



Shri Swami Vivekanand Shikshan Sanstha , Kolhapur

(Affiliated To Shivaji University, Kolhapur)

Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon

6.5.5

DOCUMENTS UPLOAD

Sr. No.	Documents
1	Building photographs



 **GPS Map Camera**

Tasgaon, Maharashtra, India

2JP2+4Q5, Paga Galli, Kalgaonkar Wada, Tasgaon,
Maharashtra 416312, India


Lat 17.035125°

Long 74.602315°

19/09/23 03:08 PM GMT +05:30





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Draft Report
on
Institutional Accreditation
of

**Shri Swami Vivekanand Shikshan Sanstha's Mahila Shikshanshastra
Mahavidyalaya, Tasgaon, Dist. Sangli, Maharashtra**

December 29 – 30, 2004

National Assessment and Accreditation Council

Bangalore

Draft Report on Institutional Accreditation
of
**Shri Swami Vivekanand Shikshan Sanstha's Mahila Shikshanshastra
Mahavidyalaya, Tasgaon, Dist. Sangli, Maharashtra**

December 29 – 30, 2004

I. Introduction

Mahila Shikshanshastra Mahavidyalaya (MSM), Tasgaon, was established on 27th August 1984, by Shri Swami Vivekanand Shikshan Sanstha. The Sanstha founded by Dr. Bapuji Salunkhe in 1954 also runs several institutions (330 Sanskar Kendras) including secondary and higher secondary schools, colleges, D.Ed. colleges, hostels and B.Ed. colleges in 11 districts in Maharashtra benefiting a total of 2,25,000 students the majority of whom are girls and women (1,25,000). MSM is a grant-in-aid women's college affiliated to Shivaji University, Kolhapur. Located in a semi-urban area the college functions from a building with floor area of 925 sq.mtrs. It is recognized by the NCTE vide order No 8774 dated 16/10/2001. The college runs the one-year B.Ed. programme with an annual intake of 80 girl students. The unit cost of education in 2001-2002 was Rs. 34310 and Rs. 32492 in 2000-2001. It has 8 faculty members including the Principal I/C, a librarian and 9 supporting staff (1 technical and the rest administrative). The peer team comprising Prof. C. Seshadri, Former Principal, Regional Institute of Education, Mysore, Prof. C. Abdusalam, Principal, Farook Training College, Kozhikode and Prof. G. Appalanaidu, Vizianagaram visited the college on Dec 29 and 30 and after assessment has submitted the foregoing report.

II. Criterion-wise Analysis

Criterion – 1: Curricular Design and Planning

MSM admits students based on the centralized admission process of the Shivaji university and as per Maharashtra government rules. The college has 167 total teaching days, 210 total working days, 21 days of pre-practice preparation and 43 practice teaching days. It has 14 practice teaching schools and the number of practice lessons per student is 30. Most of these schools are located within a 5 -10 minutes walking distance. The college has no provision for assessing students' entry level knowledge and skills for the programme. It is desirable for the college to have some provision to assess this so that it can design and implement appropriate educational interventions to prepare freshers to meet the academic demands of the programme. The college, however, provides special guidance and supervised study to help educationally disadvantaged students. Advanced

learners (high achievers in the qualifying examination) are given extra guidance in the form of writing model answers.

The college follows the syllabi prescribed by the affiliating university. The college faculty prepares 'year plans' for each subject. The syllabi are unitized according to a teaching schedule. Students have flexibility to the extent they can choose their methods and optional subjects. There is provision for 7 school subjects for methodology: Marathi, Hindi, English, History, Geography, Mathematics and Science. Out of the 10 electives provided under paper V the college offers Alternative education and Population education. An elective is offered only when there is demand for it from at least 10 students. It is necessary that students are advised about the scope and possibilities of all elective areas before they make their decision. The college has not introduced any new course in teacher education during the last three years. As it is a women's college efforts can be made to introduce programmes focused on identified women's needs and impart the gender perspective to the curriculum. Additional electives may be proposed in this regard.

The students at the end of the second term make evaluation of teachers but there is no mechanism to obtain regular and continuous feedback from them or from academic peers and employers on the programme. It is desirable to have regular monitoring (instead of one time at the end of the year) to track the progress of the course and institute needed corrections.

