



## **Maharashtra State Faculty Development Academy**

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NOTE

October, 2022

BHAMBURDA, BAHIRAT PATIL CHOWK, SHIVAJI NAGAR, PUNE - 411016

**1. The event on 6<sup>th</sup> October is to sign MoUs with 23 Universities/ Organisations in collaboration with whom various trainings would be imparted to teachers from across Maharashtra. Till now, MSFDA has existing partnerships with 11 organisations. A detailed note on these trainings is given below after background information about MSFDA.**

## **2. About MSFDA:**

2.1 The Government of Maharashtra has established Maharashtra State Faculty Development Academy (MSFDA) under Section 8 of Companies Act, 2013 to impart training to the faculty of Higher and Technical Education Institutions of Maharashtra.

2.2 The Vision of MSFDA is “Transforming higher educational landscape, through continuous professional development of teachers in Higher Education Institutes (HEIs) of Maharashtra”.

2.3 The National Education Policy (NEP) 2020 specifies:

*“13.1 - The most important factor in the success of higher education institutions is the quality and engagement of its faculty.”*

*“15.1.1 - Teacher education is vital in creating a pool of teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.”*

2.4 MSFDA is in a unique position to influence reforms in the higher education as envisaged by the NEP 2020 by engaging with and motivating the faculty. The focus of trainings and the USP of MSFDA is development of holistic learning and overall development as a human being. This will be critical for societal change.

## **3. USP and Approach of MSFDA**

3.1 MSFDA will focus on training, incorporating the following key principles and approaches emanating from NEP 2020.

- i) **Experiential learning, creativity and innovation:** The faculty will be encouraged to adopt pedagogies that promote discovery, questioning and experiential learning by the students. This approach, which is also being focused in school education, will enable development of creative individuals who are intelligent, confident, sensitive and are able to address problems.

- ii) **Learning beyond knowledge:** Besides academic excellence and knowledge of latest advancement in respective disciplines, the trainings will underline that the purpose of higher education is much beyond accumulation of knowledge and employability. Knowledge can lead to intelligence, but by itself is not intelligence. The educators will be nudged towards appreciating this fact, so that they assume the right roles within the overarching purpose of 'learning'. The HEIs will be encouraged to promote a congenial learning environment, which is free from fear and promotes critical thinking, discussion and co-learning among teachers and students.
- iii) **Multidisciplinary Education:** A multidisciplinary approach will be promoted. The HEIs will be encouraged to recognize and promote creative arts at par with science and management subjects. Also, the training will promote integration with vocational education as envisaged in the NEP 2020 and work towards correcting the social status hierarchy associated with vocational education.
- iv) **Scientific and rational thinking:** The NEP 2020 envisions discovery-based style of learning with emphasis on scientific method and critical thinking. Article 51 of the Constitution *inter alia* mentions that it shall be the fundamental duty of every citizen to develop scientific temper, humanism and spirit of enquiry and reform. MSFDA will promote training which is focused on rational thinking.
- v) **Networking with practitioners, expert institutions, HEIs:** Recognizing the strength and importance of experiential and hands-on learning, the MSFDA will work as a collaborative institute that will not only provide training to faculty, but will also serve as a facilitative platform to connect the HEIs with best practicing individuals, practitioners, institutions, and resources.
- vi) **Diversity and inclusion:** The NEP 2020 has identified limited access and limited teaching in local language as a constraint to achieving the purpose of higher education. It envisions increased access, equity and inclusion in higher education by creating greater opportunities. The MSFDA will promote diversity and inclusion as a non-negotiable fundamental principle in all aspects of higher education. The training accordingly, will focus on sensitizing faculty towards this aspect and skilling them with comprehensive understanding of diversity and inclusion and also providing them with appropriate frameworks to implement in their respective institutions.

#### 4. Centres of MSFDA

4.1 There are seven Centres of Excellence in MSFDA to carry out trainings/work in their respective areas. The seven Centres are:

- i) **Centre for Multi-disciplinary Curriculum & Pedagogy:** This Centre will carry out trainings in learning opportunities with a multi-disciplinary approach. In line with the NEP, 2020, the Centre will enable institutions and faculty to provide open, creative, and critical learning opportunities by inter-connecting various streams of arts and science. It will plan and execute trainings and modules in multi-disciplinary curriculum & pedagogy and build capacity of the faculty and institutions to be able to conduct such courses and adopt such pedagogy in their institution. The Centre will focus on development and promotion of creative IT based tools to promote experiential learning as part of pedagogy.
- ii) **Centre for Leadership Development:** This Centre will focus on training of senior faculty of HEIs who are in leadership positions or are likely to assume leadership positions. The various aspects of NEP, 2020 will be discussed with them and they will be motivated to translate the policy feature into actuality within their institutions. Modules on ethical leadership will be held in collaboration with expert organizations. The Centre will also work towards development of leadership traits in students.
- iii) **Centre for Inclusion & Diversity:** The Centre will sensitize the faculty, students and HEIs to equity and inclusion as a non-negotiable value. It will operate as a cross-cutting theme and design and plan training programmes to encourage HEIs to build a conducive environment for students from diverse backgrounds to be able to access and enroll in their courses. It will also network with specialized organisations/individuals to enrich the trainings in this field.
- iv) **Centre for Innovation & Cutting-edge Technology:** The Centre will foster innovation culture in HEIs. It will develop tools and methodologies to nurture innovation, incubation and entrepreneurial ecosystem and impart trainings in this field. It will focus on research and analysis and strengthen the participant's understanding as an entrepreneur, leader and/or explorer in new fields and ideas. It will also focus on contemporary development in the various subject domains. In the disruptive age the shelf life of skills is reduced drastically. The Centre will develop creative interventions to impart future ready skills for bridging the skill gap.

- v) **Centre for Resources:** The Centre will be developed as a studio hosting a library, an audio-visual room, a performance space with required technical and other resources and provision for regular updating of resources like books, journals, periodicals, films, audio files, etc. It will endeavor to become a one-stop Centre for information pertaining to best online/offline resources. It will tie up and compile the existing resources/ online platforms for guidance of trainees/students who will visit the Centre. It will be an active space that will hosts events, debates/discussions, shows, film screenings, musicals, readings, exhibitions etc. for not only the faculty but also the students, thus also becoming a hub for traditional, modern, digital and other forms of creative expression.
- vi) **Centre for Networking:** The Centre will build a strong network of academicians, practitioners, organisations and institutions that can bring in expertise that is best desired for education of young people. It will act as a platform to allow sharing and exchange of latest development in terms of thought, skill, technology in various arts and science streams as well as learning pedagogy. The Centre will, thus, support other Centres as well as HEIs for designing of appropriate modules and courses. It will take lead in creating opportunities and avenues for student internships, fellowships, apprenticeship, placements and any other form of association to learn and practice by-hand on the field.
- vii) **Centre for Evaluation and Assessment:** The Centre is aimed at complementing and enhancing the working of other Centres and to build capacities in the system for higher quality in assessment and evaluation. The objectives of this Centre will be to develop and promote understanding of graduate competency and learning objective frameworks for different domains of knowledge (including skills, values and practice) to guide and to provide different learning experiences – theoretical knowledge, field based experiences, lab, etc; also develop faculty capacity to improve quality of assessment and type of assessment task, innovate assessment methodologies To develop ability to enhance validity and reliability of assessment and ensure that assessment addresses inclusion effectively. In addition, the Centre shall carry out designing pre- and post-enrolment surveys to gather data on indicators of success, to conduct sample-based assessments to gauge and monitor quality of student learning and satisfaction. And use data from existing assessment and evaluation to improve curriculum and review social goals of higher education (including equity, inclusion).

## 5. Building and Infrastructure

5.1 The building of MSFDA has been constructed by Maharashtra State Board of technical Education (MSBTE) at Bhamburda, Bahirat Patil Chowk, Shivaji Nagar, Pune. The building has all the amenities required for a training institute such as Conference Hall, 4 Classrooms, 2 Computer Labs, Recording Studio, Cafeteria, 18 accommodation rooms, etc.

## 6. Organization Structure

6.1 MSFDA is Section 8 Company with the following Equity structure.

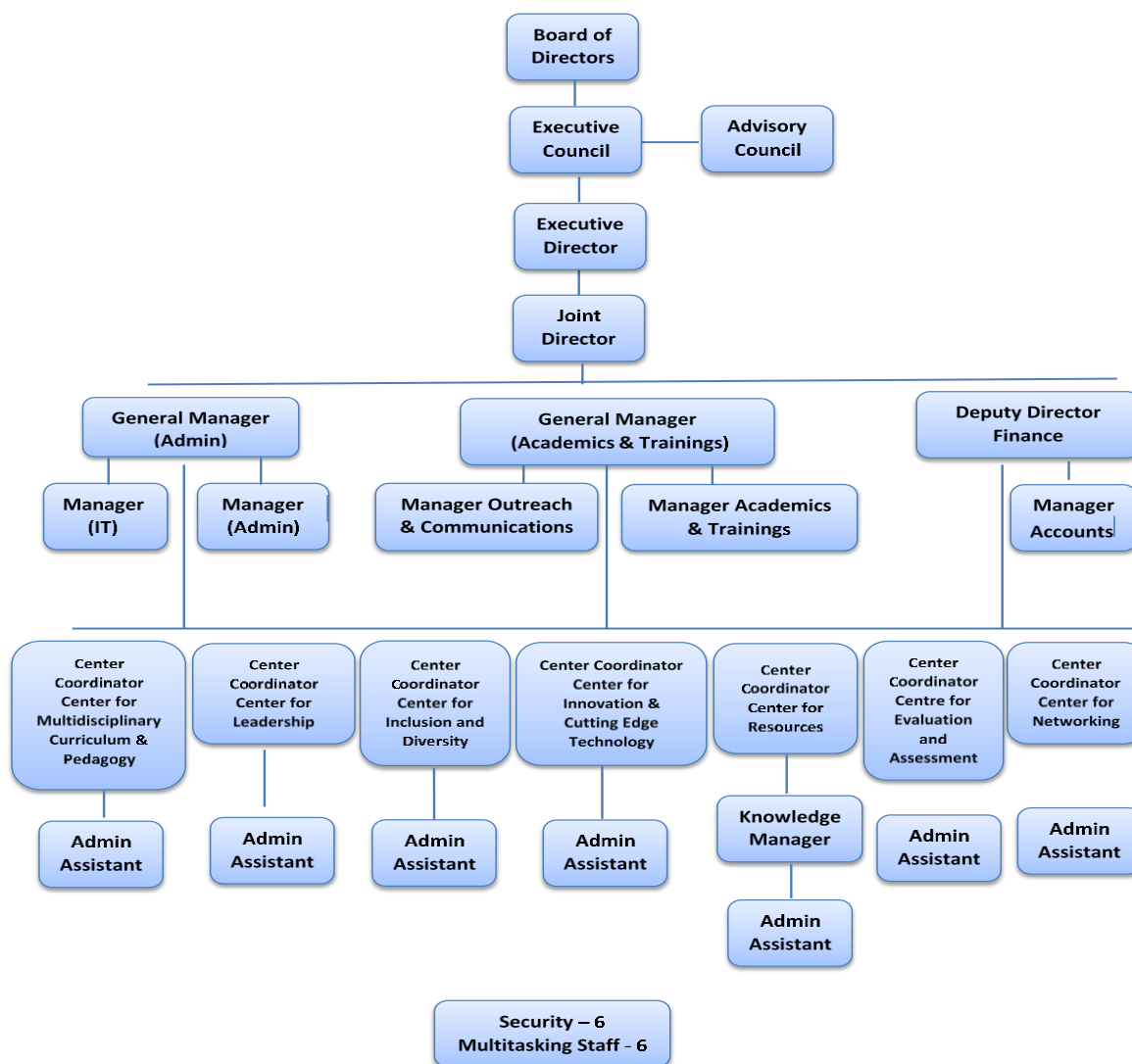
SI No	Name of the Shareholder	Percentage of Share (%)
1	Government of Maharashtra	40
2	Maharashtra State Board of Technical Education (MSBTE)	5
3	All Non- Agricultural State Universities	40
4	Educational Institutions/NGOs	10
5	Company/Industry/CSR	5
	Total	100

i) HR Structure : The Board of the Company comprises of the following :

Sr. No	Directors	
1	Chief Secretary	Ex-Officio
2	Additional Chief Secretary (GAD)	Ex-Officio
3	Additional Chief Secretary (Finance)	Ex-Officio
4	Additional Chief Secretary (School Education and Sports Department)	Ex-Officio
5	Principal Secretary, Higher Education	Ex-Officio
6	Director General, YASHADA	Ex-Officio
7	Director, Higher Education	Ex-Officio
8	Director, Technical Education	Ex-Officio
9	Executive Director	Ex-Officio
10	Deputy Director Finance	Ex-Officio
11	Government of India Nominees -2	To be nominated

13	VCs of Public Universities – 2	VC, SNDT Women’s University, Mumbai and VC, Sivaji University, Kolhapur
14	Educationists – 2	Ex- Secretary Higher Education, Government of Maharashtra and Professor Emeritus, IIT (Mumbai)
15	Representatives from other category Equity Holders (Industry & CSR) - 2	To be nominated
16	Representatives from Eminent Educationists/other stakeholders as nominated by the Board – 2	To be nominated

ii) Manpower structure of MSFDA is as below.



