

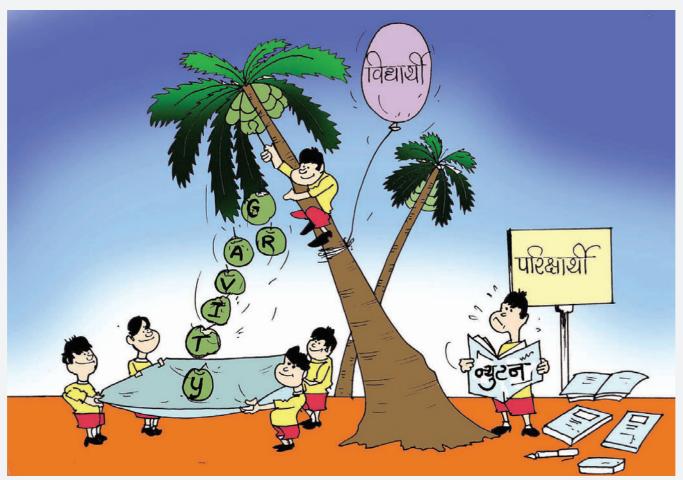
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The Journey of MSFDA...

Nipun Vinayak Executive Director, MSFDA

When I joined the State Department of Higher and Technical Education on September 6, 2021, my boss Vikas Rastogi said, "MSFDA देख लो.". It was more than a year that Maharashtra State Faculty Development Academy (MSFDA) had been conceived by the government. And it was yet to be initiated. With no building, no human resource and no programmes, I began to ponder over what MSFDA would do - rather what it should do.

I began with visits to college and some pointers emerged during interactions with teachers, students and administrative staff. They indicated the purpose of education, biases in education, fond memories of college life, favourite teachers and its reasons. On the hind-side, one knew that UGC-HRDCs were (are) imparting orientation and professional development training to faculty. The niche area of focus on improvement in the learning environment of the college was increasingly getting defined. Also, it felt that MSFDA may need to take the bull by the horn and address



वार्ता

Dhananjay Ekbote, Cartoonist

संपादकीय

महाराष्ट्र राज्य अध्यापक विकास संस्थेच्या (MSFDA), 'MSFDA वार्ता' ह्या त्रैमासिक वृत्तपत्रिकेचा पहिला अंक प्रकाशित करताना आम्हाला अत्यंत आनंद होत आहे. MSFDA ची स्थापना महाराष्ट्र शासनाच्या उच्च व तंत्र शिक्षण विभागाने कलम ८, कंपनी कायदा २०१३ प्रमाणे डिसेंबर २०२१ मधे केली. MSFDA ही संस्था महाराष्ट्रातील शिक्षक आणि शिक्षणक्षेत्राशी संबंधित सर्व सहभागींचा सातत्यपूर्ण विकास घडवून उच्च शिक्षणाच्या कार्यक्षेत्रात अमूलाग्र बदल करणे या उद्दिष्टाने कार्यरत आहे. अनुभवाधारित, माहिती पलीकडले आणि बहविद्याशाखीय शिक्षण, शिक्षणातील सर्वसमावेशकता, वैज्ञानिक दृष्टिकोन आणि विवेकी विचार यासारख्या मूल्यांवर MSFDA अनेक क्षमता-विकास कार्यक्रम आयोजित करते. या कार्यक्रमांचे आयोजन राज्यातल्या विविध समविचारी संस्था आणि विद्यापीठे यांच्याबरोबर संयुक्त सहकार्याने होते.

उच्च शिक्षण संस्थांमधील वातावरण सुरक्षित आणि चैतन्यपूर्ण असावे; एवढेच नव्हे तर प्रत्येक विद्यार्थ्याला सर्वांगीण विकासाची संधी देणारे असाव, याकरिता 'MSFDA वार्ता' ही वृत्तपत्रिका उच्च शिक्षणातील नव्या दिशा, अनुभव आणि आव्हाने याबाबतीतल्या वैचारीक देवाण-घेवाणीचे व्यासपीठ असेल. याच विचारधारेतून उच्च शिक्षणातील काही अभिनव प्रयोग आणि काही प्रश्न हाताळणारे लेख ह्या अंकात समाविष्ट केले आहेत.

शिक्षणविषयक विचारांचा कोणताही आविष्कार असो, प्रत्येकाच्या सहभागाचे 'MSFDA वार्ता' मधे स्वागत आहे.

संपादक मंडळः

हर्षदा बाबरेकर, अपूर्वा बर्वे, गीतांजली दाते, प्रतिक ढमाल, संजय लेले, सुहासिनी देसाई, सुजाथा वरदराजन, सिबील थॉमस **मार्गदर्शक**: निप्रण विनायक, अंजु उप्पल

अंक मांडणीः संदेश भंडारे

issues where our education system falters. It needed a nudge towards nurturing confident holistic fear-free, greed-free, hate-free individuals rather than producing individuals with a high percentage of marks aspiring for a fat salary package.

The principles of MSFDA began to get laid with white-board discussions with Vijay Joshi and telephonic brainstorming with Anju Uppal. The core principle being education has to be centred around promoting "learning" followed by 'students' being its core focus. This being the foundation and everything else would revolve around it. Be it friendly teacher-student relationship, no competition, no fear, no stress of comparison, examinations, marks. All that hampered learning had to be shorn away and condemned.

Initiatives of Change, Panchgani, an organisation working on ethics and values joined hands with MSFDA to introduce programmes based on principles of 'collaborative learning', 'absence of authority' and importance of building a conducive learning environment. The residential programme encouraged colearning and highlighted the need for creating opportunities for students to ask questions, disagree and dare to place their point of view as essential aspects for learning.

