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**MINUTES OF THE THIRD MEETING OF BOARD OF DIRECTORS OF MAHARASHTRA STATE FACULTY DEVELOPMENT ACADEMY (MSFDA) UNDER THE CHAIRMANSHIP OF CHIEF SECRETARY, SHRI DEBASHISH CHAKRABARTY HELD ON TUESDAY, 21<sup>ST</sup> JANUARY 2022, AT THE CONFERENCE ROOM, OFFICE OF CHIEF SECRETARY, 6<sup>TH</sup> FLOOR, MANTRALAYA, MUMBAI**

**SERIAL NO.**

**TYPE OF MEETING- BOARD MEETING**

**TIME OF COMMENCEMENT- 3:30 P.M.**

**TIME OF CONCLUSION- 4:30 P.M.**

**PERSONS PRESENT:**

1	Shri Debashish Chakrabarty, Chief Secretary	Chairman
2	Smt Sujata Saunik, ACS (GAD)	Director
3	Shri Vikas Rastogi, Principal Secretary, Department of Higher & Technical Education	Director
4	Shri. Saurabh Vijay, Secretary, Department of Medical Education	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 Ujjwala Chakradeo, Vice Chancellor, SNDT University, Mumbai	Director
9	Dr D.T. Shirke, Vice Chancellor, Shivaji University, Kolhapur	Director
10	Dr Deepak Phatak, Professor Emeritus, IIT (Mumbai)	Director
11	Shri Pramod Patil, Joint Director (Finance), RUSA	Dy. Director
12	CA Prakash V Page	By Invitation

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**Item No. 1: Change in the appointment of 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, Government of Maharashtra is designated/nominated and elected as the Chairman of the Company who is to preside over all Board Meetings and General Body Meetings of the shareholders.
- ii) The second Chairman of the Company Shri SitaramKunte retired from service on the 30<sup>th</sup> November, 2021 and Shri. Debashish Chakrabarty has been appointed as the Chief Secretary of the State of Maharashtra and has therefore, assumed the position of the Chairman of the Company since then.
- iii) Board members are requested to take note of this change and accord necessary approval for Shri Debashish Chakrabarty to be the Chairman of the Company, who will preside over this meeting.

1.2 The Board members noted the position and **“RESOLVED THAT** Shri. Debashish Chakrabarty, 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 Sitaram Kunte is appreciated and placed on record.

1.3 Chairman Shri. Debashish Chakrabarty presided over the meeting thereafter.

**Item No. 2: Leave of absence, if any**

2.1 All the Board members who have been nominated/appointed were present in the meeting physically. Dr. Dhanraj Mane, Director, Higher Education, Dr. D.T. Shirke, Vice Chancellor, Shivaji University, Kolhapur and Dr. Deepak Phatak, Professor Emeritus, IIT Mumbai were present over video conference from their respective offices at Pune and Mumbai. Leave of absence was required to be considered only for the following two Directors.

- (i) Shri Manoj Saunik , Additional Chief Secretary (Finance)
- (ii) Shri S. Chockalingam, Director General, YASHADA

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**Item No. 3: Approval of minutes of Second Board Meeting**

3.1 The Executive Director apprised the Board that the Minutes of the second meeting held on the 5<sup>th</sup> October, 2021 had been circulated and that no objections were received.

3.2 Shri Saurabh Vijay, Director mentioned that although in the previous Board meeting (Second Board meeting), it was discussed that Government may consider altering the ownership pattern of the Company to make it a Government company, however, in the interest of professionalism and quick decision making, it was considered preferable to retain the equity pattern of the Company as it is, retaining non-government nature of the Company.

The Chairperson desired that the Department of Higher and Technical Education may examine the matter and take appropriate decision.

3.3 **“RESOLVED THAT** subject to the above, the minutes of the Board meeting held on 5<sup>th</sup> October, 2021, circulated to the Board members present be and are hereby approved and adopted unanimously by the Board.”

**Item No. 4: Nomination of representative from Other Category Equity Holders (Industry) in Board of Directors**

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 further apprised that the Board, in their second meeting nominated Mr. Farhad Forbes, Co-Chairman Forbes Marshall as Industry representative in Board of Directors. He, owing to preoccupation with other engagements has however expressed his inability to join the Board, while expressing gratitude for consideration of his name.

4.3 ACS (GAD) suggested that in order to promote linkage with School Education, ACS (School Education and Sports Department) may also be nominated as a member of the Board. Further, representative from MCGMC (Municipal Corporation of Greater Mumbai) could also be invited to participate in meetings, as required, since they have large number of municipal schools that could benefit from information regarding such trainings. The Board agreed with this suggestion made by ACS (GAD) and also agreed that the total membership of the Board may be increased from 17 (Seventeen) to 20 (Twenty), to provide

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room for inclusion of other eminent educationists/stakeholders relating to education as approved by the Board at later date.

4.4 The Board, accordingly **“RESOLVED THAT** ACS (School Education and Sports Department) be nominated as a member of the Board.

