the space already available in the college. This is particularly important because assistance will not be available under the COHSSIP for construction of buildings. Staggering of the time table could provide opportunities for better and more intensive use of available space.

3. Optimum use of common facilities

Physical and material facilities already available in the Colleges should be used by all the departments of the colleges. Particular mention

may be made of the audio-visual equipment and duplicating facilities which exist in some departments of the colleges. No department should have exclusive ownership on any item of equipment made available in the colleges. In order to maximise the use of existing materials and facilities, all equipment should be centralized and for this it may be necessary to provide some support to the colleges to organize service to individual departments according to their needs. Students could again be used here for part-time assistance. The colleges should try to train four or five teachers in the operation of audio-visual aids. This training could be arranged locally and within the expertise already available in the science departments and it should not take long.

4.   Tutorials and seminars

Tutorials and seminars, to be meaningful and productive, will have to organize on an institutional basis. Every student should know in advance the number of tutorials he has to attend in a course. The student should also know the assessment of his work in the tutorial and this assessment, wherever possible, should form a part of the total assessment of the student. It was recognised that some universities do not have any provision for internal assessment. The colleges may institute a certificate of their own which would include an account of cumulative records of the students in various subjects. This certificate should be issued to every student at the time of his leaving the college.

The programme of teaching in every course should be planned and announced to the students at the beginning of each term. The list of topics to be covered either by lectures or by tutorials may be indicated and synopsis of each lecture, including comprehensive and graded bibliographical note may be cyclostyled and circulated amongst the students well in advance of the actual teaching work. These notes will have to be revised periodically. Assistance in this behalf could be provided by students who could be paid for the work done by them.

Tutorial work should not necessarily mean mere teaching periods, lecture periods could be reduced with advantage and tutorial period could take their place in the general scheme of teaching.

It may be necessary to employ additional part-time staff to cope with the tutorial work. For this purpose also post-graduate and research students in the colleges may be employed and if the college does not have such students on its own rolls, post-graduate and research scholars from other institutions and the neighbouring university could be invited to help in the tutorial work of the college on the basis of a suitable honorarium. Honorarium to existing teachers for any work under the COHSSIP should be avoided at all costs.

Special provision of remedial teaching should be undertaken to enable the students not only to improve their capacity for comprehension

and expression in the language concerned, but also in understanding courses in other subjects.

5.   Practical orientation in the courses

Even within the existing system and the existing courses, it should be possible to give practical orientation to some courses and to at least some parts of some courses. The teachers should prepare materials for practical orientation courses, teach them accordingly and help students to better comprehend their courses to ultimately provide the groundwork for reforming the university syllabus.

While short surveys in the neighbourhood would be all right, it may not be necessary to undertake long-term projects which may involve extensive touring and may have only a remote bearing on the existing curriculum. Limited field work in some subjects may be necessary, but it should not be extended to courses where it is not so essential, e.g. extended excursions and long tours in the case of disciplines like languages, philosophy, etc.

6.   Internal assessment

Internal assessment in connection with the certificates to be issued by the colleges should stimulate the students and teachers to do better work. For internal assessment it will be necessary to employ a variety of questions, e.g. short answer questions, multiple choice questions, true-false questions and short examinations without previous warning. It would be possible for every department to prepare a question bank in each subject, and this could be supplemented and refined by cross references with the question banks prepared by other colleges/universities under this scheme. It may be possible ultimately to finalize a question bank in a given subject and bring it out for the benefit of students of all colleges.

7.   Improvement of reading habits

Special efforts will have to be made to improve the reading habits of students. For this purpose it may be necessary to provide to the students (a) notes on bibliographies; (b) duplicated periodical literature, and (c) regional language translations of materials that appear in English periodicals. The teachers should arrange seminars where their own students together with postgraduate and research scholars in and around the college could periodically review new books in the subject.

All the students should be oriented to the college library and instructed in the use of the library services. It is also important that the students know right from the beginning how to locate reading materials in the library, how to consult dictionaries and encyclopedias and how to collect references for topics of their tutorials.

8. Self-assessment

The College should undertake every year a rigorous self-evaluation of the programmes undertaken by it under COHSSIP and the operation of the scheme may be modified in the light of the evaluation.

The Khandala Conference

After nearly two years of COHSSIP experience, the UGC sponsored an All-India Conference of COHSSIP Co-ordinators. The aim was to evaluate what colleges had done under the programme, explore possibilities of further diversifying their activities, to begin a meaningful dialogue between COHSSIP Colleges, and to prepare a working guideline for the operation of the scheme during the next two years. Held at the St. Xavier's Villa, Khandala, in January, 1977, the conference was attended by representatives of 77 of the 105 COHSSIP Colleges. Even at this early stage of its implementation, many colleges reported that the COHSSIP had helped to create an atmosphere conducive to academic innovation. Among the specific changes and innovations reported were a variety of deviations from the traditional lecture method, including interdisciplinary programmes and project work. Libraries and library usage were improved, audio-visual aid facilities extended and extensive written materials were prepared, including many translations into vernacular languages. Some colleges had introduced special programmes for backward students and nearly all reported an attempt at introducing a system of continuous internal assesment.

Hindrances to effective implementation of COHSSIP also received their share of attention at Khandala. These ranged from a variety of budgetary and procedural problems to appeals for additional grants to fund a variety of proposed programmes. In an attempt to deal with these obstacles, the Khandala delegates formulated a list of 13 recommendations and these, in turn, were adopted by the UGC at its next meeting.

RECOMMENDATIONS OF THE KHANDALA CONFERENCE FOR MORE EFFECTIVE IMPLEMENTATION OF COHSSIP

1. The COHSSIP should cover all students and form an integral part of the normal study programmes at all colleges. Colleges should not disqualify students whose performance in COHSSIP schemes is not up to the mark. Although for purposes of better organization, the COHSSIP may initially be implemented as a separate and independent programme, care should be taken to ensure that its approaches and its gains are absorbed into the normal patterns of the teaching-learning-assesment processes adopted.

2. Teachers at COHSSIP colleges should do their best to adopt sophisticated methods of testing and devaluation. They could be encouraged to take courses in modern techniques of evaluation.

3. No financial incentives should be offered to teachers and students for executing COHSSIP assignments. To encourage teachers, accent should be placed on faculty improvement programmes proposed by colleges.

4. Grants sanctioned for non-recurring items and not exhausted during the specified academic year may be carried forward to the following academic year. Grants for books should normally be spent during the specified academic year; but they may be carried forward to the next year only in special circumstances. Colleges can make re-adjustments in the allocation of grants under different heads of budget in an approved programme to the extent of 10% of the total grant for the year. However, major readjustments in allocation in an approved programme can only be made after a revised proposal incorporating the changes is approved by the UGC.

5. Teaching Assistants appointed under the COHSSIP should preferably be post-graduate or research students. First degree holders can be appointed for this work only after securing the approval of the UGC. However, this category of Teacher Assistant should be genuinely considered to be least acceptable.

   Remuneration paid to persons holding a B.A. or B.Com. degree for clerical or computational work done under the COHSSIP should be adjusted against the provision made under the budget head of 'Office Assistant' and not 'Teaching Assistant'.

   Colleges may make provision for the appointment of one or two part-time office assistants/typists; but they should not appoint full-time office staff under the COHSSIP.

8. Expensive equipment which consumes a substantial part of the budgetary provisions should not be purchased under the COHSSIP. The purchase of Xerox machines, for instance, will not be permitted.

9. Regular annual or half-yearly COHSSIP conferences or orientation programmes for smaller groups, regions, zones, etc. should be sponsored by the UGC through COHSSIP colleges.

10. A quarterly, *COHSSIP Newsletter*, for sharing news and views should be started. Professor I. M. Jayakar of the Ramnarain Ruia College, Bombay, could be requested to undertake this project.

11. As autonomy is necessary to assure a satisfactory implementation of the new methods of teaching and evaluation under the COHSSIP, every COHSSIP college should try to prepare itself for the task of functioning as an autonomous institution.

12. For the present, the COHSSIP will continue to be, as planned earlier, a three-year programme.

13. A set of guidelines for the conduct of study tours under the COHSSIP should be formulated. In the meantime, this programme should not be given high priority.

Regional COHSSIP conferences

Presently, there is a total of 126 colleges who have been selected for participation in COHSSIP. These colleges are scattered throughout sixteen states and are affiliated with 44 different universities. A complete list of the participating colleges is included in Appendix I.

Of the several recommendations of the Khandala Conference, one called for direct action by the UGC, namely, the sponsorship of regular COHSSIP conferences for smaller groups, regions, or zones. The Khandala delegates felt that these conferences should concentrate upon the actual improvement of classroom teaching and learning. Consequently, they should involve classroom teachers from as many of the 126 COHSSIP colleges as possible. The remainder of this report is devoted to a description and analysis of the first set of these smaller meetings: the Regional COHSSIP Conferences of 1978.

THE REGIONAL COHSSIP CONFERENCES PLANS AND PROGRAMMES

Acting upon the recommendation of the Khandala Conference, the UGC sponsored a series of five regional COHSSIP Conferences during the period from December, 1977 to March, 1978. Initial planning of the conference was done by a steering committee composed of two UGC representatives, Dr. J. N. Kaul and Mr. C. M. Ramachandran, Fr. L. Pereira, Principal of St. Xavier's College, Bombay and UGC consultant and representatives of three of the host institutions for the conferences: Dr. N. Venkatasubramanian, Principal, Vivekananda College, Madras; Br. Amrita Chaitanya, Principal, Ramakrishna Mission Residential College, Narendrapur (W. Bengal) and Mrs. D. Chandra, Vice-Principal, Kanoria Mahila Mahavidyalaya, Jaipur. The theme chosen for the regional conferences was "COHSSIP and the Teaching of Social Sciences and Humanities", in keeping with the feeling at Khandala that these conferences should concentrate on actually improving teaching and learning in the classroom. Each of the 126 COHSSIP colleges was invited to send three teachers as delegates to the appropriate regional conference. These teachers were to be chosen from three different departments among the following: Commerce, Economics, English, History, Philosophy, Politics, Psychology and Sociology. A report on implementation of COHSSIP was requested in advance from each of the participating colleges.

Regional organization

Information concerning the geographic boundaries of the five regions, the places and dates for the regional conferences and the number of COHSSIP colleges in each region is collected in Table I. In each case the principal of the host college served as the convenor of the conference:

It is apparent from Table I that response to the regional conferences was excellent. Representatives from 110 COHSSIP colleges participated in the conferences, i.e., more than 87% of the 126 eligible colleges.

Participants

Nearly 400 teachers participated in the five regional conferences in addition to resource personnel, UGC officials and representatives from other regions. The breakdown of delegates by region and by subject area is shown in Table II. A complete list of the names of the participants in each conference, arranged according to the college which they represent will be found in Appendix II.

A major share of the conference time was devoted to subject-wise group discussions. The topics suggested for these discussions included:

(i)   Preparatory work required of students and teachers.

TABLE I

COLLEGE PARTICIPATION AT COHSSIP REGIONAL CONFERENCES

Region	Conference Place and Date	States	COHSSIP Colleges	
			Total*	Part*
Northern	Khalsa College,	Haryana	6	3
	Amritsar	Himachal Pradesh	1	1
	29-31 December, 1977	Punjab	7	6
	Total for Northern Region		14	10
Southern	Vivekananda College,	Andhra Pradesh	10	9
	Madras	Karnataka	4	2
	16-18 January, 1978	Kerala	9	9
		Tamil Nadu	15	13
	Total for Southern Region		38	33
	Ramakrishna Mission	Assam	2	2
Eastern	Residential College,	Bihar	3	3
	Narendrapur	Orissa	8	7
		West Bengal	5	5
	Total for Eastern Region		18	17
Western	Kanoria Mahila Maha-	Gujarat	12	11
	vidyalaya, Jaipur	Maharashtra	17	14
	24-26 February, 1978	Rajasthan	2	2
	Total for Western Region		31	27
Central	Lucknow Christian	Madhya Pradesh	8	6
	College, Lucknow	Uttar Pradesh	17	17
	28-30 March, 1978			
	Total for Central Region		25	23

(ii) Selection of appropriate methods for teaching a particular topic; student participation.

(iii) Better use of books, library; preparation of bibliography; production of reading materials in regional languages.

(iv) Evaluation of teaching and learning.

(v) Introducing social relevance.

(vi) Remedial teaching; use of part-time teachers.

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*These columns show the total number of COHSSIP colleges for a state or region and the number participating in the conference respectively.

Conference	Convenor
Northern Regional	Sardar G. S. Shergill, Principal, Khalsa College, Amritsar
Southern Regional	Dr. N. Venkatasubramanian, Principal, Ramakrishna Mission, Vivekananda College, Madras
Eastern Regional	Dr. Amrita Chaitanya, Principal, Ramakrishna Mission Residential College, Narendrapur
Western Regional	Miss H. Prabhu, Principal, Kanoria Mahila Mahavidyalaya, Jaipur.
Central Regional	Dr. S. P. Tewarson, Principal, Lucknow Christian College, Lucknow.

TABLE II
PARTICIPANTS IN THE REGIONAL COHSSIP CONFERENCES

Region	Comm.*	Econ.	Lang.*	Hist.	Phil.	Poli.	Psyc.	Soci.	Misc.*	Region Total
Northern		6	13/1		—	9			5	43
Southern	13	25	21/2		4	5	1	2	5	104
Eastern		8	16/3	7	2	7	3	1	1	32
Western		17	NA	9	NA	NA	11	NA	—	80
Central	8	17	13/10	7	2	1	6	3	2	79
Total	36	75			8	32	24	16	13	368

Reports of the subject-wise discussions were prepared and presented to the delegates. In some cases, time was also provided for discussion of these reports. The major findings of the subject-wise discussion groups are discussed in Chapter IV.

Resource persons

Northern Conference

Mrs. Jyoti Dilip Vora, Department of Sociology, SNIT College for Women, Bombay.

Dr. R. S. Johar, Professor of Economics, Guru Nanak Dev University, Amritsar.

*Notes: 1. Abbreviations: Comm. = Commerce; Econ. = Economics;
Lang. = Languages: Hist. = History; Phil. = Philosophy
Poli. = Politics or Political Science; Psyc. = Psychology;
Soci. = Sociology; Misc. = Miscellaneous.

2. Under this designation, the first number denotes English teachers; the number after the slash bar (/) represents teachers of Hindi and regional languages.

3. The miscellaneous category includes principal and other administrators plus a few less common subject areas (education, geography, statistics).

4. Not Available.

Dr. K. R. Bombwall, Professor & Head, Political Science, Guru Nanak Dev University, Amritsar.

Southern Conference

Dr. Amarchand, Reader in Commerce, University of Madras

Dr. R. Balasubramanian, Professor of Philosophy, University of Madras

Dr. N. S. Prabhu, English Studies Officer, The British Council, Madras

Thiru V. Subramanian, Special Officer for English, Office of the Director of Collegiate Education, Madras.

Eastern Conference

Professor Dhiresh Bhattacharya, Department of Economics, University of Calcutta.

Professor P. Lal, Department of English, University of Calcutta

Dr. N. Sarkar, Department of History, University of Jadavpur

Western Conference

Dr. S. Lokanathan, Department of Physics, University of Rajasthan

Professor V. V. John

Mr. Harish Pant, British Council, New Delhi.

Central Conference

Dr. J. N. Kapoor, Professor of Mathematics, I I T, Kanpur

Dr. J. B. Sinha, Department of Commerce, University of Lucknow

Professor R. R. Verma, Department of Philosophy, University of Lucknow

Mr. Harish Pant, British Council, New Delhi

Outstanding lectures

Several of the resource persons delivered key addresses to the conferences in which they shared their own thoughts concerning how the teaching of humanities and social sciences can be imporved. Only a few selected highlights from these lectures can be included here.

The most frequently stressed point in these lectures was the need for a greater number of committed teachers.

Different points of view were expressed concerning changes in the educational system. Dr. Lokanathan spoke of the importance of autonomous institutions with the freedom to introduce different syllabi and with their own internal assessment system to serve as a means of feed-

back to both students and teachers. Dr. Kapoor, however, stated that the clamour for change in the educational system is only lowering the morale of both teachers and students. What is needed is a higher standard of teaching *within* the present system. A call for change in the syllabus, with particular reference to English, was sounded by Prof. P. Lal. Writings must be chosen which reflect Indian conditions which are familiar to Indian students.

Various approaches to innovative teaching were mentioned, including the use of audio-visual aids, field trips, newspaper and other "familiar" sources, etc.

Professor Bhattacharya emphasized the need for students to be confronted with problems which require the development of analytical skills. Dr. Balasubramanian, for example, said that the aim of studying philosophy must be able to analyse new problems and not simply to know something about particular problems, theories. In a related vein, Dr. Kapoor spoke of the need for students to develop a wholistic view of the subject. It is less important for a teacher to cover the course than to uncover it; better skill, the teacher must help the student to discover the subject for himself or herself.

The importance of being clear about the objective of our teaching, i.e. what performance we expect from our students, formed a major theme in the address by Dr. Balasubramanian. Furthermore, he illustrated his contention by first defining a set of objectives for the teaching of philosophy and then proceeding to outline a series of courses and teaching methods which he felt would accomplish these objectives.

