

Report on MSFDA-IITB Programme (Kolhapur)

Experiential Learning for Students Using Case Study Approach

(Jul 2024 - Dec 2024)

Table of Contents

Background	2
Details of the programme	2
Introductory workshop (in-person)	4
Handholding support in study design (online)	8
College visit	9
Handholding support in Analysis and Report writing (online)	10
Presentation workshop	10
Learnings and way ahead	14
Appendix	15

Background

The Indian Institute of Technology Bombay (IITB) and Maharashtra State Faculty Development Academy (MSFDA) entered in MoU titled 'Experiential Learning for Students using Case Study Approach' programme in August 2023 to train faculty members and students from regional colleges in preparing fieldwork based interdisciplinary case studies. The participating team from the college include two faculty members and four students. The programme is designed to be conducted in blended mode which includes two in-person workshops of two days each at the beginning and end of the programme, and handholding support for the college team in the form of online sessions and a college visit in between the two in-person workshops.

Details of the programme

This report provides a detailed account of the training programme conducted in the first semester of academic year 2024-2025 for the colleges from Kolhapur region. A total of nine colleges from the region participated in the programme. This included one engineering college, one commerce college, one arts college and six arts, commerce and science colleges. Table 1 lists the participating colleges (in alphabetical order) and Image 1 shows the location of these colleges on the map.

Table 1: Details of participating colleges

Sr No	College Name	Location
1	Chintamanrao College of Commerce	Sangli
2	Dahiwadi College	Dahiwadi, Satara
3	Devchand College	Arjunnagar (Nipani), Kolhapur
4	DY Patil College of Engineering	Kolhapur
5	New College	Kolhapur
6	Rajarshi Shahu College	Rukadi, Kolhapur
7	Department of Economics, Shivaji University	Kolhapur
8	Shivraj College	Gadhinglaj, Kolhapur
9	Vivekanand College	Kolhapur

