



**Maharashtra State
Faculty Development Academy**

Recruitment Advertisement for the post of:

- 1. General Manager- Academics and Training**
- 2. Centre Head – Centre for Multidisciplinary Curriculum and Pedagogy**

The Department of Higher and Technical Education, Govt. of Maharashtra has established Maharashtra State Faculty Development Academy (MSFDA) at Pune. MSFDA is a Section 8 company registered under the Companies Act, 2013 incorporated for imparting comprehensive training and capacity building of the faculty of all the Higher and Technical Education Institutions in the State.

Maharashtra State Faculty Development Academy (MSFDA) is inviting applications for the following posts:

1. General Manager- Academics and Training
2. Centre Head – Centre for Multidisciplinary Curriculum and Pedagogy

All the positions are to be filled on a contractual basis for one year and can be renewed based on the performance of the candidate.

Interested applicants are requested to go through the detailed advertisement and follow the instructions therein for applying for the respective post. The job application along with the requisite documents must be sent by email on recruitment@msfda.ac.in by 31st July, 2025.

Shortlisted applicants will receive an invitation for the interview. Shortlisted applicants will be informed through email about the schedule of the interview.

Detailed Advertisement for Recruitment under MSFDA

1. About MSFDA

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

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

The National Education Policy (NEP) 2020 specifies:

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

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

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

USP and Approach of MSFDA

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

- i. **Experiential learning, creativity and innovation:** The faculty will be encouraged to adopt pedagogies that promote discovery, questioning and experiential learning by the students. This approach, which is also being focused in school education, will enable development of creative individuals who are intelligent, confident, sensitive and are able to address problems.
- ii. **Learning beyond knowledge:** Besides academic excellence and knowledge of latest advancement in respective disciplines, the trainings will underline that the purpose of higher education is much beyond accumulation of knowledge and employability. Knowledge can lead to intelligence, but by itself is not intelligence. The educators will be nudged towards appreciating this fact, so that they assume the right roles within the overarching purpose of ‘learning’. The HEIs will be encouraged to promote a congenial learning environment, which is free from fear and promotes critical thinking, discussion and co- learning among teachers and students.

- iii. **Multidisciplinary Education:** A multidisciplinary approach will be promoted. The HEIs will be encouraged to recognize and promote creative arts at par with science and management subjects. Also, the training will promote integration with vocational education as envisaged in the NEP 2020 and work towards correcting the social status hierarchy associated with vocational education.
- iv. **Scientific and rational thinking:** The NEP 2020 envisions discovery-based style of learning with emphasis on scientific method and critical thinking. Article 51 of the Constitution inter alia mentions that it shall be the fundamental duty of every citizen to develop scientific temper, humanism and spirit of enquiry and reform. MSFDA will promote training which is focused on rational thinking.
- v. **Networking with practitioners, expert institutions, HEIs:** Recognizing the strength and importance of experiential and hands-on learning, the MSFDA will work as a collaborative institute that will not only provide training to faculty, but will also serve as facilitative platform to connect the HEIs with best practicing individuals, practitioners, institutions, and resources.
- vi. **Diversity and inclusion:** The NEP 2020 has identified limited access and limited teaching in local language as a constraint to achieving the purpose of higher education. It envisions increased access, equity and inclusion in higher education by creating greater opportunities. The MSFDA will promote diversity and inclusion as a non-negotiable fundamental principal in all aspects of higher education. The training accordingly, will focus on sensitising faculty towards this aspect and skilling them with comprehensive understanding of diversity and inclusion and also providing them with appropriate frameworks to implement in their respective institutions.

There are Centers in MSFDA to carry out the trainings /work in their respective areas. Each Centre is managed by a **Centre Head** assisted by a Program Coordinator. The Centers are:

- (a) **Centre for Multi-disciplinary curriculum & pedagogy:** This Centre carries out trainings in learning opportunities with a multi-disciplinary approach. In line with the NEP, 2020, the Centre will enable institutions and faculty to provide open, creative, and critical learning opportunities by inter-connecting various streams of arts and science. It will plan and execute trainings and modules in multi-disciplinary curriculum & pedagogy and build capacity of the faculty and institutions to be able to conduct such courses and adopt such pedagogy in their institution. The Centre focuses on development and promotion of creative IT based tools to promote experiential learning as part of pedagogy.
- (b) **Centre for Leadership Development:** This Centre focuses on training of senior faculty of HEIs who are in leadership positions or are likely to assume leadership positions. The various aspects of NEP, 2020 will be discussed with them and they will be motivated to translate the policy features into actuality within their institutions. Modules on ethical

leadership will be developed in collaboration with expert organizations. The Centre also works towards development of leadership traits in students.