The Board **“FURTHER RESOLVED** that the total membership of the Board be increased from 17(Seventeen) to 20 (Twenty) as follows”:

	Description of post	Designation	Total
1	Chief Secretary	Chairperson	1
2	Additional Chief Secretary (GAD)	Director	1
3	Additional Chief Secretary (Finance)	Director	1
4	Additional Chief Secretary (School Education and Sports Department)	Director	1
5	Principal Secretary (Higher and Technical Education)	Director	1
6	Director General (YASHADA)	Director	1
7	Director (Higher Education)	Director	1
8	Director (Technical Education)	Director	1
9	Executive Director, MSFDA	Director	1
10	Deputy Director, Finance (RUSA)	Director	1
11	Government of India Nominee (of one would be Secretary/Additional Secretary/Joint Secretary, MHRD (Department of Higher and Technical Education)	Director	2
12	VCs of Public Universities	Director	2
13	Educationists (Two experts from Education sector including Ex-VC, Ex-Secretary, Higher Education)	Director	2
14	Representatives from other category Equity Holders – One from Industry and One from CSR	Director	2
15	Representatives from Eminent Educationists/other stakeholders as Nominated by the Board	Director	2
			20

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- 4.5 Shri Saurabh Vijay, Director suggested that there is a provision for an Advisory Council for MSFDA, which may be constituted to guide MSFDA regarding academic aspects. The Board desired that the ED, MSFDA may draft composition of the Advisory Council and place before the Board for consideration.

### Item No. 5: Update on Training programs

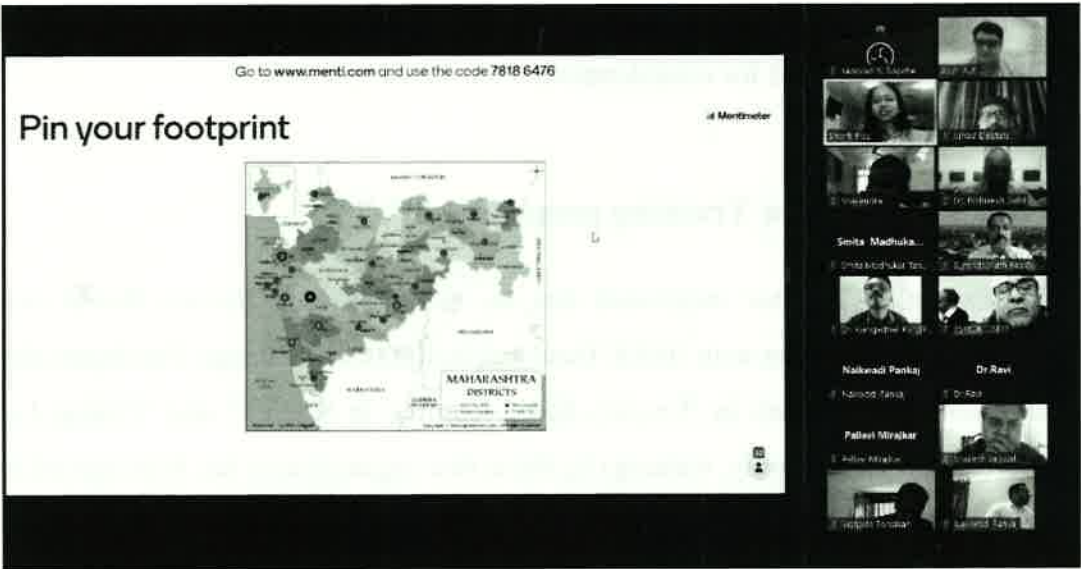
- 5.1 The Executive Director mentioned that the Board in their Second Board meeting had approved collaboration with IISER-Pune and Initiatives of Change, Panchgani for carrying out training of teachers in 'Enquiry-based learning in Science' and 'Ethical Leadership' respectively. Accordingly, trainings by these two organizations has been started and a brief on the same is placed below.

- (i) Trainings by IISER-Pune: Two online trainings were held by IISER-Pune – 14<sup>th</sup>-17<sup>th</sup> December, 2021 and 21<sup>st</sup>-23<sup>rd</sup> December, 2021 on Introduction to Innovative Pedagogies for Teachers of Undergraduate Science & Mathematics. The objectives of the workshops were to:
- develop skills of teachers in effective and modern pedagogies
  - train teachers to introduce inquiry-based teaching in classrooms
  - introduce teachers to blending research-based laboratory courses
  - make teachers able to use online/blended teaching modes
  - up-skill teachers in using modern formative and summative assessment methods
  - acquaint teachers to subject/field experts and their experiences
  - revisit core philosophies of Science and Mathematics Education

The resource persons included Ms Shanti Pise, DrAsim M Auti and DrNeerajaDashaputre from IISER Pune, DrMallika Pathak (Miranda House, University of Delhi, Delhi), Dr Roshan D'Souza (Sophia College for Women, Mumbai) and DrSumithraSurendralal (Symbiosis International (Deemed University), Pune), Prof. L S Shashidhara, Professor of Biology and Dean Research, Ashoka University. Participants were introduced to concepts of Effective Pedagogy, Inquiry-Based Learning and Elements of Effective Teaching and Examples and were involved in practical sessions with use of online engagement tools. More than 150 participants joined from across all the thirty-six districts, ensuring equitable participation from all the six geographic regions. Sessions were conducted in bilingual mode (Marathi & English). List of useful resources were also shared with the participants.