Inclusion and diversity, another important cross-cutting principle, was envisaged as integral to MSFDA. During discussions with teachers and students it emerged that biases related to religion, caste, class, region, language, gender, disability, technical skill existed in higher education (as in society!). Many of them expressed that a teacher who treated everyone equally and never made any student feel excluded was the one most fondly remembered!

It was realised that education had got limited to "producing" subject experts and understanding on divergent approach to problem solving, its importance in addressing real life problems was amiss. Thus, it was necessary to incorporate multidisciplinary curriculum and pedagogy including creative and immersive ways of learning as a MSFDA value. Finally, excellence in subjects, innovation and cutting-edge technology was incorporated with an understanding that this shall encompass all subjects rather than being limited to technical streams. In order to be able to steer reforms in educational institutions, leadership plays a critical role. MSFDA integrated work with academic leadership as essential to instill and sustain these principles in academic institutions.

We realised the need to challenge the myth that formal institutions, colleges in our context, alone were places of learning. It is important for academic fraternity to realise

and appreciate learning to be a continuous process. Formal structures like colleges can facilitate learning, provided they do not mar the curiosity of any person. This simple realisation can enable institutions to move away from artificial "hierarchy" of subjects and encourage students to study subject/s of their interest. Further, there is a need to value sports more for building social skills and good health rather than limiting it to competition and winning medals.

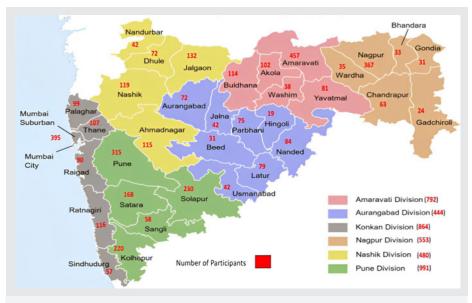
With these convictions, we set out to build a "nexus

of good". Myself and Vijay Joshi met with the IISER team (Harinath, Saurabh, Asim, Apurva and the Director of IISER) to explore collaboration to introduce a programme on "inquiry-based learning" in science and math pedagogy. Contrary to their expectation, we did sign a MoU with them in less than two months. And soon launched an institutional approach programme on 'scientific temperament and rational thinking'.

Soon nine new partners - we called

them "nine gems of Akbar's court" were identified and MoUs signed in January 2022. The programmes in multidisciplinarity, innovation and inclusion had been initiated in partnership with universities and institutions. Kavikulaguru Sanskrit University came forward with programmes on 'Indian Knowledge Systems', SNDT Women's University designed programmes on 'gender safe spaces' in college. Parivartan Trust and Institute for Psychological Health (IPH) initiated programmes on emotional and mental well-being in academic institutions.

MSFDA now had a range of programmes to offer to the higher education fraternity. The programmes received encouraging feedback from teacher-



Districtwise distribution of participants - MSFDA programme

participants. They appreciated the topics introduced and especially the methodology adopted.

MSFDA premises was coming alive as a colourful and happy place - teachers were learning in an open environment, discussions were encouraged, dabble with paint & brush was possible, adventure and exploration was planned and catharsis through games, dance and songs was intrinsic. It was reassuring when a participant expressed, "s/he came for the training with a thought of attending a few sessions, bunking rest and getting a certificate but got completely engrossed in the programme and did not want to go back."

While the list of our 'friends' (read partners) kept increasing, we moved on to design an in-house comprehensive course for newly inducted teachers (Faculty Induction Programme) and Academic Leadership programme for principals. In the months of March and April 2022, a week-long residential Academic Leadership programme was initiated wherein the principals were taken to High Places, Garudmachi for a programme on developing leadership skills through outbound activities and reflective discussions. Vasant Limaye, founder of High Places said, "Teachers can write good essays on team building but it is only when one is exposed to tough situations that such skills get tested. At High Places, we simulate those situations, and the participants through games and reflective discussions recognise their strengths and areas of improvement", he added. This was followed by a 28-day residential FIP programme at MSFDA, Pune premises. The programme was appreciated for it introduced teachers to purpose of education, teaching pedagogy, multiple learning styles, multidisciplinary pedagogy, innovation & cutting-edge ideas. The programme weaved in book reading, trekking, visit to libraries/book shops, film screening, theatre performance, energiser games and a cultural evening as integral and important aspects of learning and not as "extra-curricular" activities.

The MSFDA team was growing in numbers with a careful selection of sincere, dedicated, intelligent, passionate people from diverse fields. The seven Centres - Multidisciplinarity, Innovation & Cutting-Edge Technology, Inclusion & Diversity, Leadership, Assessment & Evaluation, Resources and Networking were functional. The team to support centres and its programmes with academic requirements, outreach & communications and importantly, administrative and logistic support for

conduct of programmes was in place.

For us, now, MSFDA is an energetic vibrant place with programmes scheduled 'on-campus' and at different locations across Maharashtra on any given day. At MSFDA, we are conscious of setting in systems that reflect the values we cherish and want to inculcate in the education system - a non-judgmental congenial atmosphere, listening, absence of fear and mutual learning. The team members are confident to speak up, sensitive towards the vulnerabilities of others, have interest in addressing problems, are emotionally intelligent and able to think critically!

With 23 partner organisations and 40 programmes in place, we still have 'miles to go'. Tasks are many - travel to districts; interaction with students, teachers, staff and management of colleges; building more affiliations, co-creating programmes thereby creating a positive ecosystem of sharing and learning within and outside the higher education ecosystem. Stories from faculty (participants of MSFDA programmes) iterate our beliefs and convictions. A participant shared that she has become more open and students approach her without any hesitation. Another one expressed that she tries to introduce various innovative methods in her classroom for learning.

