



महाराष्ट्र शासन

उच्च व तंत्र शिक्षण विभाग,

मादाम कामा रोड, हुतात्मा राजगुरु चौक,

मंत्रालय विस्तार भवन, मुंबई-४०० ०३२

दुरध्वनी क्र. -०२२-२२७९३१७१

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महत्वाचे / कालमर्यादा

क्र.- संदर्भ -२०१८/ प्र.क्र ३४४ (भाग-२)/मशि-५

दिनांक: १९ ऑक्टोबर, २०२२

प्रति,

संचालक,

उच्च शिक्षण संचालनालय,

महाराष्ट्र राज्य, पुणे

विषय : महाराष्ट्र राज्य अध्यापक विकास संस्था (Maharashtra State Faculty Development Academy) ..

संदर्भ : आपले क्रमांक मराअविसं/२०२२-२३/११८ दिनांक ३०.९.२०२२ चे पत्र.

महोदय,

उपरोक्त विषयाच्या अनुषंगाने महाराष्ट्र राज्य अध्यापक विकास संस्था (Maharashtra State Faculty Development Academy) या संस्थेच्या संचालक मंडळाची चौथ्या बैठकीची सर्वसाधारण सभा दिनांक २६.९.२०२२ रोजी पारीत पडली असून, सदरहू सभेच्या इतिवृत्ताचे प्रारूप मंजूरीस्तव आपल्या संदर्भाधीन पत्रान्वये शासनास प्राप्त झालेले आहे.

२. यासंदर्भात नमूद करण्यात येते की, संचालक मंडळाचे अध्यक्ष तथा मुख्य सचिव यांनी सदरच्या इतिवृत्तास मंजूरी दिलेली आहे. प्रस्तुत प्रकरणी इतिवृत्तातील विषयनिहाय मुद्यांवरील अंमलबजावणीच्या कार्यवाहीचा कालावधी व सक्षम प्राधिकारी यांना विहीत केलेले असल्याने, त्यावरील केलेल्या कार्यवाहीबाबत तात्काळ शासनास अवगत करण्यात यावे.

३. प्रस्तुत प्रकरणी अंमलबजावणी करण्यामध्ये अडचणी निर्माण होत असल्यास, त्याबाबत शासनास विहीत मुदतीत अवगत करण्यात यावे.

सोबत : वरीलप्रमाणे

नि. नि. ११११०१५

(नितीन क्षिरसागर)

अवर सचिव, महाराष्ट्र शासन

प्रत माहितीस्तव अग्रेषित,

मा. प्रधान सचिव यांचे स्वीय सहाय्यक, उच्च व तंत्र शिक्षण विभाग, मंत्रालय, मुंबई-३२

संग्रहार्थ / मशि-५

Confidential



**Maharashtra State
Faculty Development Academy**

**Maharashtra State Faculty Development Academy
(MSFDA)**

MINUTES

4th Board Meeting

September 26, 2022 at 4pm

*Approved by Champion
vide letter dated 19/10/2022
(Pages 1 to 71 - Minutes. Along with Annexure 1)*

Nipun
(NIPUN VINAYAK,
ED, MSFDA)

MINUTES OF THE THIRD MEETING OF BOARD OF DIRECTORS OF MAHARASHTRA STATE FACULTY DEVELOPMENT ACADEMY (MSFDA) UNDER THE CHAIRMANSHIP OF CHIEF SECRETARY, SHRI MANU SRIVASATAVA HELD ON TUESDAY, 26th SEPTEMBER 2022, AT THE CONFERENCE ROOM, OFFICE OF CHIEF SECRETARY, 6TH FLOOR, MANTRALAYA, MUMBAI

SERIAL NO.

TYPE OF MEETING- BOARD MEETING

TIME OF COMMENCEMENT- 4:00 P.M.

TIME OF CONCLUSION- 6:00 P.M.

PERSONS PRESENT:

1	Shri Manu Kumar Srivastava, Chief Secretary	Chairman
2	Shri Vikas Rastogi, Principal Secretary, Department of Higher & Technical Education	Director
3	Shri. Saurabh Vijay, Secretary, Department of Medical Education	Director
4	Shri. Ranjit Singh Deol, Secretary (School Education and Sports Department)	Director
5	Shri Nipun Vinayak , Project Director, RUSA	Executive Director
6	Dr Dhanraj Mane, Director, Higher Education	Director
7	Dr Abhay E. Wagh, Director, Technical Education	Director
8	Dr D.T Shirke, Vice Chancellor, Shivaji University, Kolhapur	Director
9	Dr Deepak Phatak, Professor Emeritus, IIT (Mumbai)	Director
10	Shri. Rahul Kadam, Deputy Director (Finance), RUSA	Director
11	CA Prakash V Page	By Invitation
12	CA Vignesh Palkar, Chandak & Co	By Invitation

Agenda Item No. 1: Change in the appointment of the Chairman of the company

1.1 The Executive Director apprised the Board as follows:

- i) With reference to the provisions in the Articles of Association vide Clause number 29 Sub clause A) i) the Chief Secretary, GoM is designated/nominated and elected as the Chairman of the Company who will preside over all Board Meetings and General Body Meetings of the Shareholders.
- ii) The Third Chairman of the Company **Shri. Debashish Chakrabarty** retired from service on February 28, 2022 and **Shri. Mr. Manu Kumar Srivastava** joined as the **Chief Secretary of the State of Maharashtra** and has become the **Chairman** of the Company since then.
- iii) Board members were requested to take note of this change and accord necessary approval for **Shri. Mr. Manu Kumar Srivastava** to be the **Chairman** of the Company, who would preside over this meeting.

1.2 The Board members noted the position and “**RESOLVED THAT Shri. Manu Kumar Srivastava**, Chief Secretary, Government of Maharashtra and is hereby welcomed as the Chairman of the Company to preside over the Board Meetings and General Body Meetings vide provision of clause no 29 sub clause (A)(i) of the Articles of Association of the Company”.

It was “**FURTHER RESOLVED THAT** the work and guidance provided by the ex-Chairman **Shri. Debashish Chakrabarty** is appreciated and placed on record”.