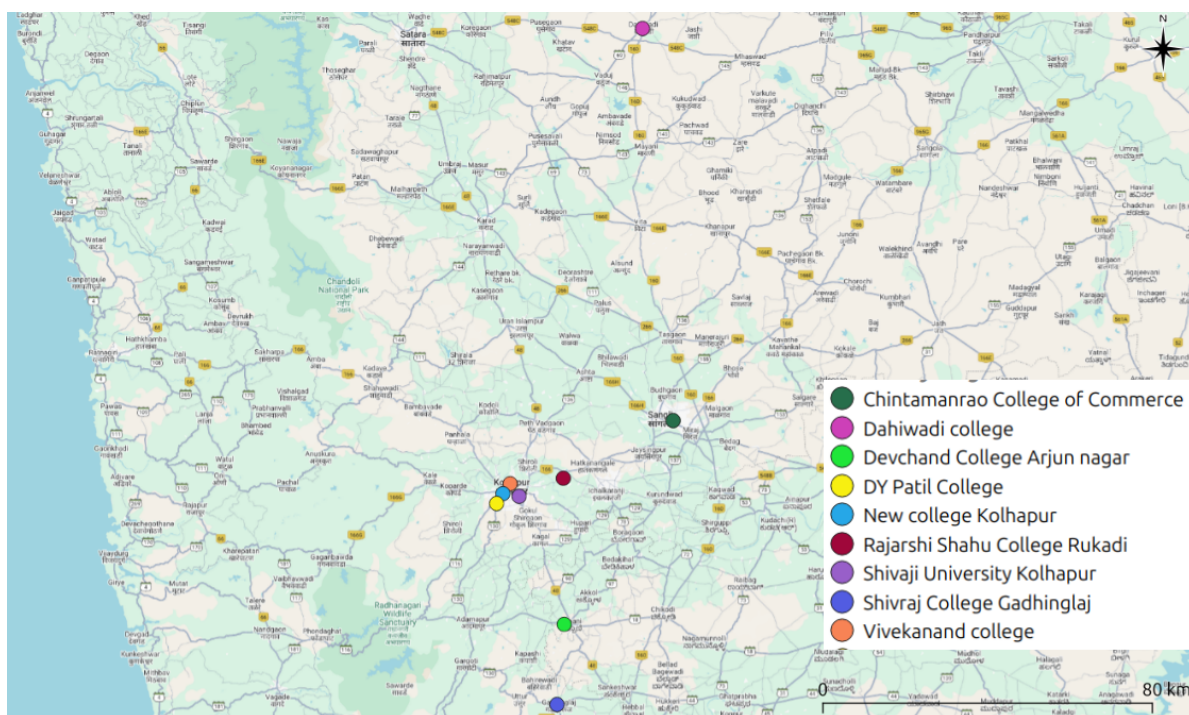


Image 1: Locations of the participating colleges

Table 2 summarises the overall timeline for the training programme.

Table 2: Brief Overview and Timeline

Particular	Details	Dates
Introduction Workshop	The participants for this workshop included 18 faculty members and 36 students, a couple of representatives of MSFDA and the 4 resource persons from the IITB team.	7 th and 8 th Aug 2024
Online Support	The IITB team conducted collegewise online meetings as a part of handholding support. Five online meetings were conducted for each of the colleges. Further, for analysis and report writing the students needed additional help and hence extra interaction sessions were conducted as per the team's requirement.	Pre-college visit: 19 th Aug - 6 th Sept 2024
		Post-college visit: 30 th Sep - 11 th Oct 2024
College Visit	The IITB resource persons visited each of the participating colleges for an in-person meeting cum discussion with the students and faculty	19 th Sep - 24 th Sep 2024

Particular	Details	Dates
	members on their respective case studies.	
Presentation Workshop	The training programme concluded with the presentation workshop where 9 teams presented their work (18 case studies).	19 th and 20 th Dec 2024

Introductory workshop (in-person)

The two day introductory workshop was hosted at the Department Economics, Shivaji University, Kolhapur. The first and the last session of the workshop was common to all the participants. However, the rest of the sessions were conducted separately for the faculty members and the students. Table 3 (a), 3 (b) and 3 (c) provides the details of the common sessions, sessions for the faculty members and for the students respectively during this two day workshop.

Table 3(a): Common sessions

Day (Duration)	Session	Contents
Day 1 (30 mins)	Introduction by MSFDA	Mr Pratik introduced MSFDA, Ms Aditee shared a few words, screening of MSFDA Film and discussion.
Day 1 (60 mins)	Society, Higher Education and Experiential Learning	Development needs of society, Role of higher education in development sector, pedagogy of experiential learning.
Day 2 (60 mins)	Tasks ahead	Plan for the semester: Weekly tasks were discussed with the participants. We collectively decided the time slot for each college group for the weekly hand holding meetings. Criteria for completion was discussed with the participants.
Day 2 (30 mins)	Experience	Experience sharing by faculty and students.

Table 3(b): Faculty sessions

Day (Duration)	Session	Contents
Day 1 (4 hrs 30 mins)	Case Study Design I and II	Steps in designing a study along with hand on activities for each step. Dos and don'ts of each of the following steps in the case study are discussed along with the rationale behind it.
Day 2 (90 mins)	Activity on Case Study design	Faculty members were asked to design a case study based on the sessions on day 1
Day 2 (60 mins)	Case study in Course work	Adapting case study as a credit based course under NEP 2020
Day 2 (120 mins)	Guiding case studies	Session + Activity where faculty members shared what they would tell the students in various situations. The situations were either from real examples (from previous batches) or imaginary examples of work done at various steps of case study.

Table 3(c): Student sessions

Day (Duration)	Session	Contents
Day 1 (90 mins)	APAV Case Study	What is a case study and a few examples of the same
Day 1 (3 hrs)	Activities	What do you see in the pictures, what are the unknowns in this, what questions could be asked to various people involved here, etc
Day 2	Field visit	Visit to Talandage village- Meeting with Sarpanch at the Gram Panchayat office: This familiarised students with different functionaries and office holders in a village and gave them glimpses of their roles and responsibilities. Visit to the drinking water system: Visit to the milk collection center: The secretary of the dairy gave a walk through to the students of different processes followed from when a farmer brings milk to the dairy till her exit from the dairy