- (c) **Centre for Inclusion & Diversity:** The Centre tries to sensitize the faculty, students and HEIs towards diversity and inclusion as a non-negotiable value. It will operate as a cross-cutting theme and design and plan training programs to encourage HEIs to build a conducive environment for students from diverse backgrounds to be able to access and enroll in their courses. It will also network with specialized organisations/individuals to enrich the trainings in this field.
- (d) **Centre for Innovation & Cutting-edge technology:** The Centre fosters an innovation culture in HEIs. It will develop tools and methodologies to nurture innovation, incubation and the entrepreneurial ecosystem and impart trainings in this field. It will focus on research and analysis and strengthen the participant's understanding as an entrepreneur, leader and/or explorer in new fields and ideas. It will also focus on contemporary development in the various subject domains. In the disruptive age the shelf life of skills is reduced drastically. The Centre will develop creative interventions to impart future ready skills for bridging the skill gap.
- (e) **Centre for Resources:** The Centre will be developed as a studio hosting a library, an audio-visual room, a performance space with required technical and other resources and provision for regular updating of resources like books, journals, periodicals, films, audio files, etc. It will endeavor to become a one-stop Centre for information pertaining to best online/offline learning resources. It will tie up and compile the existing resources/ online platforms for guidance of trainees/ participants who will visit the Centre. It will be an active space that will hosts events, debates/discussions, shows, film screenings, musicals, readings, exhibitions etc. for not only the faculty but also the students, thus also becoming a hub for traditional, modern, digital and other forms of creative expression. The Centre will play an active role in the development of the Learning Management System and developing content for it so that the training programs of MSFDA can be attended online from any remote location of the state.

2. Important information for applicants

1. The MSFDA is a prestigious State-level training Academy catering to all the Higher Education Institutes in the State of Maharashtra. The manpower that is to be recruited for this Academy therefore must be outstanding and of a very high capability and stature. Applicants should possess the traits that are mentioned against the respective positions in the table below (See Eligibility criteria).
2. Candidates are therefore advised to go through the eligibility conditions carefully. They should not feel that merely possessing the educational qualification required for

a particular role makes them eligible to apply for the same. Specific traits required for each particular position have been mentioned that are essential requirements for that role.

3. A candidate who feels that besides the requisite educational qualification and experience, he/she also possesses all those traits to make him/her suitable for a State Level position in this prestigious Academy should only apply, so that the time of the Selection Committee and applicant is not wasted.

3. Positions for recruitment, Job Description, Eligibility criteria and Job type

Position: General Manager - Academics & Trainings	
Role & Responsibilities	<p>General Manager - Academics & Training shall work under the overall guidance of the Joint Director, MSFDA.</p> <p>General Manager - Academics & Training shall work closely with Centre Heads and will be responsible for:</p> <ul style="list-style-type: none"> • Coordination of administration and content, delivery of all programs of MSFDA. • Preparing, reviewing and updating the training scope of each Centre. Coordinate with sub-Centers at universities to facilitate review and monitoring of program delivery. • Designing, developing, and integrating training calendars of all Centers and sub-Centers. • Developing program review and evaluation mechanisms, including parameters, processes, and systems. • Conceptualising and strategizing outreach plans to promote faculty development programs, administrative staff development, and student development across higher education institutions (HEIs). • Coordinating with other faculty development Centers and organizations to identify potential partners for MoUs and collaborations. • Administering and running online programs on LMS platforms in collaboration with other internal Centers. • Facilitating academic programs across Centers, including but not limited to: blended (online + offline) programs, on-site programs, and online programs. • Identifying and onboarding resource persons and developing their performance evaluation mechanisms.