1.3 Chairman **Shri. Mr. Manu Kumar Srivastava** presided over the meeting thereafter.

Agenda Item No. 2: Quorum for the meeting and Leave of absence, if any.

2.1 The number of members present for the meeting were more than the minimum number needed for quorum and hence the meeting proceeded. Dr. Deepak Phatak, Professor Emeritus, IIT Mumbai and Dr D.T Shirke, Vice Chancellor, Shivaji University, Kolhapur were present over video conference from their offices at Mumbai and Kolhapur respectively. No leave of absence to any Director was also required to be considered.

Agenda Item No. 3: Approval of minutes of Third Board Meeting

3.1 The Executive Director apprised that the Minutes of the third Board Meeting held on January 21, 2021 had been circulated and no objections were received.

3.2 The Board confirmed the minutes of the third Board Meeting and **“RESOLVED THAT** the minutes of the Board Meeting held on January 21, 2022, circulated to the Board members present are hereby approved and adopted unanimously by the Board”

Agenda Item No. 4: Noting and approving changes in Directorships

4.1 Executive Director apprised the Board Members of the structure of the Board and present positions filled by existing Directors.

4.2 It was mentioned that as per the approved minutes of the Third Board Meeting of MSFDA, the number of Directors were increased from 17 to 20 as follows:

Sr. No.	Description of post	Designation	Total	Remarks
1	Chief Secretary	Chairperson	1	Shri. Manu Kumar Srivastava w.e.f. Feb. 28, 2022 in lieu of Shri. Debashish Chakrabarty
2	Additional Chief Secretary (GAD)	Director	1	Shri. Nitin Gadre
3	Additional Chief Secretary (Finance)	Director	1	Shri. Manoj Saunik
4	Principal Secretary (Higher and Technical Education)	Director	1	Shri. Vikas Rastogi
5	Director General (YASHADA)	Director	1	Shri. S.Chockalingam
6	Secretary (School Education and Sports Department)	Director	1	Shri. Ranjit Singh Deol

7	Executive Director, MSFDA	Director	1	Shri. Nipun Vinayak
8	Director (Higher Education)	Director	1	Dr. Dhanaraj Mane
9	Director (Technical Education)	Director	1	Dr. Abhay Wagh
10	Deputy Director, Finance (RUSA)	Director	1	Shri. Rahul Kadam, w.e.f. May 17, 2022
11	Government of India Nominees (of one would be Secretary/ Additional Secretary/ Joint Secretary, MoE (Department of Higher and Technical Education)	Director	2	Yet to be nominated
12	VCs of Public Universities	Director	2	Dr. Ujjwala Chakradeo, Vice Chancellor, SNDT University
				Dr. D. T. Shirke, Vice Chancellor, Shivaji University
13	Educationists (Two experts from Education sector including Ex-VC, Ex-Secretary, Higher Education)	Director	2	Shri. Saurabh Vijay, Ex-Secretary, Higher Education
				Dr. Deepak Phatak, Professor Emeritus, IIT Mumbai
14	Representatives from other category Equity Holders – One from Industry and One from CSR	Director	2	Yet to be nominated



15	Representatives from Eminent Educationists/ other stakeholders as Nominated by the Board.	Director	2	Yet to be nominated
Total			20	

4.3 To implement the Board resolution, some new Directors needed to be included. Also due to transfer of certain officers, certain changes in Directorship were necessary.

- i) Shri. Nitin Gadre joined as the new Additional Chief Secretary (Services) in the General Administration Department due to transfer of Smt. Sujata Saunik, and therefore included as one of the Directors.
- ii) With reference to the provision in clause no 29 sub clause (A) (ii) of the Articles of Association of the Company Shri. Ranjit Singh Deol, School Education and Sports Department has joined as the Secretary of School Education and Sports Department and therefore may be included as one of the Directors.
- iii) Cessation of Directorship of ex-Deputy Director Finance of the company and joining of new Deputy Director Finance: Due to transfer of Shri. Pramod Patil, erstwhile Deputy Director, RUSA, vacates the post of Director of the Company and Shri. Rahul Keshav Kadam has joined in his place.
- iv) Board Members were requested to note this change and accord necessary approval.

4.4 The Board Members noted the positions and “**RESOLVED THAT**, Shri. Nitin Gadre, ACS GAD (Services), be and is hereby appointed as Director as per provision in clause no 29 sub clause (A)(ii) of the Articles of Association of the Company”.

4.5 “**ALSO RESOLVED THAT** Shri. Ranjit Singh Deol, Secretary School Education and Sports Department, be and is hereby appointed as Director as per provision in clause no 29 sub clause (A)(ii) of the Articles of Association of the Company.”



4.6 “**FURTHER RESOLVED THAT**, Shri. Rahul Keshav Kadam, Deputy Director Finance RUSA, be and is hereby appointed as Director as per provision in clause no. 29 sub clause (A)(ii) of the Articles of Association of the Company”

Agenda Item No. 5: Update on Recruitment

5.1 Executive Director updated the Board about the recruitments undertaken against the positions approved by the Board in their 2nd meeting as below:

Designation / Approved Positions	Status	Remarks
Joint Director	Ms. Anju Uppal was selected. She joined w.e.f. February 17, 2022	Selection through Search-cum-Selection Committee
General Manager		
Academic and Training	Dr Vijay Joshi, Chief Consultant RUSA, given additional charge w.e.f. 2 nd September 2021	
Administration	Dr Chandrakant Rawal was selected and joined 1 st April 2022	Selection through Search-cum-Selection Committee
Centre Coordinators		
Centre for Resources	Ms. Rahee Dahake was selected and joined on 7 th February 2022. However due to personal reasons, she has resigned from 8 th August 2022	Vacant post. To be refilled
Centre for Multidisciplinary Curriculum and Pedagogy	Ms. Sujatha Varadarajan was selected and joined from 1 st June 2022	Selection through Search-cum-Selection Committee
Centre for Innovation and Cutting-edge Technology	Mr. Suraj Babar was selected and joined on 7 th February 2022	