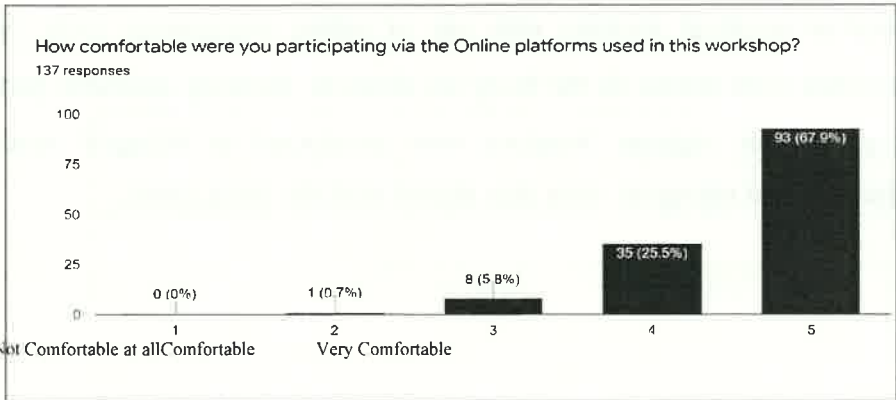
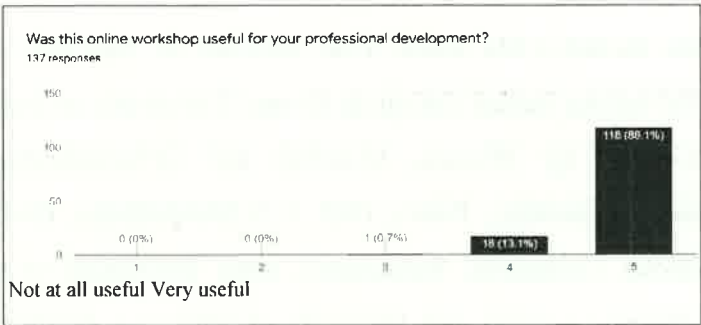
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All resource materials, including the presentations and handouts, which contained exemplars and resources were shared with the participants. The list of participants of each workshop with contact details was also shared with the intention of enabling the participants to share their lessons, classroom activities as well as to get support from their peer group while implementation in the classrooms.

The training workshops were well-received, and participants responded enthusiastically during the live sessions and while preparing their own lessons. Participants reported that they had learnt many new concepts and that the workshop was unique in its content and structure. Many of them expressed interest in attending Level 2 workshops. Detailed feedback was taken from participants, and some of the highlights are grouped below:

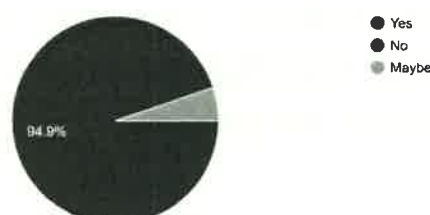


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Will you implement the methods learned in this workshop in your classrooms? Based on the answer you will be prompted to answer few specific questions.  
137 responses



Following are some of the comments from participants' feedback:

*"Inquiry based learning because it was focused on conceptual process, investigation, learning, discussions and useful in real-life application."- Dr Prashant Prabhakar Jagtap, PSGVP Mandal's College, Shahada, Nandurbar.*

*"All sessions were excellent because each resource person put in their best to give maximum to the participants. The content of each session was well planned, structured and communicated in an effective way"- Daljeet Kaur, Sinhgad Academy of Engineering, Kondhwa, Pune.*

*"This workshop definitely contributes a lot to make a difference in students' lives if all participants apply all the skills and techniques we discussed here. Thank you so much...- Dr Rakhi Shambharkar, Shri Govindrao Munghate College, Kurkheda, Gadchiroli.*

*"I have achieved an effective pedagogy to be unique using 4P's, i.e. Purpose, people, process, product in your field, inquiry-based learning. Use of 3 domains Head, Heart, Hand and we should become a teacher, who is CARE for teaching to the students" - Prof. Pawar Anita Dattatraya, K.K Wagh College Chandori, Nashik.*

Way forward: Motivated and proactive teachers from such online workshops (total 10 such online trainings are planned till March, 2022) will be selected for the Level 2 in-person intensive workshops at IISER Pune starting next year. The master-trainers will be developed out of those in-person training workshops to carry forward training in a cascading model. Participants' feedback, learnings and take away from these workshop are being considered for incorporation and updating of future workshops. A database of lessons created through the workshops is also being planned, in order to provide participants with a larger pool of ready lessons to choose from, for use in the classroom.

(ii) Training by Initiatives of Change, Panchgani: The first training program on 'Ethics and Values in Higher Education' was conducted at Pachgani by Initiatives of Change on behalf of Maharashtra State Faculty Development Academy. 45 participants from all six regions of the State participated in 5-day residential training program focused on exploration, introspection, learning and tapping into the source of ethical leadership. The program helped participants to introspect and stimulate positive changes for the benefit of

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college students. The resource persons included eminent speakers such as Dr. RajaniGupte, Vice Chancellor, Symbiosis International (Deemed University), Dr. PanditVidyasagar, Fromer Vice Chancellor, SRTM University, Nanded and Dr. ShrinivasaVarkhedi, Vice Chancellor, KKSU Ramtek.