MSFDA has been presented as the "best practice" by Maharashtra Higher & Technical Education Department in a national level conference chaired by the Prime Minister. More states want to initiate similar institutions and are approaching us for guidance. This is just a humble beginning and our zeal comes from our understanding of the 'purpose of education'. This cannot be restricted to considering young adults as mere "potential employees" instead colleges will have to be vibrant spaces that nurture sensitive, thoughtful and creative human beings.

Overcoming Inertia through Innovation in Higher Education

Prof. Anil Gupta

Visiting Faculty, IIM Ahmedabad & IIT Bombay

Inspiring students and pursue encouraging them to authentic enquiry various in requires disciplines close a connection with (a) theory and (b)community practice and college and (c) contradictions and affirmations.

Innovations in pedagogy, curriculum and content to trigger reflective thinking has been felt-need for a long time in higher education. Many teachers have indeed tried to pursue various experiments to help students connect theory and practice from a critical perspective. Authentic teaching often requires an acknowledgement that learning cannot be one way. Teachers need to appreciate that students can also teach just as teachers can also learn. On occasions when I ask a question to teachers in different fora about the questions they couldn't answer satisfactorily, generally there is a silence. If teachers don't teach saying, "I don't know but I will find out", how will students learn humility and even fallibility?

The reforms in higher education depend on the way teachers use their agency vis-a-vis their autonomy. Autonomy is the freedom to make decisions, the agency is the ability or willingness to use that freedom. One does not need permission from anybody to make learning more experiential and interactive. For instance, how does a vegetable vendor calculate the total price of various units of vegetables purchased by a customer almost instantaneously by multiplying the unit / quantity with weight may surprise a student of mathematics. It may also help him understand that there do exist multiple intelligences. Similarly, when a school going child as a part of a learning expedition visits a potter along with college students and observes something that others didn't, then a point is made about careful perception and deeper analysis even at a very young age. For example, the student asked me, which is the most critical stage in clay pot making. I mentioned motor-driven rotating platforms or the use of moulds or clay mixing churners. But I was wrong. What the child noticed was that filtering of the clay was the most critical step because the unequal size of particles might make the pot leak. Learning to unlearn, so that we can listen and learn even from a child is the crux of the matter. NEP stresses forging closer connections between colleges and communities. That will imply entering into a zone of powerlessness, vulnerability and uncertainty because we still don't understand enough about how collective intelligence and decision-making works in the informal sector.

There are many barriers to experimentation in higher education but there is only one way in which we can facilitate learning and that is using one's agency. Let me list some of the barriers which prevent us from using and activating our agency to trigger innovations:

1.

Since I cannot solve all the problems, there is no point in trying to solve even one: System framework does suggest that we look at the interrelationships among various variables, antecedent, throughput and subsequent changes or outcomes of the system. It does not mean however, that we should try to change all the variables at the same time. Even a small change matters because it reinforces my ability to use my agency. In turn, it can induce confidence among students or other participants that they can also bring about a change. Every step, no matter how small, matters.

2.

The possibility of a change is far too remote, and risks are too high, why then should one try: I always argue for maximizing uncertainty as it makes us vulnerable and with a lack of control over various variables, one may become far more attentive towards straws in the wind - a remote chance of success. Even a small possibility seems to invoke experimental ethics, trying validates me.

3.

What will others say if my idea does not work? The need for peer approval is generally one of the major barriers to experimentation. It is possible that if one is ahead of the times or is using any reflective pedagogy, others might not approve the proposal easily. But sometimes looking at one's passion, they might.

4.

Lack of resources comes in the way of trying new things: Unfortunately, most of the time, we confuse resources only with material or financial resources and rarely consider diversity of students as a resource. During Covid, the concept of home experiments enabled students of biotechnology to look at the kitchen as a lab and pursue many experiments on different kinds of media, cultures, growth promoters, etc. If all the resources were available, there is hardly a chance of innovations emerging. It's not for nothing that large corporations are looking at grassroots and frugal innovations as an important source of inspiration for thinking globally.

5.

There is no point in trying when the students are apathetic: There is a popular saying that 'a good artisan does not blame his tools'. There are at least three things which often evoke a definite response from the students (1) attention to detail (2) deep homework and finally, an immersive learning opportunity. Students do figure out if the teacher is well prepared and the teacher needs to pay attention to each student constantly in class. Students can be very meaningful participants in the innovative experiments because they are the purpose of innovative education. Asking students to collect data on various issues from their neighborhoods or parents, grandparents, or shopkeepers, vendors, or labourers can be a meaningful way of teaching empathy, mapping the unmet needs and exploring the grounded unlearning in the classrooms. Rarely, do we pause to talk to people who serve us and listen to their struggles and then discuss their creative coping strategies. Yet another reason for indifference of students may also be a function of lack of excitement the faculty has in the class. No matter which subject and at what level of depth one is

discussing, the students can be encouraged to find flaws within the dominant theories and prevalent practices. There is too much reverence in the class about whatever is accepted in the discipline, we need more irreverence.

6.

I tried many experiments but did not succeed most of the time: This is one barrier which can defeat some of the very optimistic teachers too. The question is: did students participate in those experiments and if yes, then did we term those experiments as failures because results were not along the expected lines. We have to remember that in education, process is often the product. If students participate actively and the results are contrary to our expectation or not so pronounced, then one part of the experiment is successful. That is, the participation. And it may not matter much whether the expected results were along the lines. If every experiment generates the expected result, the chances for breakthrough are very remote. It is the unexpected result which should excite us more than the expected result.

This dialogue will continue, and I am willing to assert that no matter which group of students we deal with, there are always those who are keen learners. The problem is with us if we cannot excite them about what is unknown, uncertain and uneasy.