Conference papers

Approximately 25 papers were presented by delegates to the different conferences for discussion either in plenary sessions or in subject-wise discussion groups. Only a few of the ideas presented in these papers can be described here.

The sentiments of many delegates were reflected in the references by one delegate to the three dimensional challenge facing teachers today in the field of higher education. The rapidly growing subject matter itself poses a challenge; the changing student psychology and attitudes create new problems; and the rigid system of education and curriculum presents a formidable barrier. The challenge is for us as teachers to continue to grow, for "anything that grows, changes in growing—either it changes or it dies."

More than half of the papers dealt, directly or indirectly, with the lecture method as a medium of instruction. It was praised by some and condemned by many. It continues to hold an important place because it has its own advantages, viz., a good lecture fulfills the need to motivate students to learn, to clarify points, to review the available literature and

to present a substantial amount of information for a group. Others felt that most of us adopt lecturing as our only teaching method because:

(1) We lack training in other methods.

(2) It is an easy method to adopt; the lecturer has complete control of the classroom situation.

(3) Many colleges have insufficient facilities to use other teaching aids.

(4) Lecturing provids a safe shelter for students; for reasons of language, shyness, lack of preparation, they may find discussions or seminars too demanding.

The most consistent criticism of the lecture method was its lack of involvement of the students (they "not only sleep intellectually but sometimes physically also") and the consequent discouragement of students learning on their own.

Various alternative teaching methods were suggested including discussions, tutorials, seminars, projects, role-playing etc., all of which involve much greater student participation.

The design of a teaching method, or classroom strategy, cannot be carried out adequately without first analysing those factors which have a direct bearing upon the method used:

(1) The *objectives* of teaching the particular lesson or unit;

(2) The nature of the material to be taught;

(3) The particular needs of the students, including their entry skills and knowledge;

(4) Availability of time;

(5) The skill and experience of the teacher and the available resources.

Too often, we tend to concern ourselves only with the nature of the material (which we assume is best taught in the same way it was taught to us) the availability of time (which is always "too short") and the available resources (which we consider inadequate). In the background is the unspoken recognition that we lack experience (and perhaps even skill) in teaching techniques. We consider our students' backgrounds to be inadequate, but we do not really assess their entry levels and we find it difficult to redesign our strategies to start from where they are.

The most difficult question which we face as teachers, however, is to clearly and adequately define what our objectives are. We need both general and specific objectives for each topic. The general objectives should include the development in students of qualities such as the ability to analyse, interpret and synthesise. The specific objectives, however, should specify the "terminal behaviour" expected of students i.e., what they are expected to be able to *do* or *perform* as a result of the course.

Only if these objectives are properly spelled out can the performance of students be evaluated adequately, for either students can do what is expected or they cannot. Evaluation in this context becomes an integral part of the teaching process. It reinforces learning and guides the student in knowing what objectives he/she has yet to master.

The importance of evaluation was also pointed out in another context, in which the educational process is seen as consisting of four closely related and interdependent components : the syllabus, teaching methodology, learning and evaluation. Any improvement in teaching necessarily means a change or improvement in all four areas.

The need for an interdisciplinary approach to teaching was emphasised in several papers. This approach should help students learn to look at life experiences and problems not from the standpoint of a specific discipline but as an integrated whole.

Professor C. L. Dhamija of D. A. V. College, Chandigarh suggested a team approach to lecture and tutorial work. Instead of independently teaching several different sections of the same course, these students are combined into one large group for lectures and split into much smaller groups for tutorial work. The selected teachers are divided in their time, as some are likely to be freed up to consult and confer in consultation with the other teachers who will handle the tutorials. All of the team mates are expected to contribute their best. The advantages identified in this approach include :

(1) With fewer lectures (and with his/her colleagues in attendance) the lectures are much more carefully planned;

(2) The team approach assures close coordination between lectures and tutorials as well as better planning of the course as a whole;

(3) Students receive more individual attention;

(4) Colleagues are expected to mark constructive suggestions to help the lecturer improve his/her teaching.

Unique features of individual conferences

Each Regional Conference had, of course, its own distinctive fervour. The most unique features, however, were the actual teaching demonstrations presented at three of the conferences.

The Southern Regional Conference featured a session in which different teaching techniques, "minus the chalk and talk method", were demonstrated. Six such classes were held for this special purpose in the subject areas of Commerce, Economics, English, History, Philosophy, and Sociology. In the Sociology class, for example, a new "feedback method" was demonstrated. That is, a set of students returning from

field study explained their project and what they had learned by their "outdoor method field trip" to a class of students who had not undergone this exposure technique.

In a similar manner, eleven classes were held during the Western Regional Conference. The classes were of one hour's duration and delegates were free to move from class to class. Later, there was an opportunity for discussion of the classroom situations and some suggestions were offered for making classroom presentations more effective.

A "Micro Teaching Demonstration" and evaluation at the Central Regional Conference provided delegates with an opportunity to formally evaluate a specific class session. Professor J. P. Misra of Lucknow Christian College presented a 15-minute conventional "chalk-and-talk" lecture; after a brief pause, he continued his lecture with the use of audio-visual aids. During the pause, delegates were asked to fill out a questionnaire entitled "Evaluation of a Specific Class Session by an Observer". After the second portion of the lecture, they were asked to evaluate the second portion of the lecture in the same manner. Results of the two evaluations were summarized and distributed to delegates during the conference. The questionnaire was very similar to one which had been used for student evaluations of teaching, copies of which were also provided to delegates.

Exhibitions

Each conference featured an exhibition of academic books related to the subject areas represented in the COHSSIP. Audio-visual materials were also included in some of the exhibits. As many as 18 different book publishers displayed their publications at the Southern Conference.

Colleges which have had established COHSSIP schemes were invited to submit COHSSIP-related materials for exhibition at each conference also. These included cyclostyled lecture notes, examination materials for internal assessment, lists of visiting speakers, programmes from cultural events, reports of field trips and student research projects, award certificates and a host of other material. These exhibitions were especially valuable to colleges which have only recently been selected for participation in COHSSIP.

List of essential books

At each of the regional conferences, the subject-wise discussion groups were asked to prepare a list of the most essential books for the teaching of undergraduate courses in their particular subject area. The purpose of these lists is to serve as a guide for the improvement of library facilities in COHSSIP Colleges. Due to differences in the university syllabi from one region to another as well as regional language differences, no attempt was made to compile a single list for all of India. Interested colleges may obtain a copy of the lists for their particular region upon request from the University Grants Commission.

THE COLLEGE COHSSIP REPORTS

Prior to each Regional Conference, the COHSSIP colleges of that region were asked to submit a report describing the implementation of COHSSIP in their individual colleges. The steering committee for the conference had specified eleven items which were to be highlighted in these reports and each of these items is taken up individually in this chapter. The reports from each region were duplicated, compiled and furnished to all delegates at that Regional Conference. Altogether, reports were received from 81 of the COHSSIP colleges, or nearly two-thirds of the total of 126. Table III shows that the percentage of colleges responding in each region was virtually the same. Thus, they probably are fairly representative of the total group of COHSSIP colleges.

TABLE III

NUMBER OF COHSSIP COLLEGES SUBMITTING IMPLEMENTATION REPORT
(BY REGION)

Region	Number of Colleges Reporting	COHSSIP Colleges in Region	Percentage of Colleges Reporting
Northern	9	14	64
Southern	23	38	61
Eastern	11	18	61
Western	21	31	68
Central	17	25	68
Total	81	126	64

In attempting to summarize these 81 reports in this brief chapter, two principal goals have guided the selection of what should be included. These goals were :

1. To provide a broad overview of the present state of implementation of COHSSIP throughout India;

2. To create increased awareness of some of the more unique educational experiments which have been attempted in the hope that this will stimulate further innovation among both COHSSIP and non-COHSSIP colleges.

Names of individual colleges have not been included in this summary except in a few cases where it was thought that some might wish to contact the college for more information about an unusual programme. (In those instances, the name of the college and its location are given in parentheses in abbreviated form : for example, Lucknow Christian College would be shown as L.C.C., Lucknow). Readers may fully identify the college by

consulting the complete list of COHSSIP colleges in Appendix I). In a few instances, apparent regional differences are mentioned because they have a bearing upon the future of COHSSIP.

Following the summary of the eleven specific items requested by the Steering Committee, comments about other aspects of COHSSIP are mentioned in the final section of this Chapter.

THE ELEVEN POINT SUMMARIES

1. Improved methods of teaching and better results

Several colleges felt that the place to start in improving teaching was at the level of basic skills. Thus, they have instituted such programmes as instruction in how to take notes, a workshop on communication skills, an oral/written language campaign, a spoken English course, a programme on language and study skills. The latter was found to be much more successful when the drill material was taken directly from the students' class materials. The most extensive such programme described was a two-week college preparatory course for all I year Arts and Commerce students (ALC, Vijayawada), aimed at listening and note taking skills, reading skills and English vocabulary necessary for reading in the subject areas.

As far as teaching of regular courses is concerned, it is clear that relatively formal lectures continue to be the dominant form of instruction in most of our institutions. About 1/3 of the colleges report distributing lecture scheduled and/or synopses of the lectures in advance. Another approach suggested is to provide a written bibliography to students and not to allow note-taking during lectures. The students must then prepare their own notes which are scrutinized during tutorials.

As supplements to lecture classes, more than half of the colleges reported using tutorials and/or seminars; a smaller group mentioned class discussions and group study. It is not at all clear that these terms mean the same thing to all people, but the goals of providing more individual attention, encouraging students to speak and to do outside reading/studying seem to be nearly universal.

The need for close coordination between lecture classes and tutorials or other class meetings seems obvious but probably needs to be stressed repeatedly. Many stressed their feeling that one of the major contributions of COHSSIP had been that it allowed more opportunity for students to do written work and *to have that work corrected and returned to the students*. In some 10 colleges, outstanding students have been invited to deliver classroom lectures on selected topics or to act as group leaders of study groups. An interesting use of the group technique involves giving the group a specific assignment and a single exercise book in which group answers to the exercises are to be recorded.

Other alternatives to lecturing which were mentioned fairly frequently included debates, quiz and essay contests, play reading (or other reading aloud) and student drama. Simulation games, case studies, and role playing techniques were mentioned but have received little attention.

Various attempts have been made to relate classroom learning to social and individual problems. Maintaining a clipping file or an album of advertisements, analysis and discussion of newspaper items, conducting mock job interviews, mock elections are some such techniques. One department placed all of its final year students in 3-week jobs for practical experience.

Some indirect, but potentially very important, results from COHSSIP were also mentioned. Both within and among departments, COHSSIP has resulted in more frequent discussions between teachers concerning common problems. It has also encouraged better permanent record keeping of student involvement in departmental programmes and performance on quizzes, assignments, tests and other internal assessments.

Unfortunately, few colleges responded to the second part of the question, and it offered no such concept or impression of "improved performance" or "new awareness" among students. A college which captured 60% of the first division places in the university exams has achieved a place of distinction but without additional information one cannot determine the role, if any, which COHSSIP has played in this achievement. Two sets of comparative data on performance in university examinations were reported (one department for the years 1975-77 and all departments of another college for 1975 and 1976). even these data, however, are not sufficient to establish a clear trends. Therefore, the question of "better results" must remain an open question for the moment. In the meantime, perhaps some thought needs to be given to just what constitutes "better results".

2. Better use of books and library

Nearly every college has purchased a significant number of new books under COHSSIP (or plans to shortly), and they are very enthusiastic about the impact this has had upon their academic programmes. The acquisitions include both single copies for general or departmental libraries and multiple copies of textbooks for book banks. Little was said about method of selection of the books, but one college mentioned the establishment of Book Selection Committees, including one for *interdisciplinary* acquisitions.

The question to which this item was addressed, however, is one of how to encourage students (and faculty) to make better use of the books and library which are available. We can identify three different, but complimentary, approaches in the reports : (i) changes in physical arrange

ments, rules etc; (ii) assistance in the use of the library; (iii) changes in the academic programme, teaching methods, etc. Regarding physical arrangements the most commonly mentioned factor was library hours. At least 1/4 of the colleges have extended library hours under COHSSIP, and half of these are now open two hours per day (some including weekends and holidays). Several mentioned the use of student attendants in connection with the ability to extend their hours. The establishment or expansion of departmental libraries was frequently mentioned; a few colleges have established a separate COHSSIP library or section of the general library. Only two institutions mentioned having data to show increased circulation of books. Some have relaxed their limitations concerning borrowing of books. There were only eight reports of the use of an open shelf system, but in several of these instances, this was started in direct response to COHSSIP; two others indicated their desire to adopt this practice.

Increase in the library staff (including use of postgraduate students), assigning teachers to specific hours in the library, and actually taking classes to the library are all methods of providing direct assistance to students in how to use the library. At least 10 colleges reported providing direct instruction in how to use the library. In several cases, this takes the form of an orientation programme for entering students; in one college (SC, Bombay) this has evolved into a carefully worked-out, 3-stage orientation. Two colleges have published library guides which may be of interest to others (DAV, Jullundur, SPT, Godhra).

Use of the library as part of the academic programme can be planned either on a voluntary or compulsory basis. Some of the voluntary methods reported include provision of hours for library use in the time table. "inviting" or "encouraging" the writing of term papers, distribution of cyclostyled bobliographies to students in the hope that they will be used, reading good student papers to the class, reading as preparation for a tour or project, book clubs, and various forms of library assignments. Such assignments become, in effect, compulsory when assessment of them becomes a factor in the student's final marks or eligibility to appear for the university examination. Required attendance at library and/ or guided reading sessions has also been used with the same means of insisting upon compliance. Perhaps the most balanced compromise between voluntary and compulsory methods comes in the "library-oriented" approach described by several colleges, in which only guidelines are furnished by the lecturer and the students must develop their own sources of information if they are going to be able to follow what happens in the classroom and ultimately to succeed in their examinations.

3. Audio-visual aids

Obviously, COHSSIP colleges differ greatly in their past experience with the use of audio-visual aids, both in terms of hardware (projectors,

recording devices, etc.) and software (films, records, models etc.) One college reports having had an active Audio-Visual Society on campus since 1970; several have fully-equipped A-V Centres and trained staff to operate and maintain the equipment. Others have virtually no equipment and have used little in the way of teaching aids of any type.

COHSSIP has provided an important source of funds for narrowing this gap. The most frequent additions have been film projectors, overhead projectors, tape recorders, record players, typewriters and duplicators. Less frequently mentioned were cameras, calculators, and slide or film-strip projectors. The most unique purchase in this category was a knitting machine; Extensive acquisition of software was also reported, especially maps, charts, models etc. The development of language laboratories appears to be definitely on the increase, and one college also spoke of the need of a statistical laboratory. One college intends to expand their language laboratory and make it available as a learning centre for all departments. In this connection, it is encouraging that most colleges appear to be thinking of their A-V materials as "common" equipment (one even referred to the availability of equipment bought under COSIP funds); a few however, apparently consider such equipment to belong to specific departments.

It is extremely gratifying to read of the local construction of teaching aids on many campuses. Students have prepared charts, dia-gramès, and maps; they have constructed models for use in the classroom or for permanent exhibition: they have assisted in the preparation of permanent displays in picture galleries. In one case, a special workshop was held for this purpose. The preparation of sets of slides and/or filmstrip for continued use in classroom has also been carried out by faculty and/or staff. One department even reports the production by staff and students of a television programme concerning Nobel Laureates in their field.

There were a few reports of difficulty in using A-V aids due to lack of adequate rooms and/or properly trained staff.

4. Part-time teachers and student teachers

Nearly every COHSSIP college has included the employment of part-time teachers and student teachers in their implimentation of the scheme. More have used part-time than student teachers, but evaluation of the two is mixed.

By far the greatest use of part-time teachers and student teachers has been in the conducting of tutorials and in the correction of student's written work. Many have also been involved in remedial coaching. Less frequently

mentioned were the leading of seminars and discussion groups prepara-
tion of reading materials and study aids, preparation of a question bank,
guidance and reference assistants in the library and assistance with
student projects.

5. Production and distribution of reading material

This is another area in which it seems obvious that COHSSIP has
had a really marked impact. As mentioned under item 1, many colleges
reported the regular preparation of lecture schedules and synopses. A
similar number mentioned the preparation and distribution of biblio-
graphies and various types of reading material selections, summaries of
important journal articles etc. The effectiveness of guest lectures has been
increased by preparing cyclostyled copies of the lectures (or synopses
thereof). Along similar lines would be the book reviews written by faculty
members at one college. A significant number have reproduced student
writings of various types : creative efforts, essays and papers, outstanding
answers to examination questions. Of course, model examination questions
and answers are commonly distributed. As one might expect, quite a
variety of maps and charts, classroom exercises and tests, home assign-
ments, study aids and the like have been prepared including some which
are termed "programmed exercises" or desk work exercises". Several
departments have prepared glossaries for textbooks or other reading
material, especially for students whose English vocabulary is limited. It is
the opinion of the editor that, as more such material is prepared, it is
going to be important to have available means for disseminating the best
examples, at least, to other colleges.