5.2 The Board took a note of the ongoing training through IISER, Pune and Initiatives of Change, Panchgani and desired that they may be continued as planned.

**Item No.6: Collaboration with various Universities/Organizations/Practitioners for training in respective areas:**

6.1 The Executive Director mentioned that the Board in their Second Board meeting held on 5<sup>th</sup> October, 2021, advised the Executive Director to attempt similar collaborations with organizations/individuals/professionals of repute to enrich the quality of trainings. Accordingly, nine proposals ((i) to (ix)) for collaborations had been prepared as below and submiStted to the Board for approval.

(i) **Collaboration with Vishwakarma University, Pune:**It is proposed to enter into collaboration with Vishwakarma University, Pune for training programs on Innovation and Cutting-edge Technology. Vishwakarma University, Pune (VU) is ranked among the top universities in India. It was established in 2017 as a State private University by the Government of Maharashtra and recognized by University Grants Commission. VU has created its own identity based on impactful research & innovation, academics, and socially responsible outreach. The purpose of this collaboration is to seek support of VU in establishment of Centre for Innovation & Cutting-Edge Technology and in coordination of various training programmes through this Centre. The Centre will galvanize the provisions of National Education Policy, 2020 and State Government’s focus towards addressing unmet industry needs. Towards this end, VU will develop this Centre and make it capable for Overall mindset changes & empowerment of stakeholders towards meaningful industry collaboration, Inculcating entrepreneurial mindset amongst faculty, students and other stakeholders, Facilitating industry-led projects through Centres developed in various HEIs, Enable, in HEIs, research driven by real-life problems through capacity building, and Promote collaborative efforts for Intellectual Property generation by HEIs/Industry.

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VU will help the Centre to develop an Ecosystem of research and innovation across the State through trainings/capacity building and development of similar Innovation and Cutting-edge Technology Centres in specific HEIs to create a 'Hub and Spoke' model. Trainings will be imparted in critical areas of Innovation, Leadership, Collaboration, Industry Connect and Digital Presence. Industry Advisory Boards comprising of leaders from diverse industry sectors (for e.g. MSMEs, digitalization, agriculture, sustainability, and informal/unorganized sector) will be constituted to (i) understand the specific industry needs (ii) buy-in their support for collaboration with academia in nurturing innovation and (iii) enable mobilization of industry resources for completion of innovation value chain. The knowledge product developed will be 9rganize for trainings and as a follow-up resource. Multimedia-enabled knowledge products will be standardized for use by HEIs to enable quality scaling up and consistency and made available digitally. The key differentiators of this Centre will be that it will be driven by Passion, People, Partnerships, Practicality, and Pragmatism. VU has already established and operationalized such Centre with these principles and is therefore placed well to help MSFDA in this 9rganize.

To achieve the above purpose, Vishwakarma University will impart trainings in critical areas of Innovation, Leadership, Collaboration, Industry Connect and Digital Presence through below mentioned activities:

- (a) *Phase –I: Sensitization about Innovation and Cutting-Edge Technologies,.*
- (b) *Phase –II: Faculty Capacity Building through Intensive Training:*
- (c) *Phase III: Facilitation of Centers of Excellence at various Institutes and provide support for shared success: The proposed one year budget for this collaboration is Rs.25,48,000as training delivery cost and Rs 12,00,000 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and the trainee cost is to be borne by the respective institutions sending their faculty for training.*

The detailed Concept Note was shared with board members.

## **(ii) Collaboration with Institute of Chemical Technology (ICT), Mumbai**

It was proposed to enter into collaboration with Institute of Chemical Technology, Mumbai for Capacity Building in Innovation, Entrepreneurship and Cutting Edge Technologies. ICT Mumbai is a premier (deemed) university devoted to education, training, research and industrial collaboration in chemical engineering, chemical technology, applied chemistry, pharmacy, biotechnology and bio-processing. The Government of Maharashtra granted it the

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Elite Status and Centre of Excellence in 2012, a singular distinction accorded to any institute in the entire country. ICT has been ranked amongst top ten Engineering Institutes of India.

National Education Policy (NEP 2020) has entrepreneurship promotion and development as one of the major dimensions of the HEIs strategy. The overarching goal of the entrepreneurial revolution has been woven in the NEP in the sense that it aspires to make young generation more imaginative, innovative, ingenious, proactive, pioneering, prospect oriented. This is at the core of entrepreneurship and is also a competence that all demography increasingly needs to have in today's milieu, regardless of career choice.

In the proposed 10organize, ICT Mumbai through MSFDA's Centre for innovation and cutting-edge technology would conduct training programs on framework tools and methodologies to nurture innovation, entrepreneurial skills, to set up technology business incubators. It will also analyse current business trends and design and develop customized modules. The Center will thereby sensitize, train the faculty in upcoming disruptive technologies to spark curiosity in students and ICT, Mumbai will conduct training programmes:

The proposed one year budget for this collaboration is Rs.8,10,000as training delivery cost and Rs 25,20,000 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and he trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board.