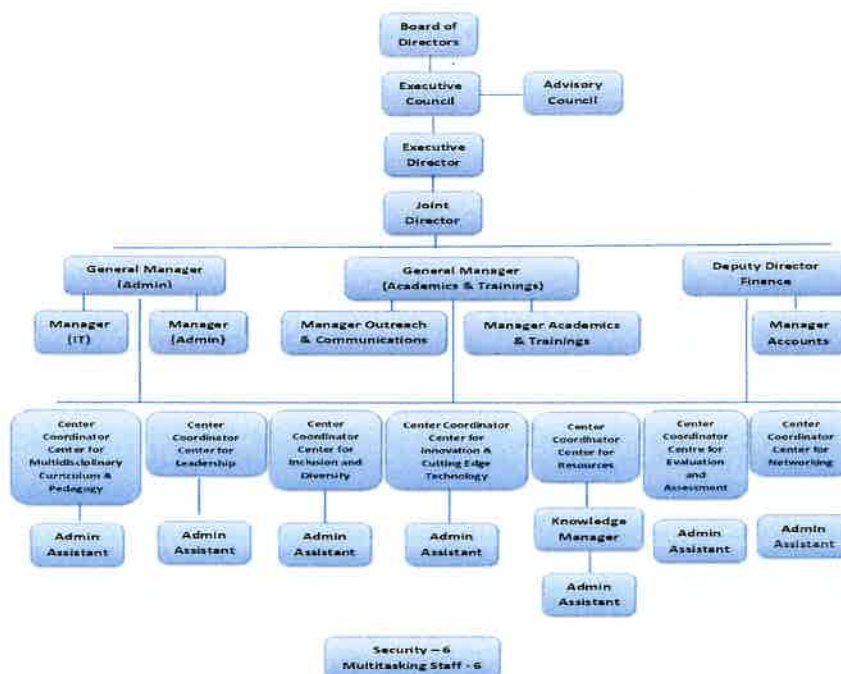
Centre for Networking	Mr. Shantanu Pawar was selected and joined on 10 th May 2022	
Centre for Inclusion & Diversity	Mr. Mithilesh Bhakare has been selected, joined on 19 th September 2022	
Centre for Leadership Development	Mr. Deepak Chavan was selected and joined on 29 th August 2022	
Centre for Assessment and Evaluation	Ms. Geetanjali Date was selected and joined on 1 st September 2022	
Manager		
Academics & Training	Ms. Suhasini Desai was selected and joined on 15 th September 2022	Selection through Search-cum-Selection Committee
Administration	Advertisement has been floated, recruitment in process	Positions will be filled by October 2022
IT		
Accounts		
Outreach & Communications		
Administrative Positions		
Administrative Assistants and Multitasking Staff	These services are provided through the HR Agency (M/S NTS Group, Pune) selected by tender process. currently, three administrative assistants and 5 multitasking staff in place	Additional services will be deployed as per requirements.
Security Staff & Cleaning Staff	Provided by MSBTE	



5.2 Board Members took note and “**RESOLVED THAT**, the Board approved all the appointments as mentioned above and suggested that the remaining positions may also be filled expeditiously.”

Agenda Item No.6 : Change in Organogram

6.1 Executive Director apprised that the Board has approved the organogram as follows:



6.2 It was further apprised that the following changes may be considered and approved:

- Executive Assistant: The positions of Executive Director, Joint Director and General Manager (Administration) may be supported by a position of Executive Assistant each for assistance in office work. The job description will be that of office executive assistant. Monthly remuneration of Rs.40000/- is proposed for the said post.
- Hostel Warden: Residential programs are regularly held in MSFDA premises. These involve both male and female participants who stay on the MSFDA campus. In order to ensure safety of residential participants, it is essential to have a Hostel Warden to stay on the campus during such programs. The services of such Warden (female) can be outsourced through the HR Agency with monthly remuneration of Rs.40000/- (actual remuneration

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will be proportional to number of days of stay), along with lodging and boarding facility is proposed.

- c) Two positions of Assistant Manager Accounts in place of Manager: The Board has approved one position of Manager Accounts with remuneration of Rs.1-1.5 lakh per month. However, it is felt that rather than engaging one expensive resource, it may be more useful to engage two resources of the level of Assistant Managers for the ease of functioning at the remuneration of Rs.30,000 - Rs.45,000 per month. One of these may be assigned the task of statutory compliance of company matters and the other handling of day-to-day finances of the Company/ training programmes.
- d) Inquiry-cum-Reception Desk: MSFDA works at the State level with its office in Pune. The same premises also has training, lodging and boarding facilities for the conduct of training programmes. With growing collaborations and programmes there is a rise in the number of visitors, online enquiries, etc. As such, it is necessary to have an Inquiry-cum-Reception Desk in the premises that maintains records, provides necessary information to visitors/guests and acts as reception desk for trainings.

6.3 Executive Director also mentioned that procedure of Recruitment may be expanded to include recruitment by Deputation / 'On-loan' basis in MSFDA as follows:

- i) The various approved posts in MSFDA have been filled till now by Search-cum-Selection Committee on contractual basis through a process of advertising the post, inviting applications, scrutiny and interview for candidates from open market. Some of these posts have been advertised for more than two/three occasions and it has been difficult to find a suitable candidate. It has also been felt to look for experienced faculty from universities/ colleges on these posts to bring good sectoral experience in human resources in the MSFDA team.
- ii) As such, it is suggested that these contractual posts may also be filled through deputation 'On-loan' basis of appropriate faculty from universities / colleges (Professors / Associate Professors / Assistant Professors) in addition to recruitment from the open market. The Search-cum-Selection Committee may accordingly issue the advertisement for remaining posts indicating both the above modes of recruitment.



6.4 Board members noted and “**RESOLVED THAT**, the Board approved the above changes proposed in the organogram and procedure in the recruitment of various posts in MSFDA to include recruitment through deputation/ ‘on-loan’ basis”

Agenda Item No. 7: Update on Trainings and Programmes

7.1 Executive Director updated the Board Members on the training programmes held 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 disciplinarity in Archaeology	42
15	SNDT Women's University	Gender Sensitisation	32
Total			2,216

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.

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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.

