

# SDGS & HIGHER EDUCATION INSTITUTES: POTENTIALS & CHALLENGES

UGC-Human Resource Development Centre  
Devi Ahilya Vishwavidyalaya, Indore.

Faculty Induction Programme (Guru Dakshata)

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10:00 am to 11:30 am IST

**PRIA@40**  
Shaping our tomorrows,  
**TODAY**



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# SDGs



The United Nations (UN) adopted the Sustainable Development Goals (SDGs) in 2015 as targets to be achieved by 2030

Agenda 2030 establishes 17 Goals which are universally applicable for all countries of the world.

Deals with social, economic & ecological development

Specific targets on poverty, hunger, education, water & sanitation, urban infrastructure, climate action etc.

Education is one of the key aspects of the SDGs (SDG 4): *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*



# Climate Change and SDGs



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Goal 13 calls for urgent action to combat climate change and its impacts.

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It is intrinsically linked to all 16 of the other Goals

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Paris agreement adopted by all 196 countries at COP 21 in December 2015 to limit global temperature rise below 2 degrees Celsius.

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India ratified Paris Agreement in October 2016.

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Intergovernmental Panel on Climate Change released its Sixth Assessment Report. Read it [here](#)

# SDG Mapping: Case of Madhya Pradesh

## Madhya Pradesh State Action Plan

Outlined strategies for achieving targets and linked strategies with specific schemes

Details out the progress in achieving targets measured across timelines of 2020, 2024 and 2030

### SUSTAINABLE DEVELOPMENT GOAL

1 NO POVERTY



#### 1. National Poverty Line

SDG	Indicator	Baseline	Year 2020	Year 2024	Year 2030	National Target - 2030	Department
Goal 01 – No Poverty	Percentage of population living below national poverty line	SDG India Index 2018- Base Line (2011-12) 31.65	24.00%	18.00%	15.82%	10.95%	Directorate of Economics and Statistics

*Baseline Data Source - Tendulkar Committee estimates 2011-12*

*Indicator Interpretation- Higher value means Lower performance (-)*

#### 2. Health Scheme or Health Insurance

SDG	Indicator	Baseline	Year 2020	Year 2024	Year 2030	National Target – 2030	Department
Goal 01 – No Poverty	Percentage of households with any usual member covered by any health scheme or health insurance	SDG India Index Base Line (2015-16 ) 17.70%	80%	100%	100%	100%	Public Health and Family Welfare

##### Strategy:

- The Department of Public Health and Family welfare is committed to increase the coverage of health programs and schemes through increasing the awareness and IEC, Training and development of ground level field staff and health service provider.
- Increased involvement of private sectors.
- Increased inter-sectoral coordination.
- Awareness and reach of Gol scheme "Ayushman Bharat"

*Baseline Data Source –NFHS -4 (2015-16)*

*Indicator Interpretation- Higher value means higher performance (+)*

#### 3. Mahatma Gandhi National Rural Employment Guarantee Act

SDG	Indicator	Baseline	Year 2020	Year 2024	Year 2030	National Target – 2030	Department
Goal 01 – No Poverty	Persons provided employment as a percentage of persons who demanded employment under Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)	SDG India Index Base Line (2017-18) - 79.68 %	100 %	100 %	100 %	100 %	Panchayat and Rural Development

*Note : The state is providing employment to all who seek to be engaged under MGNREGA.*

*Baseline Data Source –Ministry of Rural Development [MGNREGA Progress Report] Data period 2017-18*