The examination results of the college are good but this alone will not suffice to ensure that the institutional goals are achieved. It is desirable for the institution to work out the specific curricular implications of the mission and goals and ensure that they are achieved in letter and spirit.

The different aspects of curriculum design are: interdisciplinary strategies, learner-centred pedagogy, inclusive education, self learning, internship, school experiences. The college organizes seminars, workshops, discussion, provides material support and visits to schools and community to address these aspects. But they need more clearly focused and deliberate interventions.

The institution - school - community networking is effected through meetings with HMs and supervisors, arranging cultural programmes - *Til Gul*, *Makar Sankranti* - and donation of teaching aids prepared in the college to practicing schools.

Criterion - 2: Curriculum Transaction and Evaluation

MSM develops its annual academic calendar to guide the programme through the year. It is displayed in the college "show case" to be seen by all students. The college provides for interactive teaching - learning through variety of activities like workshops, discussions etc in relation to practice teaching. The theory and methodology courses are delivered through lectures, discussion, self-study and tutorials. It may be noted that interactive teaching must pervade entire curriculum transaction including theory and methodology courses. The emphasis in theory teaching must be on showing its relevance to practice and calls for adoption of a variety of participatory techniques. The college involves students in preparation of audio-visual aids - transparencies, charts, maps, outlines - in workshops and their use in classroom teaching.

Preparation for practice teaching covers: pedagogic content analysis, lesson planning, microteaching, observation of demonstration. These are delivered through the workshop, observation mode followed by discussions. For microteaching students are divided into 8 groups. Each group works under the guidance of a teacher who explains and demonstrates each skill. Students practice these skills, get the feedback and reteach. They also observe their peers teaching. Appropriate technology may be made use of in conducting the microteaching cycle like audio / video recording to get feedback and video recordings of role models and best practices for demonstration purposes.

Practice teaching in schools covers: preparation of lesson plans, classroom teaching, observation of peer teaching, peer feedback, supervision and evaluation, reflection on teaching and interaction with the school / class. Two 'annual lessons' and viva programmes are arranged in February.

To provide value based education the college conducts programmes like: morning prayer, cleanliness campaign, AIDS awareness, celebration of important days, lectures. School experience during the two weeks programme covers: value based programmes, blackboard writing, teaching of "bulletin" (teacher substitute) periods, cocurricular activities, sports and games, observation of teaching, assignments, homework and interview of supervisors and headmasters. Civic responsibilities are inculcated through observation, social service, collecting contributions to help the needy. Community orientation is given to the functioning of the institution. The institution also conducts programmes like population education. The college has to make special efforts towards developing general skills like learning to learn, communication skills, use of IT, inclusive education.

The evaluation scheme of the university provides for both internal and external assessment. Two sessional tests and 2 assignments are held for each paper. The internal assessment covers: theory papers, practice teaching and related activities, work experience, tutorials and seminars, community work and cocurricular activities. Two internal examinations are held in the academic year one at the end of the first term and the second in March. Evaluation methods are explained to students at the beginning of the course. "Evaluation charts" in respect of different components of the B.Ed. programme are given to the students.

The institution 'monitors' the overall performance of students by showing them tutorial / answer sheets, psychology experiments etc. It may be noted that monitoring involves continuous tracking of the progress of the programme and students over the entire period to institute mid-course corrections and ensure that the programme is proceeding according to schedule and in the right direction. It is desirable for the college to have in place such a mechanism based on scientifically designed tools.

MSM faculty has a total of 8 members including the Principal. One of them has joined recently as a local candidate in the vacancy caused by the retirement of the previous principal I/C. The others are qualified as per NCTE norms, have teaching experience including school teaching experience ranging from 12 to 32 years and hold permanent positions on regular scale of pay. Two of them are Ph.D.s. The principal's post is vacant for quite some time, since 1999. It needs to be filled up soon.

During 2002-03, 10 teachers attended in-service courses. One teacher is enrolled in Ph.D. programme, one paper has been published and one has received professional recognition for his research contribution. Students evaluate teachers' performance.

The institution has not conducted any refresher courses etc for faculty development or school teachers during the past two years. Four faculty members have attended workshop on B.Ed. syllabus (3) and NAAC workshop (1). One faculty member has received prize for his Ph.D. results. The college's main linkage is with Shivaji university.

