NEP 2020: A FUTURISTIC APPROACH

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NEP 2020

- Learner-Centred
- Teachers as drivers of change
- Quality, equity and integrity
- Education as public service
3 Missions of HEIs

01
"LEARNING" NOT "TEACHING"

02
"KNOWLEDGE" NOT "RESEARCH"

03
"EMPOWERMENT" NOT "SERVICE"
ENGAGED TEACHING

“Hands-on learning”

Art-integration as a cross-curricular pedagogical approach

Multilinguism and the power of language

Curricular Integration of Essential Subjects, Skills, and Capacities
ENGAGED RESEARCH

Dual engagement of HEIs at local and global levels to find local solutions to SDGs

Devising research questions in collaboration with local societal actors
What "more" to learn in HEIs?

Google Guru

Applicational learning

Interpersonal skills + Social Context

Community Based Participatory Research and Sustainable Development Goals

ROLE OF HEIS

BUILDING CAPACITY TO ENGAGE WITH VARIOUS STAKEHOLDERS IN SOCIETY

DECONSTRUCTING SOCIETY & ITS RELATIONS OF POWER & INEQUALITIES

USE OF ALL SENSES—SEEING, THINKING, HEARING, SMELLING AND FEELING

ACADEMIC AND INDUSTRY LINKAGES

DELIVERING SDGS LOCALLY: EXAMPLE OF K4C HUBS

Canada (2) | Colombia | Cuba | India (2) | Indonesia | Ireland | Italy | Tanzania | Uganda | Malaysia (2) | South Africa (2)

15 local hubs
Preparing for the future

Teachers as facilitators of student learning

Knowledge democracy

Skills in CBR

Autonomy of Teachers

Cognitive justice – sensitivity towards diverse communities of problem solving
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