## 7. Budget

The MSFDA has been committed to be provided a non-recurring grant of Rs. 50 Cr. and one-time recurring grant of Rs.10Cr. by the State Government. State Government through its GR dated 14.12.2021 sanctioned Rs. 5,35,92,000/-.

## 8. Trainings so far :

MSFDA has been conducting trainings in tune with its core philosophy centering around the principles of - learning beyond knowledge, focusing on ‘how’ to learn rather than ‘what’ to learn, multidisciplinary pedagogy, creativity and rational thinking, inclusion and diversity, no hierarchy in subjects, valuing informal and formal learning and creating fear-free, student centricity and non-competitive learning environment.

The strategy of MSFDA includes visits to various colleges in districts for workshops with the faculty, students and non-teaching staff; orienting them to the above mentioned principles, also listening to them and understanding their context and concerns. Till now, at least one visit has been made to most of the districts. In addition, online/offline orientations are held with various cohorts of institutions such as universities, autonomous colleges and key administrative officials (Collectors). This is a continuous process of deep engagement and dialogue.

Another strategy of MSFDA includes creating a ‘nexus of good’ by collaborating with various institutions and organisations and providing them a platform for sharing their expertise with others. Till now, collaboration has been made with 11 such institutions and further collaboration is being proposed with 22 more organisations. This is resulting in a network of eminent organisations coming together for capacity building programmes leading to not only scaling up of these efforts but also enriching the variety, quality of these trainings and promoting cross-learning amongst them. In short, a positive ecosystem is being created to kickstart the reforms envisaged in NEP 2020. In addition, MSFDA is also bracing up to hold in-house holistic programmes. These include induction and leadership programmes. MSFDA also curates carefully the proposed programmes of all its partners to weave them in the common thread of values and purpose of MSFDA. Till date MSFDA has trained 2216 participants in 15 different types of programmes. An update on the trainings and programmes held by MSFDA till date is as follows:

No.	Knowledge Partner	Programmes	Trainees
1	HRDC, Mumbai	Faculty Induction Programme	25
2	Sir J J School of Art	Value & Position of Art in Human life	24
3	Vishwakarma University - 4 online, 1 offline	Innovation & Cutting Edge Technology	169
4	Institute of Chemical Technology, Mumbai	Entrepreneurship	36
5	Institute for Psychological Health - 2 offline	Pragnya Parisar Prakalp	106

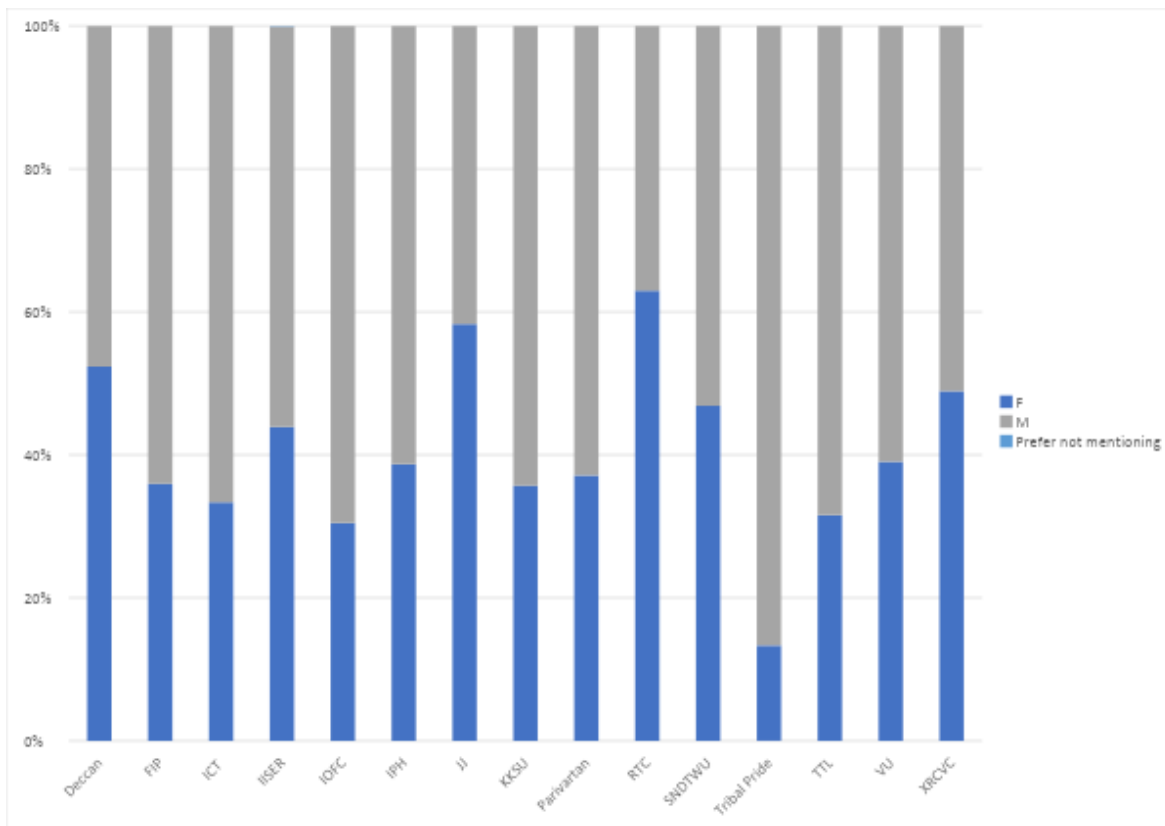
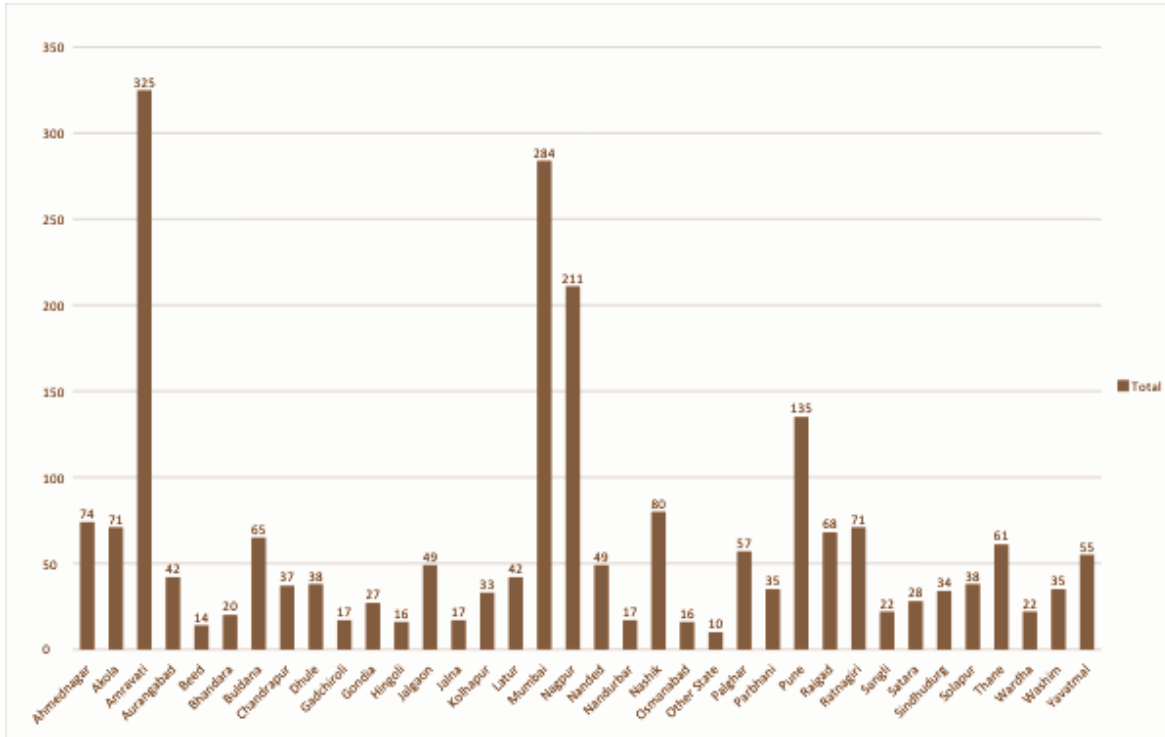


6	XRCVC - 2 offline	Inclusive Education for SwDs	47
7	Gondwana University	Tribal Pride Journey	15
8	MSFDA	Transition to Leadership	19
9	Initiatives of Change - 6 offline	Ethics & Values in Higher Education	269
10	IISER - 10 online, 2 offline	MS-DEED	1,328
11	Kavikulguru Kalidas Sanskrit University	Navomesha	42
12	Parivartan Trust	Manasrang Cell	35
13	MSFDA	Rational Thinking Cell	27
14	Deccan College	Facets of Multilingualism   Multi disciplinary in Archaeology	42
15	SNDT Women's University	Gender Sensitisation	32
	<b>Total</b>		<b>2,216</b>

In order to reach out at scale and also simultaneously create impact out of its trainings, MSFDA holds programmes in two modes - individual and institutional. In the individual mode, faculty and other participants from across districts of Maharashtra are invited to participate in online/offline trainings to reach out to multiple stakeholders on varied subjects. In the institutional mode, selected colleges are chosen and trainings extended in phases to multiple stakeholders in those colleges to have a meaningful impact on a particular issue. In both these modes care is taken to ensure regional and gender balance.

MSFDA is not restricting its training only to faculty - rather it has begun to train other stakeholders such as non-teaching staff, students, management etc. This will be further upscaled in coming programmes.

MSFDA promotes regional and gender participation for all its programmes. The broad district and gender representation of these programmes is depicted below:



All these programmes have been well received by the participants. A system for receiving feedback has also been put in place for necessary improvement and documentation. With the idea of creating a strong alumni network a process has been initiated to cross connect participants from different programmes

through Social Media, Whatsapp groups etc. Most programmes have an inbuilt mechanism of refresher training to stay in touch and extend hand holding support.

MSFDA has created its channels/handles on various social media platforms such as Facebook, Twitter, Instagram, Youtube and LinkedIn. Regular updates/ short films on training programmes are also posted. However, with the rise in the number of programmes, it is felt that there needs to be a more professional manner of reaching out to stakeholders. Therefore, it is proposed to engage a professional media agency for a 360 degree media outreach of the work, philosophy and programmes of MSFDA. This will include content creation of text, visual and audio-visual media material. A detailed note in this regard will be placed before the Board.

## 1. Centre for Innovation and Cutting-edge Technology

*The broader purpose of the Centre is to design training programmes in innovation and cutting-edge technology as part of the overall effort to reform the learning environment in colleges. The premise is that an ideal learning environment needs to nurture 'thinking' that can facilitate innovation. As far as cutting-edge technologies are concerned, an attempt is made to expose teachers from all disciplines to the latest technologies.*

### **i. Innovation and Cutting-edge Technology - Vishwakarma University (VU)**

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with VU on January 28, 2022. As per the same, two types of training - nine online and three offline - have been envisaged till March 2023. Till date, VU has conducted 3 online and 1 offline programmes. A total of 122 participants from different domains from 75 colleges covering all districts of Maharashtra have benefited from these training programmes.

The training focussed on transformative research and innovation, establishment of industry-academic collaboration, design thinking and entrepreneurship development covering a range of subjects such as industry-led research and innovation, industry analysis and industry outreach, digitalisation in industry, technology in education, management essentials, AR/ VR, App development and other cutting-edge technologies and design thinking. The participants were also given specific projects pertaining to their local industries to apply their learning through contextual projects. The trainings also included a visit to VU Centre of excellence and visit to an MSME and a bigger industry.