This aspect of dissemination is even more important in the final type
of reading material mentioned —i.e. that in the various Indian languages.
It is encouraging to see that more and more material is being translated
for distribution to students, as more than 20% of the COHSSIP colleges
report that they are now doing. In order to ensure high quality in the
translations and minimise duplication of efforts, some form of exchange
of such materials could be very helpful.

6. Remedial teaching

One gets the feeling that this subject is somewhat like the weather-
everyone talks about it but no one knows what to do about it. Several
approaches have been tried with varying degrees of success reported; But
nowhere does there seem to be the conviction that they have really solved
the problem. Several expressed disappointment that the weak students
did not participate well when remedial instruction was offered or that it
"started well but soon fizzled out". On the other hand, one college did
report that although it was hard to get started, participation in remedial
sessions was now quite good.

Although the need for remedial instruction in all areas was recognised, the need in languages, and especially in English, was clearly felt most keenly. Some attempts are being made to use the versatility of language laboratories to work on development of specific language skills.

Among those who reported upon their experience with remedial instruction, about equal numbers reported having used special tutorials, extra class sessions or coaching sessions outside of college hours. An emphasis upon helping weaker students to express themselves was reported by the group to have improved their performance in classes.

Some written material has been prepared specifically for remedial instruction, but not much. Several intensive programmes were reported-a "crash course during the winter vacation", "intensive 3-day sessions two or three times per year", for example. There are also some departments who split their classes into two or more sections: i.e. a fast section and a slow section. This requires some measure of performance on the basis of which to separate them. Both regular internal assessment examinations and standardised diagnostic tests (e.g. language tests) have been used for this purpose. Sometimes provision is made for frequent regrouping as the performance of the students changes.

7.   Field work

The term field work has been interpreted to refer to two relatively distinct types of activities. The first, which might be called an educational tour, involves "on-the-spot" observation but not data collections—e.g., visits to museums, banks, historical sites, etc. The second, a field survey, involves collection of data, usually by means of administering a questionnaire or carefully constructed interviews.

At least half of the colleges reported having arranged educational tours for their students. They cover the broadest range of activities imaginable, from visiting a local business or industry to a tour of historical monuments throughout the country. It is not surprising that the majority of these tours involved history students. With proper planning, it is felt that such tours can be of immense educational benefit, especially in the context of a syllabus which may seem to have little to do with reality.

The number of departments who reported having undertaken field surveys is also fairly large, but in this case the activity is concentrated fairly heavily among Economics Departments. The aim of such surveys is not primarily to develop publishable research papers (although this can happen), but to provide students with some direct contact with research methodology and to emphasise the roots of all social scientific knowledge. Again, of course, the specific topics of the surveys vary greatly; two typical topics will serve as illustrations: "The Political Awareness of Women

in———"; "Living and Working Conditions off Rickshawallha". Some which were less typical (but intriguing to the editor) included a continuing, long-term study of consumer prices (constant series of items at specified shops), taped interviews with freedom fighters, and recording of regional or tribal folklore. One department has initiated an on-campus survey of "Reading Habits of Our College Students" which could be useful in future planning. The accompanying staff members with a group of students participating in an archaeological "dig" also learned a valuable lesson concerning their own students, reported another college. The students worked steadily from 8 A.M. to 9 P.M. and then carefully recorded the notes on their day's observations! Among several reports of inter-disciplinary field projects, two which stood out involved camping experiences in a village.

There were significantly more reports of field surveys from colleges in the Southern Region than from any other. In fact, that region accounted for over half of the total number.

8.   Guest lecturers

Nearly every COHSSIP College has included guest lectures in their programme and expressed enthusiasm for their contribution to the academic programme. The number of guest lecturers varied from a few per year to more than 50. Some were invited in connection with a seminar or symposium, but the majority were simply individual lecturers. One college included a series of lecture-demonstrations by professional musicians. There were several reports of guests having been invited to take topics from the syllabus in a regular class setting. In this way, they became "model class lessons" from which the teachers could learn something about methods of presentation.

In addition to the cyclostyling of guest lectures, referred to previously, some colleges have tape recorded such lectures and hope to exchange with other colleges.

9.   Evaluation

More than half of the COHSSIP colleges reported that they are using objective tests as part of their programme of internal assessment. They also frequently reported including performance on written work and short quizzes. Less commonly mentioned were *viva-voce* and surprise quizzes, plus such factors as attendance, regularity in assignments and class participation.

The fact that 50% of the reports mentioned use of objective tests may be misleading because many also reported that students did not take the examinations very seriously. In fact, for many colleges the prior question to that of evaluation is that of motivating students to even take the tests or do the assignments. Probably only 25% or so of the COHSSIP

Colleges are operating under a system in which the internal assessment forms part of the student's final marks or in which internal assessment is used as a basis for permitting students to take the University examinations. Several colleges are awarding certificates to try to enhance student motivation; others plan to keep a permanent record of each student's participation and performance which could eventually influence, for example, the students' acceptance into a post-graduate course.

Only three colleges mentioned that they are now using a system of "grades" rather than the traditional "marks". Several colleges are routinely subjecting their objective questions to statistical analysis. There seems to be wide-spread agreement that internal assessment should not be only a method of determining marks but an integral part of the teaching-learning process. Therefore, it is absolutely essential that all tests, quizzes, papers, etc. be corrected, returned to the students, and, if necessary, discussed. (For an excellent example of training faculty in the art of evaluation, see the section on Faculty Development latter in this chapter).

The number of colleges which have prepared question banks appears to be increasing rapidly. Some 32 of the 81 reporting colleges either have established question banks in two or more departments or are actively in the process. Several others mention future plans to establish question banks. This is another area where regional differences appear to be significant: in the Northern and Southern Regions the percentage of colleges with question banks is 50% whereas in the remaining regions it is only 30%.

10. Autonomy

No fewer than 11 COHSSIP Colleges have undergone extensive preparations for autonomy, including:

a. Restructuring of curriculum and drafting a syllabi.

b. Design of a system of testing and evaluation.

c. Submission of a proposal for autonomy, including a. and b. above to the parent University or to the State Government.

In most cases, at least, this proposal was the result of extensive departmental meetings and faculty workshops or seminars in educational psychology, learning objectives, testing and grading methods, etc. One college is already autonomous at the postgraduate level and feels that it is certainly ready at the undergraduate level also. Therefore, there is a considerable feeling of disenchantment among those colleges who feel that the university and/or the state government has now lost interest in the whole question of autonomy. There are also several whose proposals are under active consideration by the state government, and they feel hopeful. (Incidentally, 6 of these 11 colleges are in the Southern Region).

Two of the colleges are so closely associated with the decision making in their parent university (one is actually located on the university campus) that they already feel that they are autonomous. Several others have held faculty workshps aimed at curriculum design and evaluation, begun to diversify courses, and initiated faculty improvement programmes as first step toward autonomy. One college which had introduced a semester system, including provisions for internal evaluation, had to abandon it as a result of student protests. One college has instituted a Multi-Departmental Programme as a means of fostering the responsibility and independence acquired with autonomy (see Section on Interdisciplinary Activities later in this chapter).

11. Action taken to implement recommendations of Khandala

Those colleges who commented at all simply stated they are complying with the recommendations.

OTHER ITEMS NOT INCLUDED IN THE ELEVEN POINTS

No overview of COHSSIP would be complete without some idea of the breadth of activities occuring beyond the scope of the 11 items requested in the report. These activities have been organised into seven categories below: the aim is to provide a comprehensive picture in a relatively short space.

1. Faculty development activities

The COHSSIP faculty members have participated in a wide variety of workshops aimed at providing them with the skills necessary for new approaches and new responsibilities. Many of these have been hosted by the COHSSIP colleges but also involved participation by other colleges, so the impact of COHSSIP extends beyond the 126 colleges themselves. Some 10 faculty development workshops have been held in the area of improved teaching and/or evaluation methods; another 12 or so have had various themes, such as effective use of existing syllabus, student participation, syllabus revision, learning objectives, question banks, the semester system, autonomy and research methods. A 3-day orientation workshop for new teachers, describing teaching and evaluation methods was reported by one institution.

The concept of faculty development is beautifully illustrated by the experience of one college with evaluation methods (SC, Bombay). Initially, two teachers attended a 12 day workshop on Evaluation in Delhi. These teachers then conducted a workshop for the entire faculty which involved actual writing of tests. Two additional workshops (led by outside resource persons) followed, one on statistical teachniques and one on question banks. Finally, an outside consultant assessed their initial projects and suggested improvements in their initial projects. Continued supervision

is the responsibility of an Examination Cell, one function of which is to train new teachers in evaluation techniques.

An interesting (and courageous) experiment in improved teaching was also described (RMV, Belurmath). A demonstration class is conducted in which a teacher announces the items to be covered in advance, then tries to conduct the class without lecturing. Towards the end of the class, he gives the students a brief assignment and on the basis of their performance makes some claims about his own performance as a teacher. The observers, *his colleages*, then also comment upon his performance and suggest ways in which he could improve.

2. Interdisciplinary activities

Seminars are an increasingly common approach to an interdisciplinary emphasis. Some of those reported have been intentionally organised with that in mind—examples: "The Victorian Age", Labour Welfare in India", "Israel": others may not have been designed to be interdisciplinary experiences, but could not help but be—examples : "Film Appreciation", "Population and Development", "Assembly on Human Rights". One college stressed the fact that whenever one faculty member presents a seminar for his colleagues (from other departments) it is an interdisciplinary activity. Several colleges mentioned that they routinely invited faculty from other departments to lecture in their classes, thus providing an interdisciplinary perspective.

In its proposal for a three Year Integrated Degree Course submitted to the university, one college (NATVP, Vallabh Vidyanagar) has incorporated one interdisciplinary paper into each year of study. Another (BUC, Batala) has already established a Department of Inter-Disciplinary Studies which presently has 7 faculty members and 25 students. The syllabus for this academic session contains six topics; the emphasis is upon reading and discussion. A voluntary Multi-Departmental Programme (ECC, Allahabad) in which students enroll in one of six groups (each combining three subject areas) has attracted more than 80% of the students.

3. Academic enrichments

A variety of academically related experiences involving students have been organized under COHSSIP. Some examples include Browing Day, Seminars on "Adam Smith" and "Planning for 90's", and Intercollegiate Symposium on Indian Writing in English.

4. Student co-curricular activities

Sometimes learning takes place better in a less formally academic setting and COHSSIP has encouraged many such experiences. Just a few can be mentioned here. There were many reports on outlets for student

creative efforts: writing, directing and presenting drama, musical events and dance. One college even reported preparation of a sound and light show based on Van Gogh. In some colleges, Departmental Academic Societies have been organised to foster such activity. Sometimes an element of competition is involved, such as an inter-class drama competition.

B.A. Final students at one college are helping to produce a Radio Lesson on English for AIR. In another radio project, the content of recent seminars in economics is being reworked into programmes, for AIR. Students at another college. having produced a series of "plays with a message", are preparing one of them for presentation on television.

5. Student projects, exhibits, etc.

At least five COHSSIP Colleges have inaugurated museums, either college-wide or departmental. Students have been involved in the collection and classification of materials, and in one case, in raising money to purchase pieces for the museum. A number of examples of wall magazines, departmental bulletin boards, etc., were reported in which students took complete responsibility.

Various short-term exhibitions have been organised. Some have had a central theme such as "History Through Stamps"; some have involved competitions, such as best chart/poster, best departmental display, etc. In one educational exhibition of student handiwork, many pieces were saved for later use as teaching aids.

On-going departmental projects were also described, such as the development of a Regional Historical Sketch in the regional language.

6. New services

Three colleges reported the establishment of a Guidance Office or Counselling Centre to provide educational, psychological, and vocational counselling. Student response has been slow in developing. The successful institution of a regular Saturday morning programme on Listening and Speaking Skills was reported, Another programme aimed at language skills involved a special four-week summer course. In addition, this course was used as a time to try out and evaluate new audio-visual techniques.

Several colleges reported initiation of courses in applied areas such as Office Correspondence, Office Procedures, Translation, Textile Designing and various handicraft techniques, including Batik painting.

7. COHSSIP administration

Some colleges have appointed a COHSSIP Co-ordinator in each department in addition to the college coordinator. Some have appointed a COHSSIP Review or Steering Committeee. Regardless of the format,

the need for communication between departments was stressed by several colleges, with meetings of the coordinators or committee at least monthly and, in some cases, weekly.

Only one college reported the direct involvement of students in the ongoing planning of COHSSIP activities, and they were enthusiastic about the students' contribution. Another college had distributed a questionnaire to all students to evaluate the COHSSIP activities of that year. On the basis of the results, they were able to redesign the programme for the following year.

RECOMMENDATIONS AND OBSERVATIONS

It was the subject-wise discussion groups at the Regional Conferences which provided the main opportunity for exchange of ideas among the delegates. The Steering Committee had outlined several areas which they considered to be important for discussion by these groups. As the series of conferences proceeded, these suggestions evolved into the following eleven discussion topics:

1. Preparatory work required of students.
2. Preparatory work required of teachers.
3. Actual lesson : selection of the method.
4. Participation by students in the lesson.
5. Evaluation of teaching and learning.
6. Home work : marking, nature and number of assignments.
7. Production of reading materials in the regional languages.
8. Introducing elements of social relevance/field work.
9. Better use of books, reading materials, library.
10. Use of part-time and student teachers.
11. Remedial teaching.

Delegates to the final conference (Central Region) were also furnished in advance with a list of specific questions which they were asked to consider before arriving at the conference (appendix IV).

The discussions, of course, were not limited to the suggested topics, but expanded to cover the delegate's many concerns about higher education today. For convenience in summarizing these discussions, the observations and recommendations have been grouped into categories which differ somewhat from the 11 topics above. These categories seemed to more nearly reflect the concerns expressed at the conference. It should also be emphasized, however, that there is a great deal of overlap and interdependence between the areas. Although the discussions were held in subject-wise groups, many of the ideas expresed cut across departmental lines. It is the aim of this chapter to highlight, primarily these general ideas, to indicate (in so far as possible) the extent of agreement which was evident, and to feature the formal resolutions, and recommendations which were agreed upon at each of the conferences. (The complete texts of the conference resolution and recommendations will be found in Appendix III. The reference numbers included in this chapter refer to the resolution numbers in the Appendix). In view of the diverse topics discussed in a limited time, it should be emphasized that the fact only one Conference (or even one discussion group within a conference) mentioned a specific recommendation may mean that others simply did not deal with that topic.

PART I : IMPROVED TEACHING AND LEARNING

1. Academic planning

Academic planning begins with the formulation of a set of courses and the prescription of syllabi for these courses. Since this area is, for the most part, outside the purview of COHSSIP colleges, it was not dealt with directly at most of the conferences (although constant references to the inadequacy of many syllabi were made). One group at the Western Conference did request that "a subject-wise state conference be held at the earliest to prepare and restructure the syllabi and the courses". The Northern Region unanimously expressed their desire for uniformity in syllabi throughout the region (Resolution N 4). Furthermore, they urged that University Boards of Studies consult teachers actually teaching undergraduate classes (presumably in the colleges) before finalizing syllabi for these classes (Resolution N 3). The Eastern and Central Conferences went a step further, recommending complete autonomy for COHSSIP colleges (Resolutions E2, C). Without more academic freedom, they said, better implimentation of COHSSIP will be continuously hampered. The importance of involving teachers from the colleges at this level of academic planning (courses and syllabi) was mentioned a number of times at the different conferences.

The next level of academic planning is at the level of constructing plans for a specific academic year at a college. The Eastern Conference, particularly, dealt with the question of an overall academic calender. They called upon college administrations to divide each academic session into a number of terms (not necessarily of equal length) and to furnish students at the beginning of the session with a detailed academic calender, including terms, courses to be covered, and examination schedules with weightage to be given to each in the student's evaluation (Resolution E6). It was stressed that such a calendar has been successfully developed in several different colleges in spite of the difficulties it involves.

Most participants in all of the conferences thought that instructors should prepare a breakdown of each course into small topics and work out a weekly tie schedule of topics for the entire course (Resolutions N6, E6). This schedule should be cyclostyled and handed out to students the first day. It should be accompanied by a reading list, which students may add to during the term. A few groups felt that, although there definitely should be a time-table, the present conditions of uncertainty do not allow planning an entire academic session in advance, but each month a work schedule could be published.

A synopsis of each lecture, detailed bibliography (with specific page references), and a set of detailed and comprehensive assignment should be prepared and furnished to students either at the start of the term, or at least a week before the topic is covered in class (Resolution E7). Most thought that the individual teacher should prepare the weekly schedule and the synopses; many also suggested, however, that the teacher should seek assistance and suggestions from the colleagues in his department.

Planning for an individual class session is also extremely important. The teacher should know just what topics are to be covered, in what order, what examples and/or teaching aids are to be used, etc. Careful advance planning of field trips, etc. is particularly important, and should include both pre-and post-discussions as an integral part of the field trip. Teachers should plan to end each class session with an open-ended question which will motivate the students to work outside of class on the topic. The begining of the next class session with an open-ended question which will motivate the students to work on the topic outside of class. The beginning of the next class session should be used for a brief review, and any open questions from the previous class meeting should be answered.