	<ul style="list-style-type: none"> • Monitoring and evaluation of the training programs across all Centers. Preparing six-monthly reports with analysis, amendments, and suggestions. • Plan and supervise the creation or improvement of LMS platforms for MSFDA training programs. Ensure compatibility with national platforms like NPTEL and SWAYAM. • Coordinate the uploading of high-quality academic content on LMS platforms. Work with experts to maintain content standards and instructional clarity. • Work with IT teams to manage LMS operations like registration, course access, assessments, and certificates. Make sure the platform is user-friendly. • Help design online and blended courses using interactive tools. Ensure alignment with NEP 2020 and MSFDA training goals. • Use LMS data to track participation, completion, and learning outcomes. Create regular reports for program improvement. • Organize training and support for LMS users, including faculty and students. Provide manuals or videos for better understanding of the system. • Collaborate with national platforms like SWAYAM and NPTEL to align courses. Ensure recognition and credit eligibility of MSFDA programs. • Ensure digital platforms follow data privacy, accessibility, and education guidelines from AICTE and UGC. • Explore new digital tools like virtual labs or AI tutors. Evaluate their usefulness for MSFDA academic programs.
<p>Eligibility Criteria</p>	<ul style="list-style-type: none"> • A person passionate about designing and execution of learning processes, awareness and experience of the higher education landscape and a sense of ownership and responsibility related to the position • A person with excellent planning and organizational skills with understanding of the higher education landscape of the State of Maharashtra and its policies. A person who appreciates the scope and importance of faculty training and has experience and knowledge to plan, strategies and execute programs and performance evaluation of related training programs that will facilitate enhancing student's learning experience • Postgraduate in any discipline related to job profile • Minimum 15 years proven work experience in designing, execution and management of training/capacity building of faculty in higher education. • Having a good understanding of critical learning pedagogy Ability to work in a collaborative and participatory manner • Knowledge and experience of introducing various creative streams and

	<p>designing modules to enhance participation of faculty members Knowledge and experience of planning, strategizing and executing and evaluating training programs and courses that facilitate implementation of NEP 2020</p> <ul style="list-style-type: none"> • Aptitude to support, guide and handhold team members / Centre Heads in being able to identify critical aspects of the programs and think of creative ways to add value to processes and purpose of partnerships and programs • In case of deputation / on-loan basis - (in addition to the above attributes) • Professor rank person working in any college or University of Maharashtra
Job Type	<p>Contractual, full-time</p> <p>Term: 1 Year; Renewal subject to performance</p> <p>Compensation: Rs.1,60,000/- to Rs.2,20,000/- per month</p> <p>(to commensurate with experience)</p>
Statement of Purpose (SOP)	At least five areas of work which you will prioritize, if you were selected for the applied position
Assignment	<p>a. What key criteria would you consider when designing a Learning Management System (LMS)?</p> <p style="text-align: center;">OR</p> <p>b. What are some best practices and what are common mistakes to avoid?</p>

Position : Centre Head - Centre for Multidisciplinary Curriculum and Pedagogy

Scope of the Centre: This Centre will carry out trainings in learning opportunities with a multi-disciplinary approach. In line with NEO-2020, the Centre will enable institutions and faculty to provide open, creative, and critical learning opportunities by inter-connecting various streams of arts and science. It will plan and execute trainings and modules in multi-disciplinary curriculum and pedagogy and build capacity of the faculty and institutions to be able to conduct such courses and adopt such pedagogy in their institutions. The Centre will focus on the development and promotion of creative IT based tools to promote experiential learning as part of pedagogy.

Roles and Responsibilities

The Centre Head shall be responsible for the strategic planning, execution, and monitoring of multidisciplinary curriculum and pedagogy initiatives, aligned with NEP 2020 and MSFDA's objectives.

- Preparing and updating the scope of the Centre.
- Conceptualizing and strategizing outreach plans to promote leadership development among senior faculty and leaders of HEIs.
- Coordinating and cooperating with other Centers to build and strengthen interconnectedness and collaboration.