The participants were from different disciplines - besides engineering, there were participants from geography, language, agriculture, sports, journalism, political science, environment science, botany, chemistry, pharmacy, microbiology and even nursing. The participants were not limited to industrial cities of Mumbai and Pune but also from different districts such as Jalgaon, Kolhapur, Dhule, Nagpur, Ahmednagar, Latur, Satara, Hingoli, Solapur and Parbhani. As for MSFDA, the coming together of teachers from across Maharashtra - both rural and urban in residential training promoted networking and cross-learning across institutes and disciplines.

During the course of the year, 2022 - 23, the remaining six online trainings and two offline trainings will be held. In addition, an attempt will be made to establish/nurture Centres of Excellence at various institutes focusing on specific industries.

## ii. Innovation, Entrepreneurship and Cutting-edge Technology - Institute of Chemical Technology (ICT) Mumbai

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with ICT on January 28, 2022. As per the MoU six online and six offline programmes were envisaged till March 2023.

Till date, ICT has conducted one online programme titled 'ItoE - Ideas to Execution' from February 22 to 26, 2022 that was attended by a total of 38 participants, including 12 females from different domains from 10 colleges. The keynote address for the training was delivered by Padma Shri Prof. Anil Kumar Gupta, founder Honeybee Network who spoke on 'Frugal Innovations and Networking Model of Entrepreneurship'. Eminent speakers like Prof. MM Sharma, Prof. AB Pandit delivered sessions on subjects such as Synergising human capital, Entrepreneurship, Role of Government in Innovation, Research, Start-Up ecosystem in academia, Patents, etc. The programme involved discussion on case studies and writing assignments.



The participants appreciated the training. A participant remarked, "Covered all dimensions of entrepreneurship. Truly motivating". A few other participants suggested incorporating Marathi as a medium of discussions and also making the sessions more participative.

During the course of the year, 2022 - 23, ICT plans to conduct further two offline trainings and one online training upto March 2023.

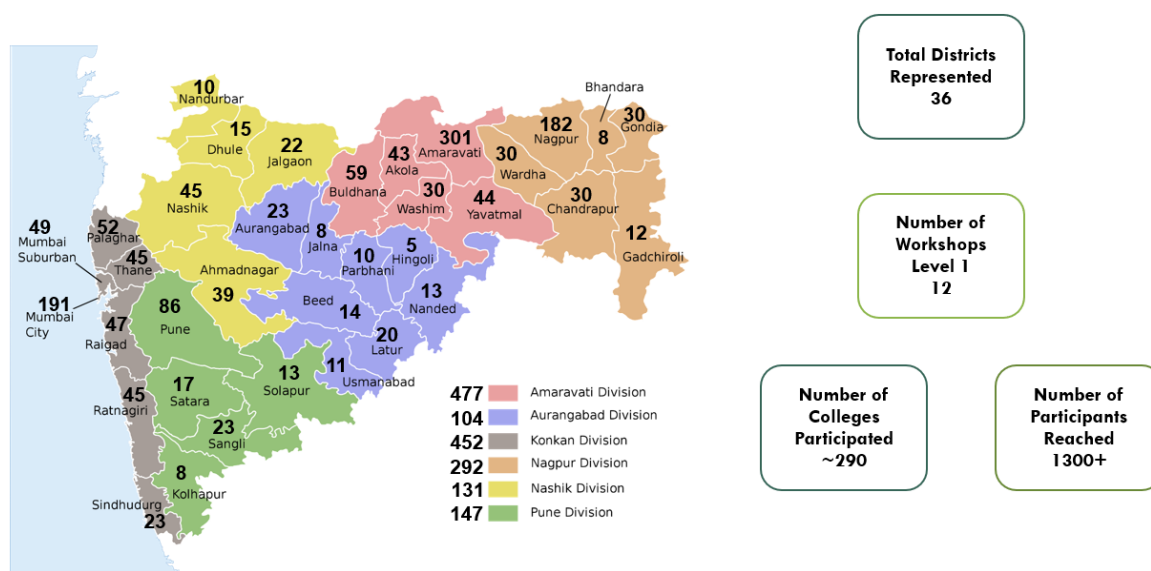
## 2. Centre for Multidisciplinary Curriculum and Pedagogy

*The broader purpose of the Centre is to design training programmes introducing multidisciplinary pedagogy and curriculum as part of the overall effort to reform the learning environment in colleges.*

*The premise is that an enriching learning environment can be possible by eliminating 'hierarchy' of subjects and demonstrating quality in learning through subject and stream integration.*

## **i. Maharashtra State Development of Educators and Enhancement in Delivery (MS-DEED) Programme - IISER Pune**

MSFDA entered into a partnership with IISER in October 2021 to undertake Faculty Development Programmes in science and math pedagogy keeping in mind NEP 2020 principles. The programmes focus on inquiry-based teaching skills, blending research-based hands-on laboratory techniques in curricula, introducing online/blended teaching modes, formative and summative assessment methods and revisiting philosophies of science and mathematics. Eminent subject field experts engage with the participants, and share their experiences. It was envisaged to conduct 10 online programmes, starting from 2021 - 22, and four offline programmes every year starting from 2022. Of these till date, 10 online workshops and 2 offline programmes have been completed benefitting more than 1300 participants. Teachers from 290 colleges covering all the 36 districts have participated in the programmes.



These trainings - level 1 online and level 2 offline - have been highly appreciated by the participants. A few responses from the participants is here in below:

*“The workshop greatly expanded my understanding of mindfulness and gave me great understanding of how it can be used & taught to develop students’ self-awareness skills. Excellent workshop, learned a great deal and inspired me to learn more. It was very informative and I feel I can use this with my students and colleagues“.*

*“Through level 2 workshop I have realised that changing the pedagogy and assessment has become the need of the hour. This training programme has equipped me fully for adopting the change. I will certainly make efforts so that this wave of change will propagate.”*

The programme is now getting into a stage where colleges/universities, managements are independently approaching IISER for training their teachers and also willing to bear part/full cost for such trainings. For eg. Ruia College, Amravati University and Shri Swami Vivekanand Shikshan Sanstha have

approached IISER for collaboration and training. Three models are evolving - Model 1: where trainings will continue to be supported by MSFDA. These will be for areas/colleges which still have to be initiated and inspired for such capacity building. In Model 2: the host colleges/universities are willing to bear part-costs of the programme, usually the trainee cost, which includes boarding and lodging of participants. In Model 3: the host colleges/universities are willing to bear the entire costs of the training programme. Based on the experience so far, it is also felt that trainings should be held primarily in offline mode as this enables exposure to lab practices, group discussions, etc.

In the current year 2022 - 23, it is proposed to conduct 13 Level 1 workshops and four Level 2 workshops. This will benefit 1500 participants. The estimated cost for these programmes will be Rs.273.67 lakh, of which Rs.80.14 lakh is estimated to be contributed by the host colleges/institutions and remaining Rs.193.53 lakh will be provided by MSFDA.

## **ii. Value of Art in Human Life - Sir Jamsetjee Jeejeebhoy (JJ) Group of Institutions, Mumbai**

Subsequent to approval by the Board in their third meeting held on January 15, 2022, MSFDA entered into partnership with Sir JJ group of institutions on January 28, 2022. The purpose of the collaboration is to enable stakeholders to remain intellectually, emotionally, socially healthy through introduction of Art. This is with an understanding that Art can add immense value in the holistic development of students. The same has been underlined in the National Education Policy 2020. The partnership entails designing and conducting capacity building programmes titled 'Value of Art in Human Life' for teachers of all domains/subjects of colleges from across Maharashtra. The programmes follow the 'Art Integrated Learning' pedagogy that entails: Learning is iterative, and takes longer; Learning is generalist, synthesising several disciplines and is acquired by doing; Learning is creative, open ended and exploratory. Thus, it takes the student to a position beyond a mere learner.

It was envisaged to conduct a total of six programmes in the current year of which one three-day residential programme has been completed and another two are scheduled until March 2023.

The completed three-day residential programme was held at the beautiful campus of Centre for Development Studies and Activities (CDSA). A total of 24 participants including 14 females from 10 districts of Maharashtra participated in the programme. Besides fine art, the programme was attended by faculty from language, commerce, pharmacy, humanities and engineering. Eminent resource persons from Sir JJ like Prof. Rajiv Mishra, Dr. Santosh Kshirsagar and Dr. Douglas John guided the participants. The workshop process introduced participants to photography, collage-making, boat-making and similar such interesting activities. In one activity called the 5-pic concept, the participants were asked to click five photographs from the campus and use them to explain a concept of their subject.



Participants greatly appreciated the workshop and a few responses are herein below:

*“This was a unique experience of interacting with people from all domains. It was an opportunity to engage in creative activities, mind-storming sessions and hands-on experience to practice application of art in my domain.”*

*“The workshop has been different from the time I entered the venue. The location which is in Pune but yet so green and peaceful, the resource persons who are so casually dressed and open, the working room arrangement that allows each one of us to sit in small groups and at the same time feel one large group. And importantly, the way each day unfolds keeps up our energies and curiosity.”*

### **iii. Heritage, Linguistics & Cognition - Deccan College**

Subsequent to approval by the Board in their third meeting held on January 15, 2022, MSFDA entered into partnership with Deccan College, Post-Graduate and Research Institute, Pune, on January 28, 2022. The partnership envisages to promote multilingualism, study of archaeology as per NEP 2020; provide a forum for faculties from different domains to understand/appreciate socio, psycho, techno, and theoretical aspects of the bilingualism. In the current year, six offline programmes were proposed of which till date, Deccan College has conducted one five-day residential workshop on ‘Facets of Multilingualism’ and have scheduled four more trainings until March 2023.

Participants from different disciplines such as business communication, languages, journalism, sciences from different districts (Ratnagiri, Thane, Dhule, Pune, Amravati and Akola) attended the programme. Sessions were conducted on a variety of subjects such as multilingual competence, multilingualism in Maharashtra, understanding identity, socio-linguistics aspects of multilingualism, language technology and multilingual education for adivasi communities. The programme was held in the Deccan College campus.

### **iv. Navonmesh (Indian Knowledge Systems) - Kavikulaguru Kalidas Sanskrit University**

MSFDA entered into partnership with Kavikulaguru Kalidas Sanskrit University (KKSU) on January 28, 2022 to conduct a total of three residential programmes - (1) Yoga holistic Approach (2) Understanding the culture of eco-balance and (3) Management concepts from Indian Knowledge

Systems. The purpose of the programmes is rejuvenating, cherishing and disseminating universal values, knowledge, wisdom thereby building an understanding of the vision presented in Sanskrit language and literature. Thus, establish a progressive synthesis between ancient Indian wisdom and modern scientific thought in harmony with the needs of today and tomorrow. Till date, KKSU has conducted one five-day residential programme and plans to conduct another two programmes for the year 2022-23.



The programme on ‘Yoga Holistic Approach’ was well received by the participants. 42 participants including 15 females from different districts attended the programme. The programmes involved sessions on yogic life, pranayam, holistic health, ayurveda, yoga for working women, meditation, naturopathy, etc. The programme was conducted in the beautiful premises of KKSU - everything in the programme, from ambience to food to session-timing was in sync with the overall objective of the programme. The highlight of the programme was the daily early morning yoga session and closure of the day with an informal evening session called ‘Walk with the Scholar’. This enabled open and free dialogue among the participants and with the ‘scholar’. The participants suggested that similar programmes need to be organised in every university.

### 3. Centre for Inclusion & Diversity

*Inclusion and Diversity is one of the non-negotiable values of MSFDA. The broader purpose of the centre is to enter into collaborations, design in-house programmes and ensure inclusion and diversity as a cross-cutting value in all MSFDA programmes. Also, as highlighted in NEP 2020, the purpose is to sensitise, promote and build an environment for deeper understanding and appreciation of constitutional values of justice, equality, fraternity and dignity. As also enable access and enrolment of students from diverse backgrounds to various courses/programmes offered by colleges.*

#### **i. Manasrang (Colours of Mind) - Parivartan Trust**

MSFDA entered into a partnership with Parivartan Trust on January 28, 2022 to initiate the *Manasrang* Programme. It is designed as a peer-to-peer model with capacity building of students of higher education



institutions (HEIs) from across Maharashtra in the subject of mental well being. The programme is envisaged as an institutional-approach programme in a total of 40 colleges from 36 districts. The colleges have been selected through a consultative process to be part of the three-year programme which involves engaging with a core team of seven - five students (male and female) and two faculty per college. The core team will undergo two offline workshop/s in a year to gain understanding and skills in order to set up 'Manasrang' cells in their respective colleges. During the year, the core team will reach out to more students from the college, together plan and carry out activities that will address mental health concerns. Also, the partnership will support development and functioning of 'emindit' digital mental health platform which will offer relevant information and online counselling support to all the students of 5000+ colleges across Maharashtra.