**(iii) Heritage, language and Cognition: Collaboration with Deccan College Postgraduate & Research Institute, Pune**

It was proposed to enter into collaboration with Deccan College Post-graduate and Research Institute, Pune for Capacity Building workshops for faculty members in Archaeology and Linguistics. Deccan College Post-graduate and Research Institute, Pune is a Deemed University dedicated to research and teaching in the disciplines of Ancient Indian History and Culture, Archaeology, Linguistics, Sanskrit and Lexicography. The Deccan College has richly contributed to building a repository of ancient knowledge through discovery and scientific analyses of valuable information and historical data. Generation and development of primary sources of information as well as dissemination of the information to both the academic world and the laity through outreach programmes are important activities of the Deccan College. One of the Centres of MSFDA is 'Centre for Multi-disciplinary curriculum & pedagogy' which coordinates trainings in learning opportunities with a multi-disciplinary approach. In line with

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the National Education Policy (NEP), 2020, the Centre is to enable institutions and faculty to provide open, creative, and critical learning opportunities by inter-connecting various streams of arts and science.

The proposed one year budget for this collaboration is Rs.11,00,000 as training delivery cost and Rs 60,00,000 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and the trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board.

**(iv) Art-integrated learning : Collaboration with Sir JJ Institutions (Fine Art)**

Sir J J Group of institutes include Sir J J Institute of Applied Art, Sir J J College of Architecture & Sir J J School of Arts. Sir J.J Institutions, Mumbai is one of the pioneering institutes of fine art education in India since its establishment in 1878 in the current Campus, with generous donation of Jamshetji Jeejeebhoy, under the British administration. The School today stands in the heritage building with departments of drawing and painting, sculpture and modelling, mural, portraiture, print making, arts and crafts including ceramics, interior decoration, metal work and textiles; and teachers training with art teachers' diploma, Art Masters and Diploma in Painting Education. The college has undergraduate and post graduate programs with BFA and MFA degrees conferred to the students.

Fine Arts add immense value in the holistic development of students and its importance has been underlined in the National Education Policy, 2020. MSFDA is proposing to collaborate with these institutions for training in Fine Arts, Applied Arts and Architecture. The trainings will orient all the teachers, irrespective of their disciplines, the value of art and design thinking. This will be done through inputs provided by Sir JJ Institutions in Induction/Refresher trainings. Additionally, specialized trainings will cater to the skill development needs of the faculty working in universities and colleges. The educators will be exposed to the specific pedagogical necessities of Art, Architecture and Design

The proposed one year budget for this collaboration is Rs.10,80,000 as training delivery cost and Rs 35,01,500 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and the trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board members.

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**(v) Navonmesha – tradition for innovation : Collaboration with KavikulguruKalidas Sanskrit University,Ramtek**

It was proposed to enter into collaboration with KavikulguruKalidas Sanskrit University, Ramtek for “Navonmesha – Tradition for Innovation” for trainings in Indian Knowledge Systems. KavikulaguruKalidas Sanskrit University is unique in nature as it has multidisciplinary academic program focusing on a modern approach to the Indian knowledge system. The objective of the University is to rejuvenate, cherish and disseminate universal values, knowledge, wisdom and vision presented in Sanskrit language and literature and establish a progressive synthesis between ancient Indian wisdom and modern scientific thought in harmony with the needs of today and tomorrow. Student centric methods such as experiential learning, Participative learning are used in the teaching of knowledge system texts and Kavyas. National Education Policy (NEP), 2020 lays emphasis on ‘promotion of Indian languages, arts and culture’ (Para 22 of the NEP, 2020). Para 22.15 further states: Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed in higher education. The KavikulaguruKalidas Sanskrit University is aptly placed, given its strengths, to take forward this vision of NEP through focused trainings to faculty of HEIs in collaboration with MSFDA. The university has explored various aspects of Indian Knowledge System. It has potential to undertake trainings in this subject through its efficient teaching faculty having both modern and traditional exposure.

The proposed one year budget for this collaboration is Rs.1,98,00as training delivery cost and Rs 12,00,000 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and he trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board members.

**(vi) Pragnya Parisar: Emotional friendly campuses: Collaboration with Institute for Psychological Health (IPH)**

It was proposed to initiate a unique training model for emotional friendly campuses or Pragnya Parisar through collaboration with Institute for Psychological Health. Institute for Psychological Health is a unique NGO established by Dr. Anand Nadkarni, an internationally reputed psychiatrist based in Mumbai. IPH has been working for more than 30years in various successful community projects related to mental health. National Education Policy (NEP) 2020, focuses on development of holistic individuals. It mentions

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that the teaching should not be a top-down artificial formal process but rather it needs to happen organically in classrooms and out of them. It is important that the educational campuses become emotional-friendly, which will be conducive to the development of wisdom and intelligence in students. *Prajnya* is defined as wisdom, which is beyond mere academic intelligence or street smartness and refers to the real intelligence or wisdom which happens when there is emotional friendliness in learning environment to nurture the intellect and also leads to application of this wisdom in social settings. The project focuses on introduction of happiness, resilience and coping into campus cultures alongside the existing emphasis on academic success and competence. It endeavors to make the process of learning a pleasing, exciting one, so that the product that is the learning which emerges escapes the bonds of dullness and repetition, pressure and stress. The advantage of development of such emotional friendly campuses and its importance in learning has been well brought out in research.