		and various units (milk testing unit, weighing unit, collection unit, billing unit, receipt) she has to interact with. Students also learnt about how the dairy manages its finances, the source of their profits (causes of possible losses), the benefits it offers to its members, the efforts taken to ensure quality of milk procured as well as its limitation in doing so. Observation of water supply scheme: Talandage's drinking water management system included a pipeline to receive water from a river at 5 km, a water treatment plant (WTP), a 2.5 lakh liter storage tank and water distribution pipeline within the village. We had a discussion with the Sarpanch, Up-sarpanch and water-man about the same at site. The village water-men gave information about the water distribution network in the village and spoke about how they operate the overall supply. Visit to Anganwadi and interaction with ASHA worker, Anganwadi sevika: ASHA workers and Anganwadi sevika briefed about their work and the responsibilities they carry, their understanding of the health scenario in the village, and the challenges they face. Students also visited the village Anganwadi during its operating hours to experience the setup of an Anganwadi and the services it offers. Cattle food making industry: This visit was conducted to show how small industry works.
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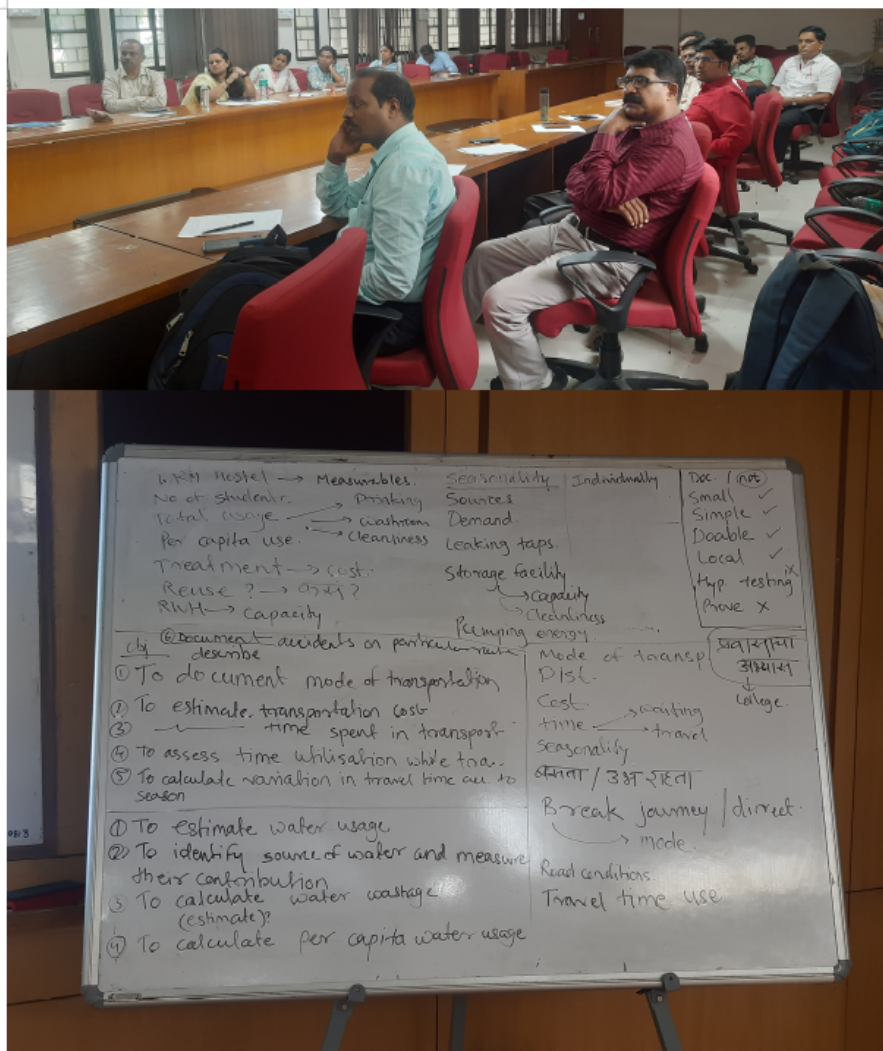


Image 2: In person workshop sessions (faculty)



Image 3: Field visit photos (workshop day 2, students)

Handholding support in study design (online)

After the introductory workshop, online hand holding sessions were conducted with each college team. Meeting slot for every college was decided during the workshop after discussing it with all the participants. The same can be found in image 4. The details of these hand holding sessions (minutes of the meeting, work shared by the students and comments of our team members on the same) could be found in appendix B.