During the year, it was envisaged to conduct an online orientation with Principals of selected colleges, two residential workshops at the regional level, three online follow-up sessions and six participative activities like debates, film screening, sessions, etc. with each of the 40 colleges. Till date, online orientation with Principals from all 40 selected colleges has been conducted. Followed by a follow up process wherein each of the 40 colleges have identified/selected five students and two faculty representatives as a core team for the peer-to-peer programme. The first regional level two-day residential workshop with a total of 35 participants from five selected colleges from five districts of Amravati region has been completed. The workshop was well received by the participants.

It focused on participative exercises, songs, films to introduce subjects - shedding inhibitions, current concerns of young people, creative thinking, dealing with emotions esp. during the period of stress, relationships, importance of expression and communication, counseling, suicide prevention, dealing with addiction, etc. The participants have been guided and prepared a plan on the set of activities that they need to undertake in their respective colleges over the next year with mentoring and support from Parivartan Trust.

The remaining residential/offline and online workshop covering other five regions will be conducted upto March 2023.



## ii. *Pradnya Parisar Prakalp* - Institute of Psychological Health (IPH)

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with Institute of Psychological Health (Founder Dr. Anand Nadkarni) on January 28, 2022. The key concept of *Pradnya Parisar Prakalp* is to sensitise the stakeholders to be emotionally savvy through processes that weave through their daily lives on campus rather than being 'taught'. Thus strengthen collaborative learning instead of imposing hard categories of pass-fail, high-low grades, first-pass class,

etc. that breeds competition. Simply put, the purpose of the programme is to enable everybody to learn happily as they absorb it effortlessly - senior management, teachers, non-teaching staff and students alike. Following the institutional approach, the programme envisages developing 36 colleges - one in each district of Maharashtra - into *Pradnya Parisar*. Each of these colleges will constitute a core group of five/six members - one from the management, two teachers, one non-teaching staff and one/two students. These five/six member teams will in turn select fifteen more members including other faculty members and parents to make a wider group of twenty for each college. The idea is to involve every stakeholder of each of the colleges to imbibe the culture of emotional friendliness in the learning culture. In the first year (current year 2022 - 23), the core team members will undergo face-to-face training, video conference training, online follow up support to carry out a set of activities which are curated from the point of view of psychological and emotional friendliness. This is a kind of action-research programme and as such during this year, IPH will also be developing content, training material and carry out documentation to support the research analysis and findings.

Till date, two five-day residential workshops for a total of 106 participants from 21 colleges have been completed at (1) Dr. Babasaheb Ambedkar Technological University, (BATU), Lonere, Raigad and (2) Savitribai Phule Pune University (SPPU), Pune. The five-day training was divided into three parts - the first part of two and a half days focussed on learning emotions - their awareness, acceptance, analysis and application. The second part of one and a half day focussed on developing skills to carry forward these learnings. And on the last day, each college was to present their 'action plan' on how to train other stakeholders in their college and continue the momentum. During the five days, participants went through a 360 degree understanding of the subjects viz. functions of mind, link between thought, emotion and behaviour, self-talk, mind-body connection, emotions, emotional regulation on a college campus, effective communication, balance between self-goal and institution's goal, merging education and entertainment, and developing roadmaps. The training incorporated activities and role-plays to enable participants to comprehend the topics better. The design and structure of the programme was such that action planning and future steps were incorporated in it. Further skills to carry out those activities were imparted during the training itself. And their action plans were curated to enable them to continue the journey. The third workshop and online follow up support is scheduled upto March 2023.



### iii. I for Inclusion - Xavier's Resource Centre for Visually Challenged (XRCVC)

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with XRCVC on January 28, 2022. The purpose of the collaboration is sensitisation towards different disabilities, building an understanding of key assistive technologies available for persons with

disabilities, introducing key principles of inclusive education along with strategies and tips to make classrooms inclusive for faculty members from colleges across Maharashtra. During the current year 2022 - 23, five residential programmes were proposed. Till date, two have been completed covering a total of 47 participants from 46 colleges from various districts of Maharashtra. The training centred around sensitisation of physical and neuro-development disabilities, rights and legal frameworks for persons with disabilities, understanding inclusion, emotions vs facts, understanding assistive technologies, taking inclusion to the classroom and inclusive education. The methodology of training was experiential, participatory and engaging, making one of the participants remark - "the training is getting over and still none of us is in a rush to go back !".

Another participant, Ms. Khevana Desai of Mithibai College, Mumbai, posted the following about the training on her social media, "The training was three full days of learning, unlearning and relearning. Attended an extremely enriching and insightful Faculty- in service training program on 'Inclusive Education'. Well equipped with skills and strategies to deal with physical and intellectual disabilities... returning with a commitment to make my campus integrative and inclusive of students/ persons with disability. It's rare these days to have a very well structured, participatory and engaging training programme in academics. The campus and hospitality of Maharashtra State Faculty Development Academy (MSFDA) was warm and comfortable. And the resource persons from Xavier's Resource Centre for Visually Challenged (XRCVC) are facilitators one would dream of having as academicians. Look forward to the follow up sessions and collaborations in future. Events like these reinstates one's faith in the power of a teacher and her classroom".

For upto March 2023, three more programmes are planned.

#### **iv. Gender Sensitisation - SNTD Women's University**

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with Shreemati Nathibai Damodar Thackersey (SNTD) Women's University on January 28, 2022 with the aim to inculcate the value of inclusion and diversity with special focus on gender sensitisation among the teachers and students of Higher Education Institutions (HEI). As per the MoU, seven blended programmes along with one event was proposed for the current year 2022 - 23. The programmes intends to work towards creating gender safe learning campuses, installing a feeling of mutual respect towards all genders, clarifying the concept of gender as a social construct rather than a biological one and nurturing confidence towards potential for full development of every person irrespective of their gender. Till date, one online orientation with 22 colleges has been held and the first four-day offline programme was conducted from September 12 to 14, 2022. For upto March 2023, two more programmes are planned.

#### **4. Centre for Leadership Development**

*Academic leadership plays a critical role in educational reforms. The NEP 2020 has therefore focussed on governance and leadership as an important component. The various aspects of this include encouraging accreditation and autonomy, culture of excellence, engagement with local communities, strong alignment of constitutional values, social commitment, team work, pluralism, diversity, positive*

*outlook and student involvement in planning. In this background, the broader purpose of the Centre for Leadership Development is to focus on capacity building of senior faculty from higher education institutions who are in leadership positions or are likely to assume senior positions. The centre will also work towards development of leadership traits among students.*

### **i. Ethics and Values in Higher Education - Initiatives of Change (IofC)**

Subsequent to approval by the Board in their third meeting held on January 15, 2022, an MoU was signed with IofC on October 14, 2021. It is a unique programme promoting ethics and values in higher education as highlighted by the NEP 2020. The key principles of the programme are character-based leadership, reflective pedagogy, direction-seeking silence (inner listening), inspiring participants through real-life stories and holistic learning design. The programme is conducted at Asia Plateau, Panchgani for five days. Each day is packed with activities involving introspection and discussions starting at dawn and culminating in informal sharing and discussions. On day one, vision and reality is uncovered with questions such as ‘Are you a part of the problem or solution?’ and ‘If everyone is like you, would you like to be a part of this world?’ On day two, there is self exploration on parameters of - unconditional purity, unconditional honesty, unconditional unselfishness and unconditional love - and they are nudged into becoming the initiators of change through inner connection, self-correction and direction of purpose. It also promotes balance of IQ, emotional quotient (EQ), social quotient (SQ). The third day talks of life’s balance sheet reflecting on relationships. Day four and five focus on tapping into the sources of ethics and designing commitments and action plans. The trainings began in December 2021 and upto March 2022, three trainings were held. In the current year 2022 - 23, so far a total of three more trainings have been completed and five more are planned till March 2023.

The programme has been very well received by the participants. In the six batches conducted so far a total of 269 participants from 36 districts of Maharashtra have participated. The key learnings from the programmes as expressed by the participants include behavioural modifications such as shift from ‘reaction’ to ‘responding after a pause’. This has brought in an openness in their relationship with students thereby encouraging them to ask questions fearlessly, melting the hierarchy and promoting learning. The participants also mentioned a shift towards making reasoned choices, practising silence, introspection, realisation and corrections and courage to follow true values. The programme is having a cascading effect. Some of the participants have taken similar sessions by themselves in their own colleges. And want to associate with their fellow-participants for scaling up this effort (participants from colleges of Mumbai have met to make such action plans and share learnings).

Based on this, in the next phase, it will be attempted to take the programme from individual level to institutional level through various measures such as engagement of alumni, programmes for large conglomerate institutions, involving students, etc.



## ii. Training in Scientific & Rational Thought

In their second meeting the Board approved the programme for training in scientific and rational thought in line with NEP 2020 which promotes holistic development of students with Constitutional values. As per which - development of scientific temper is a fundamental duty of every citizen. A project has been accordingly initiated in 40 colleges (at least one from each district) in a peer-to-peer model. The colleges have been selected through a consultative process with principals of colleges, who were provided a brief of the programme and subsequent orientation. These colleges have selected a core group of seven - five (male and female students) and two faculty who will establish a Rational Thinking Cell in their college. These selected students and teachers are being trained through resource persons in six geographic regions of Maharashtra. The first such training was held in Amravati from August 28 to 29, 2022. A total of 27 participants from four colleges, four districts participated in the programme. The training revolved around questions of scientific temperament, importance of questioning, rational decision making, de-addiction, rational use of social media, etc. A philosophy teacher participant remarked that after the training she has got a direction to initiate practical action regarding her subject. The training also provided an important platform for the participants for face-to-face discussions on important contemporary issues especially the female participants greatly appreciated this aspect.

The trainings for remaining five regions will be conducted upto March 2023.

## iii. Transition to Leadership - MSFDA

Transition to Leadership is a seven-day capacity building programme developed by MSFDA exclusively for newly appointed principals from higher education institutions across Maharashtra. The purpose of the programme is to provide a wide range of exposure to strengthen vision and rekindle hope for change towards nudging education towards the ultimate purpose of creating holistic, free, intelligent individuals. One such programme was organised from April 16 to 22, 2022. A total of 19 Principals covering 12 districts of Maharashtra participated in this programme held at MSFDA campus, Pune. The programme was initiated with a unique outdoor management training experience at High Places, Garudmachi, in the natural surroundings of Tamhini Ghat. This involved several outdoor activities and discussions provoking reflection around issues of team building, commonality of purpose, strategising, facing challenges and leadership. This was followed by an exposure to varied topics by eminent speakers like Atul Pethe, Popatrao Pawar, Pavneet Kaur (IAS) and more from various fields such as art, entrepreneurship, academic leadership, administration, etc.

Such programmes will be continued and expanded in the current year 2022 – 23.