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

2. Centre for Multidisciplinary Curriculum and Pedagogy

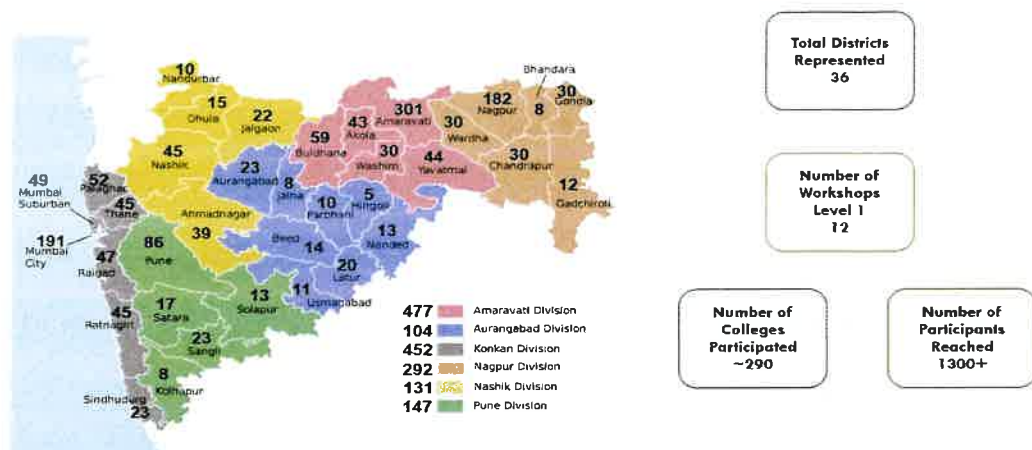
The broader purpose of the Centre is to design training programmes introducing multidisciplinary pedagogy and curriculum as part of the overall effort to reform the learning environment in colleges. The premise is that an enriching learning environment can be possible by eliminating 'hierarchy' of subjects 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

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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

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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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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

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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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



Myin

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



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. The



estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



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 and the The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. IofC has proposed a 10 per cent increase in their costing for the forthcoming programmes.



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 and the estimated budget was shared with the Board. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 (details under the item New/Proposed Partnerships and Programmes). The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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:

FIP - At a Glance			
Week	Theme	Broad Content Areas	Group Work/ Activity
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 multidisciplinary 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 multidisciplinary 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 and the estimated budget for the same was shared with the Board. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

7.2 Upon query by the Chairman, Executive Director clarified that the content and methodology of delivery is jointly vetted by the knowledge partner as well as by MSFDA.

7.3 Principal Secretary, Higher & Technical Education further clarified that refresher trainings are inbuilt in many trainings programme and a network of alumni is being built for continual cross-learning.

7.4 After discussion, the Board Members “**RESOLVED THAT** the Board noted the update on the trainings held so far and also approved the further plan for these trainings to be held in 2022-23, along with the budget thereof, as mentioned in the Agenda Item No. 7 and Annexure 3 of the Agenda Notes (Annexed with Minutes as well).”

Agenda Item No. 8: New / Proposed Partnerships and Programmes

8.1 The Executive Director mentioned that 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.

Accordingly 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 are proposed for the consideration and approval of 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 young 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.

The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 MSDFA 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 MSDFA.



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 eight 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



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 Uchchatar 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



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 *Vasudhaiva 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 copy of the guidelines is Annexed (Annexure 14). 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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* रंगसर 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

3. 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

4. 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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), 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



5. 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 contextualize 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 and the estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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 popularization 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

v. Other Programmes

In addition to the above, the Centre for Resources will reach out to various organisations (for e.g. Pune Knowledge Centre, Science Activity Centre (IISER), Centre for Development Studies and Activities (CDSA), Film & Television Institute of India (FTII) etc to explore possibilities of exposure to our faculty and students to these institutions, their work ethos and their activities. The Resource Centre will also actively support all other training programmes conducted by MSFDA to strengthen them from the point of view of resources.



For this, certain resources: books, other material will also be procured at MSFDA to create its own library that also supports such trainings. For e.g. some of the assistive technologies required for training of teachers on inclusive education for the disabled can be procured. Over time, it is also envisaged to create a living museum in MSFDA covering all aspects of higher education and reforms. All these ideas will be crystallised and placed before the Board thereafter for approval before implementation. An estimated expenditure that may be required for these activities has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

6. 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 revitalizing 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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).

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. The estimated budget for the same has been incorporated in **Annexure 1** (Annexure 3 of the Agenda Notes).



- 8.2 Upon mention by the Executive Director, that besides teachers, non- teaching staff and students are also being engaged in some training programs, there was a discussion on this subject. Director Shri Saurabh Vijay, Secretary, Department of Medical Education mentioned that the focus of the Academy should be on the teacher training. Executive Director clarified that while this was so, in order to bring about meaningful impact and reforms as envisaged in the NEP 2020, MSFDA was attempting to reach out to non-teaching staff as well as students in some programs. Principal Secretary, Higher and Technical Education clarified that the engagement of non-teaching staffs & students is limited to not more than 5% of the trainees; and 95% or so of the trainings are being imparted to teachers only. He further advised that amongst the teachers, the Government college teachers may be prioritized for the training.
- 8.3 Director Dr. Deepak Phatak, Professor Emeritus, IIT Mumbai mentioned that he endorsed all the proposals fully. He further mentioned that people like Shri Anil Gupta are an institution in themselves and MSFDA would greatly benefit through association with them.
- 8.4 Director Shri Saurabh Vijay, Secretary, Department of Medical Education mentioned that the underrepresented districts such as Marathwada region may be focused upon in trainings. He also advised greater engagement of people from industry for such trainings. He further mentioned that MSFDA was a unique academy in the country and due support from Government of India may be sought for further growth of this Academy.
- 8.5 Principal Secretary, Higher and Technical Education mentioned that Faculty Induction Program for newly inducted teachers and Leadership training Programs for senior faculty/Principals/Vice Chancellors will be the core training programs of MSFDA.
- 8.6 Chairman observed that while MSFSA may carry out all the proposed trainings, the focus should be on some core training programs for teachers; something akin to standard trainings for IAS conducted by the LBSNAA, Mussoorie.
- 8.7 The Board Members after discussion “**RESOLVED THAT** all the proposals for collaboration placed before the Board under Agenda Item No. 8 be **APPROVED** along with the financial implications thereof (Annexure). The Board also advised MSFDA to focus on core training programs such as Faculty Induction Program and Leadership Training Programs. The Board also advised the Executive Director to keep in mind observations made by various Directors during the meeting while implementing the programs.”