Image 4: timetable for meetings

Slots for online meetings						
Timing	Monday	Tuesday	Wednesday	Thursday	Friday	In case of holiday - Saturday
10:00 - 11:00		Dahiwadi college	DY Patil	Shivraj college (10:30)		
11:00 - 12:00	Devchand college		New college	Chintamanrao college (11:30)		
12:00 - 13:00					Rukadi	
13:00 - 14:00						
14:00 - 15:00						
15:00 - 16:00			SUK			
16:00 - 17:00		vivekanand				
17:00 - 18:00						

Every week, the link for video sessions (Appendix C) for each case study step were shared with the participants. These steps included topic selection, study design, survey plan, fieldwork, analysis and report writing. The students were supposed to complete their tasks and get feedback from their faculty members. They shared their work with our team every week during the online meetings where feedback and improvements were suggested to them. In some cases, the faculty members were not very involved, there students talked with our team members but faculty members were present during these meetings. In many cases, the students shared their work directly to us in the meeting, leaving no time for feedback from their faculty members. In such cases the faculty members ensured that the students make the corrections that were suggested to them but couldn't share much feedback on their own.

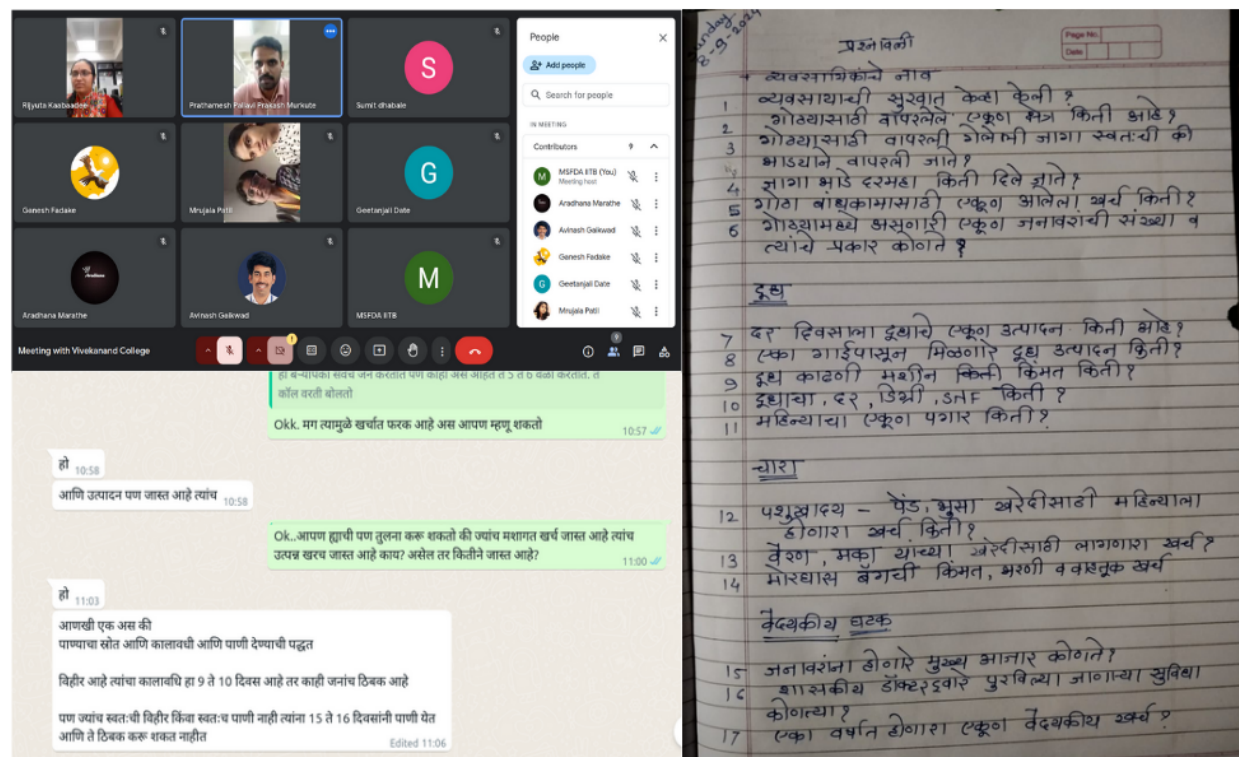


Image 5: Snippets from hand holding process

College visit

Table 4: Schedule of College Visits

Date	First Half	Second Half
18 Sep 24	DY Patil College of Engineering (Kop)	
19 Sep 24	Shahu College (Rukadi)	New College (Kop), SUK
20 Sep 24	Devchand College (Arjunnagar)	Shivraj College (Gadhinglaj)
21 Sep 24	Chintamanrao College (Sangli)	Vivekanand College (Kop)
24 Sep 24	Dahiwadi College (Dahiwadi, Satara)	

In some colleges the students had finished their fieldwork when we met them and some were in the process of collecting data. Students shared their experiences and insights from fieldwork. Some of the interesting photographs of their field work can be found in Image 6. We discussed the data tabulation and what details should be included in the report. Only 2-3 college groups were working on their questionnaire. For these teams, we discussed the questionnaire and suggested improvements in the same.

Handholding support in Analysis and Report writing (online)

Once the teams finished their fieldwork, they watched sessions on analysis and report writing. After doing these steps with the help of guidelines in those sessions, we had online meetings to discuss their doubts and work done. The meeting slots were the same as the previous meeting schedule (image 4). But whenever required we discussed student's doubts over phone or whatsapp messages.

