

GUIDELINES

**FOR COLLEGE HUMANITIES
AND SOCIAL SCIENCE
IMPROVEMENT PROGRAMME (COHSSIP)
DURING THE IXTH PLAN PERIOD**



UNIVERSITY GRANTS COMMISSION

BAHADURSHAH ZAFAR MARG

NEW DELHI-110 002

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GUIDELINES FOR COLLEGE HUMANITIES AND SOCIAL SCIENCE IMPROVEMENT PROGRAMME (COHSSIP) DURING THE IXTH PLAN PERIOD

INTRODUCTION

1. Objective

The College Humanities and Social Sciences Improvement Programme (COHSSIP) was introduced in 1974-75 to bring about qualitative improvement in teaching at the under-graduate level in the affiliated colleges in the various universities. The objective of the programme is to bring about improvement in the teaching of humanities and social sciences, at the under-graduate level with particular reference to (a) Adoption of new teaching methods, e.g., preparation of synopsis of lectures and other teaching materials, use of audio-visual and other teaching aids, tutorials and seminars, etc., (b) Extension of library services, (c) introduction of special courses, (d) Inter-disciplinary programmes, (e) Adoption of various measures of examination reforms, (f) Remedial teaching, and (g) Field/project work, etc. COHSSIP thus provides an opportunity to colleges to make new experiments for the improvement of teaching, learning curriculum and examinations.

2. Selection Criteria

Colleges are invited to participate in COHSSIP on the basis of grading done on a 40 points scale; which takes into account various factors having a bearing on the academic performance of the college. These factors are :

- (i) qualifications of the teaching faculty,
- (ii) student-teacher ratio,
- (iii) performance in university examinations,

- (iv) library resources, and
- (v) merit of the proposal, etc

II. PROGRAMME BY COHSSIP COLLEGES

1. New Teaching Methods

Effective teaching requires the use of alternative strategies to accomplish different educational goals because no single approach to teaching is appropriate in all situations. COHSSIP provides an opportunity to the colleges to experiment with different methods of teaching, such as, seminars, case - studies, role-playing, etc. to attain educational goals.

'Lecture method' of teaching continues to be the principal method of teaching in all the COHSSIP colleges.

Under COHSSIP colleges must supplement this and use other methods of teaching such as student seminars and tutorial classes, and group discussion/panel discussion. In student seminars, students present their papers based on a common set of readings or individual investigation under the guidance of their teachers. These seminars are helpful to the students in seeking more defensible and plausible solutions to the societal problems. Tutorials enable the students to discuss various topics in greater detail and more comprehensively. Group discussions/panel discussions as a teaching method are very carefully planned to ensure to the development of creative and critical abilities of the students. Under this method, students are supplied the required bibliography regarding a particular topic about a fortnight in advance of the scheduled panel/group discussion. A few students (3 or 4) are selected at random to initiate discussion about the topic. These students are expected to answer questions about the topic raised by other students. Some other methods of teaching such as case studies, brain storming, role playing, team teaching, project work, question-answer sessions, simulation games and student lectures are also to be utilised.

'Skit method' to teach even a course such as advanced accountancy is very effective. Under this method, a short drama in the form of conversation is prepared. Two or three students are then selected to carry on drama! conversation, in the course of the topic, to humorously explain to the student: various aspects of the topic. This enables even the weaker students to understand the subject matter.

The Conditioning Lecture Method is another innovation. It is helpful in improving the teaching/ learning process. Under this method, in the beginning of the lecture, one of the students is asked to give a brief talk for about five minutes on what he/she is going to learn on that specific topic after the teacher finishes his/her lecture. For this purpose, students are informed of the topic to be taught well in advance. At the end of the lecture, one of the students is asked to summarise the lecture highlighting the main points.