- Updating the Academy with recent innovations in education, pedagogy, and curriculum design.
- Developing and implementing an annual calendar of courses and training modules across the State.
- Coordinating with HEIs and Universities to adopt and implement inter-stream and multidisciplinary learning frameworks.
- Networking with experts, organizations, and academic institutions to support innovation in curriculum and pedagogy.
- Managing financial planning and operations of the Centre.
- Developing and maintaining a resource depository to support faculty and institutional training needs.
- Monitoring and evaluating training programs, ensuring continuous improvement and alignment with institutional goals.
- Designing and promoting courses that integrate knowledge from science, humanities, commerce, arts, and other disciplines.
- Guiding institutions in creating flexible curricula that allow students to choose and combine subjects from different streams.
- Supporting faculty in adopting student-centered teaching approaches with real-world and project-based learning methods.
- Conducting training sessions on interdisciplinary course design, integrated assessments, and academic flexibility.
- Collaborating with academic leaders to introduce credit-based modular courses that can be flexibly structured across disciplines.
- Encouraging integration of Indian Knowledge Systems (IKS), ethics, environmental awareness, and soft skills into course design.
- Developing practical toolkits and implementation guides for interdisciplinary curriculum design and delivery.
- Building partnerships with national and international organizations promoting innovative educational models.
- Promoting multilingual education and supporting the creation of learning content in regional languages for greater inclusivity.
- Documenting innovative practices, success stories, and case studies to support institutional learning and policy formulation.
- Collaborating with other Centers to co-develop modules and workshops that emphasize interdisciplinary education.

	<ul style="list-style-type: none"> • Using technology to create virtual labs, blended learning platforms, and simulation-based learning tools. • Designing robust monitoring frameworks to assess the effectiveness and impact of interdisciplinary programs on students and institutions.
Eligibility Criteria	<ul style="list-style-type: none"> • Post Graduate in Education/Learning Pedagogy/Research or any related any related discipline • Minimum five years of work experience in the field of leadership training • Proven experience in designing, planning and implementation of modules and courses • Having a good understanding of critical learning pedagogy and importance of multi-disciplinary learning opportunities • Having critical abilities to be able to establish and impress upon the need to bring about interconnectedness of various streams in higher education • Ability to work in a collaborative and participatory manner thereby guiding team members to be able to connect the activities and plan the larger vision of the program • Knowledge and experience of planning, strategizing and executing programs and courses that facilitate creative learning opportunities
Job type	<ul style="list-style-type: none"> • Contractual, full-time • Term: 1 Year; Renewal subject to performance • Compensation: Rs 1,00,000 – Rs 1,50,000 per month commensurate with experience and role fit
Statement of Purpose (SOP)	At least five areas of work which you will prioritize, if you were selected for the applied position
Assignment	<p>a. How do you understand the concept of a multidisciplinary approach in the context of higher education?</p> <p style="text-align: center;">OR</p> <p>b. Based on the principles of the National Education Policy (NEP) 2020, how will you design a program for a Center for Multidisciplinary Curriculum and Pedagogy?</p>

4. Process of application

The Candidates who consider themselves eligible are required to send the following documents by email on recruitment@msfda.ac.in by 31st July 2025 with the subject line – “Application for the post of _____”

a. Curriculum Vitae: A detailed Curriculum Vitae is to be submitted. Scanned documents to support educational qualification, experience and other relevant information may be attached. Any false information submitted will make the application liable for rejection. Bio-data/CV must include the following

- Position applied for (This must be at the top of CV)
- Mobile Number
- Email

b. Statement of Purpose: The applicants have to submit State of Purpose in **750-1500 words**. Statement of Purpose (SOP) can be both handwritten and then scanned or it can be typed. It can be written in Marathi, Hindi or English.

c. Assignment: The applicants have to submit the assignment as mentioned above, as per the position in 750-1500 words. The assignment can be both handwritten and then scanned or it can be typed. It can be written in Marathi, Hindi or English.

Avoid use of AI tools, as SOP and Assignment will be scanned with plagiarism software.

Important Timeline

The Biodata/CV and Statement of Purpose must be sent by email on recruitment@msfda.ac.in by **31st July 2025**. Each document must be carefully captioned. **Offline applications will not be entertained.**

Eligible candidates will receive an intimation about the date and time of the interview by email. Only those candidates who receive email of invitation for an interview will have to remain present for the interview at their own expense, with all documents supporting their credentials. **Interviews will not be conducted online**, all the shortlisted candidates have to remain present physically for the interview. Receiving an invitation for the interview gives no right or claim for selection for the said post.

Only such candidates will be selected who in the opinion of the Committee meet the desired criteria/possesses the requisite traits and can give justice to the role. If no such candidate is found then the Committee reserves the right to re-advertise the post. Obtaining the highest marks in the interview and the written exam gives no right or claim for selection.