Agenda Item No. 9: Plan and Budget for 2022 - 23

Executive Director apprised and shared with the Board Members a Centre-wise plan and budget for 2022 - 23 on the training outline mentioned in Agenda Item No 7 and 8 of the Agenda Notes and placed as **Annexure 1** (Annexure 3 of the Agenda Notes). This included the number and budget of trainings for various programmes to be conducted as part of various Centres. Besides, the budget for administrative activities including salaries & cost for vehicle hiring, IT systems, media outreach had also been incorporated. Funds have also been earmarked for third party evaluation of programmes; preparation of vision document, and action planning for institutional approach and design for trainings; and action research. The budget, at a glance, presented to the board was as follows:

Item		Number of Trainees	Estimated Budget (Rs.)
Programmes & Trainings	Centre for Innovation and Cutting edge Technology	2550	1,50,40,395
	Centre for Multidisciplinary Pedagogy and Curriculum	2475	3,91,20,000
	Centre for Inclusion and Diversity	4257	1,43,98,404
	Centre for Leadership Development	1644	2,94,88,460
	Centre for Resources	780	1,98,18,000
	Centre for Assessment and Evaluation	160	22,44,000
	Centre for Networking	-	30,00,000
District level Orientation Programmes		7100	
Vision document and Action Planning: Design		-	20,00,000

for Training			
Third Party Evaluation		-	20,00,000
Action Research		-	30,00,000
Administration		-	40,930,000
IT		-	82,24,000
Media Outreach		-	58,68,000
Total		18,966	18,51,31,259

9.1 Board Members discussed, noted and “**RESOLVED THAT** the Plan and Budget proposed for 2022-23 as tabled before the Board in Agenda Item No. 9 and detailed in Annexure 3 of the Agenda notes (also annexed with the Minutes as **Annexure 1**) is **APPROVED**”

Agenda Item No. 10: MSFDA IT Tender (Portal Dashboard, LMS & Mobile App)

10.1 Executive Director mentioned that MSFDA needs to have its own portal, dashboard and Learning Management System. As the number of training and trainees increase, it becomes essential to automate the entire process of managing and monitoring these trainings. Also, over time, many modules of MSFDA may have to be imparted through online platforms for wider reach. In order to accomplish this, a detailed IT Tender was floated on August 11, 2022.

The scope of the IT Tender includes design, development, testing, hosting and maintenance of MSFDA web portal, Learning Management System, Dashboard, Mobile Application. In addition, the scope also includes Cloud Hosting of all the components, Training, Manpower provision, Carrying out specified IT administration tasks. Further, the project execution period shall be six months. MSFDA shall work with the selected bidder to implement the project. The project warranty period shall be one year after Go-live. The Comprehensive Annual Maintenance Contract period shall be four years, after the completion of the warranty period.



The selected bidder shall perform all such work and/or supply all such items, tools, resources, equipment and services not specifically mentioned in the scope of work but that can be reasonably inferred as being required for successful implementation and completion of this assignment without any additional cost to MSFDA. Copy of the Tender document was shared with the Board.

10.2 The Board members were requested to take note of this Tender and allow the Executive Director to conclude the tender and select the successful Bidder.

10.1 Board members noted and discusses the floated IT tender and **“RESOLVED THAT** Executive Director may conclude the floated IT Tender”.

Agenda Item No. 11: Policy for Collaboration

11.1 Executive Director apprised the Board in detail about the Policy formulated for Collaboration with Knowledge Partners and Engagement of Premises/Infrastructure for hosting the trainings.

(a)Policy for Collaboration with Knowledge Partners

Background

MSFDA is a section 8 company established by the State Government of Maharashtra. The organisation believes that the larger purpose of education is to develop thoughtful, well-rounded and creative individuals & society (*as mentioned in NEP 2020*). The purpose of collaboration with Knowledge Partners will be to support and strengthen this process. A network of organisations, institutions and universities can multiply efforts towards capacity building, fructifying the goals of MSFDA. There is a need to have a policy in place to build a system that ensures transparent identification and selection of worthy partners in this process.

Meaning of ‘collaboration’

There is a ‘uniformity of purpose’ in the goals of MSFDA and many educational institutions/ organisations. Their strengths can therefore be combined to deliver quality training and capacity building programmes to stakeholders in higher education. This will be a ‘win-win’ situation as the partner organisations will also get to learn through cross sharing and enrich their expertise. Further, institutions, in this way will be woven by a common purpose to create a positive ecosystem for reforms, creating a ‘nexus of good’.



Identification of knowledge partners

MSFDA believes in imparting ‘demand-based’ trainings, rather than ‘supply-based’ trainings. The parameters for selection of worthy collaborators therefore, flow from the training and capacity building requirement of higher educational institutions. Also, the underlying principles and philosophy of MSFDA will guide such selection. The alumni, existing collaborators can also give pointers for further potential partners.

Criteria for selection of Knowledge Partner

Reputed educational institutions / organisations / NGOs / Trusts / Companies (established under local / foreign law / statutes) of eminence

- having expertise in any of the areas covered under any of the values and areas of work of MSFDA , with proven track records of at least ten years
- Accreditation by NAAC/ NBA or any other reputed agency in their respective field with high ranking
- Experience in administering capacity building programmes with internal pool of experts

Process

Step	Process	Level	Remarks
1	Identification of potential partner	Any level	As per criteria
2	Background and credentials check	Centre Coordinator	Review available information and/or seek more information to establish credibility exercising due diligence Present proposal to Scrutiny Committee, if favourable

3	Assessment	Scrutiny Committee comprising of (JD, GM - Admin, GM - Academics and DD Finance	Assess the need and rationale of collaboration, ensure credentials of the institution and their willingness to collaborate. Develop proposal and draft MoU if partner is considered suitable. Present proposal to Executive Committee, if favourable
4	Crystallising the Proposal	Executive Committee	Assess the proposal and place for pre-Board concurrence, if favourable
5	Final Approval	Board of Directors	Final proposal to be placed before the Board of Directors for approval

Signing of MoU

Upon approval by the Board, General Manager, Academic/General Manager, Administration will be the competent authorities for signing the MOU on behalf of MSFDA.