As the exams were approaching, the work done by students got delayed. Most of the students faced problems in data analysis, especially in the cases where they studied a few stakeholders in detail. This was mainly because typical tools from basic descriptive statistics were not much relevant to their study. Some of the students spent more time in these phases allowing more detailed discussions with them. IN report writing, most of the participating faculty members guided the students.



Image 6: Photos of fieldwork done by the students, Top left- workers in Tobacco factory (Nipani), top right- interview of Police Academy Owner (Dahiwadi, Satara), bottom left- measuring length of sugarcane (Wakare, kolhapur), bottom right- open cattle farm (Tondale, Satara)

Presentation workshop

The final i.e. the presentation workshop was conducted on 19th and 20th December 2024 at Shivaji University Kolhapur. The first day was dedicated to presentations of the case study work done by the students. Our previous experience was that students spend a lot of time sharing the background, introduction and already available literature around their topic that they get very less time to explain what they did and learned new. To avoid this, the teams were provided with instructions about presentations two weeks before the workshop. One case study group (Devchand college) presented their work (Study of Women workers in Tobacco Factory) online on 18th December due to their exams.

Table 5: Details of the case studies presented

Sr No	Case Study title	College
1	Plant nursery	CCCS
2	Kulhad Pizza	CCCS
3	Comparison of open and covered cattle farms	Dahiwadi
4	Study of Police recruitment academy	Dahiwadi
5	Women workers in tobacco factory	Devchand
6	Functioning of milk dairy	Devchand
8	Dog menace	DYP
9	Road traffic	DYP
10	Food vendors	DYP
11	Mardani Akhada	NCK
12	Sugarcane farming	NCK
13	Women Self Help Group	Rukadi
14	Library	Rukadi
15	Silk farming	Shivraj
16	Bakery	Shivraj

Sr No	Case Study title	College
17	Tuberose farming	SUK
18	Solar electricity vs traditional	SUK
19	Banana farming	VCK
20	Shoe making in Kop	VCK

On the second day of the workshop, there were sessions for the faculty members and students. For the faculty, they were related to inclusion of case studies or the method of such field based studies into their teaching practices. Starting from assessments of these studies to how this fits as a course as per the NEP 2020 guidelines, the implementation aspects of case study as a pedagogy were discussed with the faculty members. For the students, feedback sessions on their work along with activities where they would get more insights into the topics that they selected for the case studies. Detailed comments on each study can be found in Annex D.