2. Inter-disciplinary Approach to Teaching

COHSSIP colleges must adopt an inter-disciplinary approach to the teaching of various social science subjects. When combined with various activities of an inter-disciplinary nature it can initiate to imparting more meaningful and effective instruction to the students. These include seminars, short-courses projects, studies etc. An illustrative list of such activities is given below :

- (i) Area study on specific countries by students of History, Political Science Sociology, Economics, Philosophy etc.
- (ii) Studies of rural areas by the students of Economics, Sociology, Social Work, Political Science, and Psychology to study different aspects of rural life.
- (iii) Projects involving students from various disciplines, viz.,
 - (a) 'Twentieth Century Literature as a Reflection of Trends and Developments in other Disciplines' by students of Psychology, Sociology, Economics, History, Political Science and English; and

(b) Management in Personnel Administration by students of Sociology Economics and Psychology.

(iv) Courses on inter-departmental topics like National Integration, Value Education, India's changing villages, 20 points Economic Programme and Economic Development, Soil Management, Cooperation etc.

3. Audio-Visual and other Teaching Aids

COHSSIP colleges will make extensive use of various audio-visual and other teaching aids, such as, (i) Computer packages, (ii) Language records/Lingua phones, (iii) Educational films/ Slides/Strips, (iv) Transparencies, (v) Video Cassettes/Tape Recorders/Record Players, (vi) Epidiascope, (vii) use of simulation games, films and case-studies and (viii) Calculators, photostat machine, and duplicating machines. Colleges can set up audio-visual centres for language laboratories or other subjects. Slides in English grammar and sentence pattern or in other courses may be used as aids in teaching; or have organised exhibitions as aids for the teaching of different subjects or have established museums of various documents.

4. Improvement of Study Habits

COHSSIP colleges will need to initiate programmes aimed at improving the study habits of students, such as a workshop on how to read and get the most benefits out of the studies, how to use the library, how to prepare reference notes. Colleges should introduce some of the following : (i) programme of guided readings, (ii) paper reading sessions, (iii) term paper writing, and (iv) reading faster courses.

Under the programme of Guided Readings, teachers guide the students with regard to proper use of relevant books. For this purpose, some hours are especially allowed as reading hours and each student studies a topic in a particular book and is asked to summarise what he/she had studied. The summary prepared by the students is then corrected by the teachers with special stress on aspects like presentation, cogency and style. Under Paper Reading Session,

students read their papers on a given topic. These papers are prepared by the students under the guidance of the teachers.

Under Term Paper Writing, students can be given a bibliography or be helped to build one themselves in the library on a topic of their choice, and are asked to write a paper annually or in each term. Students also need to give training to their students on how to take notes in the class and then develop them with the help of the library. The objective of the Reading Faster Course is vocabulary expansion through rapid reading courses.

Teaching plans are also to be distributed to students. Such a plan contains the schedule of lectures on different topics for the term/session. Synopsis of various lectures can also be distributed to the students. This helps students in planning their study schedules systematically.

5. Courses with Practice Orientation

There is a need to introduce a practice orientation in all the courses. For example, language departments in the colleges have introduced various short-term courses within the existing course curriculum. An illustrative list of such courses is given below :

- (i) A course in study skills for regional language medium students,
- (ii) Training to improve the journalistic style to develop the creative abilities of the students,
- (iii) Training in expression and writing, drilling in spellings, pronunciation and correct stress on phonetics and semantics,
- (iv) English conversation,
- (v) Teaching of business English,
- (vi) Training in the art of public speaking,
- (vii) Poetry and literary criticism and written communication, in each course, skill based learning must be identified.

- (iv) Reading and editing old manuscripts.
- (v) Introduction of wall magazines.

8. Book Review Programme

Book Review Programmes help to expose students to contemporary reality through current literature. Under this programme, new books are reviewed by the students and presented in the class for discussion on the method of review as also the substantive aspects.

9. Other Programmes

Other programmes which can be initiated by the colleges include remedial teaching for weaker students, orientation in the use of library and distribution of cyclostyled material relating to

- (1) lecture synopsis/plans,
- (2) bibliographical notes, and
- (3) standard reading material translated into regional languages.

Preparatory courses may also be organised by colleges with a view to developing various skills such as (1) habit of listening to spoken English; (ii) taking down notes; (iii) need to do independent study at home; and (iv) development of an independent scholarly attitude towards learning.