Advisory and Monitoring Committee

An Advisory and Monitoring Committee of representatives from MSFDA, Knowledge Partners and external experts will be constituted to supervise and guide the implementation of Collaboration. The Committee will have quarterly review meetings to guide, monitor and supervise the implementation of the programme.



Evaluation

Each of the programmes undertaken as part of the Collaboration will be evaluated by a third party to assess its process, achievements, challenges and overall performance.

(b) Policy for Engagement of Premises/Infrastructure for hosting the trainings

MSFDA Pune has facilities to host residential training programmes and a number of such programmes are held in MSFDA, Pune facility. With the focus of trying to reach distant geographies and create learning spaces in regions and districts across Maharashtra, a number of MSFDA programmes are also held in various regions/districts. Many of these trainings are held in Public Universities which are the off-Centres of MSFDA. Sometimes programmes are also required to be held in venues other than MSFDA/other universities and colleges for several reasons such as appropriateness, ease of participation, ambience (for eg for arts trainings etc.). It is proposed to devise a mechanism for selection and approval of these venues.

It is therefore, proposed that venues other than MSFDA, Pune may be selected for trainings provided the cost of such venues is within the approved logistics cost of that programme. In case of university/colleges premises, the decision may be taken at the level of Executive Director, MSFDA in this regard. In case of any specific requirement related to venues outside MSFDA and/or university or college premises, approval of the Executive Council may be sought.

11.2 It is therefore proposed that venues other than MSFDA, Pune may be selected for trainings provided the cost of such venues is within the approved logistics cost of that programme. In case of university/colleges premises, the decision may be taken at the level of Executive Director, MSFDA in this regard. In case of any specific requirement related to venues outside MSFDA and/or university or college premises, approval of the Executive Council may be sought.

11.3 The Board Members perused, and after due discussion and deliberation unanimously **“RESOLVED THAT** (i) the policy for Collaboration with Knowledge Partners and (ii) Policy for engagement of premises/infrastructure for hosting the trainings as placed before them be hereby **APPROVED.**”



Agenda Item No. 12: Utilisation of MSFDA Assets

12.1 The Executive Director apprised the Board as follows

The infrastructure available at MSFDA premises is 4 classrooms, 2 computer labs and 1 conference room with a capacity of 40 each. In addition, 18 twin - sharing residential accommodation rooms are also available. During the periods when there is no ongoing training at MSFDA, these assets can be rented out for educational and training purposes only. The rental rates for the same were proposed as below for consideration and approval by the Board.

No.	Description	Rent Rs per day per exclusive GST	Hours per unit day of
1	Classroom (4 Nos.)	8000	8
2	Computer Lab (2 Nos.)	15000	8
3	Conference Hall	8000	8
4	Residential Accommodation (twin - sharing)	3000	24

12.2 It was further put forth the proposal that during the periods when there is no ongoing training at MSFDA, the above mentioned assets be rented out for educational and training purposes only. The rental rates for the same were also shared for consideration and approval by the Board.

12.3 The Company advisor CA Prakash V Page pointed out that since the assets belong to MSBTE, it may not be appropriate for MSFDA to rent those out.

12.4 Executive Director clarified that the proposal was only for fixation of rent and matter of apportionment of the rental amount can be separately discussed with MSBTE.

12.5 Director Shri. Saurabh Vijay, Secretary, Department of Medical Education and Director Dr. Deepak Phatak, Professor Emeritus, IIT (Mumbai) did not favour renting out of the assets of MSFDA premises.



- 12.6 After due discussion, the Board felt that the MSFDA assets may be utilized currently for MSFDA trainings only and discussion regarding renting out may be deferred. Accordingly, the following resolution was passed.
- 12.7 The Board Members “**RESOLVED THAT** the decision regarding renting out of MSFDA building assets may be deferred.”

Agenda Item No. 13: Cost for Customised Trainings

- 13.1 Executive Director mentioned the following to the Board :

MSFDA conducts a large number of training programs throughout the year. These training programs are selected by balancing a range of subjects that need to be delivered across the Centres of MSFDA. Similarly, while selecting participants for these trainings, a balance is maintained regarding various parameters such as regional, gender, discipline, type of participant, nature of program etc. All the training programs conducted by MSFDA are very carefully designed and unique in nature. Due to this there is now an increasing demand for these programs from government organisations, large groups of educational institutions, other states, etc. In future there may also be a similar demand from private companies/organisations. In order to cater to these demands, MSFDA may offer such trainings, in line with values, strengths and objectives of MSFDA, at the rate of Rs.7500 + GST per participant per day. The training cost includes professional fee, residential accommodation, food, study material etc)

- 13.2 Board members “**RESOLVED THAT** the proposed training fee of Rs 7500 + GST per participant per day for special training for government organisations, large groups of educational institutions, private companies/organisations etc. is **APPROVED.**”

Agenda Item No. 14: Leave and TA/DA Policy

- 14.1 TA/DA and Leave policy document prepared on the government norms was presented before the Board for perusal and approval. It was clarified that the same was based on the government norms. TA/DA Policy is incorporated as **Annexure 2** (Annexure 16 of the Agenda Notes).
- 14.2 Board members “**RESOLVED THAT** the Leave and TA/DA Policy presented to the Board is approved (Annexed with Minutes).”