It is proposed to develop 36 higher education institution – one in each district into *PrajnyaParisar*. Dedicated work and mentoring of these institution through trainings by IPH is envisaged. In each of these institutes, a core group of five people will be selected including one person from the management, two teachers, one non-teaching staff and one student. IPH will exactly define the attributes required for the selection of this core team. These five people will in turn will select fifteen more people including other faculty members and parents to make a wider group of twenty for each institute. The idea is to involve every stakeholder of that higher education institution to imbibe the culture of emotional friendliness in the learning culture of that institute.

A three-year collaboration model is proposed. In the first year, the institutes will be trained through face to face trainings, video conference trainings, follow-up video conference trainings, to carry out a set of activities which are carefully curated from the point of view of psychology and emotional friendliness. In the second year, these trainings will focus on the evaluation of activities carried out and providing inputs for further intensive activities. In the third year, a monitoring and handholding of these institute activities will be provided by IPH through similar face to face trainings and video conference trainings. It is envisaged at the end of three years, these 36 institutes will become a role models to influence other colleges in their surroundings for the development of the culture of emotional friendliness.

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The activities carried out by IPH will be research based, carefully curated and closely monitored through their team of six people which will be involved in this project. The work will be documented and made available on the website for use by everyone.

The trainings will be in the form of an action project. It will start with a small core team but soon create a ripple effect to imbibe every activity of that institute. The trainings will be held on subjects such as team building, decision making, emotion management, academic leadership through mental health perspective, mentoring, stress management, rational thinking, fostering creativity in youth, linking curricular with extra-curricular activities and principles of counselling. IPH will provide the training content, design the annual calendars and appropriate work books for building of such activities. It will also provide appropriate reading and audio visual materials on the training subjects. The details of the training cost are given in the detailed concept note.

The cost of training (delivery cost) will be Rs.14,62,000/- in year one, Rs.10,20,000/- in year two and Rs. 16,00,000/- in year three i.e a total of Rs.40,82,000/- in three years. In addition, there will be the trainee cost (boarding, lodging etc), which is supposed to be borne by the respective institutes whose faculty will be trained.

In effect, the training through the proposed activities, inputs and mentoring will string the existing activities of the institute's in a common thread of emotional understanding and acceptance by training the stakeholders in the vocabulary of emotional health. The detailed Concept Note was presented to the board members.

**(vii) Manasrang : Collaboration with Parivartan Trust for training in mental well being**

Parivartan trust was established by late Dr. Narendra Dabholkar and Dr. ShailaDabholkar in 1991.The journey began with a small counseling centre for people having addiction problems at Satara District Maharashtra, India. Over a period of almost three decades, Parivartan has evolved into an organization which is a pioneer in development of evidence-based models of care for people with mental health and addiction problems. Parivartan Trust was invited to showcase its mental health work in the meet co-hosted by World Health Organization and World Bank on April 2016 at Washington DC. Parivartan's work under the INCENSE program has been instrumental in bringing out important reforms in Mental Hospitals at Pune and

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Tezpur. It has been also been recognized as a template for change by National Commission for Women and National Human Rights Commission report on mental hospital reforms. Multiple components of the INCENSE program are now part of the National mental health policy and plan. Tata Trust is scaling up this model at Government mental hospital, Nagpur, Maharashtra. Parivartan's work was recognized in the popular TV programme "SatyamevaJayate"[Click here](#) Parivartan has implemented a pilot community mental health program named *Jan Man Swasthya* across six different states in India. This program has successfully demonstrated an effective model to make mental health services available for the underserved rural population of India. Many components of *Jan Man Swastha* program are now officially part of the National mental health policy and plan. Parivartan has played an instrumental part in drafting Deaddiction Policy of the Government of Maharashtra. Parivartan is working in field of youth mental health for last one decade and has experience of developing and delivering mental health programs targeting young people. The website [www.emindit.com](http://www.emindit.com) is being developed by Parivartan and is the first youth mental health website available in Maharashtra. Parivartan has also produced a six short story web series 'GoshtaAhePruthviMolachi' addressing various youth mental health issues.

Related to mental wellbeing are very closely related to educational achievement of students and implement activities pertaining to various aspects of mental health well-being which will be achieved through the collaborative activities.

The proposed one year budget for this collaboration is Rs.25,95,800 as training delivery cost and Rs 28,22,400 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and the trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board members.

