

# **GIRI INSTITUTE OF DEVELOPMENT STUDIES, LUCKNOW**

## **Twelve-day Capacity Building Programme for Social Sciences Faculty Members on “Empowering Faculty for the Future: Capacity Building on Education and Skilling”**

(Date: 30 March to 10<sup>th</sup> April 2026)

Giri Institute of Development Studies (GIDS) is organizing a Capacity Building Programme for Faculty Members in Social Sciences entitled: **“Empowering Faculty for the Future: Capacity Building on Education and Skilling”**. The Programme is sponsored by Indian Council of Social Science Research (ICSSR), New Delhi. The Programme will provide a unique opportunity to the participants for an intensive interaction with the well-known social scientists of the country.

The faculty members, from colleges, universities and research institutes interested in pursuing research in social sciences would constitute the targeted audience of this programme. A batch of about 30 participants would be selected from all over India as per ICSSR guidelines.

GIDS will provide DA and TA (up to III Tier AC) of selected participants through a shortest route. The Institute will also provide boarding and lodging facilities in sharing basis.

Interested candidates may send their application in the prescribed format downloadable from GIDS website: [www.gids.org.in](http://www.gids.org.in), along with their latest CV to Dr. Chittaranjan Senapati, Course coordinator and Dr. Nomita P. Kumar, Co-Course coordinator by e-mail: [crsenapati@gids.org.in](mailto:crsenapati@gids.org.in) or [gids.general@gids.org.in](mailto:gids.general@gids.org.in), latest by 20<sup>th</sup> March 2026.

Director  
GIDS

# Twelve-day Capacity Building Programme for Social Sciences Faculty Members on “Empowering Faculty for the Future: Capacity Building on Education and Skilling”

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## Concept Note

### **Introduction and Rationale:**

The GIDS, Lucknow, proposes to organize a capacity-building programme for junior faculty members in various social science disciplines. ‘Capacity building’ is a process that progresses knowledge, skills, understanding, systems, and institutions of people within a given socio-cultural setup, and whereby people and organizations of a society systematically stimulate and develop their capabilities over time to achieve a particular set of social, cultural, and economic goals. While considering the potentials, limits, and requirements, the capability building programme for faculties and research scholars in social sciences, especially for those who teach and do research in academic institutions located in rural areas or in relative isolation, has been conceptualized as a fundamental tool to resolve problems related to quality research and teaching, policy formulation, institution building, and so on.

A central goal of the Capacity Building Programme (CBP) is to promote and emphasize the use of scientific tools and techniques by the faculty members for conducting high-quality research. Young participants will be able to establish their foothold in academia, to get a hold of high-quality academic standards, to have a hands-on experience and illuminations on ‘how to formulate different academic writings and get them published in the refereed journals or with reputed publishers’.

India's education system is in the midst of a revolutionary overhaul, led by the ambitious objectives of the National Education Policy (NEP) 2020. A part of its top priorities is the inclusion of vocational education and skilling in the larger scheme of higher education to improve employability and prepare for India's dynamic socio-economic imperatives (Ministry of Education, 2020). In this changing scenario, academicians in Higher Education Institutions (HEIs) have a critical role to play in developing not just the knowledge capital of students but also their ability to learn market-relevant skills. This role is fast becoming critical for India as it aims to leverage its demographic dividend and ride the challenges of the 21st-century knowledge economy.

India possesses one of the world's youngest populations, with close to 65% of its population below the age of 35 (United Nations Development Programme [UNDP], 2023). This demographic boon brings along with it a grand opportunity and a formidable challenge: the challenge of developing a workforce that is skilled, flexible, and prepared for industry requirements. The NEP 2020 promotes an integrated and multidisciplinary pedagogical approach that intermixes cognitive development, vocational training, and experiential skill formation (MoE, 2020). Still, the fulfilment of this vision depends on the readiness of the teaching faculty members who will have to steer students through conventional as well as skill acquisition streams. Even though their pivotal role has been well recognised, most faculty members of Indian HEIs do not receive proper exposure to modern pedagogical methods, educational technology, and curriculum development according to industry expectations. The classical means of teaching, aimed mostly at theoretical knowledge and rote memorisation, have been inadequate in the rapidly changing labour market dominated by automation, digitalisation, and entrepreneurship opportunities (World Bank, 2022). Therefore, there continues to be a disconnect between the educational material that students learn in school and the skills they need to apply in actual work situations. Closing this gap requires a systemic transformation in faculty development programs so that the educators themselves are competent, digitally savvy, and can impart industry-specific training.

The 12-day intensive Capacity Building Programme (CBP), "Empowering Faculty for the Future", is a strategic initiative to close this vital gap. It is created to empower faculty with a diverse skill set

encompassing digital literacy, pedagogic innovation, analytical thinking, entrepreneurial orientation, and awareness of NEP 2020's implementation architecture. By following an integrated capacity-building approach, the programme empowers faculty to not only act as subject-matter experts but also employability and lifelong learning facilitators.