Agenda Item No. 15: Financial Status of MSFDA

15.1 Executive Director apprised the Board about the Financial Status of MSFDA

- i) State Government through Government Resolution dated 24.2.2020, earmarked Rs. 50/- Cr as a non-recurring and Rs 10/- Cr as one-time recurring grant to MSFDA.
- ii) Further, State Government through its GR dated 14.12.2021 sanctioned Rs. 5,35,92,000/-. And Financial Status as on 30th August, 2022 as below

Receipts			Expenditure		
1	State Grant	5,35,92,000	4	upto 31-3-2022	1,04,79,925
2	Equity from partners	14,25,000	5	From 1-4-2022 to 20-06-2022	1,98,92,271
3	Registration Fees, 1000 per participant	4,65,278			
	Total	5,54,82,278		Total	3,03,72,196
			6	Balance	2,51,10,082

15.2 Board Members “**RESOLVED THAT** the Board took note of the financial status of the Company.”

Agenda Item No. 16: Financial Planning of MSFDA

16.1 Executive Director explained the following agenda to the Board

a) Background

- i) National Education Policy has prioritised faculty training as a critical component for reforms in Higher Education. Maharashtra State is the only State to have started a dedicated academy for training of Faculty.
- ii) MSFDA is a registered Section 8 company established by the Department of Higher and Technical Education, Maharashtra. The organisation is in a unique position to influence reforms in higher education thereby achieving the larger purpose of developing thoughtful, well-rounded and creative individuals and society, as envisaged by NEP 2020. In partnership with eminent organisations/institutions, MSFDA announces programmes that promote learning beyond knowledge; encourage multidisciplinary pedagogy & creativity, rational thinking & scientific temperament; ensure inclusion & diversity and advocate for a fear-free & non-competitive learning environment.
- iii) The State is expected to spend nearly 2% of State Domestic Product (SDP) on Higher Education. It is estimated that the current expenditure by the department of Higher and Technical Education is around 0.4% of the SDP.
- iv) The training of teachers will translate into multiple reforms in all fields of higher education, including governance reforms, regulation, integration with vocational education, equity and inclusion, optimal learning environment for students, multidisciplinary, leadership and most importantly creating motivated and energised faculty.
- v) The teachers training through MSFDA therefore needs to be fully supported by the government as a public interest activity since it has multiple social returns in terms of nurturing intelligent, productive and holistic youth for the country.

b) The Proposal

- i) The Government has committed Rs.50 cr. as a capital expenditure for the Academy. However, Maharashtra State Board of Technical Education (MSBTE), a regulatory Board under the Department of Higher and Technical Education, has already created a 5 storey building at Pune, two floors of which have already been provided to the MSFDA. MSFDA therefore does not need to spend on capital infrastructure. The MSDFA can now focus



exclusively on providing state-of-the-Art training to faculty of all the higher educational institutions across the state. The financial support from the Government can be utilised productively for actual conduct of the training and incidental administrative support to the Academy.

- ii) Once this funding is assured by the Government in this manner, MSFDA can focus exclusively on the quantity and quality of the trainings, with the sole motive of creating a capable, holistic, professional faculty and also nurturing reforms in higher education sector through the same; rather than looking at trainings as a revenue generation actually.
- iii) The model of revenue generation through trainings is paradoxical, since continuous development of faculty and education is a public good in which there must be public investment. Linking trainings to demanding of actual cost from the trainees will exclude the benefit of training to a large number of teachers across Maharashtra, especially teachers from private unaided colleges who get meagre salaries and cannot afford the training fee. As an example, a 28-day residential faculty induction training program at MSFDA involves an approximate logistics cost (boarding and lodging of participants included) of around Rs. 75,000/- which will be a huge deterrent for any teacher to attend this training.
- iv) It is therefore proposed that MSFDA may be considered as a cost-centred company at least for the first five years with all its activities being supported directly by the Government. This will not involve any additional demand from the Government but only restructuring funds. The financial support committed by the Government for MSFDA that is non-recurring Rs. 50 Cr. and one-time recurring Rs. 10 Cr. needs to be streamlined to provide annually Rs. 12 Cr. to MSFDA for the next 5 years starting from 2022-23 to 2027-28. This will be an investment from the government in inducing critical reforms in higher education through capacity building.

Current Assurance from the Government.	Proposed Demand by the MSFDA
<ol style="list-style-type: none"> 1. Rs. 50/- Crore for Non-recurring expenditure 2. Rs. 10/- Crore for Recurring Expenditure (One time) 	Rs 12/- Crore for each year; starting from 2022-23, for five years as grants for training and administrative expenditure.

Total – 60/- Crore	Total – 60/- Crore
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- v) In the Third Board Meeting it was mentioned that trainee fee will be borne by respective institutions. However, as mentioned, this has not been feasible so far. Therefore, the same may be modified in favour of the above proposal and expectation of obtaining trainee fee from participants waived.
- vi) This is however not to say that MSFDA will not work towards generation of revenue. MSFDA has in fact prepared an elaborate revenue generation plan to be fully executed from fifth year onwards that will attempt an annual revenue generation of more than Rs. 10 cr. per year. In fact, MSFDA has started levying registration fees at the rate of Rs.1000/ participant/program (For Institutions, Rs.2000/-). Till date Rs.4,65,000/- amount has been collected from this source. It is also proposed to levy a 10% technical and advisory fee from collaborators in all the training programs organised in collaboration with partners. Certain other sources of revenue have been identified which are mentioned in the revenue model given below:

No.	Items of Revenue Generation	Approximate revenue expected per year (In Rs)	Remarks
1	Membership fee from Higher Educational Institutions (5000X5000)(GR to be issued)	2,50,00,000	Subject to Approval by Government
2	Annual Faculty Contribution for Capacity Building (75000X200) (GR to be issued)	1,50,00,000	Subject to Approval by Government
3	Training to Govt Staff. (GR to be issued)	10,00,000	Subject to Approval by Government



4	Technical and Advisory Fee from the institutions having collaboration with MSFDA (10% of the payment)	15,00,000	Subject to Approval by the Board
5	Equity Contribution		
a	Equity from State	40,00,000	
b	Equity from State Universities	26,50,000	
c	Equity from MSBTE	4,25,000	
d	Equity from Educational Institutions/ NGO	10,00,000	
6	Registration fee from participants	70,00,000	
7	Interest		
a	Interest on Capital (after getting full amount from govt. as agreed 50,00,00,000)	3,00,00,000	
b	Converting current bank, a/c to savings bank account	7,00,000	
8	Training funds from UGC/ AICTE/ MSBTE	2,00,00,000	
9	CSR Fund	20,00,000	
10	RUSA Training Fund	50,00,000	

11	Renting of assets	10,00,000	Subject to Approval by the Board
12	Publications of MSFDA	1,00,000	
13	Revenue from online Courses	1,00,000	
14	Partial bearing of Training Cost by Collaborators	1,00,000	
	Total	11,65,75,000	

vii) In the first year i.e. in 2023 - 24 MSFDA will attempt to generate annual revenue of Rs.2 Cr. and progressively increase it over time. The said generation of revenue will take some years since the credibility of MSFDA and demand will grow over time. Already there is a traction towards MSFDA due to the excellent quality of its training programs which is very carefully curated by MSFDA.