The article has already been published as a blog: https://anilg.sristi.org/5015-2/

MSFDA team



Centre for Leadership ------

MSFDA - Leadership in Academics MSFDA - Leading the Change Initiatives of Change, Panchgani - Ethics and Values for Stakeholders in Higher Education Institutions MSFDA - Scientific and Rational Thought High Places Pvt. Ltd., Pune - Leadership through outdoor based experiential activities Gondwana University, Gadchiroli - Tribal Pride Journey SEARCH - Nirman, Gadchiroli - Flourishing of Youth Sant Gadge Baba Amravati University, Amravati - Governance Reforms in Higher Education Punyashlok Ahilyadevi Holkar Solapur University, Solapur - Roadmap to Reforms in Highelt Education

MSFDA - Faculty Induction Program Astronomy Centre for Educators, IUCAA, Pune - Science, Astronomy and Society \ Photography Promotion Trust, Mumbai - Through the Lens Tata Institute of Social Sciences, Tuljapur - Community **Engagement in Education**

Centre for Multidisplinarity, Curriculum and Pedagogy

MSFDA - Understanding Multidisciplinary Curriculum and Pedagogy Deccan College Post Graduate & Research Institute, Pune - Heritage, Language & Cognition Green Campus, IIT Bombay - Green Campus - Greening of Colleges Sir JJ Group of Schools, Mumbai - Value and Position of Art in Human Life IISER, Pune - MS-DEED - Science and Math Pedagogy Symbiosis International (Deemed University), Pune - Techno-pedagogy & Andragogy for Active Learning (TAAL) Lalit Kala Kendra Gurukul, SPPU, Pune - Introducing Performing Arts as a Pedagogy Kavikulguru Kalidas Sanskrit University, Nagpur - Navonmesha - Indian Knowledge System

MSFDA Partner-Programme Tree

Centre for Inclusion & Diversity

MSFDA - Understanding Inclusion & Diversity St. Xavier's Resource Centre for Visually Challenged, Mumbai - Disability and Inclusion Parivartan Trust, Satara Manasrang - Emotional and Mental well-being SNDT Women's University, Mumbai - Creating gender safe learning spaces Institute of Psychological Health, Thane - Pragnya Parisar Prakalp -Creation of emotional friendly campuses Maharashtra National Law University, Nagpur - Constitutional Values and Law Punyashlok Ahilyadevi Holkar Solapur University, Solapur - Women in Leadership

----• Centre for Assessment and Evaluation

MSFDA - Reforms in Assessment and Evaluation Rotary International, Pune - Sanrachana: Creating Constructivist Classroom Tata Institute of Social Sciences, Mumbai - Learning Based Approach to **Assessment & Evaluation**

Centre for Innovation and Cutting-edge Technology

MSFDA - Understanding Innovation and Cutting-edge Technology Dr. Homi Bhabha State University, Mumbai - Leading Through Technology Global Institute for Engineers (IEEE), Pune - Excellence in Technical Education Honey Bee Network - Shodh Yatra

Institute of Chemical Technology, Mumbai - Entrepreneurship Development riidl, Somaiya Vidyavihar, Mumbai - Start-up Incubation Training Programme Vishwakarma University, Pune - Sensitisation on Innovation and Cutting-edge Technology

Punyashlok Ahilyadevi Holkar Solapur University, Solapur - Integrating Skills in Curriculum

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon - Hands-on training on high-end research equipment National Facility for Biopharmaceuticals, Guru Nanak Khalsa College, Mumbai -**Popularising Science**



आवळ्याएवढ्या शून्याचे रूपांतर... भोपळ्याएवढ्या शून्यात!

विद्यार्थ्यांना शैक्षणिक परिसरात

विविध गोष्टी, कामे,

विषय–अभ्यास करावयाचे असतात.

त्यामुळे अनेकाग्रता तर असणारच.

पण ही अनेकाग्रता, समरसते बरोबर

जर जुळू शकली,

तर समग्रता प्राप्त होते.

मिथिलेश भाकरे केंद्र समन्वयक, MSFDA

शिक्षणाची इतकी गमतीदार पण तितकीच गहन व्याख्या करण्याचा हा प्रयत्न!

एन्व्हायरमेंट फ्रेंडली कॅम्पस, या संज्ञेशी आपण सर्व परिचित आहोतच. एखाद्या शैक्षणिक परिसराचं बाह्य वातावरण, शुद्ध हवा – पाणी, स्वच्छ–सुंदर–हिरवीगार झाडे–फुले यांनी बहरलेलं असावंच. पण त्यापुढे, त्याच

शैक्षणिक परिसराच्या भावनिक वातावरणाचाही विचार व्हायला नको का? तेही असंच स्वच्छ सुंदर आनंदी असावं ना! आणि हेच आव्हान म्हणून स्वीकारले, MSFDA या संस्थेने!

एखाद्या शैक्षणिक परिसरात, शिक्षक-विद्यार्थी-शिक्षकेतर कर्मचारी, हे घटक वावरत असतात. शेवटी ही सगळी माणसंच ना. तर माणसाची भावनिक जडणघडण, ही नक्की होते कशी? एखादा

विचार, त्यातून भावना आणि त्यातून त्याचं व्यक्तिमत्व, हे घडतं कसं? ही प्रक्रिया जाणून घेणं आणि त्यानंतर या प्रक्रियेचा आधार घेऊन, इमोशनल फ्रेंडली कॅम्पस पर्यंत पोहोचणं, असा प्रवास होणे महत्वाचे.