## 5. Centre for Resources

*The Centre for Resources as part of MSFDA was visualised as a space, a platform that collates, creates, disseminates textual, audio-visual and performative resources to support and strengthen learning in higher education institutions. The broad purpose of the centre is to support in-house programmes with resources, promote trainings for making libraries and resources centres vibrant and active, carrying out experimental modes of training through various events, exposure visits, seminars, etc. It is also*

*conceptualised to build a living museum in MSFDA campus; a detailed proposal of the same will be presented to the Board.*

### **i. Faculty Induction Programme**

The basic premise of MSFDA is to provide comprehensive induction training to newly appointed teachers. Training provided at an early stage is well absorbed and leads to meaningful impact in their working. The various facets of working of MSFDA are all brought into this 28-day long residential training, providing a 360 degree orientation to teachers on various aspects and themes highlighted in NEP 2020. One such programme was organised successfully by MSFDA from April 25 to May 26, 2022 at MSFDA campus, Pune. A total of 25 participants from 23 colleges participated in the programme. The programme was delivered in a participative approach. Besides formal sessions, a large number of other activities were conducted which enriched the programme and also created good network and bonding among participants. These included trek to Sinhagad, theatre performance of the play ‘*Vhai me Savitri*’, cultural evening, film screening, book review, etc. A glimpse of the programme schedule is given below:

<b>FIP - At a Glance</b>			
<b>Week</b>	<b>Theme</b>	<b>Broad Content Areas</b>	<b>Group Work/Activity</b>
1	Purpose of Education	Learning beyond Knowledge   Peer-to-Peer   Safe Spaces   Introduction to Inclusion & Diversity   Life Skills   Digital Divide   Gender Sensitisation   Disability & Inclusion   Breaking Language Barriers in Education	Book Review
2	Multidisciplinarity	Idea & significance of multidisciplinarity in curriculum & learning   Scientific temperament & critical thinking   Relevance of Indian Knowledge Systems   Value of Art in life   Education & Environment   Interplay of Linguistics & Heritage   Designing multidisciplinary curriculum & methods   designing collaborative research   Understanding multidisciplinarity at institutional level	Creative Performance & Expression

3	Innovation & Cutting Edge	Understanding Innovation & Cutting Edge   Nurturing Innovation   Technology Integration & Hands-on practice   use e-learning tools   e-content creation   Research Ethics   Intellectual Property Rights	Creating MOOC - Group Work & Presentation
4	Understanding Higher Education	Understanding HE ecosystem   Overview of reforms in HE   Ideas, Opportunities and Challenges in CBSC   Understanding NEP 2020   Learning styles & dynamics   Micro-teaching Practice   Interplay of Competition & Failure   Rethinking Assessment & Evaluation   Role of Continuous Evaluation   Designing Evaluation Plan	No shortcuts to the 'Top' : A Trek
5	Leadership Development	Teacher as a Leader   Ethical Leadership   Role of an Educator   Constitutional Values & Education   Larger Purpose of Education : Synthesising learning from the course	Closing

The programme was appreciated by the participants for its structure/schedule, methodology adopted and resource persons invited.



One more Faculty Induction Programme will be conducted in the current year 2022 – 23.

## **New Partnerships and Programmes – Signing of MoUs on 6<sup>th</sup> October, 2022**

The Board in their second meeting dated October 5, 2021 advised that collaborations with eminent organisations may be carried out to enrich the quality of trainings. Till now, MSFDA has successfully conducted trainings and collaborations with 11 institutes/organisations of repute, touching diverse areas of relevance to higher education. The broad vision of MSFDA is to create a ‘nexus of good’, wherein more organisations with expertise from diverse areas and domains join the network and extend their reach and knowledge to other institutes. For example MSFDA intends to forge close partnerships with all the public universities that have been envisioned as off-centres of MSFDA. In addition, MSFDA constantly endeavours to reach out to organisations that address the key concern areas of education. MSFDA is also bracing up to develop its own in-house modules and programmes for each of its Centres.

The following new programmes have been approved by the Board.

### **1. Centre for Innovation and Cutting-edge Technology**

#### **i. MSFDA in-house flagship programme on Cutting-edge Technology**

Although MSFDA collaborates with various distinguished institutes to impart training on Cutting-edge Technology, there is a need for a holistic and generic training module that not only exposes the participants to Cutting-edge technology in different domains, but also build their perspective on the subject in the context of the overall purpose and value of education (As outlined in the NEP 2020).

MSFDA’s Centre for Innovation and Cutting-edge Technology plans to design and organise its flagship program on Cutting-edge Technology that brings forth recent trends in multiple disciplines like arts, technology, management, pharmacy, humanities, design, hospitality management and other key domains. For this, MSFDA will connect with experts from the respective thematic domains. At least one such programme will be conducted during 2022-23.

#### **ii. MSFDA in-house flagship programme on Innovation**

The trainings in innovation and cutting-edge technology at MSFDA are part of the overall effort to reform the learning environment in colleges. The premise is that an ideal learning environment needs to nurture 'thinking' that can facilitate innovation. Therefore, what is needed is to keep the student unconditioned and in a fear-free environment so that he/she becomes a thoughtful and creative individual. In other words, it needs to be appreciated that innovation is an integral part of learning.

Towards this end, MSFDA’s Centre for Innovation and Cutting-edge Technology will design a programme on Innovation. The idea is to be able to demystify the concept of innovation to include experimentation and new techniques that have been identified in formal and informal spheres of life. The module will create a platform for discussing these concepts, sharing and appreciating simpler and meaningful innovations. At least one such programme will be conducted during 2022-23.



### **iii. Hands-on Training on High-end Research Equipment Programme - Kaviyatri Bahinabai Chaudhari Jalgaon University**

Kaviyatri Bahinabai Chaudhari North Maharashtra University, Jalgaon extends its jurisdiction to districts of Jalgaon, Dhule and Nandurbar, a predominantly adivasi and rural area of Khandesh region. The University opened its doors of higher education to mostly “first generation learners” from the region. Access, Equity, and Academic Excellence are the thrust areas of the University’s educational endeavour and as such in partnership with MSFDA they have proposed collaboration for reaching out their expertise.

The University has well-equipped research laboratories with state-of-the-art equipments. This is the only Indian State Public University to have participated in ERASMUS consortium project aimed at establishing a capacity building centre. Through this centre, the University intends to implement Hands-on Training on High-end Research Equipment Programme. This is designed on the basis of expertise and R&D laboratories with high end research equipment available in the various schools like physical sciences, university institute of technology, school of environment sciences. The purpose of the programme is to familiarise participants with the various sophisticated instruments and its handling of those in various fields of frontier area. The Programme will be for faculty from science and technology, research scholars, students, etc. It is proposed to conduct four one-week programmes in 2022 - 23.

### **iv. Integrating Skills in Curriculum - Punyashlok Ahilyadevi Holkar Solapur University**

Punyashlok Ahilyadevi Holkar Solapur University is one of the young State Universities of Maharashtra, established on 1st August 2004. The University has focussed on introducing skills in the curriculum by establishing a skills development centre. The centre currently runs 132 skill-based courses in various fields such as technical, commerce, management, computers, para-medical, agriculture, etc. Many affiliated colleges have integrated these skill-based courses in their curriculum.

It is proposed to collaborate with the University in imparting training in integrating skill-based courses in curricula. The face-to-face one week residential programmes are envisaged with the objectives of (1) introducing job-oriented skill building opportunities and (2) to cater to market-based career and professional needs of the your people (3) skills in designing skill-development courses. The programme will be held primarily for various universities and autonomous colleges so that they can integrate such courses amongst their affiliated colleges/own institutes.

It is proposed to conduct at least one one-week offline and one one-day online refresher programme in 2022 - 23.

### **v. Promoting Grassroot Innovations through *Shodh Yatra* of Honeybee Network**

Honeybee Network was initiated by Padma Shri Professor Anil K Gupta, retired faculty at Indian Institute of Management, Ahmedabad and IIT, Bombay. He has held an executive vice-chair position at the National Innovation Foundation. He is also a fellow of the World Academy of Art and Science.

Honeybee network undertakes *Shodh Yatra* journey across the country for the search of knowledge, creativity, and innovations at the grassroots. It is an attempt to reach out to such innovations in the most

remote parts of the country with a firm belief that the hardship and challenges of natural surroundings are prime motivators of creativity and innovations. *Shodh Yatra* aims at unearthing such traditional knowledge and grassroots innovations. *Shodh Yatra* is also a journey of mutual exchange and sharing of knowledge.

They have been organising *Shodh Yatra* since 1998 and have designed more than 47 *Shodh Yatra*, till date. They organise two *Yatras* per year and the *Shodh Yatris*, walk around a distance of roughly 250 kms in a span of seven to eight days. The travel route that is chosen is usually bereft from any regular road or transport connectivity. This even makes the *yatra* more challenging. *Shodh Yatris* meet the villagers, farmers, artisans etc. individually and a report is prepared later collectively based upon each person's experience.

MSFDA intends to collaborate with Honey Bee Network to expose our students to this wonderful journey of exploration and wonder across the country. In the current year, 20 students from Maharashtra colleges can be sent on *Shodh Yatra* along with their team.

#### **vi. Cracking the riddle - Research Innovation Incubation Design Labs RiiDL**

Research Innovation Incubation Design Labs (RiiDL), Somaiya Vidyavihar is an innovation centre and accelerator in the Somaiya Campus. It is registered under Section 8 of Companies Act, 2013 supported by DST, BIRAC, Government of India and MSINS, Government of Maharashtra. It was set up in the year 2010 and has over 12+ years of experience in practising business incubation and collaborating with national and international organisations to facilitate entrepreneurship and fuel the maker movement globally. It has vast experience in developing business incubation centers, collaboration with industry and developing entrepreneurial skills. It provides valuable support to the students to enable them to translate their ideas and innovation in various disciplines of science, technology, health and engineering into products, processes and services. RiiDL is certified in incubation, digital fabrication/bio academy and community management certification from various global entities like ISBA, FAB Foundation and META (Facebook) respectively.

MSDFA requested RiiDL to design, develop and deliver a capacity building programme in establishing/nurturing business incubation centers in select colleges, thus establishing entrepreneurial and innovation ecosystems.

The training will be held in three phases. In the phase 1 an online programme on understanding the incubation basics will be conducted for three-days duration followed by a visit to eminent incubation centres such as RiiDL, SINE (IIT Bombay), etc. The participants over the next three months after the first phase are expected to initiate the activities of the incubation centre for which RiiDL will be hand holding them. A refresher training will also be held during this period. In phase 2, further advanced training will be given with introduction of requisite tools. This will be one-day online training. After this training, the participants over the next month will practice use of tools introduced to them. RiiDL will provide handholding support. Phase 3 will involve activities and events at the college / centre-level under guidance of RiiDL team over one-week. In addition, a three-day offline design thinking workshop will also be held for the participants. Each batch of training will be of 20 participants representing different colleges. Two such batches will be trained over a period of one year.

### **vii. Pracharana - Dr. Sameer Sahasrabudhe, Professor of Practice, IIT, Gandhinagar**

During the third Board meeting dated January 21, 2022, Dr. Deepak Phatak, Prof. Emeritus IIT Bombay and Director MSFDA had mentioned that a key challenge in trainings in higher education is scaling up to reach more than one lakh faculty. For this, he suggested technology integration and advocated the uptake of the trainings in “use of technology” and “right pedagogy (blended) for the use of technology” through MSFDA. Accordingly, MSFDA reached out to Dr. Sameer Sahasrabudhe (undersigned), Professor of Practice in Design, IIT Gandhinagar, who has worked with IIT Bombay (Prof. Deepak Phatak) for close to two decades in upscaling trainings in technology through a hub and spoke model, wherein nodal faculty from different colleges is first trained and subsequently, trainings held through them (with them as facilitators) and experts doing the handholding in an online mode.

It is proposed to engage Dr. Sameer Sahasrabudhe to support MSFDA in this regard through a consultancy project. Dr. Sameer Sahasrabudhe is a Professor of practice in Design at IIT, Gandhinagar. He has a cumulative experience of over 25 years in various fields such as advertising, animation film-making, educational multimedia production, teaching and research. He has contributed to the development of the Learner-Centric MOOC (LCM) model and has created many MOOCs for IIT-BombayX, edX and SWAYAM. The project involves training teachers from various districts of Maharashtra, empowering them in using the online content in their teaching-learning processes. It has been realised that although a lot of training content is available on the internet over various platforms, only limited faculty register for these courses. Even out of those faculty who register, only around one half actually attend and only one eighth complete the course with evaluation. It has been found that non-availability of localised content and low awareness about the technical tools is a major hurdle in accessing and completing such courses.

MSFDA, with the help of Dr. Sameer Sahasrabudhe will address this concern by training faculty from Maharashtra to undertake and handhold them to successfully complete such courses. A MOOC titled: ‘Designing Learner-Centric MOOCs’ is already offered on SWAYAM (due in January 2023).

The consultancy involves identifying nodal faculty from each district who will be provided information about the above MOOC course. In Phase 2, this information will be further reached out by these selected and trained nodal faculty to other faculty within their districts. All these faculty (numbering 300 - 1000) will then be trained for taking up this course. During the course also, the content will simultaneously be provided in Marathi language and the participants guided and motivated to complete the course successfully. They will also be guided to complete the evaluation.

### **viii. Leading through technology - Dr. Homi Bhabha State University (HBSU)**

Dr. Homi Bhabha State University (HBSU) is the first Cluster University of Maharashtra State, Established in February 2019 under Rashtriya Uchchar Shiksha Abhiyan (RUSA) program of Government of India. Dr. HBS University comprises four oldest and prestigious Government Colleges in Mumbai viz., Institute of Science, Elphinstone College, Sydenham College and Secondary Training College. These colleges have a different prospectus, but a common belief.