2. The teaching process

It was pointed out repeatedly that the size of classes and the student/teacher ratio both have a great impact upon the methods of teaching that can be used. Therefore, it was recommended that limits on student/teacher ratio and/or class size be established and implemented (Resolutions E1, W2). Unless this is done, said the Eastern Region, "there is little hope of any real improvement in teaching and learning". Recommendations for student-teacher ratio were in the range of 20 : 1, with classes limited to 40-60.

Comments on the lecture method ranged from "the best method of teaching in colleges" to "proved to be ineffective". Most adopted a middle ground, claiming the lecture method "should not be replaced, but supplemented" or "must be adopted, along with others". Delegates to the Central Conference were asked specifically what could be accomplished better in a lecture than by other methods. Only one group (out of 7) answered the question; their response was "putting across the thoughts to an audience". There was also no universal agreement concerning the practice of "dictating notes"; some said there is no excuse for doing so, while others said it will never become obsolete. There was essentially complete agreement that tutorials and seminars, are necessary supplements to lecture methods (Resolution E8). Among the other suggested supplements, or alternatives, were discussions, panel discussions, projects,

role-playing, brain storming, student presentations and "guided tutorials". The use of case studies or experiences elicited from the class, as a starting point for teaching a topic, was suggested. The importance of close coordination between lectures and tutorials, seminars, etc. was stressed (see Resolution N6).

It was frequently stated that a method "suitable to the topic" or "adapted to the subject" should be chosen. In this connection, it is important for material to be divided into teaching units and to set specific learning goals for these units before devising the teaching methods to be employed. There was some reference to the six stages of learning described by Bloom: Knowledge, understanding, application, analysis, synthesis, evaluation, in connection with suitability of teaching methods. One psychology group suggested that various audio-visual aids could be helpful in teaching all areas of psychology, field trips most helpful in physiological and abnormal psychology, case studies in abnormal psychology and demonstrations in psychological testing. The Economics Group at the Madras Conference established a committee to prepare "a comprehensive guide book for teaching "which will" identify the topics in different subjects in economics which lend themselves to different teaching techniques".

Some groups felt that there must be a consensus of the teachers and a decision by the department before any new methods are tried. A similar number, however, felt that teachers must be encouraged to experiment with new techniques.

There were suggestions that students be given writing assignments after a topic is presented in class and that their papers be used as the basis for seminars. Some felt seminars should be for Honours students only. To ensure participation, some teachers have assigned all students to prepare to present material to a seminar or as part of a panel, then choosing the actual participants at the very last minute. There were proposals to group students by ability for tutorials but others strongly objected to these proposals. Some felt tutorials were needed only for "revisionary" work.

Everyone seemed to agree on the importance of audio-visual aids of a variety of types, even to the extent of urging the "profuse use of different teaching materials and aids". An emphasis on interdisciplinary approaches also had widespread support, although there were really no specific suggestions made (Resolution E8).

On a much more general level, the Southern Conference suggested that all teachers should pay more attention to the inculcation of humanistic values (Resolution S11). In developing new methods, materials, etc., two

of the Conferences adopted specific resolutions urging the maintenance of Indian educational traditions and the use of Indian sources and materials wherever possible (Resolution N1, E8).

Perhaps the most perceptive comment concerning the teaching process was that the real question is not how to present material but how to motivate students to participate actively. This area is discussed in the next section.

3. The learning process

If there is any generalization that one can make with confidence about the learning process, it is that it must start from where the student is (and not from where the teacher wishes he were). This was widely recognized by the delegates to all conferences, and thus they all stressed the need for remedial teaching for students who are not prepared to work at the expected level. Most favoured providing this special help after college hours, but some thought it should be during regular periods and one group even suggested, holidays. There was little agreement as to who should conduct these remedial sessions; some favoured part-time or special teachers, some favoured regular teachers (with proper incentives). Several institutions reported success in the use of bright senior and post-graduate students to provide tutorial assistance to weaker students (Resolution E8). They may be paid for this service.

Whatever the form of the remedial instruction, many recognized the need for diagnostic testing to determine the specific needs of individual students (Resolution W1, S12). The most universally recognized need for remedial instruction was in languages, particularly in English. There was some mention of needs in other subject areas, but it is also much harder to diagnose deficiencies in other subject areas than in language and mathematics.

A very broad variety of possible "crash courses" and "orientation courses" were suggested, and this must be interpreted to mean that there is widespread interest in programmes which would develop necessary skills in new students. A suggestion for 15-20 day crash programme in English for incoming students was unanimously endorsed by the Northern Region (Resolution N9). Students should be given extensive oral and written practice in basic English structures and this should be followed by regular COHSSIP classes. Another group recommended a similar crash language course, but scheduled during the winter holidays. They also suggested that the reading material used in the crash course come directly from the student's subject area. Yet another group felt that a crash course for linguistically handicaped students, including proper diagnosis of language dificulties, should be obligatory for all colleges.

There was a proposal for an orientation course for all students, during their first week, covering the *methodology* of undergraduate education. This should include: (1) Initial preparation for class; (2) Note-taking in lectures; (3) Writing and reporting; (4) Use of library, and so on. They should be given orientation lectures on their own subjects also so that they would be familiar at least with popular terms and concepts. The emphasis on note-taking and on an introduction to the subject was found also in a number of other suggestions.

A related suggestion proposed a two-week crash course at the begining of college in "the mechanics of orderly thinking". They further suggested the preparation of a small manual of some 50 pages, with suitable illustrative material, in different Indian languages. A philosophy group would like to see a 6-weeks orientation course to teach analysis and reasoning, not just for philosophy students but for all who are willing to take it.

One group mentioned that the needs of rural students are sufficiently unique that they need a separate forum in which to voice their difficulties and obtain special help.

Behind much of the discussion of the learning process was the assumption, explicit or implicit, that real learning takes place when students work consistently throughout the academic session, and not just in preparation for the year-end examination. This should involve a sequence consisting of student preparation for the class, a classroom session in which the student is actually involved, home assignments which are corrected and returned to students, and periodic tests for assessment of student progress. The latter is discussed below under evaluation.

The first step in this direction requires that students be provided with a schedule of topics and suggested readings well before the class meeting (as mentioned above in Academic Planning). Specific assignments for each class session should be made, and there was general consensus that they should require the student to spent about 1/2 hour preparing for each class. As one group put it, it is important to raise questions, doubts and problems about a topic in order to prevent students from coming "into a classroom with blank mind".

Since teaching is a form of communication, and communication is a two-way process, it is essential that students be involved participants in the classroom and not detached observers. They should be free and even encouraged to ask questions both during and outside of class. Many of the teaching strategies mentioned above as supplements or alternatives to lecturing provide increased opportunities for student involvement. A number of colleges reported that involvement of students in such co-

curricular projects as model banks, mock elections, model parliament sessions, quiz programmes, exhibitions, etc. also increased the student's participation in regular classroom activities.

There was great variation in the recommended frequency of home assignments, from weekly to one paper per term. One group specified that each student should spend at least one hour per week in the library with the teacher present. The assigned topic should be clear and interesting and should be planned as an integral part of the course. Only a few references were made to the nature of home assignments : they should help to develop writing skills; involve critical analysis as well as description; should involve problem solving, exercises, preparation of charts or maps, etc., as well as reading.

There seemed to be complete agreement that learning through corrected mistakes is an important part of the process. Therefore, all home and library assignments should be marked, corrected and returned to students regularly. Common errors may be discussed, but suggestions for individual improvement should be written on each student's paper. There was a great variety of opinions, however, concerning who should do the marking of the homework. Some said it must be done by the senior teacher some said by teaching assistants, and others reported they had successfully used the better students in the class to correct the homework papers from other students in the class.

A nagging question underlying all of the discussion of the learning process seemed to be that of student motivation. How do we convince students to prepare, to participate, to do home assignments, and to do so regularly and seriously? Some felt this was not a problem, but for the majority it is a constant, baffling question, to which there is no quick, easy solution. Four general approaches were suggested by different groups, however, which would seem to hold some long-range promise:

(1) A cordial relationship between teacher and student, based on mutual respect, can be a powerful motivating factor.

(2) Provide a clear (and honest) understanding of the usefulness of the subject and how their participatiom will help them to realize their personal goals.

(3) Provide incentives in the form of certificates, awards, reading good work in class, etc.

(4) Award marks for quizzes, class participjation, home assignments and have marks carry some weight : foor entry to the University examination, added to marks of the UJniversity examination, or (eventually) as part of a comprehensivve system of autonomous, internal assessment.

4. Methods of evaluation

When evaluation of student progress is viewed as an integral part of the learning process, then it must be a continuous (and internal) process. To be helpful in providing feedback, all quizzes, tests, etc. should be evaluated (with comments), returned *Promptly* to students, and discussed if necessary. Some colleges are presently operating under conditions where internal assessment makes up part (usually 25%), of the student's final marks. There was general consensus concerning the desirability of all colleges moving in this direction (Resolution E9). Most did not favour complete internal assessment, but some recommended it as "an important motivator leading eventually to autonomy for the respective colleges. Some suggested that a student should have to pass on both the internal and external assessments independently. Many suggestions were made concerning the basis for internal assessment : monthly lists, quizzes, term papers, seminars, class participation were most frequently mentioned. One group felt that only objective types of evaluation should be used, another felt that all questions should come from question banks. There was broadest support, however, for a more balanced approach : "an adequate coverage of the syllabus and the use of different types of questions" (Resolution E9). There was strong support for the need to improve the University examination system. Some have already moved to a combination of essay questions, objective questions, etc. Others should be persuaded to do so. Universities should establish question banks and take a certain percentage of the questions in each paper from it (Resolution E9). The University question papers for undergraduate courses should be set by teachers who have had long experience in teaching those specific courses (Resolution N 14). The method of evaluation of university question papers needs to be reviewed to ensure competence and fairness. One Economics group recommended the introduction of internal evaluation of at least the terminal examination papers by the teachers concerned. It was also pointed out that a more specific syllabus could improve the evaluation system by making the learning goals more clear and precise.

"The evalution of teaching by teachers themselves and by students should be undertaken at regular intervals". This statement, taken from one of the resolutions at the Western Conference (W3), represents the opinions expressed by the vast majority of participants at all five conferences. The purpose of evaluation of teaching must be improvement of teaching and not the penalising of the teacher. With this in mind, it was suggested that teachers be evaluated regularly (e g. once a year) by their students, using an anonymous questionnaire which contains specifie items to be evaluated, such as teaching methods, adequacy of teaching materials, ability to communicate, etc; an open-ended question may also be included

at the end. There was a suggestion that only students with 50% or more attendance be allowed to complete the questionnaires and another that students who have left the college 2-3 years back also be asked to complete the evaluation. There were also other methods of evaluation of teaching proposed, but with only partial support from the delegates. Evaluation by the teacher's colleagues observing his/her class teaching was accepted by some, rejected by others. The same applies to the use of the pass percentage among the teacher's students as a means of evaluating his/her teaching. Several groups suggested that there be more team teaching and more seminars involving more than one faculty member for this would allow informal evaluations and suggestions which would contribute to improved teaching.

5. Field work and social relevances

There was general agreement that the syllabus should have a bearing on live problems of society and that lectures/discussions should highlight contemporary problems relevant to the region, including an attempt to evolve practical solutions. The need to use real life situations and examples from the media (newspapers, magazines etc.) as illustrative material in the classroom was, in the words of one group, "deeply felt". The concept of social relevance also carries with it, in the minds of many, the need to conscientise students concerning social justice, dedication to national development, etc. More than one group expressed the conviction that this was best accomplished by personal example on the part of the teacher; his/her own involvement in social services expresses to students a commitment to social and human values. To one group of language teachers, social relevance meant training students to be able to express themselves effectively.

Field work and projects may infuse a degree of social relevance into a course, in addition to increasing student participation and providing direct experiences, observations, etc., for which there are no substitutes. The social relevance is dependent upon having the work based on real community needs. For this reason, it was recomended that Social Science students cooperate with student organisations such as N.C.C. or N.S.S. (Resolution N18).

Two types of field work can be indentified (although they tend to overlap somewhat) : (1) tours or visits in which the primary purpose is to see the real thing; (2) field studies or surveys in which the purpose is to gather information, process the data, and formulate a conclusion based on the findings. Many examples of each type are to be found in the COHSSIP Reports of individual colleges. Realising the importance of both types of field work as invaluable methods of learning, the Southern

Conference resolved to recommend to the universities that field work be made part of the curriculum in subjects like History, Sociology, etc. They further resolved to request that the UGC grant financial assistance for such field work (Resolution S5, S9).

The results of field studies should be carefully written up and preserved to be used as teaching aids. In the choice of topics for field studies, it is important to choose those which will make students research-minded and research-oriented (Resolution N20).

Several colleges have experimented with "Internships" in which students work in a financial institution, business etc. in order to gain practical experience. This type of programme has been largely limited to commerce students.

6. Teaching aids and materials

Many groups talked, of course, about the use of audio-visual aids as a means of improving lecture presentations. Various suggestions concerning the use of film strips, records, language laboratories, etc. were offered. It was recognised by several groups, however, that fancy equipment is not always necessary for effective audio-visual aids. Teachers were encouraged to prepare charts, diagrams and simple projects; everyday items students use often be used effectively, also. One group claimed that those demonstrations and skits which are improvised by the teacher out of available material are often the most effective. Regardless of the source of the teaching aids, careful planning of their use and attention to the suitability for the particular topic are essential (Resolution E7). The Northern Region recommended that COHSSIP colleges, either alone or in groups, take up the preparation of Teaching Manuals and teaching aids (Resolution N21).

The lack of availability of appropriate textbooks for many courses was mentioned frequently. There is a need for constant up-dating of books as new research findings become available. Again, there was strong support for the idea of COHSSIP colleges in a region undertaking jointly the task of producing reading material in various subjects. The assistance of the UGC in identifying teachers in COHSSIP colleges who could write textbooks and in publishing the writing efforts of COHSSIP college teachers was urged (Resolutions W7, N19, S8). In the preparation of new materials there is an urgent need for it to be based on an Indian social environment.

The problems associated with reading material in regional languages received a great deal of attention. There was a recommendation that text-books in regional languages be used to supplement the original texts

(Resolution E8). But often there are not suitable textbooks. Therefore, the production of regional language material, either by translation of standard works or by writing original material. The translation of essential reference books is also imperative. The UGC can be of great help in developing such projects also (Resolution W4). Only teachers with sufficient knowledge of the subject should undertake translations; the coopration of the State Language Institutes should be solicited. Other agencies including the Central and State Governments and State Textbook Boards should be encouraged to provide incentives for the preparation of both original and translated works in the regional languages and to assist in their publication. Current material, such as economic statistics, constitutional amendments, etc. should be supplied quickly to students in the regional language. To begin with, translations of key paragraphs, pages or chapters, and simple, original papers on single topics, should be prepared and given to students in cyclostyled form. Eventually they may be expanded to form a regional language textbook. Extracts from rare books and journal articles may also be cyclostyled for distribution to students (Resolution E10). It was suggested that a coordination of efforts is needed, e.g. a central pool for the sharing of newly prepared materials, and the production of reading materials being jointly undertaken by the COHSSIP colleges in a region. There was widespread support for the establishment of regional COHSSIP magazines or newsletters containing translations and original articles written by students of COHSSIP colleges (Resolution N11, W14, S10).

In order to encourage greater student use of available reading materials, colleges should have departmental libraries (at least those Colleges having Honours courses). Students need to be trained in proper use of the library, including reference skills, note-talking, etc. Resolution E10). Many other factors were mentioned which would encourage greater student use of the library : making it a pleasant, comfortable, inviting atmosphere; keeping longer hours; streamlining services; establishing open-shelf system; developing complete card file. Provision in the library for indexing and filing newspaper clippings on selected topics should be made, One group recommended that the library cyclostyle reviews of new books for distribution to students to help create interest. Teachers also need to keep up with new books : it was suggested that departments meet regularly and that one teacher present a book review at each meeting.

7. Part-time teachers and student teachers

Perhaps no discussion topic elicited more mixed response than this one. Although most groups favoured the use of part-time teachers, and some thought it essential to the success of COHSSIP, one group thought it should be dispensed with, and guest lectures by experts be held instead.

Some reported excellent experience with part-time teachers, others claimed that, although they favoured the idea, part-time teacher could not do full justice to students because they were pre-occupied with other responsibilities. There was even less agreement on the role that part-time teachers should play. Most seemed to agree that they should be involved in the correction and marking of student assignments; some favoured their use in remedial classes; some in tutorials; others in guidance of projects, preparation of reports and question banks, invigilation. One group said only in preparatory work for lectures and reading material; a second said anything but regular classes ; a third said tutorials require more experience, the part-time teachers should be given simple lectures. The Eastern Conference, however, was able to reach unanimous agreement that teaching assistance and tutors may be appointed for remedial teaching, *and* regular teaching. They further agreed to recommend judicious use of the teaching abilities of relatively advanced students, as a way of helping both weak students and the advanced students (Resolution E9). In selecting part-time teachers, several groups recommended that retired and experienced teachers be sought wherever possible. (There is apparently some confusion about the terms, tutor, part-time teacher, teaching assistant, etc. Some expressed a desire for clarification).