वेगवेगळ्या प्रकारचे व्यक्तिमत्व जसे ठाम, आक्रमक, निष्क्रीय, अधीनता (assertive, aggressive, passive, submissive) हे शैक्षणिक परिसरात देखील असतातच, पण या सगळ्या भाव-भावनांची आपल्याला ओळख आहे का? ती वेगवेगळ्या स्कीट / लघुनाट्याच्या माध्यमातून दाखवण्याचा रोचक प्रयत्न, IPH संस्थेचे संस्थापक, डॉ. आनंद नाडकर्णी यांनी, त्यांच्या अगदी ओघवत्या, सहज आणि मजेशीर अशा शैलीत केला.

एक विद्यार्थी व शिक्षक यात संवाद सुरू आहे. शिक्षक काहीही ऐकून घेण्याच्या मूडमध्ये नाहीत. ते आपल्याच धुंदीत आहेत. तर कधी विद्यार्थी आपल्या

> धूंदीत किंवा उन्मादात असतो. कॉलेजच्या ऍडमिनिस्टेशन विभागात विद्यार्थ्यांना कधी सहज मदत मिळते. किंवा कधी ओरडा सोसावा लागतो. या सगळ्या भावना, अभिनय करून दाखवायच्या आणि तो व्यक्तिमत्त्व सहभागींनी प्रकार ओळखायचा, असा सुंदर प्रकार या कार्यक्रमात घडला. जेणेकरून शैक्षणिक परिसरातल्या वेगवेगळ्या घटकांच्या भावनिक स्थितीची ओळख सगळ्या

सहभागींना, अगदी सहजरित्या झाली.

यानंतर प्रयत्न होतो तो sympathy कडून empathy कडे जाण्याचा! म्हणजे सहानुभूती कडून सह-अनुभूतीकडे जाण्याचा! या सगळ्या भावना निर्मितीच्या मागे, कुठले विचार किंवा परिस्थिती, मेंटल कंडिशनिंग असेल, या सर्वांचा विचार केला जातो. जेणेकरून या विविध भावनांची आणखी सखोल ओळख होऊ शकेल. तसेच समोरच्या व्यक्तीच्या नकारात्मक भावना किंवा वागणुकीबद्दल तटस्थ दृष्टिकोन निर्माण होऊ शकेल. वरील प्रसंगात दाखविल्याप्रमाणे, कॉलेजमध्ये एक प्राध्यापक विद्यार्थ्यांना सतत रागावत आहे. काहीही ऐकून न घेता, सतत ब्लेम करत आहे. 'मी तुला समोर सहनच करू शकत नाही', अशी वाक्य म्हणत आहे. त्यानंतर लगेच दुसऱ्या नाट्यात, तोच प्राध्यापक विद्यार्थ्यांना न रागवता, परंतु लक्षही न देता दाखवण्यात येतो आणि शेवटी तिसऱ्या नाट्यात, तोच शिक्षक विद्यार्थ्यांकडे संपूर्णपणे लक्ष देत, सकारात्मकतेने वागताना दिसतो.

"तुमच्या प्रॉब्लेम्सबद्दल माझ्याशी सविस्तर बोला. शांतपणे, कॉफी घेत कॅन्टीन मध्ये बसून, चर्चा करूयात, आपण सर्व मिळून, हा प्रश्न नक्कीच सोडवू शकतो". अशी वाक्ये तो प्राध्यापक बोलतो. वेगवेगळ्या शक्यतांकडे बघतो. विद्यार्थ्यांच्या समस्या जाणून घेण्याचा प्रयत्न करतो. वेगवेगळ्या उपायांवर तो विद्यार्थ्यांशी चर्चा करून त्यांची भावनिक परिस्थिती समजून घेत असतो.

आधी त्याचा मूळ भाव हा राग असतो. (focusing on person). दुसऱ्या नाट्यात तो भाव चिडचिडी मध्ये परावर्तित होतो. (focusing on personal behaviour or performance). आणि तिसऱ्या नाट्यात तो भाव क्रिएटिव्हिटी आणि सामंजस्यात परावर्तित होतो.

आता हा जो प्रवास आहे, म्हणजे नकारात्मकतेकडून सहानुभूती आणि त्यानंतर सह-अनुभूती पर्यंत जाणे, याकरिता काय काय ऍक्टिव्हिटीज केल्या जाऊ शकतात? आधी विविध भावनांची ओळख आणि मग याच भावनांना उच्च स्तरावर परावर्तित करण्याची कला, असा सुंदर आणि भरपूर काही शिकवणारा, मनाला भुरळ घालणारा प्रवास या कार्यक्रमातून घडत आहे.

ही सगळी भावनिक उलाढालीची प्रक्रिया, प्रत्यक्ष छोट्या-छोट्या नाट्यांमधून अनुभवताना, सगळ्यांना खूप काही शिकवून गेली.

शैक्षणिक परिसरात सर्व शैक्षणिक तसेच प्रशासकीय बाबी व्यवस्थित हाताळण्याकरिता, डॉ. नाडकर्णी म्हणतात, 'रिदम किंवा लय फार महत्त्वाची असते. फक्त एकाग्रताच नाही, तर समग्रताही



कार्यशाळेत सहभागींशी संवाद करताना डॉ. आनंद नाडकर्णी

महत्त्वाची असते. विद्यार्थ्यांना शैक्षणिक परिसरात विविध गोष्टी, कामे, विषय–अभ्यास करावयाचे असतात. त्यामुळे अनेकाग्रता तर असणारच. पण ही अनेकाग्रता, समरसते बरोबर जर जुळू शकली, तर समग्रता प्राप्त होते (multitasking with mindfulness).

या विविध विषयांमध्ये, ठराविक वेळ देऊन, नियमितपणे टाईम शेड्युल करून, एक लयबद्ध पद्धतीने अभ्यास केला, किंवा कार्य केले, तर अनेक विषय किंवा अनेक कामे, एकाग्रतेने म्हणजेच समग्रतेने केल्या जाऊ शकतात. तर इथे ही लय म्हणजेच रिदम महत्त्वाची! स्टडी किंवा वर्क टाईम टेबल, इतक्या वैज्ञानिक तसेच लयबद्ध पद्धतीने सांगणं, हे डॉ. नाडकर्णी यांचं कौशल्यच!