It is important for faculty in various disciplines to stay current on the latest trends in education. As technology becomes more and more ubiquitous, it is no longer optional for faculty to incorporate technology into their teaching, learning, and research practices. Faculty Development Programs that equip educators with the skills and knowledge needed to integrate technology into their teaching practices are essential to provide students with a 21st-century learning experience. Faculty Development Programs can offer participants the opportunity to learn how to effectively use technology in the classroom, while enabling them to evaluate and refine their current teaching practices. Technology integration is not a one-time event, but an ongoing process that involves engaging students and sharing information using digital tools.

The HSBU will partner with MSFDA to launch the Leading Through Technology: Faculty Development Program series which will be conducted both in online and face to face manner. The program is designed to provide participants with the skills and knowledge they need to incorporate technology into their teaching practices by introducing them to relevant tools, digital media, and various pedagogies. It will also help participants explore their roles as leaders in adopting new technologies and inform them about strategies for using technology in research. The outcome of these programs will be a better understanding of the trends that are shaping education and helping faculty expand their knowledge in the area of education through technology.

The HSBU will also work towards implementing technology integration programs that address strategic issues in higher education and provide faculty with tools and resources to make informed decisions in their roles as leaders. There will be a focus on improving communication between faculty members; harnessing the power of online collaboration; and viewing higher education as a dynamic learning environment for all students, including those who are traditionally under-represented.

Through this initiative HBSU will collaborate with MSFDA to establish research integrity policies including data management, data governance and ethical conduct of research projects. It will facilitate sharing of knowledge and expertise among various State Universities through various forums like Faculty Development Program on Research Integrity, Symposia, Workshops, Seminars, etc. It is envisaged that this collaboration with MSFDA will improve the quality of research conducted in the higher education paradigm in Maharashtra.

In the year 2022-23, it is proposed to conduct three online three-days (total nine hours - three hours per day) and one, one-week offline training for faculty/students. The key resource persons for these training will be Dr.R.K. Kamat, Vice Chancellor HBSU, an eminent expert in this domain.

#### **ix. Popularising Science - National Facility for Biopharmaceuticals (NFB), Guru Nanak Khalsa College Mumbai**

National Facility for Biopharmaceuticals (NFB), Guru Nanak Khalsa College is a state-of-art facility [www.nfbindia.in](http://www.nfbindia.in). It was established by Late Prof. Dr. R.T. Sane. The facility has ultra modern infrastructure, equipment and labs to support research interests in microbiology, fermentation, molecular biology, proteomics, bio-analytical analysis and mammalian tissue culture. Their focus is on developing knowledge, skills and soft skills with the purpose of equipping and guiding students/faculty for industry

and research. Since inception they have worked with more than 150 major industries/organisations such as National Innovation Foundation, Haffkine Biopharmaceutical Pvt. Ltd., etc.

The centre actively promotes training for popularisation of science through programmes at NFB as well as outreach programmes in districts. The facility has relevant equipments that they can carry to the field for training of faculty and students. Such training through high-end expert facilities can ignite interest in science and newer disciplines of science in remote areas, too.

In consultation with NFB, a training programme has been envisaged wherein three three-day training will be held in three regional locations of Maharashtra. The participants for these programmes will be science faculty, researcher scholars and students from various disciplines such as biotechnology, pharmacology and microbiology and allied fields from the respective regions. In the current year upto March 2023, three regional trainings will be held.

#### **x. Excellence in Technical Education - Global Institute for Engineers (IEEE)**

Global Institute for Engineers (IEEE), is a not-for-profit organisation registered under section 8 of the Indian Companies Act 2013 and is a wholly-owned subsidiary of IEEE Inc USA (“IEEE”). They engage in and design collaborative programs to provide engineering-technology education.

It is proposed to collaborate with the Global IEEE in imparting training to enhance the technical education in the state of Maharashtra, especially of the students and faculty of Engineering and Polytechnics from higher education colleges across Maharashtra. At least one one-week offline programme is envisaged for the current year 2022 - 23.

## **2. Centre for Multidisciplinary Curriculum and Pedagogy**

### **i. MSFDA in-house flagship programme on Multidisciplinary Curriculum and Pedagogy**

Although MSFDA collaborates with various distinguished institutes to impart training on Multidisciplinary Curriculum and Pedagogy, there is a need for a holistic and generic training module that introduces participants an overall understanding of multidisciplinary, its relevance and importance in curriculum & pedagogy. An attempt is to integrate the fragmented domains of arts and science and also address the issue of inter se biases between arts, commerce, science, fine arts and other streams. For this, MSFDA will connect with experts from the respective thematic domains. At least one such programme will be conducted during 2022-23.

### **ii. Student Centricity in Education - FLAME (Foundation for Liberal and Management Education) University**

National Education Policy 2020 lays a lot of emphasis on optimal learning environment and support for students. It promotes engagement of students and supporting a learning environment for them, a criterion based grading system that assesses student-learning achievement based on learning goals and holistic

development of students. It also advocates strong internal systems for supporting diverse student cohorts. It also speaks of promoting clubs and activities of science, maths, poetry, language, literature, debate, music and sports. In addition, it envisages institutional mechanisms such as support cells for socio-economically disadvantaged students. Overall, it strongly promotes student activity and participation in colleges.

FLAME University is a pioneer in liberal education in India and offers over 300 major and minor combinations at the undergraduate level, ranging from conventional areas of liberal arts to business and communication studies. With an emphasis on interdisciplinary scholarship and self-reflection, FLAME University seeks to propel students onto a journey of discovery by challenging themselves, the society and the world at large. It has been FLAME's endeavour to fire the imaginations of young minds, foster creativity, propel innovation and provide the basis for the creation of a new generation of informed leaders. The pedagogical moorings of FLAME's educational offerings are aligned with the National Education Policy framework, which advocates liberal education as the way forward for educating the next generation of Indians. FLAME faculty are an acclaimed group of scholars and researchers whose teaching is augmented by the contemporariness of their academic knowledge and real-world experience.

Therefore, it is proposed to enter into a collaboration with FLAME University to impart training in the broad subject of student centricity to faculty members and students of colleges from across Maharashtra. Two such training programmes will be conducted at FLAME University campus in the current year 2022 - 23. It can be offered in-person mode with blended components to promote student-centricity which is focused on holistic development of the student and active participants in the learning process to assume responsibility for their learning. The programme will focus in the areas of (1) Pedagogy: Active Learning (2) Pedagogy: Assessment and Evaluation Techniques (3) Pedagogy: Setting Up Successful Teamwork Activities (4) Experiential Learning: Learn By Doing And Reflection (5) Foundational Abilities: Incorporating Critical Thinking, Effective Communication And Ethics in the Curriculum (6) Student Life: Augmenting the Student's Educational Experience (7) Role of an educator as a mentor (8) Support Services for students. The programme will aim at introducing various strategies that can be employed to put the student at the heart of the learning process.

### **iii. Techno-pedagogy and Andragogy for Active Learning (TAAL) - Symbiosis International (Deemed University)**

For quality in education, it is necessary for senior management and faculty from colleges to understand and appreciate the principles of andragogy since it deals with the science and practice of adult learning. Also, with the promotion and advancement of technological intervention in learning it becomes necessary to adopt/adapt adult learning practice in the context of online learning. Considering this to be one of the needs of the times, it is proposed to enter into partnership with the Symbiosis Teaching Learning Resource Centre (STLRC), Symbiosis International (Deemed University), given the expertise of the Centre in this subject.

Symbiosis International (Deemed University) is a multi-disciplinary university standing high in the arena of International higher education, established in 1971, by Prof. Dr.S.B. Mujumdar. The vision of the University is "Promoting International Understanding through Quality Education". Symbiosis is committed to building international understanding by offering quality education, and is a vibrant

community buzzing with the activities and students of more than 85 countries. Today the University has its campuses spread across four states and 6 cities in India offering varied industry specific, content rich programmes through its 8 study faculties: Law, Management, Computer Studies, Health Sciences, Media & Communication, Humanities & Social Sciences; Engineering, and Architecture & Design, providing education to 20,000 students including international students. In addition, the University has Skills and Continuing Education Departments, eight Support Departments, and seven Research Centres. Globally the Times Higher Education (THE) World University Ranking 2022 has ranked Symbiosis International University amongst the top 800 – 1000 Universities in the World. The University is also ranked in the top 350 Universities in Asia by the QS Regional Rankings, and is the only Indian university to have received the Asia Pacific Quality Label. Symbiosis is based on the Vedic thought *Vasudhaiv Kutumbakam* – ‘the world is one family’. The University’s name fittingly captures the quintessence of the relationship with international students - a mutually beneficial bond between India and the International student community. The University established a specific centre for teaching-learning called the Symbiosis Teaching Learning Resource Centre (STLRC) which was established in 2011, with the aim to help raise the effectiveness and productivity of the Symbiosis faculty in terms of teaching - learning as well as research. The STLRC is Symbiosis International University’s catalyst to inspire and mentor the faculty in their roles as Teachers, Researchers and more so as ‘educational parents’. Over the years, this centre has specialised in techno-pedagogy and andragogy.

It is proposed to collaborate with SLRTC to conduct programmes titled ‘TAAL’ for faculty and students of colleges from Maharashtra. The programme will be delivered in a blended mode with five-days of residential training in Symbiosis campus followed by two-days of online training and two refresher trainings. The training will focus on areas of addressing diversity of learners, basics of andragogy, active learning strategies, assessment and evaluation, instructional design, interactive tools and innovative techniques for online and blended instruction, interactive and innovative tools and techniques for online and blended assessment, rubrics and course planning. After successful completion of this Faculty Development Programme the participants will be able to, get equipped with the modern contemporary concepts in higher education gain better understanding of best methods and practices of teaching to adult learner, know the basics of effective andragogical practices, understand the techno-pedagogical tools used for teaching and assessment, get hands-on training to use technology for interactive classrooms, get aware of planning and implementing these practices effectively in their face to face, online and hybrid classrooms.

#### **iv. Green Campus - IIT Bombay**

A process has been initiated in collaboration with Prof. Dr. Shyam Asolekar, Department of Environmental Science and Engineering, IIT Bombay wherein draft guidelines for “greening” of higher education campuses have been prepared and circulated to all colleges of Maharashtra by the Government of Maharashtra.. The word ‘Green Campus’ implies an educational campus where environmentally friendly practices are adopted to promote sustainable well-being.

In order to undertake an impactful project of process-oriented capacity building in this regard, it is proposed to enter into a long-term formal collaboration with Department of Environmental Science and Engineering, IIT Bombay and solicit their support and guidance to transform campuses of around 100 educational institutions in Maharashtra into Green Campuses. The project will be of five-year duration.

In each of the first three -years, 36 colleges, one from each district of Maharashtra will be selected and their teams will be guided towards practices of sustainable management of water and wastewater, solid waste, e-waste and laboratory waste, air pollution and air quality, ecology and green cover and sustainable living over a period of three to five years. This will be done through orientation workshops, online and offline trainings, visits to colleges, creating online photo journals of work on websites.

#### **v. Performer's Way... - Lalit Kala Kendra Gurukul, Savitribai Phule Pune University (SPPU)**

Centre for Performing Arts, which is popularly known as Lalit Kala Kendra, Gurukul is one of the prime departments in SPPU, which offers UG, PG and research courses in Indian Music, Indian Dance and Theatre Arts. All courses are full-time professional courses. The Department is celebrating its 30 years with many alumni practising in the field of performing arts in India and abroad. The department has adopted the traditional *Guru - Shishya Parampara* along with the University method of teaching. Wherein, the faculties are not the teachers, but facilitators, who help students to carve their niche in their creative journey.

MSFDA has already initiated a programme with Sir JJ groups of institutions regarding 'Value of Art in Human Life'. On similar lines it is proposed to associate with Lalit Kala Kendra for extending faculties of dance, music and theatre amongst the teachers and students of Maharashtra. This is in line with the promotion of multidisciplinary and holistic development of students. The following types of programmes are envisaged as part of the collaboration: (A) *Tarjani* (Index finger): PACT (Performing Arts for Critical Thinking) this involves workshops in the field of Indian Classical Music, Indian Classical Dance and Theatre for teachers from any stream. Here, they will be introduced to the significance of the performing arts and how they help to induce critical thinking in individuals. (B) *Madhyama* (Middle finger): EPPA (Exaltation Programme in Performing Arts) this will follow Train the Trainer approach programmes designed exclusively for the teachers in the field of performing arts for upgradation of their knowledge in the field of music, dance and theatre. (C) *Anamika* (third finger): Lalit Week (*Lalitanubhav*) will be a unique opportunity for any college going student to immerse into the daily activities of Lalit Kala Kendra, Gurukul. In this programme, the participants will attend workshops, lectures, demonstrations, film screenings and discussions. Every evening there will be a performance thus introducing the methodology of "learn to learn". (D) *Karangali* (little finger): *Rangaswar* संस्कार will offer an evening of Indian Classical Music/Dance/Theatre performance as part of the workshops conducted at MSFDA. (E) *Angustha* (Thumb) : *Rangyatra* is e-content development in the field of Performing Arts) रंगयात्रा wherein Lalit Kala Kendra will document and develop digital archives of thoughts, experiences of maestros in the field of Indian Classical Music/Dance and Theatre.