8. Faculty development

This was not formally one of the agenda items, but it arose frequently in many of the discussion groups and became one of the most prominent items among the formal conference resolutions. The delegates to all conferences were unanimous in the feeling of a need for growth on the part of individual faculty members if significant change in either course content or teaching methods is to occur. To foster this growth, incentives in some form need to be given to the teachers to strive for self-improvement (Resolution E11).

The most frequently mentioned need was for methods of keeping up with changes in the teacher's subject area. Therefore, resolutions from each of the Conferences (except one) urged that refresher courses in each of the COHSSIP subject areas be organised; with the assistance of the UGC (Resolution S6, E11, W5, W15). These may range from general courses, describing recent changes in all aspects of the subject area (including the syllabus) to concentrated courses on a particular area of the subject area which has gained great prominence. An example of the latter is found in the proposal for a 3-month course in mathematics for Economists. These refresher courses may best be organized as summer schools, although other times were not ruled out. Teachers should be granted duty leaves to participate in refresher courses. One group proposed that, after a given number of years, a teacher should be given a

full year, completely free of teaching responsibilities, in which to pursue refresher courses.

Workshops on teaching methods and related topics are going to become increasingly important as we move towards more internal assessment and more freedom in curriculum development. (Resolution E11). In addition to workshops led by outstanding resource persons, a need was widely recognised for COHSSIP teachers to meet periodically in subject area groups to exchange ideas and experiences with new teaching technique, etc. For this purpose, regular regional subject-wise teacher's conferences were proposed, under the sponsorship of the UGC (Resolution S4, W12).

A proposal for exchange of teachers between COHSSIP colleges was unanimously recommeded by several of the conferences (E11, W6, C). Such a programme should be voluntary and should be for a period of atleast 15 days. This would expose teachers to different syllabi, students, systems of evaluation and perhaps even different linguistic groups. There was one proposal also for exchange of students between COHSSIP colleges.

Another method suggested for the exchange of information was the establishment of teaching-oriented journals in those subject areas where one does not exist. COHSSIP colleges should take the lead in the establishment of such journals, with support from the UGC.

Within a given campus, faculty development should be fostered by frequent staff seminars, both within a given department and interdisciplinary. Some of these seminars should be devoted to teaching methods, teaching aids, evaluation methods, etc. One group suggested that teachers inter change the papers taught every three years as a way of keeping up with changes. It was also urged that transfer of faculty from COHSSIP colleges be minimized.

PART II : BETTER IMPLEMENTATION OF COHSSIP

Since the aim of COHSSIP is the improvement of teaching and learning in the Humanities and Social Sciences, there is no clear line of division between better implementation of COHSSIP and the improvement of teaching and learning. However, the attempt has been made to discuss in Part I those recommendations which deal very directly with the educational process and to include in this part the more indirect recommendations, i.e. those which create favourable conditions within which to establish effective COHSSIP programmes.

1. Faculty improvement

One area which overlaps this artificial boundary to a great extent is that of faculty development. Although it was discussed in the previous

section, it should be realised that an adequately-informed innovative faculty is absolutely pre-requisite to a successful COHSSIP programme although that alone does not assure success. COHSSIP college administrations and the UGC are urged to follow the suggestions made by the Regional Conferences in providing opportunities for faculty improvement, and to produce the COHSSIP faculties to participate in them.

2. Autonomy

It was mentioned earlier that two of the conferences had unanimously expressed their conviction that better implementation of COHSSIP will be hampered unless COHSSIP colleges are allowed to have more academic freedom and are released from the constraints imposed by the universities and State Governments. They, therefore, urged the granting of autonomy to COHSSIP colleges (Resolutions E2, C). In a related resolution (S 1) the Southern Region proposed the establishment of successful COHSSIP implementation as a criterion for autonomy. In view of the lack of progress towards autonomy, however, especially in some regions, it is important that COHSSIP college administrations take whatever steps they can to increase the amount of freedom and the degree of responsibility carried by the departments within their colleges. Even in the absence of autonomy, faculty members can be involved in those areas of decision-making which are within the scope of the college.

3. COHSSIP administration

The problems of planning in the absence of a fixed academic calendar were already alluded to in Part I. Administration of the COHSSIP is also adversely affected and consequently the recommendation that COHSSIP colleges adopt a term-wise calendar and adhere to it whenever possible is relevant here as well (Resolution E6).

The role of the COHSSIP Coordinator in the implementation of the scheme is a key one. It was recommended that the COHSSIP co-ordinator be furnished with adequate office space and that his/her teaching load be adjusted so as to allow adequate time for COHSSIP responsibilities (Resolutions E 5). The availability of adequate clerical staff for assistance to COHSSIP Coordinator and the entire programme was considered imperative (Resolutions S2, E5). The formation of a COHSSIP committee on each campus, consisting of the Principal, COHSSIP Coordinator and Department Heads (or their nominees) was also recommended, and it was urged that this committee be given adequate authority (Resolution E4).

Other suggestions and examples concerning local organisation of COHSSIP schemes will be found in the discussion of the College COHSSIP reports in Chapter III.

4. Student-faculty ratio and faculty workloads

Concern over the ability to carry out any innovative programme in view of the large class sizes and heavy workloads in many colleges was expressed at all of the conferences. The attention to individual student learning problems, the correction of home assignments and allowance for student presentations, questions, discussions, become increasingly difficult as class sizes increase. If, as has been suggested, student motivation is closely linked with teacher-student relationships, then the student-teacher ratio is also important, for one teacher can develop close contact with only a limited number of students. Innovation and improvement also require time and thus the faculty workload is an important consideration quite apart from class size.

For these reasons, the conferences recommended that UGC work with the universities and State governments to ensure a reasonable student-teacher ratio (20 : 1 was suggested) and maximum limits on the size of classes (the average number suggested was 50) (Resolutions, E, W2) The time spent in COHSSIP activities, such as tutorials, project supervision, etc. should be counted as part of the teacher's weekly workload. Some guidelines concerning work-loads should be issued by UGC to all universities and State Governments. The Northern Conference was the only one to suggest specific load figures (Resolution N5).

5. Regional activities

The value of small, regional subject-wise meetings was thought to be much greater than larger, more diverse conferences. Such small conferences should be convened periodically to discuss problems related to the implementation of COHSSIP. In future regional meetings, a separate group for Indian Languages should be constituted (Resolutions S 4, S 7). It was the unanimous recommendation of the Northern Conference that courses of study in the subject of English be revised and reduced; this should be done on a regional basis, in consultation with teachers teaching undergraduate classes (Resolution N7).

There is need not only for cooperation and communication among COHSSIP colleges, but also between COHSSIP colleges and the universities. It was suggested that degree of co-ordination in policy and administration among colleges, universities, and State Governments is essential. This could be done by University departments who have been granted the U.L.P. co-ordinating the efforts of other universities and the COHSSIP colleges of the region in carrying out the programme or through leadership and co-ordinating activities on the part of the UGC (Resolutions N 13, W 10).

6. Budget considerations

The Principal recommendations concerning budget matters had to do with funds which are not spent before the end of the year. It was the consensus of delegates that such funds should be allowed to be carried over to the next year, especially in the case of a COHSSIP college that has not been able to spend the entire COHSSIP grant before the conclusion of the third year (Resolutions N 15, W 9). The time limitation on expenditure of funds was mentioned as a particular problem in connection with the acquisition of books, since orders for foreign publications can be delayed for a considerable period of time (Resolution W 11). Other recommendations concerning budgets had to do with allowing funds earmarked for extension lectures to be used for inter-COHSSIP college seminars, and, in the case of a college whose allotment in a particular year is less than Rs. one lakh, allowing the difference to be budgeted for the next year (Resolutions N 16, N 17).

7. Extension of COHSSIP grants

The enthusiasm of the conference participants for the COHSSIP can be seen from the fact that there were recommendations concerning extension of COHSSIP among the resolutions of every regional conference. It was not just a desire to continue their own college affiliations with COHSSIP. The Northern Region recommended that COHSSIP status be granted to more and more deserving rural colleges and that the conditions for selection be relaxed in those cases because other facilities for improvement are so lacking in rural areas (Resolution N 2). The Western Region favoured extension (via an independent programme) to Commerce colleges Resolution W13)

From every region came resolutions to the effect that COHSSIP colleges who have successfully implemented the scheme for the initial period of three years should be eligible for extension of the COHSSIP grant for an additional 2-3 year period (N 12, S3, WB).

COHSSIP is still in its infancy, with the first group of colleges just finishing the first 3-year programmes. There have been problems during its early stages, most of which have been solved by this time. There are still changes which could be introduced, and many such suggestions have been made in this chapter. But the overall impression coming from the Regional Conferences is that COHSSIP has had a major, positive impact in a short period of time. In a time of unrest, uncertainty and despair in Indian Higher Education, it holds out a hope for creative innovation.

PROBLEMS AND PERSPECTIVES

The five Regional COHSSIP Conferences, held within a three month period and involving nearly 400 teachers, provided a unique insight into the working of COHSSIP on campuses throughout the country. On the whole, the mood was decidedly optimistic. There are some obvious and serious obstacles in the way of developing the kinds of opportunities which COHSSIP was established to provide. What these conferences provided was not so much an indication of the problems--they are all too familiar but evidence that there are some creative solution or alternative being tried. In the first part of this chapter we shall deal with some of the doubts and anxieties concerning COHSSIP implementation expressed by the participants and suggest some courses of action that are being tried or might be tried to meet them. In the second part, we shall discuss some of the questions that have been raised concerning the COHSSIP as a whole.

CONCERNING IMPLEMENTATION

1. Problems of Numbers : Time, Space and Students

In some parts of the country, particularly, the late start of the academic session and the frequent disruptions thereafter meant that many plans had to be cancelled. Since a similar situation is likely to arise in future years, we ought to be prepared to react constructively. We should as teachers, make sure that time is used wisely, in preparing teaching materials, designing self study units, etc. An uncertain number of class days would seem to call for the development of such self-study units.

Another time problem is that of a crowded time table which does not allow time for "extra" or "experimental" class sessions. One possibility of course, is to expand the time table. If this is not possible, then we are faced with one of those "existing situations" within which the COHSSIP guidelines said we were to work. If we cannot add, then we must substitute; i.e. we must eliminate one type of classroom activity in order to add another. Is it really necessary to lecture on every TOPIC? Could not some be covered by written material?

The question of student-teacher ratios and class sizes was mentioned repeatedly. The question was raised whether it is possible to implement any worthwhile reforms with the student-teacher ratio. Certainly there are large discrepancies between different colleges in this respect and attempts must be made to reduce these differences. The proposals of uniform 20 : 1 student-teacher ratio and tutorial groups which do not exceed 10 students seem unrealistic. There are creative experiments being carried out with large numbers — experiments in which the total amount of class time is reduced and students are given more material for study on their

own; experiments in which very large lectures are combined with small tutorial/discussion groups. The numbers problem places constrictions on the approaches which can be taken but does not eliminate them. It calls for more responsibility on the part of the student, and the teachers (and administration) must be willing to give them that responsibility.

2. The examination syndrome

Student and teacher attitudes are both dominated by the idea that passing the examination with good grades, is the single most important criteria of success. As long as unemployment as well as other opportunities are strictly tied to the percentage marks on one or two examinations, there is no reason to expect those attitudes to change. Is there any hope for improved teaching and learning in the light of these attitudes? The answer depends upon whether teachers will accept it as their first responsibility to continously work on the development of strategies for assisting students to perform better on their examinations. These strategies for assisting students to perform better must be evaluated openly and honestly. Suppose we offer to students on a voluntary basis, a particular type of classroom activity aimed at improving their performance in examinations Are we then willing to test that approach by means of a statistical correlation between student attendance (for example) and examination performance-- and to make the results of that experiment known to everyone including the students? Learning opportunities *not* aimed at the examinations, *per se*, may attract relatively few students, but perhaps that is unavoidable at present. Again, there must be constant evaluation these opportunities, to make sure that the lack of student participation is not because the approach has lost its relevance. There is no avoiding the fact that the "examination syndrome" is a constraint, but if it is accepted as a constraint it can also be a challenge. A much more serious threat to morale and to the effectiveness of a teaching programme is the occurrence of cases of dishonesty, arbitrariness and lack of consistent evaluation in connection with examinations. These must be challanged at every opportunity, for they make a mockery of the whole educational process.

3. The syllabus and external control

It is common knowledge that there are numerous examples of outdated syllabi or courses that are loaded too heavily with what many feel to be the wrong emphasis. One of the aims of COHSSIP is that enrichment of the curriculum and experimentation should ultimately provide a framework for modernising and updating the syllabus in cooperation with the concerned bodies of the universities. How is it possible to "enrich and experiment" when the colleges are under tight control of the universities ? There would seem to be two possibilities : (1) to change the method of approach to teaching the contents of the syllabus. It not be the

fact which are out-dated, but the way of looking at them or organising them. Changing the approach to teaching may not only up-date the course but improve student performance on the examination; (2) to add new material to the course, identifying it clearly as such, and pointing out clearly to students how it can help them to learn or to understand the topic in the syllabus.

4. Teacher motivation

The design of teaching methods and materials and the implementation and evaluation of innovative ideas are among the most challenging aspects of the teaching profession. The part-time or the student teacher cannot be expected to carry the major responsibility in these area, for, in general, they have not had sufficient experience. But many times the regular teachers do not want to take the time or make the effort to try something, nor are they willing to participate in the workshops, refresher courses, etc. which may be necessary to learn new concepts and techniques. Can the UGC devise a system of incentives which will stimulate greater activity on the part of these teachers ? It is doubtful whether this can be done primarily through monetary rewards, although morale is certainly better when teachers' salaries are competitive with others of similar training. The most effective incentive for dedicated teaching is the recognition by students, colleagues and administrators that what the teacher has done is worthwhile. Support from the UGC and college administrations for experimentation is important, not only financially but in terms of a genuine, demonstrated interest in the results of the experiment. Procedures for the selection of teachers should also be examined along with the question of incentives. A commitment to the sharing of ideas and the desire to establish close relationships with students should be considered at least as important as the percent marks and any hint of favouritism in the selection of candidates must be avoided.

CONCERNING COHSISIP

1. The purposes of higher education

Is it possible to undertake any significamt reform in collegiate education without securing some consensus on the main purposes of higher education ? Actually, there is probably more consensus in this regard than is generally realized. To develop the ability to analyse, the capacity for judgement, the intellect, reasoning faculty and sen sibilities of students are probably purposes with which most persoms would agree. The question which awlays arises is that of employment, for these are generally not considered to be marketable skills. Yet, to what extent have we really concentrated on developing (and measuring) these skills and use this as a basis for seeking employment ?

On the other hand, perhaps it is not important (or even desirable to reach national or regional consensus on the main purposes of higher education. The important factor is that each individual college be clear about their own purpose and that their progress be evaluated in terms of that purpose. The resulting plurality of purposes within higher education would lend strength to the system and provide the participants with a greater range of options.

2. Continuation of COHSSIP activities

Will it be possible for the selected colleges to continue their present level of activity after UGC assistance is withdrawn ? That, of course, is a question which must be asked of each college and each activity. Some of the grant funds have been used for non-recurring expenses, such as library acquisitions. Since in many cases the libraries were woefully inadequate, much of this expenditure may be considered as a "catching up". It will be up to the institution to see that it does not fall behind again once the COHSSIP grant has expired. Other, recurring expenses, must ultimately be borne by the colleges should be required, therefore, to indicate to the UGC precisely how those activities are to be continued.

3. Progress toward autonomy

Will the COHSSIP programme prepare the college for eventual autonomy ? We have already seen in Chapter IV that there are those who think that COHSSIP should be a prelude to autonomy and other who think that autonomy is necessary for effective implementation of COHSSIP. What experience or skills does a college need in order to be able to function creatively as an autonomous institution ? One, certainly is the ability to define a suitable series of courses and to frame the syllabi for these courses. COHSSIP should help to develop this ability by broadening the knowledge of individual teachers through COHSSIP projects, seminars and contact with visiting lecturers. The development of study materials and an analysis of their effectiveness should also be helpful in the framing of a syllabus.

A second skill required is that of evaluating student learning. The setting of question papers, (objective, essay, short answer, etc. and the reading and marking of these papers are areas where many college teachers have had little experience. Therefore, workshops on evaluation methods and the implementation of internal assessment schemes could well be considered important aspects of many COHSSIP schemes.

A third factor of importance in an autonomous college is an adequate system of decision making. It is essential for individual department to have clearly defined authority in academic matters pertaining to that

department, and they must be able to make decisions, preferably by a democratic process, in those areas. The same applies to the entire faculty in academic matters relating to the entire college. Every COHSSIP college can begin to develop such a system of decisio n making within the areas of responsibility it presently carries. Indeed, decision relating to the implementation of COHSSIP itself would be a natural place to start.

Before leaving the question of preparation for autonomy, it should be pointed out that part of the reason for the establishment of COHSSIP is the fact that the syllabi, examinations and evaluations coming from some of the universities were felt to be highly inadequate. This should make us more willing to take the risk of transfering these responsibilities to some outstanding colleges.