16.2 Board members noted the proposal and after due discussion “**RESOLVED THAT** the, proposal along with the revenue model proposed is **APPROVED** and authorized the Executive Director to take further action.”

Agenda Item No. 17: Renewal of CA & Auditor upto 31st March 2023

17.1 Executive Director apprised the Board that by passing a resolution in second Board meeting, M/S P V Page & Company, Chartered Accountants, Mumbai have been appointed as the CA of the Company for all corporate services like advising on Company law, accounting, taxation and compliable services that they are also providing Company Secretarial Services. Further their appointment has been extended from 1st April, 2022 to 31 March, 2023. Similarly, M/S Ratan Chandak and Company, Chartered Accountants have been appointed as the auditor of the company and their services also need to be extended from 1st April, 23022 to 31st March, 2023.



- 17.2 The Board discussed and noted and “**RESOLVED THAT** *the appointment and extension of P V Page & Company as CA/CS Services Provider is APPROVED*”
- 17.3 And “**FURTHER RESOLVED THAT** Ratan Chandak and Company pour present statutory auditor be and hereby reappointed for the financial year 2022-2023 at the same terms and remuneration for the previous year as Auditor of the Company.”

Agenda Item No. 18: Adoption of accounts for the year ended 31st March, 2022 along with Auditors report thereon

- 18.1 Financial statements and audit reports were placed before the Board members for information and consideration.
- 18.2 The Board considered the same and “**RESOLVED THAT** the draft balance sheet of the Company as on March 31, 2022 and the profit and loss account of the Company for the year ended as on the said date be and are hereby received, considered and approved and that the same be signed on behalf of the Board of Directors by Nipun Vinayak, Executive Director and Rahul Kadam, Director Finance and be submitted to the Auditors of the Company for their Report Thereon.”
- 18.3 It was “**FURTHER RESOLVED THAT** the signed accounts and the report submitted by the statutory auditors be and are hereby adopted and noted by the Board as the audit report being without any qualifications and adverse remarks”

Agenda Item No. 19: Decide the date of Second Annual General Meeting and Approval Notice of AGM

- 19.1 Executive Director apprised the Board that the Second AGM of the Company has to be held before 30.09.2022 pursuant to Sections 96 of the Companies Act, 2013 and hence the subject is put for consideration of the Board Members. The period for calling this meeting being shorter period than specified in clause 20 in Article of Association it is proposed to get the consent of shareholders for shorter notice.



- 19.2 Board members discussed and **“RESOLVED THAT** the Second Annual General Meeting of the company be convened on Monday, the 26th day of (September, 2022) at (5:00 pm) at office of Chief Secretary, Government of Maharashtra, Main Building, , 6th Floor, Mantralaya, Madame Cama Road, Mumbai-400032, to transact the items of businesses as mentioned in the Notice of AGM, as tabled before the Board.
- 19.3 **“FURTHER RESOLVED THAT** the draft Notice of AGM, as tabled before the Board, be and is hereby approved and Shri. Nipun Vinayak, Executive Director be and is hereby authorized to issue the same to all shareholders, auditors, and any other persons to whom the AGM Notice is required to be served. ”

Agenda Item No. 20: Approval of Directors report for the period ended 31st March, 2022.

- 20.1 The Draft Directors’ Report of the Company, for the Financial Period ended March 31, 2022, is placed before the meeting.
- 20.2 The Board after due deliberation **“RESOLVED THAT** the draft Directors Report of the Company, for the Financial Period ended March 31, 2022, as placed before the meeting, be and are hereby considered, approved and taken on record by the Board of Directors.”
- 20.3 **“RESOLVED FURTHER THAT** Shri. Nipun Vinayak, Executive Director and Shri. Rahul K. Kadam, Director Finance of the Company be and is hereby authorized to sign the Directors’ Report, on behalf of the Board of Directors.”
- 20.4 **“RESOLVED FURTHER THAT** the Shri. Rahul K. Kadam, Director Finance be and is hereby authorized to necessary filing, and to do such works and deeds as may be required to give effect to the above resolution.”

Agenda Item No. 21: Notices of Interest from Directors and Qualification of Directors.

- 21.1 Executive Director mentioned that every Director is expected to disclose his interest in other companies vide Section 184 (1) and give a statement about not having disqualified as director, as per Section 164 (2) of the Companies act, 2013 read with RULE 14 (1) of the Companies (Appointment of Directors) Rules, 2014.



- 21.2 Board members **“RESOLVED THAT** pursuant to provisions of Section 184 (1) of the Companies Act, 2013 read with Rule 9(1) of the Companies (Meetings of the Board and its Powers) Rules, 2014 general disclosure of interest received in Form MBP-1, from the all Directors of the Company, as placed before the Board, be and hereby taken on record.”
- 21.3 **“RESOLVED FURTHER THAT** pursuant to provisions of Section 164(2) of the Companies Act, 2013 read with Rule 14(1) of the Companies (Appointment of Directors) Rules, 2014, Declaration in Form DIR-8, received from these Directors of the Company as placed before the Board be and are hereby taken on record.”
- 21.4 **“RESOLVED FURTHER THAT** Shri Rahul K. Kadam, director Finance be and is hereby authorized to do all such acts, deeds and things as may be necessary to give effect to the foregoing resolution and note necessary entries in the Register of Contracts.”

Agenda Item No. 22: Any other agenda, with permission of the Chair

No other agenda was taken up during the meeting.

VOTE OF THANKS

The meeting was concluded with a vote of thanks to the Chair.