Table 6(a): Faculty sessions (Concluding workshop)

Duration	Session	Contents
90 mins	Key Observations from Case Study	Key points, hits and misses of the studies, faculty members to reflect upon their student's work
60 mins	Assessment of Case Study	Possible ways of assessing the CS work, assessment for feedback and not for comparison
75 mins	Case Studies in Academics	Case Study, experiential learning and NEP 2020, discussion on incorporating this pedagogy as a course under NEP for a batch
90 mins	Going Ahead (using case study method)	how to incorporate this method of study in other courses, use of such case study reports in teaching, initiate discussion within classroom etc

Table 6(b): Student sessions (Concluding workshop)

Duration	Session	Contents
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90	Activity on Case Study Presentations	Students to recollect main theme from the study done by other students, co-learn from their work
160	Theme based discussions	Activity to know more about various themes in the surrounding reality starting from themes in Development, Sustainability, Education etc (main focus on the themes that the students tried to touch upon through their case study)
60	Case Study Observations	Feedback on their work and key observations

The programme ended with the participants sharing their experiences and group photo!



Image 7: Presentation workshop



Image 8: All Stakeholders in one frame!

Learnings and way ahead

- 1) For this batch, instead of arranging sessions as per the college demand, we fixed one hour slot of every college to interact with us every week. This helped in regular follow ups and timely completion of the work. Even if they didn't do any work, they were required to attend the session. And in such cases, the teams were asked to complete the tasks during the session.
- 2) In Kolhapur batch most of the students had access to tools like spreadsheet and word. They either had laptops at home or had access to the computers in the college. Some of them even had completed the MS-CIT course by MKCL. These tools and skill sets made analysis and report writing less scary for the students. Some of the students also mentioned that this was their first time actually practicing their spreadsheet skills on data or making a powerpoint presentation and explaining it to someone.
- 3) In the previous batches (two vidarbha batches), in-person meetings had a major impact on the design of case studies. But that wasn't the case for this semester. As the handholding sessions were conducted every week, the designs were completed in time and were fairly good. In the next batch, there could be different agenda for in-person sessions, e.g. either helping students with field visits or discussing analysis, report writing part etc.
- 4) Good measurables (length of sugarcane crop, GIS mapping of the tobacco factory, getting GPS locations of the places visited, detailed numbers on functioning of cattle farm, etc.

- 5) The faculty members did attend some of the online sessions. In all the college teams, the faculty members had an idea about what is going on as far as the progress of case study is concerned. However, they weren't the doers in the process. The students were doing the work and they were observers. Going forward, the role and tasks of the faculty members should be made more clear so that they will be involved in the process.
- 6) Changes in guidelines shared for analysis session, case study specific guidance (something that the faculty members were supposed to look into, but couldn't), faculty members also need guidance for this, how to break down the collected data, how to put them in a logical manner, how to make sense of the collected information, comparing it with other facts and figures etc
- 7) Writing in general is a difficult process. Articulating one's thoughts is more difficult. It is difficult for the students to write the report. Instead of telling them what needs to be written, we instruct them how to write a particular section, say introduction or method followed etc. This can be made into a two week long process where in the first they will write the easy parts (mainly the compilation of work done) and in the second they will add the more analytical parts like analysis of data, their experiences, learnings etc.
- 8) Many case studies revolved around small scale businesses. This could be due to the presence of many such industries in their surroundings. One also needs to check whether their choice of topics are hindered by/ limited by what they see during the field visit.

Appendix

- A [Workshop sessions contents: [orientation workshop](#), [conclusion workshop](#)]
- B [[Journey of the case studies \(details of hand holding sessions\)](#)]
- C [[Recorded video sessions used for the students](#)]
- D [[Case Study Journey by Faculty Members](#)]
- E [[Case study reports and presentations by students](#)]
- F [[Photographs and Videos](#)]