4. The overall impact on college education

What difference will 129 good colleges make in the totality of collegiate education in India ? As was mentioned in the introduction, COHSSIP is a "seed programme". Its impact on the totality of collegiate education will depend upon how many of the seeds sprout, grow to maturity and scatter new seeds to grow in new soil. If the COHSSIP programmes are limited to activities which require large sums of money, or if they simply succeed in doing the same things that have always been done, then the sprouts will wither before they reach maturity. It is programmes which have an observable impact upon students and upon the excitement and morale of the teachers which will prosper. Other colleges will adopt the innovations and strategies developed in the COHSSIP *if they can clearly see their value*. The first responsibility of the COHSSIP colleges is to make sure they have something worth sharing. Then when they scatter the seeds, the seeds will find fertile soil in which to grow.

CONCLUSION

The purpose of this report has been to describe rather than to evaluate. Only in this chapter has the editor kmowingly allowed his own thoughts and biases to intrude, and then only to suggest some possible directions. We close with a word of caution to those who would attempt an evaluation.

The appraisal of the worth of COHSSIP depends not only upon the stated aims of the scheme but upon an estimate of what constitutes acceptable progress toward that goal. In other words, COHSSIP may provide many opportunities for COHSSIP colleges, but to what extent can they be realistically expected to take advantage of these opportunities ? We must not ask from these selected colleges any less than their highest dedication to the improvement of the quality of instruction in humanities and social

sciences. But if our expectations for rapid change are unrealistically high, we run the risk of condemning the whole programme on an unsound basis.

The development of experimental programmes in Indian colleges is inevitably hampered by the fact that history has not prepared us well for such a role. We have a long history of education with little change, as a role. We have a long history of education with little change, as a result of which we find it difficult to think in innovative terms. Few of our teachers have had practical experience in their subject areas, and of course, their own academic training largely devoid of any practical orientation. These and other factors will change, but it will be a gradual process rather than a sudden transformation.

Let us, then, make our evaluation of COHSSIP a two-stage process In the first, we will look not at the quantity of changes that have occured, but at the *quality* of these changes; not at how much change has occured or how many colleges have taken full advantage of their opportunities, but at the *direction* which colleges have moved under COHSSIP. To the extent that the quality of change is consistent with the COHSSIP aims, then in a second stage. we can ask "What can be done to remove the obstacles to change and thus accelerate the movement of colleges in this direction.

LIST OF COLLEGES SELECTED FOR PARTICIPATION IN COHSSIP

State	University Affiliation	College, Location
Andhra Pradesh	1. Andhra	1. St. Joseph's College for Women, Waltair
		2. Andhra Loyola College, Vijayawada
	2. Osmania	3. Nagarjuna Govt. Arts & Science College, Nalgonda
		4. St. Francis College for Women, Secunderabad
		5. Vivek Vardhini College, Hyderabad
	3. Sri Venkateswara	6. Sri Padamavathi Women's College, Tirupati
		7. Jawahar Bharati, Kavali
		8. Sri Satya Sai Arts and Science College for Women, Anantpur
		9. Besant Theosophical College, Madanapalli
		10. V. R. College, Nellore
Assam	4. Dibrugarh	11. Sibsagar College, Joysagar
		12. Jagannath Barooah College, Jorhat
Bihar	5. Bhagalpur	13. T. N. B. College, Bhagalpur
		14. Marwari College, Bhagalpur
		15. Sahibganj College, Sahibganj
Gujarat	6. Gujarat	16. St. Xavier's College, Ahmedabad
		17. L. D. Arts College, Ahmedabad
		18. Sri H. K. Arts College, Ahmedabad
		19. Shri S. K. Shah and Shri Krishna O. M. Arts College, Modasa
		20. Sheth P. T. Arts & Science College, Godhra
		21. Navjeevan Arts and Commerce College, Dohad
	7. Sardar Patel	22. Naliani Arvind & T. V. Patel Arts College, Vallabh Vidyanagar
Gujarat	8. Saurashtra	23. S. S. P. Jaim Arts and Commerce College, Dharangadhra
		24. D. K. V Airts & Science College, Jamnagar
		25. M. V. Mahila Arts & Science College, Rajkot

State	*University Affiliation*	*College, Location*
Gujrarat 8 (*Contd.*)		26. Kamani Science & Pratap Rai Arts College, Amreli
	9. South Gujarat	27. M. T. B. Arts College, Surat
Himachal Pradesh	10. Himachal Pradesh	28. Govt. College, Mandi
Haryana	11. Kurukshetra	29. S. D. College, Ambala Cantt.
		30. R. K. S. D. College, Kaithal
		31. Kurukshetra Evening College, Kurukshetra
		32. F. C. College for Women, Hissar
		33. Ahir College, Rewari
		34. Govt. College, Gurgaon
Karnataka	12. Bangalore	35. Mount Carmel College, Bangalore
	13. Karnatak	36. Karnatak Arts College, Dharwar
	14. Mysore	37. St. Agnes College, Mangalore
		38. Maharaja's College, Mysore
Kerala	15. Calicut	39. St. Thomas College, Trichur
		40. Sri Guruvayurappan College, Kozhikode
		41. Providence Women's College, Calicut
	16. Kerala	42. University College, Trivandrum
		43. Sree Narayana College, Quilon
		44. Union Christian College, Alwaye
		45. C. M. S. College, Kottayam
		46. Maharaja's College, Ernakulam
		47. St. Teresa's College, Ernakulam
Madhya Pradesh	17. A. P. Singh	48. Maharaja College, Chattapur
	18. Bhopal	49. Govt. Hamidia Arts & Commerce College, Bhopal
	19. Indore	50. Govt. Arts & Commerce College, Indore
	20. Jabalpur	51. Mahakoshal Arts College, Jabalpur
	21. Jiwaji	52. M. L. B. College of Arts & Commerce, Gwalior
Madhya Pradesh	22. Saugar	53. Govt. Degree College, Narsimhapur
	23. Vikram	54. Govt. College, Mandsaur
		55. Govt. College, Ratlam
Maharashtra	24. Bombay	56. Wilson College, Bombay
		57. Ram Narain Ruia College, Bombay
		58. Sophia College, Bombay
		59. St. Xavier's College, Bombay
		60. J. S. M. College, Alibagh, Kolaba

State	University Affiliation	College, Location
Maharashtra 24 (*Contd.*)		61. R. P. Gogate College of Arts & Science and R. V. Jogalekar College of Commerce, Rathnagiri
	25. Nagpur	62. N. M. D. College of Arts & Commerce, Gondia
	26. Poona	63. Ahmednagar College, Ahmednagar
		64. Hansraj Praggi Thackersey College, Nasik
		65. Fergusson College, Poona
		66. N. W. College, Poona
		67. Prashurambhan College, Poona
		68. M. J. College of Arts & Science, Jalgaon
		69. V. W. Sabha's Arts & Commerce College, Dhulia
		70. S. S. V. P. Sanstha's Arts & Commerce College, Dhulia
	27. SNDT Women's	71. Smt. N. C. Gandhi Mahila College, Bhavanagar
	28. Shivaji	72. Raja Ram College, Kolhapur
Orissa	29. Sambalpur	73. G. M. College, Sambalpur
	30. Utkal	74. Ravenshaw College, Cuttack
		75. Kendrapara College, Kendrapara
		76. S. C. S. College, Puri
		77. M. P. C. College, Baripada
		78. Bhadrak College, Bhadrak
		79. B. J. B. College, Bhubaneswar
	31. Berhampur	80. Khallikote College, Berhampur
Punjab	32. Guru Nanak Dev	81. Khalsa College, Amritsar
		82. Baring Union Christian College, Amritsar
		83. D. A. V. College, Jullundur
		84. Sikh National College, Qadian
Punjab	33. Panjab	85. D. A. V. College, Chandigarh
		86. D. A. V. College, Abohar
		87. Govt. College, Ludhiana
Rajasthan	34. Rajasthan	88. Govt. College, Ajmer
		89. Kanoria Mahila Mahavidyalaya, Jaipur
Tamil Nadu	35. Madras	90. Vivekananda College, Madras
		91. Pachayaippa's College, Madras
		92. St. Joseph's College, Tiruchirapalli
		93. Govt. Arts College, Coimbatore
		94. Presidency College, Madras

State	University Affiliation	College, Location
Tamil Nadu 35 (*Contd.*)		95. Stella Maris College, Madras
		96. Seetha Lakshmi Ramaswamy College, Tiruchirapalli
		97. Madras Christian College, Tambaram
		98. Loyola College, Madras
	36. Madurai	99. A. C. College of Arts & Science, Tiruchendur
		100. S. T. College for Women, Tirunelveli
		101. Kamraj College, Tuticorin
		102. Scott Christian College, Nagercoil
		103. S. P. College for Women, Courtallam
		104. G. T. N. Arts College, Dindigual
Uttar Pradesh	37. Agra	105. Agra College, Agra
	38. Allahabad	106. Ewing Christian College, Allahabad
		107. Ch. Mahadev Prasad Degree College, Allahabad
	39. Gorakhpur	108. St. Andrew's College, Gorakhpur
		109. Degree College, Ghazipur
	40. Kanpur	110. P. P. N. College, Kanpur
		111. Christ Church College, Kanpur
		112. A. N. M. Mahavidyalaya, Kanpur
	41. Lucknow	113. I. T. College, Lucknow
		114. Lucknow Christian College, Lucknow
	42. Meerut	115. D. A. V. College, Muzaffarnagar
		116. S. D. College, Muzaffarnagar
		117. Meerut College, Meerut
		118. Raghunath Girls College, Meerut
		119. D. J. College, Baraut
		120. M. M. College, Modinagar
Uttar Pradesh	43. Rohilkhand	121. Hindu College, Moradabad
West Bengal	Calcutta	122. Vidya Sagar College, Calcutta
		123. The Ramakrishna Mission Vidya Mandir, Belurmath
		124. Ramakrishna Mission Residential College, 24-Parganas
		125. Nabadweep Vidyasagar College, Nabadweep
	44. Burdwan	126. Shambunath College, Birbhum

LIST OF PARTICIPANTS IN COHSSIP REGIONAL CONFERENCES
(By Region and College)

College	Name of Delegate	Department
	NORTHERN REGION	
Ahir College, Rewari	Prof. S. D. Sharma (COHSSIP Coordinator)	
	Prof. H. R. Yadav	English, History
	Prof. V. P. Gupta	Commerce
	Prof. M. B. Yadav	Economics
Baring Union Christian College, Batala	Dr. Paul L. Love (Department Chairman)	English
	Prof. J. N. Jindal (Departmental Chairman	Commerce
	Prof. Ramesh Dutt	Political Science
	Prof. Kul Bhushan	English
D.A.V. College, Abohar	V. N. Chawla (Principal)	
	Prof. S. Dhingre	Political Science
	Prof. G. R. Nagpal	English
	Prof. O. P. Arora	Economics
D.A.V. College, Chandigarh	Prof. S. P. Mehra	Economics
	Prof. M. L. Vermani	English
	Prof. B. M. Vasudeva	History
	Prof. B. K. Gupta	Political Science
	Prof. C. L. Dhamija	English
D.A.V. College, Jullundur	Prof. R. P. Shridhar	History
	Prof. K. C. Mohindru	Political Science
	Prof. R. N. Sharma	Hindi
	Prof. V. P. Malhotra	English
Government College, Mandi	Prof. Devi Saran	
	Prof. B. K. Mathur	English
	Prof. D. N. Kapoor	Economics
	Prof. T. S. Parmar	Political Science
Khalsa College, Amritsar	Dr. Kartar Singh (Department Chairman)	English
	Dr. Karnail Singh	English
	Prof. Mohinder Sing Tejj	Political Science
	Prof. Jasbir Singh Arnejia	Economics
	Prof. N. S. Bhalla (Department Chairman)	Commerce
Khalsa College for Women, Sidhwan Khurd	Prof. B. S. Pangli (Vice-Principal)	
	Prof. Mohinder Singh Virdi	English

College	Name of Delegate	Department
	Northern Region (Contd.)	
R.K.S.D. College, Kaithal	Prof. S. C. Singhal (Department Chairman)	English
	Dr. R. P. Vij (Department Chairman)	Political Science
	Prof. M. L. Grover (Department Chairman)	Economics
	Prof. B. D. Gupta (Department Chairman)	Commerce
S. D. College, (Lahore) Ambala Cantt.	Prof. Vir Sen	Economics
	Prof. S. K. Satija	History
	Prof. N. K. Sen	Political Science
Sikh National College, Qadian Distt., Gurdaspur	Prof. J. R. Marwaha (COHSSIP Coordinator)	
	Prof. Balwant Singh	Poltical Science
	Prof. Manjit Singh	Economics
	Prof. Rajbir Gill	English
	SOUTHERN REGION	
Aditanar College of Arts and Sciences, Tiruchendur	Thiru M. P. Gurusamy (Department Chairman) *Coordinator*	Economics
	Thiru K. Alwar (Department Chairman)	English
	Thiru A. Abdul Razack (Department Chairman)	Tamil
Andhra Loyola College, Vijayawada	Mr. P. T. Thomas	Economics
	Mr. V. Narayan Rao	Commerce
	Rev. Fr. G. Francis S. J. *Principal*	English
Besant Theosophical College, Madanapalle	Prof. B. Madhava Rao (Department Chairman) *Coordinator*	English
	Prof. Sripathi Naidu (Department Chairman)	History
	Mr. B. Ramaiah Chetty Lecturer	Economics
C.M.S. Arts College, Kottayam	Prof. P. N. Chacko	English
	Dr. C. V. Cherian	History
	Prof. K. K. Abraham	Commerce
G.T.N. Arts College, Dindigul	Thiru D. Thulsiram	English
	Thiru S. Ramakrishnan	History
	Thiru S. Daniel Jeyakumar	Commerce

College	Name of Delegate	Department
	Southern Region (Contd.)	
The Guruvayurappan College, Kozhikode	Prof. P. K. M. Raja (Department Chairman)	Economics
	Prof. S. K. Panicker (Department Chairman)	Commerce
	Sri P. M. Shiyali Koya Lecturer	Sociology
Jawahar Bharati College, Kavali	Mr. V. Ramakrishna	History
	Mr. M. Natarajan	Economics
	Mr. O. M. Gopala Rao	English
Kamaraj College, Tuticorin	Prof. S. Selvaraj (Principal, Co-ordinator)	
	Prof. R. Solomon Paul (Department Chairman)	Economics
	Prof. C. Gopalakrishnan (Department Chairman)	Commerce
Kanoria Mahavidyalaya, Jaipur	Mrs. Narendra Kaur	Economics
Karnatak Arts College Dharwad	Prof. C. S. Kaddipudi	Economics
	Prof. M. Surendra	History
	Prof K. S. Narayanachar	English
Loyola College, Madras	Rev. Fr. Louis Xavier, S. J. *Coordinator*	English
	Prof. S. Arokiasamy	Commerce
	Prof. Clarence Motha	History
Madras Christian College, Madras	Dr. M. Abel	Politics
	Mr. V. S. Venkataramanan	English
	Dr. Michael Kockwood	Philosophy
Maharaja's College Ernakulam	Dr. P. N. Narayanan Nair *Co-ordinator*	Politics
	Prof. D. K. Chandra Sekhara Pillai	Economics
	Prof. T. K. Balakrishnan	English
Nagarjuna Govt. College, Nalgonda	Mr. V. Ramakrishna Reddy *Coordinator*	History
	Mr. Y. Chakradhara Rao	English
	Mr. B. Pandarinath	Commerce
Pachaiyappa's College, Madras	Prof. T. R. Ramachandran	History
	Thirumathi Jacob Kuruwilla	English
	Thiru G. Ranganath	Economics
	Dr. Sp. Shanmuganathain Principal, *Coordinator*	
Presidency College, Madras	Prof. S. Jagadisan Addl. Prof.	English

College	*Name of Delegate*	*Department*
Presidency (*Contd.*)		
	Souther n Region (*Contd.*)	
	Dr. T. S. Venkataswamy	Economics
	Chief Professor	
	Dr. K. B. Nanunathan	History
	Chief Professor	
Presidency Women's	Mrs. Bharathi A. Nair	History
College, Calicut	*Coordinator*	
	Miss C. Rohini	Economics
	Lecturer	
	Miss K. Santhanalakshmi	English
	Lecturer	
Ramakrishna Mission	Dr. N. Venkatasubramanian	
Vivekananda College,	Principal, *Convenor*	
Madras	Dr. T. N. Ganapathy	Philosophy
	(Department Chairman)	
	Chief Co-ordinator	
	Dr. K. Ganesan	Economics
	(Department Chairman)	
	Prof. V. K. Sitaraman	History
	(Department Chairman)	
	Prof. A. Ramaswamy	English
	(Department Chairman)	
	Prof. M. Jambunathan	Commerce
	(Department Chairman)	
Sarah Tucker College,	Mrs. Ranee Samuel	Economics
Palayamkottai	Asstt. Professor	
	Mrs. Vasantha	History
	(Prof. & Department Chm.)	
	Miss. M. Samuel	
	Principal, *Co-ordinator*	
St. Teresa's College	Smt. Serala Devi J.	Economics
	(Lecturer)	
St. Thomas College,	Prof. N. K. Seshan	English
Trichur	(Department Chairman)	
	Prof. T. O. Mathew	Economics &
	(Department Chairman)	History
	Prof. O. K. George	Commerce &
	(Department Chairman)	Management
Stella Maris College,	Sr. Helen Vincent	Economics
Madras	Mrs. Sundari Krishnamurthi,	Philosophy
	Assistant Professor	
	Mrs. John	English
Union Christian College,	Prof. T. Simon	Psychology
Alwaye	Prof. E. Narayanan Nambiar	English
	Mr. P. M. Rajan Gurukkal	History