#### (viii) Gender sensitization : Collaboration with SNDT Women's University

It was proposed to collaborate with Shreemati Nathibai Damodar Thackersey Women's University (SNDTWU), the first Women's University of India and South East Asia is to design and execute trainings in gender 15rganize15tion, under the Centre for Inclusion and Diversity, Maharashtra State Faculty Development Academy, for the in-service undergraduate/postgraduate (UG/PG) teachers of the State of Maharashtra over a period of three years. A project is proposed with the aim to inculcate the value of inclusion and diversity with special focus on gender sensitization among the teachers and students of Higher

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Education Institutions (HEI). SNDTWU will 16rganize the Faculty Development Programmes (FDPs) in inclusion and diversity with a special focus on ‘Gender sensitivity’, follow-up with the teacher participants and encourage teacher participants to create an ethos towards gender sensitization in their organisations. The objective is to empower and upskill faculty to empower and upskill them to reconstruct the stereotypes of social constructs, develop gender-neutral instructional material for students and community, identify different ways of depicting gender normativity through language and pictorial form etc. including verbal and nonverbal communication, recognize the individual’s strengths and weaknesses irrespective of gender and its influence in one’s life (Personal & professional), develop an ecosystem of gender-neutral society through transformation of attitudes and behaviours, and conduct gender sensitivity training programmes for students and community.

It is proposed to 16 organize the following four types of interventions/trainings in the forthcoming year (2022-23)

- I. Orientation Sessions of ‘Gender Sensitization’ as part of Induction/Refresher trainings
- I. One-week face-to-face Faculty Development Programme (7 programmes/year)
- II. One online Follow-up session with trainees (7 sessions/year)
- III. One Annual Summit of colleges whose faculty has been trained

The proposed one year budget for this collaboration is Rs.13,25,000as training delivery cost and Rs 16,80,000 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the training delivery cost only and he trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept was presented to the board members.

**(ix) Inclusive education for disabled: Collaboration with St. Xavier’s College**

MSFDA has kept Inclusion and Diversity as a non-negotiable principle to be promoted through trainings. A separate Centre called the ‘Centre for Inclusion & Diversity’ has been set up in MSFDA to promote trainings in this regard. Regarding inclusive education for the disabled, it is proposed to collaborate with Xavier’s College, Mumbai which has been working in the field of inclusive education for more than 20 years. The college established Xavier’s Resource Centre for the visually challenged called ‘XRCVC’ as a separate department by Professor Sam Taraporevala, who is himself visually challenged. The Centre has done remarkable work over the years in awareness, training & advocacy related to inclusive Higher education.

The proposed one year budget for this collaboration is Rs.5,46,250as training delivery cost and Rs 21,68,750 as trainee cost (boarding, lodging etc). It is clarified that MSFDA is to bear the

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training delivery cost only and the trainee cost is to be borne by the respective institutions sending their faculty for training.

The detailed Concept Note was presented to the board members.

6.2 The Executive Director highlighted that a mechanism for evaluation of outcomes of these trainings, including a third party evaluation will be inbuilt in the MoUs with the proposed organisations. It was further mentioned that care was being taken to focus on both quantity and quality of the trainings. He highlighted that while, on the one hand, a large number of teachers have to be trained, it was also important simultaneously to carry out impactful trainings in select institutions through these expert organisations to bring about meaningful reforms in certain areas and for developing such institutions as model institutions that can inspire the surrounding colleges.

6.3 The Board members discussed the above 9 proposals of collaboration in details and appreciated the efforts towards bringing about such meaningful proposals.

6.4 VC, SNDT Women's University mentioned that MSFDA could also look at concept of Building as Learning Areas (BALA) and adopt the same in MSFDA building, Pune. ACS (GAD) agreed and mentioned that paintings/portraits of various stalwarts, educators, innovators of Maharashtra may be considered for putting up in the MSFDA building to inspire the participants who visit the same. The Board agreed with these suggestions and desired that the Executive Director to take up appropriate steps for the same.

6.5 Dr. Deepak Phatak, Director mentioned that the proposed collaborations would bring much value to the quality of trainings imparted by MSFDA. He mentioned that a key challenge in trainings in Higher Education is scaling up to reach more than one lakh faculty. For this, he suggested technology integration and advocated the uptake of the trainings in "use of technology" and "right pedagogy (blended) for the use of technology" through MSFDA. He mentioned that the open Edx platform available with IIT Mumbai could be adopted for MSFDA training. The Executive Director clarified that the Board has approved the budget for the same and this would get implemented expeditiously.

6.6 Shri Saurabh Vijay, Director mentioned that MSFDA could consider the use of software platforms for the delivery of proposed training programs. He further suggested that having initiated collaborations with some Universities now, MSFDA may now collaborate with all Public Universities regarding training in the areas of their respective USPs. He further mentioned that there is Director of Innovation in every University and therefore such

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collaborations can promote academic industry linkage. Similar integration with software and engineering companies could be attempted for industrial linkages. The priorities of industrial sector could be gauged as a guide for selection of training areas and there for such collaborations can promote academic industry linkage. He also suggested reaching out to national organizations of repute such as AICTE, for training support. He further mentioned that in order to promote a network of excellence, autonomous colleges could be connected to specific aided colleges for mentoring. The Board concurred that this would bring about a good horizontal and vertical integration of HEIs.

6.7 Secretary, Higher & Technical Education mentioned that MSFDA should attempt to advance their training programs to maximum number of faculty across Maharashtra. He underlined that the training besides the faculty also covers leadership and management of HEIs, administration, students and other stakeholders. He apprised the Board about other collaborations that the Department is undertaking in terms of extending training support to the entire faculty. He mentioned that one such MoU has been signed with Infosys for availability of Springboard free of cost for HEIs of Maharashtra.