Centre for Inclusion and Diversity

#### **i. MSFDA in-house flagship programme on Inclusion and Diversity**

Although MSFDA collaborates with various distinguished institutes to impart training on Inclusion and Diversity, there is a need for a holistic and generic training module that introduces participants to an overall understanding of inclusion and diversity. The educational environment suffers from various types



of biases including those of caste, colour, language, region, sex/gender, disability and digital divide, etc. It is important that various stakeholders of higher education, especially the educators, are deeply conscious and sensitive of these issues and work towards addressing them. Therefore, an in-house programme covering all these aspects will be designed and conducted by MSFDA with the help of experts from the respective thematic domains. At least one such programme will be conducted during 2022-23.

## **ii. Women in Leadership - Punyashlok Ahilyadevi Holkar Solapur Solapur University**

It is critical to enhance the capabilities of women to participate in learning, knowledge activities, research and administration. The percentage of women in education, especially in leadership positions is dismally low. If concerted efforts are taken at the policy and capacity building levels as affirmative action things can change for the better.

Punyashlok Ahilyadevi Holkar Solapur University is a young state University of Maharashtra state. The University is relentlessly putting its endeavours in enhancing the standards in teaching, research, extra-curricular and sports activities. The University has focused on “Women and Capacity Building” since the last few years carrying out teachers training and sensitisation for all women managers is our prime focus.

It is proposed to collaborate with the University for carrying out a capacity building programme ‘Women in Leadership’ for female principals, teachers and students. The objectives of this programme will be introducing gender related issues specific to higher education, sensitising participants about gender, equipping female teachers as leaders and to create opportunities for women teachers in higher education. In the current year 2022 - 23, two programmes will be conducted.

## **iii. Kaydyache Bola - Maharashtra National Law University (MNLU)**

NEP 2020 focuses on installation of constitutional values amongst the students. It further elaborates that education needs to work towards holistic development of individuals by imbibing values of equality, justice and dignity. In order to address various inequalities in the education system and promote access and opportunity for everyone, especially marginalised sections, a sound legal knowledge and understanding is essential. This can be a basis for a rights based approach to secure justice and equality.

MNLU, Nagpur is a premier institution of law in the country set up with the objective of advancement and dissemination of knowledge related to law and legal processes as efficient instruments of social justice and development. Thereby promote traditional, cultural, legal and ethical values with a view to foster and strengthen the rule of law as enshrined in the Constitution of India. In collaboration with MNLU two types of residential training programmes are envisaged. The first one is a generic course in law focusing on constitutional values and other key legal issues such as human rights, gender, right to information, right to education, environmental law, patent law, information and technology law, etc. this will be open to teachers and students from any discipline across Maharashtra. The second programme will be specifically for law teachers and students from across Maharashtra to deepen their understanding and cross-sharing of legal issues.

In the current year 2022 - 23, three programmes will be conducted.

## Centre for Leadership Development

### **i. Academic Leadership - MSFDA**

As mentioned above, Transition to Leadership programme has been started in house as a flagship programme to instil leadership qualities in educational sphere. The programme that was started for principals will now be organised for five kinds of participants- a) Senior Level Academic Leadership such as Vice Chancellors, Pro-Vice Chancellors, Registrars, Deans, Members of various University bodies such as Management Council b) Middle Level such as Senior Principals and HODs c) Entry Level for new Principals and Faculty d) Non Teaching Staff e) Students. This important programme will thus be extended beyond faculty to include other key stakeholders such as non teaching staff and students also.

During the current year one programme for each of these categories will be conducted.

### **ii. Tribal Pride Journey - Gondwana University, Gadchiroli**

A unique experiential leadership programme was envisaged by MSFDA in association with Gondwana University. The idea was to expose principals from various colleges located in tribal areas of Maharashtra to some of the best practices and initiatives in Chandrapur and Gadchiroli districts. The programme was designed primarily by the Gondwana University which is taking important initiative to promote various aspects of tribal education in sync with the local context. The programme envisages taking a batch of around 20 principals for a six-day visit to remote areas of Gadchiroli and Chandrapur District, where they experience the socio-cultural aspects of the region and engage with social reformers and leaders of organisations like Anandvan at Warora, Lok Biradari Prakalp at Hemalkasa, SEARCH at Gadchiroli, Mendha Lekha Gram Panchayat, etc. Dialogue with Dr. Abhay Bang & Rani Bang, Vikas Amte, Prakash Amte instil a sense of hope and possibility in leading/initiating sensitivity and change in their colleges/ higher education system.

One such pilot programme was done from March 28 to April 1, 2022 for 15 participants from districts of Akola, Ahmednagar, Gadchiroli, Amaravati Chandrapur, Palghar and Nashik. One of the participants expressed that such programmes are essential for every individual to ensure a holistic approach to all round development, dedication and promotion of cooperation. Other participants indicated the following as their key learnings - dignity of labour (*shramdaan*), importance of skills, motivation to inspire tribal students to attend college, experiential learning, work culture, administration and time management, focus on students, multilingualism, achieving results with scarce resources, anti corruption and importantly, philosophy of non-accumulation, life education and power of date. A few questions that arose and got discussed include definition of development, “backward”, consumerism, environment v/s development. The core learning highlighted was finding customised and localised solutions to make education more meaningful.

During the course of the year, 2022 - 23, it is planned to conduct two more programmes.

### **iii. Experiential Learning Through Outdoor Activities - High Places, Garudmachi**

NEP 2020 promotes holistic development. Leadership traits can be inculcated in an individual through well designed outdoor based activities involving teamwork, challenges and reflective discussions. Though outdoor based Experiential methodology is an unconventional medium, it is well researched and established tool for individual and organisational development.

High Places Management Pvt. Ltd. ([www.highplaces.co.in](http://www.highplaces.co.in)), located at Garudmaachi near Tamhini Ghat has pioneered the concept of Outdoor based Management Development Programmes in India in 1989 and has specialised in this field. A large number of top corporate and public sector organisations/institutions (over 700) have benefited from these trainings.

It is proposed to collaborate with High Places for conduct of such training programmes in their campus for various levels of academic leadership. The programme will involve designed outdoor experiences, challenge and action, reflection and articulation, interaction and confrontation, introspection and assimilation. The objective is to lead the participants toward discovery of their patterns, meanings of self and the context, values and conviction, choice and commitment and realising their untapped potential. Thematic programmes will be designed for specific participants.

During the course of the year, 2022 - 23, it is planned to conduct eight programmes.

### **iv. Governance reforms in education - Sant Gadge Baba Amravati University**

Academic leadership plays a critical role in educational reforms. The NEP 2020 has therefore focussed on governance and leadership as an important component. The various aspects of this include encouraging accreditation and autonomy, culture of excellence, engagement with local communities, strong alignment of constitutional values, social commitment, team work, pluralism, diversity, positive outlook and student involvement in planning.

Sant Gadge Baba Amravati University (SGBAU) is a premier educational and research institute located in Amravati, Maharashtra with jurisdiction across five districts - Amravati, Akola, Buldhana, Washim and Yavatmal. It has already geared up for the implementation of NEP 2020. Also, it has launched Student Induction Program and Choice Based Credit System for all UG and PG level programmes along with provision of open electives (interdisciplinary as well as multidisciplinary), MOOCs, general elective courses and internships for students.

It is proposed to collaborate with SGBAU to conduct trainings for Management Council Members, Academic Council Members, Members of Board of Studies, Head of Departments and Coordinators, Principals of affiliated colleges. Five such trainings will be held upto March 2022 – 23.

### **v. Flourishing of Youth - Nirman, SEARCH (Society for Education, Action, Research in Community Health), Gadchiroli**

Young people as students are the core of the higher education ecosystem. It is necessary to create a varied learning opportunities and exposure so as to enable and enhance experiential learning among young people that not only equips them for earning but also helps them grow as thoughtful, sensitive and creative individuals. It is with this understanding that MSFDA proposes to enter into a collaboration with Nirman, a flagship programme of SEARCH. This programme was initiated by SEARCH in the year 2006 and they have successfully conducted 16 programmes, so far. The programme is structured in a manner to stay connected with youth over a period of one-year. The aim of the programme is to ignite a deeper search for purposeful life among youth. The process involves nurturing a large group of young people having desire and capability to understand and solve the burning social problems. The focus of the programme is the development of youth as individuals beyond being looked upon as mere customers or voters. Young teachers and students will participate in this programme of five-day residential workshop at SEARCH campus. Three such programmes are envisaged in the current year, 2022 – 23.

### 3. Centre for Resources

#### **i. In-house programme on Value and use of Resources**

MSFDA will design a capacity building programme introducing colleges from across Maharashtra to an approach and strategy that can support and strengthen existing libraries, labs and centres that exist in colleges. The focus will be on introducing teachers, librarians, lab-incharge and other interested members of the college to the most recent concepts of creating vibrant spaces within colleges for sharing, referencing and use of any kind of material resource in the classroom, for activities, group work, discussions, events, etc. These resources and processes can strengthen new learning, critical thinking and appreciation. One such training programme will be conducted during the current year 2022 – 23.

#### **ii. Through The Lens - Photography Promotion Trust**

It will be appreciated that besides traditional forms of training/learning, a more visual approach can build a rapport, create engagement and contextualise many topics and concepts more clearly. Visual storytelling can become an integral part of how we document processes, and examine various subjects/issues around us. Learning can be enhanced by using photography and lens based practices as a form of pedagogy and tool for engagement fosters a creative environment that keeps the focus on the stories we want to tell and share while building new skills. It is important to dissect and learn the nuances through inter sectional dialogue between faculty and students and build conversations around topics in higher education including access and quality.

Padmashree Awardee Photographer Sudharak Olwe is a Mumbai-based photojournalist since 1988 and has worked as a press photographer with some of the leading newspapers in India. Sudharak has travelled across the country to capture incredible stories of resilience, courage and change. He has worked in tandem with many NGOs presenting their extraordinary work with both rural and urban communities. The Photography Promotion Trust established by him aims to promote the art of social documentary photography and use the camera as a tool for positive impact and tangible change there by empowering visual storytellers and professional photographers.

It is proposed to collaborate with Photography Promotion Trust to engage with faculty members and students for an intensive visual documentation project that would involve hands-on training on photography, visual storytelling, conversations around perspectives and challenging existing norms of 'seeing'. The training programme entails photography training for 50 participants from various colleges, a four day residential program where participants will learn about photography skills, conversations around photographs, building stories. This will be followed by field visits to the colleges to click representational photographs about issues in higher education space. After this the participants will assemble again and do a workshop of sharing their work and discussions about the issues reflected through their work. An exhibition of the photographs is also envisaged as part of the programme. The workshop modules will be a combination of technical learning along with real-world practice-based learning. Each session will end with a short assignment for the participants based on the knowledge gained in the session. During the current year 2022 - 23, two such programmes will be conducted.

### **iii. Science, Astronomy and Society - Joint programs with the Astronomy Centre for Educators (ACE), Inter-University Centre for Astronomy and Astrophysics (IUCAA)**

IUCAA is a premier national level Centre in Astronomy and Astrophysics located near Savitribai Phule Pune University Campus. The Centre is involved in several prestigious projects of international /national importance. Besides a core faculty doing front-line research and designing state-of-the-art instruments, IUCAA provides a platform for research to more than 200 Visiting Associates, who are faculty members of higher educational institutions in the country.

The Astronomy Centre for Educators (ACE) at IUCAA was established in 2018 with funds from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT). It consists of the Teaching Learning Centre (TLC) which has conducted a wide variety of both online and offline programs for faculty members of higher educational institutions, with many of the programs having both teachers and students working together. ACE also consists of the National Resource Centre (NRC) which has designed courses on astronomy and astrophysics for the Annual Refresher Program in Teaching (ARPIT). Recently a Centre of the Office of Astronomy Education (OAE), an initiative of the International Astronomical Union, has also been established as part of the TLC, with emphasis on developing content on astronomy and astrophysics at the school level. ACE has also initiated recently a series called "Seminars on Education" inviting distinguished speakers to discuss a wide range of topics related to education. IUCAA also has a strong science popularisation program.