भावनिक उलाढाल समजण्याकरिता, संगीत किंवा गाण्यांचा किती रंजकरीत्या वापर होऊ शकतो, हेही या कार्यक्रमाचं एक वैशिष्ट्य! 'मेरी जिंदगी कटी पतंग है...' हे गाणं निराशा दर्शवणारं, लो एनर्जी म्हणून या गाण्याची लय / रिदम ही पण फार कमी म्हणजे संथ आहे. 'पल भर की जुदाई हमे लौट आना है' या गाण्यात टेम्पररी सेपरेशन असले, तरी Dominant Emotion ही आशावादी आहे. म्हणून या गाण्याची लय / रिदम थोडी गतिमान आहे. लगान फिल्म मधील, 'बार बार हा' हे गाणं ऊर्जा देणारं, प्रेरित करणारं आहे. त्यामुळे याची देखील लय / रिदम ही अधिक गतिमान आहे. तर या गाण्यांचा आणि त्यांच्या लयींचा वापर, आपली भावनिक उलाढाल ओळखण्याकरिता, सांभाळण्याकरिता, आणि सुधारण्याकरिता करावा, हे समजणे, सर्व सहभागींकरिता अत्यंत रोचक ठरले.

ही सगळी शैक्षणिक परिसरातील भावनिक उलाढाल, पहिल्यांदा ओळखणे, त्यानंतर स्वीकारणे आणि त्यात सुधारणा करणे, हा सगळा प्रवास करण्याकरिता कुठल्या ऍक्टिव्हिटीज होऊ शकतात, याबद्दल डॉ. नाडकर्णी व सर्व सहभागी यांमधील चर्चा फारच सृजनात्मक ठरली.

लोकप्रिय शिक्षक प्रत्यक्षात काय करतात हे शोधणे, त्यांची भावनिक सामग्री अभ्यासणे, प्रशासकीय संवाद अधिक भावनिक बनवणे जसे, नियुक्ती पत्र म्हणजे मैत्री आणि वचनबद्धतेचे पत्र – हा शब्द-प्रयोग, ऍडमिट कार्डसह सहानुभूती कार्ड (empathy card with admit card) हा शब्द-प्रयोग, परीक्षेबरोबरच परिणाम किंवा निकाल समुपदेशन करणे, कॉलेज FM सुरु करणे ज्यात वेगळ्या बातम्या असतील, संवादाची शैली देखील जरा हटके म्हणजे FM RJ सारखी असेल, कॅम्पसवर क्रिकेट प्रीमियर लीग आयोजित करणे, ज्यात: २५% शिक्षक, २५% शिक्षकेतर कर्मचारी, २५% विद्यार्थी आणि २५% कुटुंब सदस्य, असा संघ निवडणे इ.

अगदी व्यक्तिगत व्यवहारापासून ते विभागीय संवादापर्यंत, शब्दप्रयोग बदलापासून ते कॅम्पसला एक हॅपनिंग ऍक्टिव्हिटी हब बनवण्यापर्यंत, असा काही बहुआयामी तसेच नाविन्यपूर्ण संकल्पना, सहभागींबरोबरच्या चर्चेतून पुढे आल्या. हे उपक्रम त्यांच्या-त्यांच्या कॅम्पस मध्ये नक्कीच सुरू केले जाऊ शकतात. या सर्व उपक्रमांमधून, एक शैक्षणिक परिसर हे प्रज्ञा परिसरात, म्हणजेच इमोशनल फ्रेंडली कॅम्पस मध्ये नक्कीच परावर्तित होईल, असं तुम्हालाही वाटतंय ना!

एका शैक्षणिक परिसराला प्रज्ञा परिसरात म्हणजेच इमोशनल फ्रेंडली कॅम्पस मध्ये परावर्तित करण्याकरिता, भावनिक स्वास्थ्य तसेच भावनिक सुरक्षितता प्रस्थापित करण्याकरिता, नाविन्यपूर्ण पद्धती, प्रक्रिया, त्याचे विविध टप्पे, पैलू, येणाऱ्या संभाव्य अडी-अडचणी, त्यांवर उपाय-योजना, पुढे करावयाचे उपक्रम, या सर्व बाबींवर सविस्तर मार्गदर्शन या कार्यक्रमात केले जाते. महाराष्ट्रातील प्रत्येक जिल्ह्यात हा विषय पोहोचावा या हेतूने, त्या-त्या जिल्ह्यांतील, १ किंवा २ कॉलेजेस निवडून, त्यांचा समूह तयार करून, हे कार्यक्रम घेतले जातात. प्रत्येक जिल्ह्याचा समावेश करण्याच्या हेतूने, प्रदेशनिहाय कार्यक्रम आयोजित केले जातात. यानुसार नियोजन करून, आतापर्यंत, MSFDA संस्थेने IPH या संस्थेसोबत सामंजस्य करार करून, प्रज्ञा परिसर प्रकल्प -क्षमता-विकास कार्यक्रम घेतले आहेत.

या पूर्ण प्रक्रियेची प्रभावी अंमलबजावणी करण्याकरिता (MSFDA आणि IPH संस्थेचे सहकार्य, तसेच डॉ. नाडकर्णी यांचे मार्गदर्शन, सहभागींना तसेच सहभागी महाविद्यालयाला) पुढील ३ वर्षांपर्यंत लाभते. आपणही याबद्दल उत्सुक वा इच्छूक असल्यास, आम्हाला जरूर संपर्क करा.