Criterion – 3: Research, Development and Extension

To promote research, MSM has a research committee. Teachers are given study leave, adjustment in teaching schedule and secretarial support and permission to register for Ph.D. Most of the staff already hold M.Phil and two have done their Ph.D. also. One staff member has published *Bharatiya Shikshan* and his book on Geography methodology is in press. His Ph.D. work has received UGC recognition. There are no full time or part time researchers, nor is any financial support available to scholars. The college does not have a research centre. During the past 5 years two staff members have done their Ph.D. and 5 have done their M.Phil. Two faculty members have on-going research projects funded by UGC in collaboration with Shivaji university and BAMU, Aurangabad. The college can encourage research further by promoting action research and also in-house research (data base) to support and improve its academic programmes.

Three staff members have additional charge of extension activities. The broad areas of activities include: community development, working with schools and teachers, education of out of school children, adult education and literacy, AIDS awareness, environmental education, social work and population education. Certificates are awarded to participants. It is desirable to approach extension work in a planned manner, setting up priorities and implementing focused programmes. The college has developed teaching aids, question bank.

Criterion – 4: Infrastructure and Learning Resources

Presently MSM is functioning from a residential building (area 925 sq mtrs) which has been altered to make accommodation for classroom, office and staff rooms, labs and special purpose rooms, hostel rooms and other facilities. The college has its own water supply through bore well. It has two floors and the upper floor has been newly added. The college has proposed to expand the facilities by adding another floor which provides for an auditorium, principal's cabin and hostel for 80 students. The plan has been submitted to the municipality. The existing infrastructure including furniture and equipment need to be upgraded soon. The college may step up its efforts in this regard.

The infrastructure is maintained clean and tidy with the help of service staff and students as part of social service. The facilities are kept open for teachers, students and others. Lecture hall, library, OHP are allowed to be used by external agencies. The hall is made available for LIC meeting, Income Tax conference, Secondary teachers meeting etc.

The college library can accommodate 20 persons. It works from 10.30 in the morning to 5.30 in the evening. The library has book bank facility. During examination time it works for longer hours, from 8 am to 12 pm and 1 pm to 6 pm. The college has an internal advisory committee for the library which includes a student representative. It is connected with other libraries - PVDP college, Tasgaon, Arts, Science and Commerce college, Palus and other institutions - for borrowing books. The college also has a reading room and guidance room. The total number of books is 6310. The total number of

journals is 22, encyclopaedia 9 and reference books 136. The library has a computer. However, the library activities – lending, purchase, stock verification etc - are not computerized

The institution has four computers. It has plans to have more in the future. Computers are used mainly for office work. They are serviced by Deotronix Co. The college has methods lab, psychology lab, science lab, ET lab, computer lab. It also has rooms for maths, social studies, English, Hindi, history, geography and science. Except the science laboratory which has 376 sq ft the other labs have floor areas between 112 and 180 sq ft. The labs and rooms do not have adequate space for students to work in them. The equipment in the labs is not adequate. Multiple sets of equipment are needed in these laboratories and these are not provided. The college does not have a multi purpose room. Its largest room is the only classroom with 768.3 sq ft as floor area. There are 6 hostel rooms with modest accommodation (floor areas ranging from 190 to 270 sq ft), each being shared by 4-5 students. There are no regular health services available. The college uses the playground of S.R.Bharathi high school for its sports activities.

Criterion – 5: Student Support and Progression

Student progression rate in MSM – in terms of percentage of students passing in the qualifying examination – for the past three years is 93.5, 95.22 and 93.67. During the same period, 10, 8 and 6 students have secured employment and 10, 18 and 10 have pursued further studies. No information is available on students who have qualified for NET / SLET etc.

During the past four years 23, 19, 18 and 21 students (SC 11, 14, 13 and 11) have received financial aid. Institution provides no guidance and counseling other than academic guidance related to course activities – lesson planning, teaching practice, unit test. During the past three years 24 students have secured jobs in the private sector. A few students have secured jobs in the sister institute S.V.V.S.S. Kolhapur. A large number of students are unemployed.