College	Name of Delegate	Department
	Southern Region (Contd.)	
University College,	Prof. K. M. Zachariah	Philosophy
Trivandrum	(Department Chairman)	
	Coordinator	
	Prof. K. N. Balakrishnan Nair	Economics
	(Department Chairman)	
	Prof. L. S. Karuna Bai	History
	(Department Chairman)	
Venkatagiri Rajah's	Mr. A. T. Srinivasa Rao	English
College, Nellore	(Department Chairman)	
	Coordinator	
	Dr. C. V. Ramachandra Rao	History
	Lecturer	
	Mr. D. Gopalakrishnamurthy	Commerce
	(Department Chairman)	
	Mr. S. P. Ramasubramanyam	Economics
	Lecturer	
Vivek Vardhini College,	Mr. D. K. Rotkar	
Hyderabad	Principal, *Coordinator*	
Scott Christian	Mrs. E. G. M. Johnson	English
College, Nagercoil	(Prof. & *Coordinator*)	
	Mr. D. Peter	Economics
	Mr. S. S. Hector	History
S. P. College for	Mrs. V. Indira Bhavani	Tamil
Women, Courtallam	*Coordinator*	
	Mrs. Savithri Sreedharan	Economics
	Mrs. S. Jalaja	English
Sree Narayana	Prof. Jacob P. Mathew	Commerce
College, Quilon	Prof. N. Sathy	Economics
	Prof. P. Vijayaraghavan	Politics & History
Sri Sathya Sai Arts	Dr. J. Hemalatha	Telugu
& Science College,	Principal, *Coordinator*	
for Women, Anantapur	Miss M. Sudha	History
	Mrs. Jayalakshmi Gopinatth	English
St. Agnes College.	Miss Denise S. Karvimkop)	Economics
Mangalore	Miss Flossy Mendoncia	History
St. Francis' College	Sr. Blandine	English
for Women, Secunderabad	Vice-Principal, *Coordinatotr*	
	Mrs. Vasudevan	History
	Miss Girija	Commerce
St. Joseph's College,	Mr. D. Albert	English
Tirchirapalli	Mr. Arul Jaganatha R aj	Economics

College	Name of Delegate	Department
	Southern Region (*Contd.*)	
St. Joseph's College for Women, Waltair	Mr. Leslie Augustine	English
	Miss T. V. Lakshmi	Politics
	Mrs. B. Kusumakumari	Economics
St. Teresa's College, Ernakulam	Prof. Marie Cecile (Department Chairman)	Sociology
	Sr. Maryose (Professor)	English
Vivek Vardhini College, Hyderabad (Contd.)	Mr. G. R. Raj	English
	Mr. S. D. Jatkar	Political Science
	EASTERN REGION	
Bhadrak College, Bhadrak	Prof. Harihar Rath	English
	Prof. Ajodhyaprasad Nayak	Commerce
	Prof. Parthasarathi Singh	Psychology
Buxi Jagabandhu	Prof. Bishnucharan Rlut	Political Science
	Prof. Dharnidhar Panigrahi	Economics
	Prof. Biswambhar Padhi	English
Ganadhar Meher	Prof. N. K. Pujahari	English
College, Sambalpur	Prof. G. C. Tripathi	Economics
	Prof. Nityananda Patri	Psychology
Jaganath Barooah College, Jorhat	Prof. J. S. Siddhanta	English
	Prof. Arun Goswami	Political Science
	Prof. Amarendra Thakur	Commerce
Kendrapara College, Kendrapara	Dr. P. C. Rama Rao	English
	Prof. S. K. Satpathy	Political Science
	Prof. H. K. Sahoo	Economics
M. P. C. College, Baripada	Prof. R. L. Agarwalla	Economics
	Prof. P. K. Rath	Political Science
	Prof. S. K. Gupta	Philosophy
Marwari College, Bhagalpur	Prof. A. K. Bose	Commerce
	Dr. J. C. Chowdhury	English
	Prof. K. P. Sinha	Sociology
Nabadwipa Vidyasagar College, Nabadwipa	Prof. C. C. Goswami	Sanskrit
	Prof. J. N. Karmakar	English
	Prof. R. N. Kundu	Commerce
Ramakrishna Mission Vidyamandir, Belur	Dr. U. N. Chakravarty	History
	Prof. Mrinmay Bhattacharya	Economics
	Prof. Sudhanshu Moitra	English

College	Name of Delegate	Department
	Eastern Region (Contd.)	
Ramakrishna Mission	Prof. K. C. Ghoshal	English
Residential College,	Prof. B. N. Sinha	Economics
Narendrapur	Dr. P. K. Das	History
	Prof. H. Bhattacharjee	Philosophy
	Dr. S. Shil	Political Science
Ravenshaw College,	Prof. B. C. Das	English
Cuttack	Prof. Bhabani Prasad Dash	Economics
	Prof. A. Z. F. Rub	Statistics
Sahibganj College,	Prof. Radhakant Goswami	Hindi
Sahibganj	Prof. Alimuddin Hussain	English
	Prof. Sureswar Nath	History
Samanta Chandra Sekhar	Prof. Somanath Misra	Political Science
College, Puri	Prof. Prasanna Kr. Behera	History
	Prof. Humayun Kabir	English
Sambhunath College,	Prof. Brajargj Gosh	
Birbhum	*Co-ordinator*	
	Prof. S. Nandi	History
	Prof. M. C. Mondal	Bengali
Shibsagar College,	Prof. N. Gogoi	Philosophy &
P. O. Joysagar,		Psychology
Tej Narain Banaili	Dr. Sushmit Chakravarty	Political Science
	Dr. S. Narain	English
	Dr. I. K. Narain	Economics
Vidyasagar College,	Prof. S. K. Basu	English
Calcutta	Prof. J. Mukherjee	History
	WESTERN REGION	
Ahmednagar College,	Dr. P. S. Jacob	
Ahmednagar	Dr. S. B. Kolte	
	Prof. M. D. Choudhary	
Fergusson College,	Dr. S. V. Bokil	
Poona	Prof. S. S. Bhave	
	Prof. V. M. Bachal	
Government College,	Shri R. G. Sharma	
Ajmer	Shri D. C. Jain	
	Shri U. M. Jain	
Hansraj Praggi	Dr. B. D. Chaure	
Thackersey College,	Prof. V. G. Salunke	
Nasik	Prof. A. B. Deshpande	
	Prof. G. A. Kardil	
Kamani Science &	Prof. N. K. Trivedi	
Pratap Raj Arts	Prof. D. A. Shah	
College, Dhulia	Prof. S. R. Roy	

College	*Name of Delegate*	*Department*

Western Region (Contd.)

Kanoria Mahila	Prof. (Mrs.) N. Mathur	
Mahavidyalaya	Prof. (Miss) B. Nangia	
Jaipur	Miss Shabana Bhandari	
	Mrs. Saroj Pawa	
	Mrs. Ranjana Jaitely	
	Miss Jayashree Mukherjee	
	Miss Madhu Tandon	
L. D. Arts College,	Dr. B. S. Agarwal	
Ahmedabad	Prof. S. I. Patel	
	Prof. B. M. Patel	
M. J. College of	Shri C. R. Ponis	
Arts and Science,	Mrs. M. Y. Nandkarni	
Jalgaon	Shri R. D. Rane	
M. T. B. Arts College,	Dr. B. A. Parik	
Surat	Prof. P. C. Joshi	
	Prof. S. C. Seth	
	Prof. Ramesh Oza	
M. V. Mahila Arts	Dr. P. J. Shah	
& Science College, Rajkot	Shri P. D. Vaishnev	
	Prof. S. V. Jain	
N. M. D. College of Arts	Prof. A. K. Dey	
and Commerce, Gondia	Prof. R. R. Sharma	
	Prof. M. Jafar	
Naliani Arvind &	Prof. S. Mukherjee	
T. V. Patel Arts College,	Prof. C. S. Rana	
Vallabh Vidyanagar	Dr. S. B. Minejagi	
Navjeevan Arts &	Prof. M. B. Sikenis	
Commerce College, Dohad	Prof. C. J. Dave	
	Prof. B. K. Saiyed	
R. P. Gogate College	Prof. V. S. Kayal	
of Arts and Science &	Prof. A. L. Jade	
R. V. Jogalekar College	Prof. V. M. Ranade	
of Commerce, Ratnagiri		
Ram Narain Ruia	Prof. K. N. Valsangkar	
College, Bombay	Prof. V. K. Sinha	
	Prof. K. Srikumar	
	Prof. J. M. Jayakar	
S.S.P. Jain Arts &	Prin. S. R. Dave	
Commerce College	Prof. H. S. Shah	
	Prof. R. C. Maru	

College	Name of Delegate	Department

Western Region (Contd.)

College	Name of Delegate	Department
S.S.V.P. Sansthas	Dr. V. S. Patankar Prof. P. K. Chhajed Prof. R. V. Kulkarni	
Sheth P. T. Arts & Science College, Godhra	Prof. M. M. Joshi Prof. B. N. Gandhi Prof. B. K. Bhanot	
Shri S. K. Shah and Shri Krishna O.M. College, Modasa Sir Parashurambhan College, Poona	Dr. D. P. Thaker Prof. P. J. Soni Prof. J. J. Joshi Prof. D. V. Kulkarni Dr. P. A. Bhagwatwar Dr. D. B. Kerur	
Smt. N. C. Gandhi & B. V. Gandhi Mahila Arts & Commerce College, Bhavnagar	Dr. B. M. Dhruve Shri H. J. Baxi Shri P. S. Trivedi	
Sophia College for Women, Bombay	Sr. W. Braganza Miss Kambil Miss Bulsara	
Sri H. K. Arts College, Ahmedabad	Prin. Y. Shukla Smt. IIIa B. U. Pathak Prof. Ramesh B. Shah	
St. Xavier's College Ahmedabad	Braganza Josephy A. Mr. Mohammadamin R. M. Fr. Hedwig Lewis, S. I.	
St. Xavier's College, Bombay	Miss Bunny Mistry Miss L. Belkar Dr. N. S. Gorekar	
V. W. Sabha's Arts & Commerce College, Dhulia Wilson College Bombay	Prof. N. D. Shirolkar Prof. J. G. Khairnar Dr. S. K. Ookerjee Prof. A. N. Patel Prof. S. V. Yardi	

CENTRAL REGION

College	Name of Delegate	Department
Agra College	Dr. S. P. Agnihotri *Coordinator* Dr. B. B. Jain Dr. J. P. Awasthi	Economics English Philosophy
A.N.D.M. Mahila Mahavidyalaya	Dr. Mrs. H. L. Swarup *Principal* Dr. Mrs. S. Taneja Mrs. G. P. Sinha	Political Science Economics English

College	Name of the Delegate	Department
	(*Central Region* (*Contd.*)	
Chaudhari Mahadeo	Prof. R. P. Srivastava *Coordinator*	Geography
	Prof. J. B. Asthana	History
	Dr. V. B. Duggal	English
Christ Church College Kanpur	Sri K. K. Gangadharan *Coordinator*	
	Sri D. Singh	English
	Sri Ramit Mitra	Economics
D.A.V. College Muzaffarnagar	Dr. Krishan Dutt	History
	Sri Jitendra P. K.	Economics
	Dr. J. D. Sharma	Hindi
Degree College Ghazipur	Dr. R. N. Singh *Coordinator*	Psychology
	Sri. V. N. Singh	Sociology
	Dr. R. S. Lal	Economics
Digambar Jain College,	Prof. S. L. Duggal *Coordinator*	English
	Dr. H. S. Sharma	Economics
	Dr. B. S. Tripathi	Psychology
Ewing Christian College	Dr. H. C. Jaiswal *Coordinator*	Hindi
	Sri A. Thakurdas	English
	Sri V. O. Simon	Economics
Government College Mandsaur	Dr. R. P. S. Rana	
	Dr. A. C. Mittal	
	Prof. N. N. Palkar	
Government College Ratlam	Dr. B. L. Jain *Coordinator*	Economics
	Dr. P. K. Desmukh	Political Science
	Dr. J. K. Jalaj	Hindi
Government Art & Commerce College Indore	Prof. I. S. Mehta Principal, *Coordinator*	Commerce
	Prof. I. S. Mehta	History
	Dr. Surendra Verma	Philosophy
Government Post- graduate College Narsinghpur	Sri R. S. B. Mehta *Coordinator*	Economics
	Dr. Gajanan Sharma (Principal)	Hindi
	Dr. P. K. Shrivastava	Political Science
Hamidia College Bhopal	Prof. U. S. Pathak	Economics
	Prof. K. C. Gupta	Commerce
	Prof. S. C. Misra	English

College	Name of the Delegate	Department
	Central Region (Contd.)	
Hindu College	Dr. R. C. Agarwal	Commerce
Moradabad	Dr. B. K. Kansal	English
	Dr. P. S. Saxena	Economics
Isabella Thoburn College	Miss K. Solomon	English
Lucknow	*Coordinator*	
	Mrs. K. Bajpai	Hindi
	Miss P. Juyal	Political Science
Lucknow Christian	Prof. J. P. Misra	A. I. History
College	*Coordinator*	
	Dr. C. S. Franklin	History
	Prof. Albert Singh	Economics
	Dr. Ghanshyam Dass	Political Science
	Prof. B. C. Saxena	Hindi
	Dr. S. N. Misra	Hindi
	Prof. Mrs. P. K. Joshi	Education
	Prof. A. J. Mukerji	Sociology
	Sri G. K. Srivastava	English
	Sri.M. V. Lal	Commerce
	Sri Prakash Masih	Commerce
	Sri Sajiv Simlai	History
	Sri N. K. Misra	Commerce
Mahakoshal Arts	Sri D. S. Chouhan	History
Mahavidyalaya,	Dr. Miss S. Bahl	Economics
Jabalpur	Sri M. M. Bhalla	Political Science
Maharaja College	Prof. R. C. Shukla	English
	Coordinator	
	Prof. R. L. Agrawal	Commerce
	Prof. D. P. Ambasth	Political Science
Maharani Laxmibai	Sri G. P. Vajpayee	English
Arts & Commerce	*Coordinator*	
College, Gwalior	Sri A. K. Mazumdar	Economics
	(Principal)	
	Sri V. S. Gupta	Political Science
Meerut College,	Dr. V. K. Mittal	Psychology
Meerut	*Coordinator*	
	Prof. R. C. Mittal	Commerce
	Dr. P. S. Vats	Hindi
Multanimal Modi	Prof. S. K. Gilra	English
College, Modinagar	Dr. O. P. Gupta	Economics
	Prof. S. P. Goyal	Political Science

College	Name of the Delegate	Department
	Central Region (*Contd.*)	
P.P.N. College, Kanpur	Dr. J. N. Nigam *Coordinator*	Economics
	Prof. P. B. Chaturvedi	Commerce
	Dr. N. K. Saxena	Psychology
R. G. College Meerut	Dr. Miss Pream Mohindra *Coordinator*	English
	Dr. Mrs. Prabha Rastogi	Psychology
	Dr. Miss Suderthan Suri	Political Science
Sanathan Dharam College Muzaffarnagar	Dr. R. L. Goel *Coordinator*	Economics
	Dr. K. S. Saxena	Political Science
	Dr. D. P. Agarwal	Hindi
St. Andrew's College, Gorakhpur	Dr. Dharam Das Pd. Shukla	Hindi
	Dr. ???	Psychology
	Sri Jacob ???	Economics

RESOLUTIONS & RECOMMENDATIONS

NORTHERN REGION

Resolutions

N1. While reforming the present system of education, Indian tradition of education be borne in mind and college teachers consulted during the process of the formation of various policies and programmes of college education.

N2. Since additional facilities for improvement are not available in rural areas, the COHSSIP be extended to more and more deserving rural colleges and the conditions for selection be relaxed in such cases.

N3. The subject wise Boards of studies of the Universities should consult the teachers actually teaching undergraduate classes through conference or contact before finalizing the syllabi for these classes.

N4. The syllabi of all the subjects of Humanities and Social Sciences be uniform in all the Universities in the Northern Region, as far as possible.

N5. The work load of teachers as presently stipulated in the University Calendar, be distributed suitably between 16 periods of class room teaching and eight periods of personal academic contact like seminars, discussions and tutorials in the case of teachers taking undergraduate classes. For post-graduate teachers this ratio should be of 12 and 8 periods.

N6. The lecture based teaching be regulated in Social Sciences by a teaching workload outlining tentative term-wise break-up of syllabus, synopsis of topics, graded bibliography, assignments etc. and that the lecture based teaching be followed in small groups situations under supplementary teaching techniques such as seminars, tutorials, field work, etc.