One of the key characteristics of this program is that it is aligned to national policy priorities and international trends. The NEP 2020 sees the future where higher education is not limited to academic learning but is strongly integrated with skilling, vocational training, and community engagement (MoE, 2020). In addition, the United Nations' Sustainable Development Goal 4 requires inclusive and equitable quality education and opportunities for lifelong learning for all (UNESCO, 2022). The CBP addresses these requirements through courses on experiential learning, technology-assisted teaching, research ethics, skill-centric curriculum design, and public-private partnerships in skill development.

The program also recognizes the increasing importance of digital technologies and Artificial Intelligence (AI) in learning and the labour market. Digital learning platforms, AI-based tools, and big data analysis are revolutionizing how teachers present content and measure learning outcomes (OECD, 2021). In preparation for this shift, the CBP involves practical training on ICT software, educational applications of AI, and research as well as data interpretation using statistical software like SPSS. This guarantees that participants not only become familiar with technology but are also able to integrate it effectively into teaching methodologies.

In addition, the CBP focuses on an effective interface between academia and industry. Development of skills cannot be addressed in isolation; it involves active engagement of industry players in curriculum development, internships, evaluation, and mentorship (FICCI & EY, 2020). The programme addresses this through the organization of sessions on industry needs, visits to skilling centres such as PMKVY and UPSDM, and interactive discussions with practitioners. These elements assist faculty members in internalizing job market realities and readjusting their pedagogy accordingly.

The other central aspect of the programme is cultivating a culture of academic integrity, ethics, and value-based education. As NEP 2020 emphasizes, education has a broader purpose than just to provide employability, but also to develop moral reasoning, critical thinking, and responsible citizenship (MoE, 2020). Sessions on Indian Knowledge Systems, research ethics, and pedagogy for holistic development are included to develop well-rounded educators who can inspire students professionally as well as ethically. The program is also designed to encourage collaboration, reflection, and innovation among participants. Through group presentations, case studies, and feedback loops, the CBP fosters a community of practice among faculty members from different disciplines and regions. This peer-to-peer learning mechanism facilitates the sharing of best practices and allows participants to contextualize new knowledge within their institutional contexts.

Eventually, the "Empowering Faculty for the Future" programme intends to create a ripple effect. Faculty members trained through this programme are anticipated to bring back not only improved skills to their institutions but also as agents of change. By reimagining syllabi, implementing cutting-edge teaching techniques, and mentoring students and fellow faculty members as well, such faculty members can assist institutions in approaching the NEP 2020 skilling and employability objectives more closely. As India seeks to become a knowledge and talent hub of the world, investment in faculty development needs to go hand in hand with infrastructure, research, and student services. The 12-day CBP is a model of disciplined, practice-based, and policy-focused faculty empowerment that can be replicated or modified by other institutions and states. It is a timely and much-needed step toward developing an education system that is not only academically rigorous but also economically useful and socially sensitive.

In summary, empowering faculty is neither a marginal issue but a core approach towards India's vision for inclusive, innovative, and skill-based education. Initiatives such as "Empowering Faculty for the Future" have the power to recast the educator's role in the 21st century—not just as dispensers of information but as designers of a more employable, ethical, and empowered generation.

## **Objectives of the Programme:**

1. To strengthen comprehension of NEP 2020's focus on vocational education and skills integration.
2. To identify pragmatic models for integrating digital technologies and Artificial Intelligence (AI) in learning and teaching.
3. To enhance ethics, innovation, and value-based learning in pedagogy.
4. To develop capacity for skill-based curriculum design and implementation in HEIs.
5. To provide hands-on experience with research tools, evaluation methods, and field-based learning.
6. To encourage an environment of cooperation and best practice exchange across the education and skilling space.

## **Programme Structure and Pedagogy:**

The program is designed to provide a mix of conceptual foundation, technical competence development, exposure to the field, and practice-oriented learning. Throughout the 12 days, the sessions will comprise expert presentations, hands-on workshops, site visits, group tasks, case-based learning, and interactive discussions. Sessions will be conducted by renowned academicians, scholars, and industry leaders etc. Each day is designed around the theme and takes a cumulative learning approach.

## **Methodology:**

- Interactive Lectures by subject matter experts.
- Workshops and Labs for practical skill-building.
- Case Study Discussions to connect theory with real-world examples.
- Field Visits for experiential learning.
- Group Activities and Presentations to encourage collaboration.
- Feedback and Assessments for continuous learning evaluation.
- Broad Themes Covered:
  - Digital Learning Technology Integration
  - Skilling Youth for Future Jobs
  - National Education Policy Implementation
  - Artificial Intelligence in Education
  - Ethics, Values and Innovation in Education
  - Skill Education Models in Indian HEIs

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