The institute has an alumni association. It arranges activities like lectures, seminars, meetings and workshops. The institution gets feedback through alumni association and it also informs vacancies to students from time to time. The college also has a students' association.

As regards policies and parameters of admission, the college is an affiliated institution of the Shivaji university and central admission is followed. Recreational facilities are available in the form of indoor games and cultural activities. The college celebrates youth festival week and Vivekananda Jayanthi every year with great fervour.

Criterion – 6: Organization and Management

MSM has a management committee which meets twice a year. Principal of MSM functions as its secretary. Issues related to building, hostel, water tank and extension of building etc are discussed in the meeting. Yearly planning – academic calendar - is done in June every year.

Recruitment of teachers is done according to rules laid down by Shivaji university and state government rules and regulations. The institution has no freedom and resources to appoint and pay ad hoc / guest teaching staff.

Non-teaching staff are deputed to professional development seminars held by Shivaji university and state government.

The current fee structure is Rs10000 for tuition, library 120, laboratory 240 and others 240. During the last three years, the fees have changed from Rs 8500 (tuition 8000, admission 50, library 100, gymkhana 150 and laboratory 200) to 10600 (10000, 60, 120, 180 and 240). In 2002-03, the college budget income was Rs 33,96,000 and the expenditure Rs 41 lakhs. In 2003-04, the income was Rs 33,37,000 and expenditure Rs 32,48,820. The institution did not have a deficit budget in the last two years. Twice a year internal audit is conducted by a C.A. appointed by the management.

Scholarships and book bank facility are provided for students. Employees can avail refundable or non-refundable loans from their funds. The institute has a *Path Sanstha*, a credit society which gives loans up to Rs 2,50,000. As a further welfare measure, MSM can make basic health services available to students and employees.

There is no special mechanism for internal quality check other than institutional and management supervision, checking of records by a committee member, principal's supervision and internal audit. Other than computerization of office work and collective decision making under the principal's leadership there are no other modern managerial practices.

The institution does not have any twinning or student exchange programmes but it has collaboration with national and regional agencies like NCERT, SCERT, NIEPA and YCMOU.

III. Appraisal, Suggestions and Recommendations

MSM is a government aided college. It is also a *mahila* college functioning from a semi urban area. Further, it belongs to the large family of *sanskar kendras* run by the *Swami Vivekananda Shikshana Sanstha*. The college also has a qualified faculty. In view of all these advantages, it is expected that the college would strive hard to enhance its performance, both in quality and quantity, in the areas of training quality teachers and carrying out educational research, development and extension activities. The following suggestions are offered to help the college in this regard.

> Infrastructure and Resources

The most important need of the college is adequate and appropriate physical infrastructure and resources. The college is functioning, since its establishment in 1984, from a residential dwelling which has been altered to provide modest facilities required of a college. It is time that the college now moves to its own campus with its own building and all needed support facilities. Library resources, furniture, laboratory equipment, computer resources and educational technology equipment also need to be suitably enhanced and upgraded.

> Curriculum design and transaction

As MSM is a *mahila* college it is desirable that its curricular programmes and transaction strategies exude a deep gender concern. The college may think in the direction of introducing / innovating new programmes of teacher education – short-term and long-term – that address specific problems of girls and women's education. It may get

necessary guidance in this regard from women's forums, women's universities, women's studies departments and national bodies like UGC and NCERT. The college also, in the meanwhile, may impart a gender perspective to transaction of its existing curriculum.

➤ *Faculty profile and development*

MSM has 8 faculty members. However, the post of principal is not filled and the senior most lecturer is holding the charge of the principal. It is necessary to have the post of Principal filled up. It is also desired that the college adopts a staff development plan providing for professional development of the staff and career advancement keeping in view its future growth plans.

➤ *Practice teaching*

MSM has to work towards building stronger relationship with the schools to make practice teaching a truly enriching experience. Of particular importance is the involvement of the teachers of the practicing schools. Also, practice teaching which is carried out in broken spells of 2-3 days in nearby schools and school experience programme which is organized in a block period need to be properly integrated. Micro teaching as a preparatory activity has to employ appropriate audio - video technology to be more effective.