6.8 ACS (GAD) mentioned that innovation in education may be promoted through trainings. She also highlighted the need for branding exercise (similar to Vishwakarma portal of Skilling) for MSFDA trainings. She appreciated the focus on training in sectors such as disability, mental health and gender sensitization and advised MSFDA to further look out for best practices in these areas. She also advocated engagement of industries as centres for faculty development. It was also suggested to converge the efforts with Mahaswayam – Skill Development Department of Maharashtra in respect to incubation centers.

6.9 The Chairman of the Board concurred with the proposals placed before the Board and with the suggestions made by various Directors. He advised that MSFDA may develop a framework for selection of partners for training through the use of appropriate benchmarks, including a system for assessment of proposals in this regard.

6.10 After due discussions and deliberation, the Board members unanimously **“RESOLVED THAT** all the nine proposals for collaborations with various Universities/organizations tabled before the Board and explained as per Agenda Item number 6 and mentioned in 6.1 above be and are hereby **APPROVED**, along with the financial implications thereof.”

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The Board also desired ED to take further appropriate steps regarding the suggestions made by various members.

### **Item No 7 initiating a new Centre: Centre for Evaluation and Assessment in MSFDA**

7.1 The Executive Director mentioned that at present MSFDA has been approved to have the following Centres :

Centre for Multidisciplinary Curriculum and Pedagogy, Centre for Leadership Development, Centre for Inclusion and Diversity , Centre for Innovation and Cutting Edge Technology, Centre for Resources and Centre for Networking.

7.2 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. Rubrics that are followed tend to be simplistically divided into 'short answers', 'long answers/essays' and MCQs. Curricular areas that use pedagogies of field work, experiential learning, lab are poorly assessed for their skills. Graduate competencies and 'outcomes' stated and used to align both curriculum pedagogy and assessment is a part of the broader agenda of revitalizing higher education.

7.3 It was, therefore, proposed to start a new 'Centre for Evaluation and Assessment' aimed at complementing and enhancing the working of other Centres and to build capacities in the system for higher quality in assessment and evaluation. The objectives of this Centre will be :

- (i) 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.
- (ii) 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

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technologically-assisted assessment. To develop ability to enhance validity and reliability of assessment. To ensure that assessment addresses inclusion effectively.

(iii) 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.

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

7.4 Secretary, Higher and Technical Education mentioned that the NEP 2020 focuses on reforms in evaluation and assessment. He highlighted that the urgency in the same is evident due to the harmful impact on evaluation system during the current pandemic.

7.5 The Board discussed in detail the above proposal and after due deliberation, the Board members agreed unanimously and **“RESOLVED and APPROVED** the initiation of a new Centre for Evaluation and Assessment with desired objectives as presented in the Agenda point no.7”

Board also desired ED to take further steps to initiate this Centre including recruiting the appropriate manpower for the same.”

### **Item No. 8: To fix the Date for Annual General Meeting (AGM) and Approval notice of AGM.**

8.1 The Executive Director apprised that the Board may decide to call the First Annual General Meeting of the Company as pursuant to Sections 96 of the Companies Act, 2013 and approve notice and agenda of AGM.

8.2 The Board discussed the matter and **“RESOLVED THAT** the First Annual General Meeting of the Company be convened on 21<sup>st</sup> January, 2022 at 4.30 pm at Chief Secretary Office, Government of Maharashtra, Mantralaya, Mumbai, to transact the items of businesses as mentioned in the draft Notice and agenda of AGM, as tabled before the Board.

8.3 **“FURTHER RESOLVED THAT** the draft Notice and agenda of AGM, as tabled before the Board, be and is hereby approved and Shri Nipun Vinayak, Executive Director be and

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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. “

**Item No. 9: Approval of Directors Report and Notice of Agenda for the period ended 31<sup>st</sup> March, 2021.**

9.1 The Draft Directors' Report of the Company, for the Financial Year ending March 31<sup>st</sup> 2021 was placed before the Board. The Board, after due deliberation approved the Directors' Report and Notice of Agenda.

9.2 **“RESOLVED THAT** the draft Directors Report of the Company, for the Financial Year ending March 31, 2021, as placed before the meeting, be and is hereby considered, approved and taken on record by the Board of Directors.”

9.3 **“RESOLVED FURTHER THAT** Shri Nipun Vinayak, Executive Director and Shri. Pramod Patil, Director Finance of the Company be and are hereby authorized to sign the Directors' Report, on behalf of the Board of Directors.”

9.4 **“RESOLVED FURTHER THAT** Shri Pramod Patil, Deputy Director (Finance) be and are hereby authorized for necessary filing, and to do such works and deeds as may be required to give effect to the above Resolution.”

**Item No .10 Any other agenda, with permission of the Chair**

10.1 No other agenda was taken up during the meeting.

**VOTE OF THANKS**

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



Chairman  
Shri Debashish Chakrabarty  
Chief Secretary,  
Government of Maharashtra  
Date of signing:  
Place of signing:

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