*Indicator Interpretation- Higher value means higher performance (+)*

# Capacity Deficits

Ensuring sustained support from political leadership

Inadequate resources

Limited institutional & human capacities

Knowledge deficit



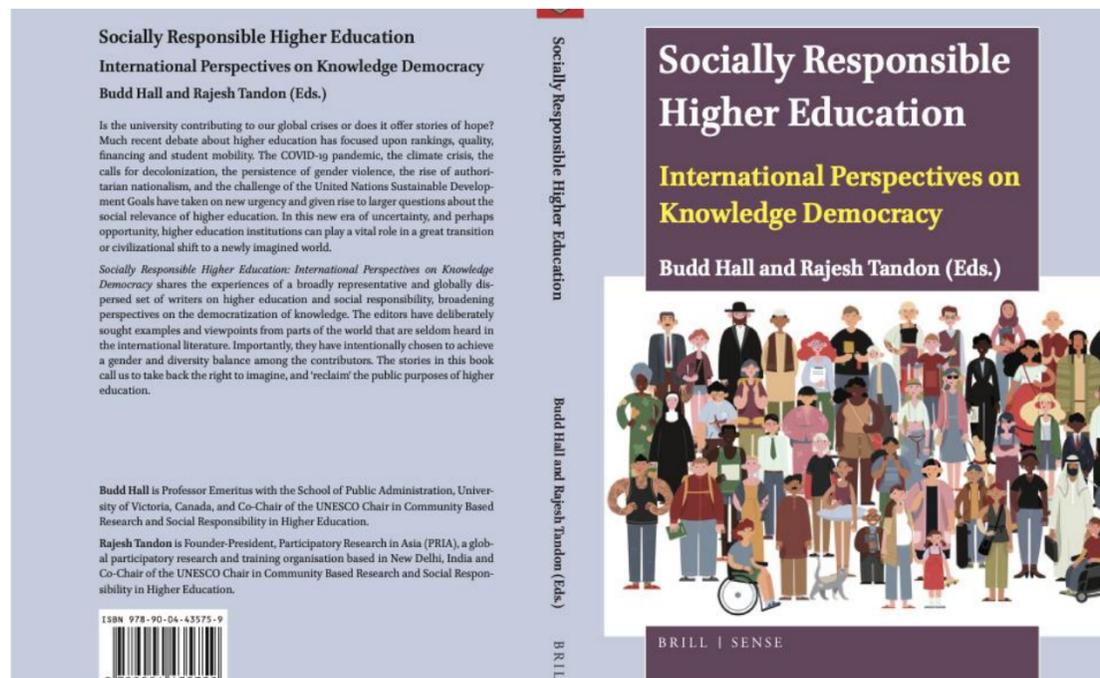
National Dashboard for SDGs:

<http://www.sdgindia2030.mospi.gov.in/dashboard/>

# Socially Responsible Higher Education

Social responsibility emerges as the need to reconsider social relevance of universities through engagement at both local & global levels, more so post-pandemic

HEIs must impart knowledge, skills & competencies needed to make SDGs a reality.



## PARTNERING WITH HIGHER EDUCATION INSTITUTIONS FOR SDG 17

THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN MULTI-STAKEHOLDER PARTNERSHIPS

DR RAJESH TANDON & KAUSTUV CHAKRABARTI

Dr Rajesh Tandon is Founder-President, PRIA & Co-Chair, UNESCO Chair in Community Based Research & Social Responsibility in Higher Education.  
Mr. Kaustuv Chakrabarti is a Senior Program Officer at PRIA.

Read here: <https://brill.com/view/title/59847?rskey=l24j2w&result=1>



Read here: <https://www.unescochair-cbrsr.org/>

Reorienting Higher  
Education's Mission

**Teaching and  
learning**

Catalyzing learning  
(instead of teaching)

**Research and  
knowledge**

Knowledge  
generation &  
mobilization (instead  
of research)

**Engaged service**

Service as mutual  
empowerment  
(instead of a mere  
charity function)

## Teaching and learning

### Revise Curriculum

Take for example SDG5 which focuses on 'achieving gender equality and empowerment of girls and women'. A syllabus on undergraduate economics course can include topics like: How do constraints faced by women affect labour force participation? How does it impact GDP and other dimensions of economic development?



### Introduce New Courses

For example, very few courses currently exist on subjects of water and sanitation as related to SDG6 -- 'ensure access to water & sanitation'. New courses for engineering students may be designed focused exclusively on water harvesting, storage, security and distribution

## Teaching and learning

### Engaged Pedagogy



SDG2 is critical for survival and well-being of many societies today--'End hunger, achieve food security, improve nutrition'. Faculty of agriculture may include certain topics to be taught in the communities, like traditional food habits and organic agriculture. Faculty of business may require field projects by students on food storage and supply chains. Faculty of medicine may design community level internships to learn about factors affecting hygiene and malnutrition.

## Research and knowledge

01

### Frame locally usable research

SDG 9 is targeting resilient infrastructure and sustainable industrialization. Departments of energy, minerals and mining may find interesting research topics on green technologies for local industry.

02

### Build knowledge in partnership

SDG 11: Studies of land use in urban areas and improvements in housing infrastructure may be carried out by faculty of architecture, geography, and engineering.

03

### Learn new competencies

Attributes like critical thinking, conscientization, ethical orientation are not paid much attention to.

## **Engaged Service**

- Internships, field placements, co-operative education, service-learning are some of the presently used forms of engaged service.
- Specific SDG focus could be provided for different teams of students and faculty.
- Short-term projects by administrative staff in support of such field projects may also be envisioned. For such practices to be realised, HEIs need to create enabling mechanisms

## **What will it take to make HEIs effective?**

- University leaderships to encourage mainstreaming of SDGs in all aspects of its functioning
- University/teacher associations; student associations; international networks to press demands for SDGs engagement
- HEIs could identify areas in which they want to support explicit efforts to emphasize the three missions for the next five years, and commit economic and political resources to supporting learning, generating knowledge and empowering change
- HEIs can recognize empowered changes in reward systems
- Engagement of HEIs with civil society to engage with SDGs

# CONTACT US!

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