N7. The courses of study in the subject of English, presently very unwiedly, be revised and rationalized in consultation with the teachers undergraduate classes, and reduced by about 25% so that intensive written work be done with the students.

N8. Anthologies for undergraduate classes in various languages, presently being haphazardly prepared in most cases by teachers in no way connected with undergraduate teaching be prepared by a set of teachers experienced in teaching undergraduate classes and anthologies should be well graded.

N9. As the standard of English of the students seeking admission to colleges is generally very poor, 15 to 20 days, crash programme in Remedial Teaching for the freshers be arranged immediately after admission. Under this programme the students be equipped with workable vocabulary of 1000-1500 words and simple sentences.

N10. The proposals contained in the papers "A Team Approach to the Lectures and Tutorials," and "Approach to Better Teaching in Social Sciences", be circulated to all 'Lead Colleges' by the UGC for faculty comments and also be presented before the other regional COHSSIP comferences, as these suggest certain measures for improving teaching with little extra cost.

N11. There be a provision for bringing out a COHSSIP magazine for the Northern Region in which the creative talent of the younger buddiing writers in the colleges of this region is encouraged.

N12. After the completion of the stipulated period of 3 years, the COHSSIP scheme be extended for another 2 years. A follow-up scheme, after the expiry of 5 years, should be taken up, providing for financing by the UGC of the continuance of Tutors – associate lecturers appointed under the COHSSIP.

N13. The University Departments which have been granted the ULP (University Leadership Programme) scheme by the UGC should associate the teachers of the same departments in other Universities of the region and of the COHSSIP colleges in carrying out the programme and in co-ordinating the COHSSIP activities in different lead colleges of the region.

N14. The University should assign the work of paper-setting for the undergraduate classes only to those teachers, who have long experience of having taught or are actually taking these classes.

N15. If any portion of the amount allocated to a collge under COHSSIP to be spent in one year, remains unutilized, the same should be allowed to be carried over to the next year.

N16. If in a particular year, the allotment to a college is less than Rupees one lakh, the difference be allowed to be budgeted for the next year.

N17. The amount earmarked for extension and guest lectures, should also be available for organizing inter-COHSSIP college seminars.

N18. Students of Social Science be associated along with other student's organisation like the NCC, the NSS and the like in conducting field studies, socio-economic surveys and in organising social welfare activities, so that they come in contact with the real life settings/situations of various socio-economic political issues, problems and phenomena.

N19. New research findings in History should be consolidated and incorporated in the Text-books at the earliest.

N20. The teachers should initiate such schemes, projects and field studies, which make the students research-minded and research-oriented.

N21. Preparation of Teaching Manuals and teaching aids should be taken up by the COHSSIP colleges single-handedly or jointly with immediate effect. This would help in improving the understanding of the students and also eliminate the chances of the use of cheap help, books by the students. The saving from COHSSIP may be used for the preparation and printing of the Teaching Manuals.

SOUTHERN REGION

Resolutions

S1. The UGC is requested to consider the successful implementation of the COHSSIP Programme as the criterion for selecting colleges for autonomy.

S2. The UGC is requested to make special provision for additional clerical staff to cope with the work involved in implementing COHSSIP Programmes.

S3. The UGC is requested to extend the COHSSIP Programme of Colleges, successful in the implementation of COHSSIP, for a further period of two years.

S4. Subject-wise teachers conferences of COHSSIP colleges of a particular university/regional area be convened to discuss problems related to the implementation of COHSSIP programmes.

S5.   The UGC is requested to grant financial assistance for field work in subjects like Sociology, History and Fine Arts.

S6.   The UGC is requested to assist colleges in organising refresher courses for commerce teachers in collaboration with major business houses and Chambers of Commerce.

S7.   The UGC is requested to constitute seperate groups for Indian Languages in the conferences to be organised in the future.

S8.   The UGC is requested to identify teachers of colleges covered under the COHSSIP to invite them to write text books.

S9.   Realising the importance of field work as an invaluable method of learning, this conference of COHSSIP colleges recommends to the universities to make field work as part of the curriculum in subjects like Sociology, History, etc.

Recommendations

S10.   A monthly publication of a COHSSIP Newsletter for the Southern Region.

S11.   All teachers should pay more attention to the inculcation of humanistic values.

S12.   English language skills should be an important criterion in selection of candidates for the Post-graduate course, with reference to particularly students coming from the regional language media.

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EASTERN REGION

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Resolutions

E1.   *On teacher-student ratio* : The Conference requests the UGC to so arrange things in consulation with the Universities and the Governments as to ensure a reasonable teacher-student ratio of 1 : 20 and reasonable size of a class (not more than 50 students) at the undergraduate level. Unless this is brought about there is little hope of any real improvement in teaching and learning being effected in the colleges.

E2.   *On autonomy of COHSSIP Colleges* : The Conference is of the opinion that unless COHSSIP Colleges are allowed to have more academic freedom and are released from the constraints imposed by the universities and State Governments better implementation of the COHSSIP will be continuously hampered. It, therefore, recommends conferment of autonomy to the COHSSIP Colleges, may be, with some statuatory checks and safeguards as per UGC recommendations.

E3.   *On continuation of COHSSIP* : In the light of the success of the COHSSIP in improving the quality of teaching and learning in the participating institutions, the conference is of opinion that the COHSSIP grants to colleges should be extended for some more years so that the improvements already noticeable may be consolidated.

E4.   *On COHSSIP Organisation*: The Conference opines that for proper planning and implementation of the COHSSIP a COHSSIP Committee with the Principal as its Chairman, and the Coordinator as its Secretary, and Heads of Departments concerned or their nominees as members, may be constituted and such a Committee be given adequate authority.

E5. *COHSSIP Coordinator* : This Conference proposes that the COHSSIP Co-ordinator should be provided with a room of his own and a clerical assistant, and that the Coordinator should be given adequate relief in regard to his class work to enable him to do his work as Coordinator better.

E6. *On preparation of Advance Academic Calendar* : The Conference recommends that a college should so arrange that—

(a) an academic session is divided into a number of terms;

(b) a syllabus of each subject is detailed into topics term-wise, and relevant bibliography appended therewith;

(c) term-ending examinations with pre-determined and pre-announced weightage in the evaluation of students' attaintment are held;

(d) detailed academic calender including terms, courses to be covered, select bibliography, examination-schedules with weightage are made available to the students at the beginning of an academic session.

E7. *On pre-class preparation* : The Conference recommends that for better pre-class preparation both of the teachers and the students—

(a) lecture-synopses with specific references may be prepared by the teachers and circulated among the students in advance;

(b) teachers should make specific plans for teaching aids and materials.

E8. *On teaching methods and aids* : The Conference recommends that for improvement of teaching methods—

(a) text-books in regional languages should be used to supplement the original texts;

(b) seminars may be conducted jointly by teachers of allied disciplines.

(c) joint seminars may be conducted by teachers and students of a department.

(d) teaching assistants and tutors may be appointed for remedial teaching and also regular teaching in a department.

(e) teachers should judiciously utilise the teaching potentials of relatively advanced students both during and beyond the college hours. This may help not only under-achievers but also the advanced students by instilling in them more confidence and commend.

E9. *Evaluation* :

(a) Internal assessment should be introduced as part of final evaluation of student's performance. They may also be given separate certificates of Merit for participating in seminars, surveys and project works.

(b) Question papers should be so structured as to ensure adequate coverage of the syllabus and use of different types of questions i.e. essay-type, short-answer type and objective-type in proper proportions.

(c) Universities may initiate formation of subject-wise question banks inviting supply of questions from teachers, properly moderating them and arranging their final publication and circulation among teachers and students. A certain percentage of questions in a university question-paper should be taken from such banks.

E10. *On Books and Libraries* :

    (a) The Conference recommends that a college having Honours Courses should have departmental libraries with a teacher incharge of each one of such libraries. Such libraries should contain necessary nest text and reference books and supplement the general College Library.

    (b) Extracts from rare books and articles in journals, not easily available, may be circulated among the students in cyclostyled form.

    (c) Students may be guided in proper use of library facilities.

E11. *On Teacher's Improvement* :

    (a) Refreshers Courses, Workshops and Summer Schools should be organised for teachers to appraise them of latest developments in their disciplines and improved methods of teaching.

    (b) UGC should introduce a scheme of teacher-exchange on a voluntary basis from COHSSIP Colleges. This should include inter-university and inter-regional exchange. This may expose such teachers to different syllabi, students, may be of different linguistic groups and different systems of evaluation. This may contribute towards promotion of national integration and breathe fresh air into our cramped and closed class-rooms.

    (c) The Conference opines that the teachers should not be allowed to languish and rest on their laurels after obtaining M.Phil. or D.Phil. Degrees. They should be urged continuously towards further self-improvement. Incentives in some form or other should be given to the teachers to strive for such self-improvement.

WESTERN REGION

Resolutions

W1. For improved teaching under COHSSIP the needs of each student should be identified, so that average and below average students may be provided with crash courses, remedial courses, language courses or extra tutorials as the case may be, for which part-time help may be recruited.

W2. To facililate active participation a lecture class should not consist of more than 66 students.

W3. The evaluation of teaching by teachers themselves and by students should be undertaken at regular intervals. The University Grants Commission may be asked for financial assistance in such projects.

W4. Refresher courses should be arranged for teachers in their respective disciplines with the help of University Grants Commission.

W5. There should be an exchange of teachers and students in COHSSIP Colleges for a period of 15 days, at least.

W6. Task of producing reading material in various subjects should be undertaken jointly by COHSSIP Colleges of the same region and published with funds provided by the University Grants Commission.

W7. In cases where the colleges are in the third year of COHSSIP they should be allowed to go in for a follow-up programme for a further period of three years.

W8. In respect of the COHSSIP Colleges that have not been able to spend the entire COHSSIP grant before the conclusion of the third year, they should be allowed to carry forward the expenditure into the next year.

W9. This conference recommends to UGC that UGC should strive to achieve a degree of co-ordination among the colleges, universities and State Governments. Such a co-ordination in policy and administration is most essential for a successful implimentation of COHSSIP.

W10. The UGC should permit the COHSSIP colleges to utilise book grants under the scheme in a phased out manner irrespective of the academic year in which it was sanctioned so that books of better value can be procured as and when they become available.

W11. COHSSIP Colleges in the same region should be encouraged to meet at least once a year for exchanging experiences and views and the UGC is requested to provide financial help for such a meet.

W12. The UGC should start an independent teaching improvement programme for the Commerce students so that Commerce Colleges may be covered under this new scheme. This scheme may be called COCIP (College Commerce Improvement-Programme).

W13. In order to motivate and encourage students towards writing and reading a newsletter should be brought out periodically in which translations and original articles, written by students of COHSSIP Colleges may be brought out. The expenditure of such a newsletter could be borne by the University Grants Commission.

W14. Short term trainings in the elements of organised thinking must be provided for every language teacher.

CENTRAL REGIONAL COHSSIP CONFERENCE

ADVANCE STUDY QUESTIONS FOR DELEGATES

I. What preparatory work should (or do) our students do before coming to attend a class on a particular topic (presumably announced beforehand by the teacher)?

Questions

1. Do you agree that students should be expected to study a topic before class? If yes, what amount of time on the average do you think a student should spend preparing for each class period?

2. Do you think an element of surprise is useful and hence no previous preparation is need for certain topics? If yes, what are some of these topics?

3. Can you suggest *specific* ways of making preparation for class an interesting exercise of which the student would gradually form a habit?

4. Is it fair to a student who has *not* prepared for class to base the class discussions on material which students were asked to read before coming to class ? Is it fair to a student who *has* prepared to repeat in class the same material he/she has already read?

5. Would you favour some type of *orientation* course for students at your college ? If so, what should be included? How long should it last? Should it be compulsory?

II. What preparatory work do you as a teacher actually do ? What should you be doing to make teaching more meaningful? Consider, for example :

A. Announcement of the topic;

B. Graded and annotated bibliography;

C. Pre-lesson observation/experiments/field work;

D. Detailed syllabus/synopsis of lesson.

Questions

1. Do you provide students at the start of the term with a detailed, week-by-week list of topics to be covered in class? If not, do you think it is possible and/or desirable? What advantages and problems do you foresee (for example, how do you know how many weeks of instruction you can count on)?

2. Who should prepare the weekly schedule, synopsis, bibliographies, assignments, etc. for a course? The individual teacher? A department? The University? A regional/state/national board?

3. If students were given the material in cyclostyled form, or given detailed references to readily accessible books, would the practice of "dictating notes" become obsolute? If so, how could the resulting class time be used constructively?

4. What other aspects of class preparation (Other than A-D above) can you suggest?

III.   Selection of the method for an actual lesson :
       Lecture/Tutorial/Self study/or ?

Questions

1.   What can be accomplished better (in less time or more thoroughly) by means of a lecture than *in any other way* (e.g. by use of written material, class discussion, etc.)?

2.   Are tutorials and seminars necessary supplements to lecture methods?

3.   How do you evoke response from the class? How can you make your students learn more on their own (self-study)?

4.   Would the subject matter become more interesting, personalised, meaningful to the students if at least some topics were taken up by a symposium/ discussion/demonstration by students themselves, with proper guidance from you?

5.   Please share with the group any experiences which you have had with non-traditional teaching methods, such as class projects, mock elections, small group presentations, etc. Include the topics which were covered, the response by students, and what you feel was learned. (Reports of unsuccessful attempts may be helpful to others as well as success stories).

6.   Does overteaching, dictating notes and revising the course eliminate self-study?

IV.   *Participation by students in the lesson*

Questions

1.   Is participation of students in the lesson desirable and/or necessary? If so, when and at what stage ought it to be done?

2.   In what ways have you been successful in involving students in the lessons? Give specific examples, including the topic and how students participated, To what do you attribute this succes?

V.   Evalution of : (A) Teaching by the teachers;
                        (B) Learning by the students.

Questions

1.   Should your students and/or your colleagues be called upon to evaluate your teaching performance on a regular basis? (Scientifically prepared proformas are availble for this purpose.) If so, who should see the results of these evaluations : the principal? department head? only the individual teacher? other teachers? students? How frequently should this be done? Should all teachers in a college be required to participate ?

2.   What should be the methods of finding out whether your teaching is being understood by the class?

3.   How do your students know to what extent they have mastered any particular topic in your classes?

4.   Do you think a move towards partial or complete internal assessment in the granting of marks to students would be a step in the right direction? If so, upon what should the internal assessment be based : essay exams? term papers? objective tests? class attendance? regularity in completion of homework? marks obtained on homework? others?

The nature and number of home/library assignments and the marking of homework.

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1. Fundamental to the correcting and returning of home work is the concept that students learn through making mistakes. Do you think this is an important mode of learning in your subject area? If so, give one or two examples of topics that may best be learned through corrected mistakes.

2. Besides reading text and reference books, what other types of home assignments can be given regularly?

3. How are they to be checked/corrected and/or graded?

4. What incentives will make students do home assignments? (For instance, having a term paper written by two or three students on a topic and a synopsis presented by them to the class followed by questions and answers, with the teacher only as a moderator).

Production of reading material in the regional languages.

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1. Within the limitations of funds, time and motivation, how far is it feasible to prepare and provide reading material for students in regional languages?

2. What is your own practice in classrooms where students do not understand English properly and use the regional language as their medium of reading and writing? How do you manage to overcome the shortcomings of a limited number of books available (if at all) in the regional language? Will bilingual teaching help?

3. At the 'University' stage should there be a thing called 'Text Book'?

Introducing element of social relevance/field work into teaching.

estions

How can you bring out clearly the relevance of your discipline of teaching to the needs of our Society? Do you keep this objective in mind? with what specific methods topics etc. have you been especially successful in introducing social relevance?

Is field work necessary in all disciplines for introducing elements of social relevance?

How can you *conscientize* your students within your particular discipline regarding social justice, dedication to national development and having a broad point of view?

If you have used, or are aware of, specific examples of field trips, field work and student projects related to community needs in your discipline, please share them with the group.

Better use of books and other reading materials.

estions

1 What role can you and your college library play in helping your students too make the most effective use of the available books and reading material? Im which way can the librararian help orient the students to this?

2. Have you and your college taken full benefit of the several UGC grant schemes for books? What information do you seek regarding it?

3. How can you motivate your students to consult books other than the so-called 'Text Book' ?

X   *Use of part-time teachers*

Questions

1. Is there any need for Teaching Assistants, particularly where teachers have only a few teaching periods? Should the TA's be fully part-time guest lecturers? For how long in an accademic year should they be appointed?

2. What specific duties and responsibilities would you assign to a Teaching Assistants? How many hours of work?

XI.   *Remedial teaching*

Questions

1. What specific remedial reaching, as distant from the usual 'Coaching classes', do you think is needed (if at all) by your students to make up deficiencies in their background learning ? How, when and by whom should the remedial teaching be done?

2. If the majority of students in your class are in the category of those needing remedial teaching, how to integrate remedial and regular teaching of the course? Or, should the two activities be undertaken separately? How about the minority of students not needing remedial work?