Silence, Solitude and Solace

Satish Suresh Sarfare

Asst. Prof., SIES College of Arts, Science and Commerce

"I cannot teach anybody anything, I can only make them think" – Socrates

Let me admit at the outset, that I realised the relevance of the above quote during the five days of silence, solitude and solace experienced at 'Initiatives of Change (IofC)' under the aegis of 'Training Program on Ethics and Values in Higher Education' organised by Maharashtra State Faculty Development Academy (MSFDA) in collaboration with Asia Plateau, Panchgani.

It was refreshing to meet an excellent and enthusiastic group of teacher-participants from different colleges/universities in Maharashtra. In fact, by bringing together faculty representing almost every district of Maharashtra, I believe that a new beginning has been made in sensitising the faculty towards accepting 'diversity and inclusion'. Moreover, this heterogeneous mix of faculties representing different streams, districts, cities helped in bridging the academic gap between the 'urban/rural' and 'city/town' mindsets.

I enjoyed the warmth and affection of being a part of a 'family group' (participants + facilitator), wherein, we looked forward to listen to experienced facilitators sharing their valuable experiences with us. At the same time, the participants were also given the opportunity to share their experiences with each other and the programme facilitators; so that we could learn from one another's experiences. Honestly, I never gave a thought to sharing with complete strangers the 'one defining moment of my life'; till that night during a conversation with family group strangely it all came back. I could recall and share my thoughts, opening up and making myself vulnerable, eventually resulting in a catharsis which indeed was a transformational experience. It was also indeed a humbling experience to practice 'dignity of labour', due to the daily chores and tasks (cleaning, washing) given to the family groups.

The program reiterated the need for holistic learning and overall development of a human being, and 'Transforming the higher educational landscape'. It also provided us with a relevant forum to put forth our views on higher education as envisaged by the National Educational Policy 2020. It has given us the impetus and hope to look forward to implementing the same in the right spirit by motivating, inspiring and engaging all the stakeholders in higher education. Moreover, the integration of ethics/values in creating 'ethical leadership' will certainly have a cascading effect and will contribute in the development of leadership traits in students. The visit to 'grampari' made the 'teacher' in me reflect on 'institutional social responsibility'; moreover, it also stimulated the 'researcher' in me to recognise the value addition in achieving 'sustainable rural development'.



Participant engrossed in activities at IofC

The discussion on 'life's balance sheet' was a thought-provocative exercise. The realisation of the fact that the number of people who have helped me exceeds the number of people whom I have helped was an eye–opener, thereby instigating me with the need to give my share and work towards balancing my liabilities with assets. The emotionally draining session on 'our relationships' showed the complexities, intricacies and insecurities involved in dealing and managing relationships.

It was interesting to explore the most precious take-aways and insights. Incidentally these came from my own reflections, and surprisingly simply, by listening to my 'inner voice' as experienced during the 'quiet time'. I also found out that the pathway of 'connection', 'correction', and 'direction' seems to be intermingled and interspersed with the trinity of 'intelligent quotient', 'emotional quotient', and 'spiritual quotient'. It seemed as if I could connect the dots and see the whole picture, thereby leading me from 'Chaos' to 'Calmness'.

Lastly, nowadays, I feel nostalgic, simply wanting to go into a flashback and relive those days at IofC. Although it does have a soothing effect on me, however, I also understand that flashbacks are 'momentary and virtual', whereas I need to be in the 'present and real'. And therefore, I imbibe the 'power of pause' and surrender myself to the reality of 'here and now' remaining in 'solitude', listening to 'silence', and hoping for 'solace'!

Flight of Freedom Anju Uppal

Joint Director, MSFDA

Arifa completed 18 years of age. "I'm an adult now, and it's high time that I step out of the threshold of my home", she thought. For her, this was a simple act. It should be a simple, rather natural act for any other girl, she thought. But most girls from her locality had not been able to do it.

A few months passed, and she felt confident enough to take another small step. She crossed the boundary of the locality she lived in. She waited at the bus stop, took a bus, bought a ticket, got down at a sea shore, walked on the sand, sat and watched the sunset. Other girls from the locality had never ever dreamt of doing such a thing. "This is such a beautiful experience", she said to herself.

Little did she know of its implications. But her parents were not as naive as her. They knew.

In her absence, they often shared worries about the consequences. And whenever they tried to talk to Arifa saying, "बेटे, ज़िंदगी इतनी हसीन भी नहीं जितनी तुम समझ रही हो!" She hugged them both, gave them a loving kiss and moved into her room, smiling.

Many times, parents wondered if Arifa really knew what she was up to. They wanted her to have the best in life and feared if she could bear the disappointments of the journey she was traversing.

Meanwhile, they began to witness small cracks in Arifa's behaviour. She laughed loudly. She was less afraid. She expressed herself freely and began to walk with her head held high.

Also, her parents noticed that she had begun to walk out of the home, informing rather than seeking permission. Arifa's mother, in a bit concerned and yet strong voice, exclaimed, "बेटे, ये आदत लड़कियों को शोभा नहीं देती"! Arifa as usual smiled, hugged her mother and walked away.

She would spend hours in her room filled with books and walls covered with scribbles and doodles. Reading. Thinking. Doodling. On other occasions, she often wondered about the reasons for parents' worries about her. In fact, why do most parents fear and, as a result, protect their girls so much, many a time, she wondered.

Not that Arifa was unaware of the reasons, but she objected to getting restricted by the risks and realities of the times. On occasion, when her parents offered to accompany her, she responded, "Don't make me feel weak. Just trust me!" Parents were at a loss for words to say that they trusted her but not the outside world (समाज).