10. Examination Reforms

Continuous internal assessment, to evaluate the performance of students through sessional and other forms of assignment, should be adopted by a number of COHSSIP colleges. The colleges use (i) objective type tests of various types, (ii) announced and unannounced quizzes, (iii) home assignments, (iv) short-answer/essay type questions, (v) participation in seminars/groups discussions and (vi) paper reading, for purposes of internal assessment. Colleges can also take up a project for the preparation of question banks. It can undertake this work also with a group of colleges.

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11. Evaluation of Teachers

Evaluation of the performance of teachers by students may also be tried out. (It has been done by some of the COHSSIP colleges). For this purpose, the students are given a questionnaire at the end of the sessional test to evaluate the performance of their teachers. The feed-back received by the teachers has led to improvement in teaching, which is the main objective of the evaluation of teachers.

12. Changes in Course Curriculum

The COHSSIP Programme also provides opportunity to the colleges to introduce changes in the course curriculum as detailed below :-

- (i) Introduction of a paper on the applied component.
- (ii) Introduction of Job-Oriented Courses.
- (iii) Courses in language skills-reading, writing, listening and speaking.
- (iv) Courses in mathematical and statistical methods for the students of Commerce and Social Science.

III Proposal

The Commission is interested in supporting COHSSIP as an innovative programme which is likely to have a great impact on the standard of teaching at the under-graduate level, the methods of teaching, relevance of courses improved evaluation methods. The Commission would, therefore, like the involvement of as large a number of colleges as possible.

1. Period of Assistance

Assistance under this programme is approved for a period of three years for the first phase. On the satisfactory completion of activities in the first phase, the period of this programme may be extended for another two years for the second phase of the programme.

2. Level of Assistance

Financial Assistance for the College Humanities and Social Science Improvement Programme (COHSSIP) is available upto a ceiling of Rs. 5.00 lakhs for a total period of five years. As and when the college approaches the Commission for further release of grants, it should be accompanied with progress reports of implementation of the programme and utilisation certificate of the grants released earlier for the purpose.

3. How to Apply

Applications, in duplicate, in the prescribed form may be made to the respective regional offices.

6. Student enrolment during the preceding year*

- (a) Under-graduate level .
 - 1st year
 - 2nd year
 - 3rd year
 - Total
- (b) Post-graduate level
 - 1st year
 - 2nd year
 - Total :

7. Results of Under graduate/Post-graduate courses during the preceding year *

- (i) Name of the course : (UG or PG)
 - a) No. of students appeared
 - b) Number Passed
 - c) No. of students placed in the 1st Division
 - d) No. of students placed in the 2nd Division
- (ii) Whether the college has declared results on time : Yes/No

8. Strength of Teaching Staff during, the preceding year*

- (i) Full-time teachers :
 - (a) No. of teachers holding Doctorate, (Ph.D.)
 - (b) No. of teachers holding M. Phil. degree
 - (ii) Part-time teachers
 - (iii) Please state the teacher-student ratio during the preceding year*
 - (iv) Number of teachers and percentage awarded
 - (a) Orientation Courses
 - (b) Refresher Courses
-

9. Existing physical facilities :
- (a) No. of books in the library at the end of the preceding year
 - (b) No. of new books purchased during the preceding year
 - (c) Ratio of new books purchased to students in the preceding year
 - (d) No. of journals subscribed in the library during the preceding year
 - (e) No. of lecture rooms
 - (f) No. of tutorial / seminar rooms
10. Is there a book Bank established in the college? If yes since when and number of books available :
- (a) Subjects :
 - (b) Number of titles and copies of each title :
11. Are computer and audio-visual aids facilities available? Yes/No
12. Are there any Institutional arrangements for tutorial/seminar work? If so, please give details on a separate sheet of paper.
13. Number of days college remained in sessions (Teaching days)
14. Please give details of extra-curricular activities held during the preceding year
- (a) Programme of Adult and Continuing Education
 - (b) No. of workshops/seminars/symposia/summer institute
 - (c) No. of debates/competitions/special lectures 'and' other cultural programmes held.....

Signature of the Principal

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All information may please be given for the preceding year; i.e., the academic session preceding the year in which the application is made.