It is proposed to seek IUCAA's expertise in extending training on the subject "Science, Astronomy & Society" to faculty and students from colleges across Maharashtra. The idea is to expose faculty from remote parts to this state-of-the-art Centre's activities and its ethos as also instil motivation and fascination in them towards science in general. Both online and offline trainings are planned - the former for initial sensitisation of faculty; and the latter for detailed face-to-face discussions. Six such trainings, involving 50 participants each, shall be conducted in each region of Maharashtra.

### **iv. Community Engagement in Education - Tuljapur campus, Tata Institute of Social Sciences (TISS)**

NEP 2020 speaks of making education contextual and inculcating community engagement skills amongst students - which will help them appreciate solving 'real-life problems'. With this end in mind, it is proposed to collaborate with TISS, Tuljapur campus, that has a rich practice of community engagement embedded in their courses. A five-day residential training at TISS, Tuljapur campus will expose teachers, students from various colleges across Maharashtra to good practices of inculcating community engagement aspects in their teaching and learning. During the current year 2022 - 23, one such programme will be conducted.

#### 4. Centre for Assessment and Evaluation

*The current evaluation system in higher education tends to focus on rote-learning and recall and largely leaves higher order reasoning and application skills unassessed. Moreover, within higher education, learning competencies and goals remain tacit rather than explicitly articulated and there is little review to ensure that assessment is directed at various skills and competencies to be learnt, and not only 'coverage' of content. The 'Centre for Evaluation and Assessment' is aimed at complementing and enhancing the working of other Centres and to build capacities in the system for higher quality in assessment and evaluation. This will include stated and used graduate competencies and 'outcomes' to align both curriculum pedagogy and assessment as part of the broader agenda of revitalising higher education.*

##### **i. Learning-based Approach to Assessment and Evaluation - Tata Institute of Social Sciences (TISS)**

During the third meeting of the Board, initiating a Centre for Assessment and Evaluation as part of MSFDA was approved. It was discussed that MSFDA needs to also work in this area to sustain and impact the work carried out by other centres. A collaboration with TISS is proposed to conduct a training programme with the following objectives:

1. To develop and promote understanding of graduate competency and learning objective frameworks for different domains of knowledge (including skills, values and practice) to guide setting of learning goals (short term, long term programmatic), and different learning experiences—theoretical knowledge, field based experiences, lab, etc.
2. To develop faculty capacity to improve quality of assessment and type of assessment task, innovate assessment methodologies – open, seminar, peer etc , align assessment to learning goals and competencies, giving feedback, using technology and technologically-assisted assessment. To develop the ability to enhance validity and reliability of assessment. To ensure that assessment addresses inclusion effectively.
3. In addition, the Centre shall carry out designing pre- and post-enrolment surveys to gather data on indicators of success, including retention, performance using student polls, surveys etc., to conduct sample-based assessments to gauge and monitor quality of student learning and satisfaction.

4. To use data from existing assessment and evaluation to improve curriculum and review social goals of higher education (including equity, inclusion).

One such training programme will be conducted during the current year 2022 – 23.

#### **ii. *Sanrachana* : Constructivist Classroom - Rotary International, Pune**

Enabling a healthy and open learning environment in colleges requires efforts at various levels and includes addressing concerns related to access, inclusion, safety, comfort and importantly ensuring dignity. Also it calls for teaching that it is relevant to the context/reality of the student and empowers him/her to be able to make meaningful decisions. One of the possible and important factors to enable critical and creative thinking abilities among students is through Constructivist Classroom approach that focuses on building learning from what students know, their knowledge and builds further a dialogic model of learning which includes negotiation and questioning as core to learning. Rotary International, Pune has offered a collaboration with MSFDA, as a part of its community service initiative to devise and facilitate a Faculty Development Program for teachers and students from colleges from across districts of Maharashtra.

The program envisages to assimilate and adopt learner centric, empathetic, constructivist teaching learning strategies aligned with NEP 2020 and demonstrate the optimal use of technology in their classrooms. Three such training programmes will be conducted during the current year 2022 – 23.

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## Trainings So far



	Programme Name	Date	Mode	Number of participants	Main Highlights
1	Maharashtra State Development of Educators and Enhancement in Delivery (MS-DEED) Program, with IISER, Pune	Phase 1 – 10 batches of training by April 2022 Phase 11 – 2 batches of In-person workshop from May 2022 onwards	Online  Offline	Completed 12 batches with 1328 participants Phase 1 - 1229 In-service faculty from Science and Math disciplines Phase 11 – 99 participants from Phase 1 trained as Master Trainers	<ul style="list-style-type: none"> <li>• Teachers from 290 colleges covering all the 36 districts have participated in the programmes</li> <li>• Teachers creating their own inquiry- based Hands- On- Minds- On content</li> <li>• Teachers making Action Plan to implement activities at Dept- College level</li> <li>• Shift to Higher order thinking skill assessment</li> <li>• Helped teachers develop new online and offline teaching strategies for supporting learning in classrooms and at a distance.</li> </ul>



2	Ethics and Values in Higher Education, Iofc/Asia Plateau, Panchgani	6 batches till June 2022	Residential	269 In-service faculty/Principals	<ul style="list-style-type: none"> <li>• Focus on principles of inner transformation, character-based leadership and holistic learning design.</li> </ul>
3	Tribal Pride Journey with Gondwana University, Gondwana	5 days, 1 <sup>st</sup> batch - March 2022	Residential	15 Principals / Senior Management	<ul style="list-style-type: none"> <li>• Experiential Learning approach</li> <li>• Focus on towering social projects and the cultural heritage of the Tribal areas of Maharashtra</li> </ul>
4	Transition to Leadership, In-house MSFDA programme	6 days, 1 <sup>st</sup> batch - April 2022	Residential at Garudmacchi and MSFDA, Pune	19 Newly appointed Principals	<ul style="list-style-type: none"> <li>• Aimed to create visionary leaders in HEIs</li> <li>• Focused lectures, round tables, debate, case studies and role play, by dignitaries like Principal Secretary of Higher Education Maharashtra, Psychiatrist, and University Vice Chancellors, new generation entrepreneurs, education reformers and artists.</li> <li>• Sessions aimed to facilitate the interaction of the attending principals with various domain experts and encourage an exchange of ideas.</li> </ul>
5	Faculty Induction Programme, with UGC HRDC	28 days, 1 <sup>st</sup> batch - April - May 2022	Residential at MSFDA, Pune	25 In-service faculty from varied disciplines	<ul style="list-style-type: none"> <li>• Flagship programme of MSFDA</li> <li>• 28 days of novel programme in tandem with NEP 2020 guidelines for HEI's to ensure quality in education system.</li> <li>• Main takeaway by participants - Overall development of the self, doing research and keeping abreast with changes in teaching-learning pedagogy.</li> </ul>

6	Sensitization on Innovation and cutting edge Technology, with Vishwakarma University, Pune	10 days, 4 Online batches since April 2022 1 Offline – August 2022	Online followed with project presentation	169 In- service faculty	<ul style="list-style-type: none"> <li>• Design thinking and interactive lectures</li> <li>• Exposure to data science, Artificial Intelligence and Machine Learning, VR.</li> <li>• Technology integration in higher education</li> <li>• Real industry connect through one week mentored project.</li> </ul>
7	Yoga - Holistic approach program on 'Navonmesh', with Kavi Kulguru Kalidas Sanskrit University, Ramtek	5 days, 1 <sup>st</sup> - April 2022	Residential, KKSU Campus	42 In- service faculty	<ul style="list-style-type: none"> <li>• Interactive and practical Sessions on relevance of holistic health and harmony</li> <li>• Effective yogic techniques and diet to manage daily stress management especially post Covid.</li> <li>• Techniques to improve teacher-student communication.</li> </ul>
8	'ItoE - Ideas to Execution', Institute for Chemical Technology, Mumbai	4 days, 1 <sup>st</sup> batch, February 2022	Online	38 In-service Faculty from all over the country	<ul style="list-style-type: none"> <li>• Focussed on what skill sets entrepreneurs require to successfully navigate the rough waters of commercialization and market consolidation?</li> <li>• Deep insights into Innovations, Research. Introduction to IPR</li> </ul>
9	Faculty In-Service Program on Inclusive Education –SwDs, St Xavier's (XRCVC), Mumbai	5 days, Two batches, July and August 2022	Blended ( 3 days residential and 2 days online )	46 In service faculty from all over Maharashtra	<ul style="list-style-type: none"> <li>• The workshop centred around sensitisation of physical and neuro-development disabilities, rights and legal frameworks for persons with disabilities, understanding inclusion, emotions vs facts, understanding assistive technologies, taking inclusion to the classroom and inclusive education</li> <li>• The methodology of training was experiential, participatory and engaging</li> </ul>

10	Manas Rang Cell – Parivartan Trust, Satara	3 days offline, 1 <sup>st</sup> batch, August 2022	Residential, Amravati University campus	35 of which 7 faculty and 28 students	<ul style="list-style-type: none"> <li>• Peer to Peer program where students, teachers, Management all exchange thoughts and questions</li> <li>• Focused on participative exercises, songs, films to introduce subjects - shedding inhibitions, creative thinking, dealing with emotions, stress and addiction, importance of expression and communication, etc.</li> <li>• The participants prepared a plan for set of activities to be undertake in their respective colleges.</li> </ul>
11	Pragnya Parisar Prakalp , Institute for Psychological Health (IPH), Thane	5 days offline, 2 batches , July & August 2022	Residential, Dr BATU campus , Lonere and SPPU, University campus	106 Faculty and students	<ul style="list-style-type: none"> <li>• Peer to Peer program representation from 21 colleges</li> <li>• Focussed on learning emotions - their awareness, acceptance, analysis and application. Then on developing skills to carry forward these learnings.</li> <li>• College-wise 'action plan' for implementation.</li> <li>• The workshop incorporated activities and role-plays to enable participants to comprehend the topics better.</li> </ul>
12	Scientific and Rational Thinking	3 days, 1 <sup>st</sup> batch, August 2022	Residential, Amravati University campus	27 ( 7 Faculty and 20 students)	<ul style="list-style-type: none"> <li>• Peer to Peer program from 4 colleges of Amravati region,</li> <li>• The training revolved around questions of scientific temperament, importance of questioning, rational decision making, de-addiction, rational use of social media, etc.</li> </ul>
13	Facets of Multilingualism   Multi- disciplinarity in	7 days, 2 batches, July and September 2022	1 <sup>st</sup> batch residential campus at	42 (In service faculty)	<ul style="list-style-type: none"> <li>• Multi disciplinarity participation</li> <li>• Participants representing other states in Online workshop</li> </ul>

	Archaeology, Deccan Institute, Pune (Deemed to be University)		Deccan and 2 <sup>nd</sup> batch Online		<ul style="list-style-type: none"> <li>• Sessions on multilingualism, understanding identity, socio-linguistics aspects of multilingualism, language technology, etc. were conducted.</li> <li>• In Archaeology workshop, it was made to understand even for a claim related to prehistoric times, how evidence is a must.</li> </ul>
14	Faculty Development Program - Gender Sensitization, SNDT Women's University, Mumbai	7 days, 1 <sup>st</sup> batch, September 2022	Blended, 4 days, residential at MSFDA, Pune and remaining 3 days online	32 (14 students and 18 faculty)	<ul style="list-style-type: none"> <li>• Unique blend of students and teachers from extremely remote districts of Maharashtra.</li> <li>• Activity-based sessions and exposure to diverse angles of media, literature/ language, and art with respect to Gender sensitisation.</li> <li>• Initiatives, plan and process to be taken up by participants to make their campus gender safe campus.</li> </ul>
15	Value & Position of Art in life, Sir J J School of Art, Mumbai	3 days, 21 <sup>st</sup> batch July 2022	Residential at CDS, Pune	24 (In-service faculty)	<ul style="list-style-type: none"> <li>• Training entailed that Learning is iterative, and takes longer; Learning is generalist, synthesizing several disciplines and is acquired by doing; Learning is creative, open ended and exploratory.</li> <li>• Interactive training of integration of art and science.</li> </ul>
<b>Total - 2216 participants</b>					