But was it only the world outside that they were worried about? Deep down in their heart, were they not also not worried that Arifa was a growing-up girl and may 'cross the line'? Arifa was alert enough to be aware of their concerns and loved them. She also loved them because they were not like many other parents who just refused to listen to their daughter/s and forced their ideas and opinions.

"How much freedom is right for girls?", they often thought. Arifa, alert enough to sense it, promptly responded, "आज़ादी, आज़ादी होती है। इसमें कोई नापतोल नहीं हो सकती है?"

What are your thoughts? Do feel free to share. We will be happy to receive your response and can consider carrying some in the next issue of the newsletter.

शिकण्या- शिकवण्याचा खेळ

धनश्री पडवळ

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विद्यार्थी नापास होतात यात नेहमी विद्यार्थ्यांची चूक असते, असे आपण धरून चालतो. पण हे कितपत खरे आहे हे देखील बघणे जरूरीचे आहे! त्यामागे अनेक कारणे असू शकतात, जसे की, त्यांना तो विषय आडवत नसेल, त्या विषयात रस नसेल, तो विषय समजून घेण्यास कठीण जात असेल, इ. त्यात मला महत्त्वाचे वाटणारे कारण म्हणजे त्या विषयातले ज्ञान त्याला नीट मिळाले की नाही यावर देखील हे अवलंबून असते. म्हणजेच सगळा खेळ शिकण्या–शिकवण्याच्या पद्धतीवरच अवलंबून असतो!

ह्या अनुषंगाने मला आलेला एक अनुभव असा की, मी B.C.A. ला असताना मला प्रिंसिपल्स ऑफ मॅनेजमेन्ट हा थेअरी विषय होता. थेअरी बेस असल्यामुळे सगळ्या मुलांच्या मनात पहिला एकच विचार असतो, 'रट्टा मारो और पास हो जाओ'. विषय तसा सगळ्यांच्या नावडीचा आणि, त्यात त्या विषयाच्या शिक्षकांना मराठी येत नव्हते आणि आम्हाला तितकेसे इंग्रजी, सगळीच अडचण ...! आमची गत 'आधीच उल्हास त्यात फाल्गुन मास' अशी झाली. त्या शिक्षिका तुटकतुटक मराठी, थोडं इंग्लिश, थोडं हिंदी या भाषांचा मेळ करून आम्हाला कळेपर्यंत शिकवायच्या. त्यांनी प्रत्येक टॉपिक; ऍक्टिव्हिटी, ग्रुप डिस्कशन, चार्ट मेकिंग, PPT, रोल प्लेयिंग, तर कधी चर्चेचे इंटरॅक्टिव्ह सेशन, या मधून आम्हाला शिकवले; जेणे करून आम्हाला हा विषय अवघड जाणार नाही. शिक्षणाच्या नवीन आणि जुन्या पद्धतींची सांगड घालून त्यांनी तो विषय आमच्यापर्यंत पोचवला. यामध्ये एक गोष्ट आपोआप होऊ लागली ती म्हणजे नावडता विषय कधी आवडू लागला कळलंच नाही. त्यांच्या लेक्चरला ९०% उपस्थिती असायची. त्यांनी त्यांच्या वर्गामध्ये 'safe learning space for students' निर्माण केली. विद्यार्थ्याला एखादी संकल्पना समजली की नाही, याचे मूल्यमापन त्या विविध ऍक्टिव्हिटी मधून करायच्या.

याच्या अगदी विरुद्ध प्रसंग M.B.A. ला प्रवेश घेतला तेव्हाचा! पहिल्या सत्रात आम्हाला organizational behavior हा विषय होता. त्या विषयाच्या शिक्षिका वर्गात यायच्या, पुस्तकातले वाचून दाखवायच्या आणि शिकवायच्या. ना कधी ऍक्टिव्हिटी, ना कधी इंटरॅक्टिव्ह सेशन! assignment मात्र ढीगभर द्यायच्या – त्या लिहा आणि google drive वर अपलोड करा एवढेच त्यात. त्यामुळे आमच्या वर्गातल्या विद्यार्थ्यांचा त्या विषयातला रस निघून गेला. अनेकजण त्या विषयाच्या तासाला बसलेच नाहीत! त्या शिक्षकांच्या तासाला वर्गात फक्त १५% उपस्थिती असायची. काही विद्यार्थी लिखाणात चांगले असू शकतात, तर कोणी ओरल मध्ये चांगले असू शकतात. सगळेच विद्यार्थी लेखी परीक्षेत उत्तम असतील असे नाही. त्यामूळे असे वाटते की, प्रत्येक विद्यार्थी-विद्यार्थिनीला त्यांची स्वतःची मूल्यमापन व मुल्यांकनाची पद्धत निवडण्याचा अधिकार मिळाला, तर त्याचा नक्कीच उपयोग होईल. ह्यात त्यांच्या प्रगतीची तुलना त्यांना इतर कोणाशी करण्याऐवजी त्यांच्या स्वतःच्याच प्रगतीशी करता येईल.

कोरोना महामारीचा शिक्षण पद्धतीवर फार गंभीर परिणाम झाला आहे. बऱ्याच विद्यार्थ्यांनी शिक्षण सोडले आहे आणि विद्यार्थी तासाला / वर्गात येत नसल्याचा मोठा प्रश्न शिक्षकांसमोर आहे. या परिस्थितीत शिक्षकांची शिकवण्याची आणि विद्यार्थ्यांची शिकण्याची पध्द्त अशीच राहिली तर विद्यार्थ्यांचे खरे शिक्षण होईल का? शिक्षणाचा दर्जा सुधारेल का? असे प्रश्न मला पडले आहेत. ही परिस्थिती जर बदलली नाही, तर शिक्षणाची किंमत काय राहील? येणाऱ्या काळात शिक्षण पद्धत केवळ पदवी छापणारा कारखानाच बनेल का?