➤ *Use of Resources - Computers*

The College has to augment its computer resources. Also, it has to extend their use to cover, first, the various activities of the library (lending, purchasing, stock verification, accessing of books etc.) and then academic and instructional activities like use of computers in presentations, lesson planning, web education, development of computer assisted learning packages. Integrating computers with the curriculum should be the ultimate goal.

➤ *Entry level testing of students*

MSM is located in a semi-urban area and it is quite possible that the admitted students do not possess basic skills and knowledge required of the course. It is good that the college provides special guidance, supervised study to help educationally disadvantaged students. But the problem needs to be addressed a little more scientifically. It is desirable that the college makes some provision to assess the entry level knowledge and skills of fresh entrants to design and implement appropriate educational interventions. The specific nature and kind of the provision can be decided after diagnosing the specific learning and adjustment needs. These could be language and communication skills, making up subject knowledge inadequacy, self-learning skills, study skills, skills of using library and other learning resources.

➤ *Monitoring of student performance*

MSM 'monitors' the overall performance of students by showing them answer sheets, tutorial sheets, psychology experiments etc. Monitoring, however, calls for a systematic tracking of the progress of student performance over the entire period with the help of scientifically designed tools. The college may design and adopt a more systematic,

continuous and comprehensive monitoring process to monitor the overall progress of student performance and the programme.

➤ *Developing 'learning to learn' and ICT skills*

MSM may make special efforts to develop generic skills like learning to learn, ICT and communication skills. Learning to learn includes acquisition of work habits and training in the use of learning resources of different kinds, techniques of self-instruction and ways of getting information and knowledge. The learner is to be made aware of the variety of learning resources available – computers, CD ROMs, internet, encyclopaedias, audio-visual materials, electronic media, print and non-print sources - and trained in how to make use of them.

➤ *Inclusive education*

Inclusive education refers to providing equal opportunities to children with different kinds of learning disabilities and diverse learning needs in a common setting. Teachers who teach and manage the classroom are to be sensitized and provided skill training to address the learning needs of special children in a regular class. The college may explore whether it could include a course or unit in inclusive education to impart necessary theoretical understanding and practical skills to would-be teachers to enable them deal with the educational needs of children who face learning problems due to various factors.

➤ *Value based education*

To impart value based education MSM has introduced programmes like: prayer, *Divisesh*, lectures, *Swacchata Abhiyan*, *prabhat pheri*, celebration of important days and so on. It may be noted that apart from treating the teacher trainee as a *subject* (recipient) of value education, interventions should also aim at preparing the trainee as a *value educator* in school. This means that the college has to provide appropriate learning experiences for the would-be teacher in designing and setting up appropriate value learning situations for children. The college could address this aspect of value education also.

➤ *Research and Development*

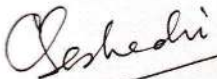
Although it has no research centre and research scholars, it is good that MSM encourages willing staff to pursue their interest areas in research towards doctoral degrees or publications in journals. It is important to note here that research in a college of education should be purposive and feed into the improvement of institutional policies and practices relating to teaching, training, evaluation, practice teaching and so on. Such institution based, in-house research, action research and creation of data-base should be the foci of research. MSM can initiate efforts in this direction.

➤ *Extension*

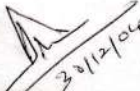
In a college of education extension has a special place. MSM has three staff members holding additional charge of extension activities. The college organizes a variety of activities – community development, inclusive education, adult and environmental education, population education, social work. It is desirable that the college to approaches extension work in a planned and systematic way. Activities need to be prioritized keeping

in view the needs of the clientele and the likely benefits of the activity. The college can have an action plan indicating area of work, nature of activity and its objectives, target clientele, faculty resources, follow up and other aspects.
The Peer Team appreciates the support and cooperation extended by the College during the visit.


PEER TEAM MEMBERS


(C. Seshadri)
Chairman & Coordinator
NAAC Peer Team

30/12/04



(C. Abdusalam)
Peer Team Member
NAAC

30/12/04


(G. Appalanaidu)
Peer Team Member
NAAC

30/12/04

I have read the report and accept it



(Dr. M.R. Jadhav)

Principal

PC. PRINCIPAL
Mahila Shiksha Shastra Mahavidyalaya,

Tasgaon, 410312 Dist. Sangli



Date 30-12-2004