

Socially Responsible Higher Education Promotes Sustainability

A Virtual International Conference On Redefining
And Transforming The Role Of Higher Education In
Sustainable Development

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Dr. Rajesh Tandon

Founder-President, Participatory Research in Asia
UNESCO Chair in Community Based Research and
Social Responsibility in Higher Education

Email: Rajesh.tandon@pria.org

Web: <https://www.pria.org/>

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.

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”*

NITI Aayog was tasked with role of developing national indicators and overseeing implementation

NITI Aayog has prepared India SDG Index with State-wise indicators as well as targets for each indicator



Read here: https://www.niti.gov.in/sites/default/files/SDG-India-Index-2.0_27-Dec.pdf

Climate Change and SDGs

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

It is intrinsically linked to all 16 of the other Goals

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

India ratified Paris Agreement in October 2016

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



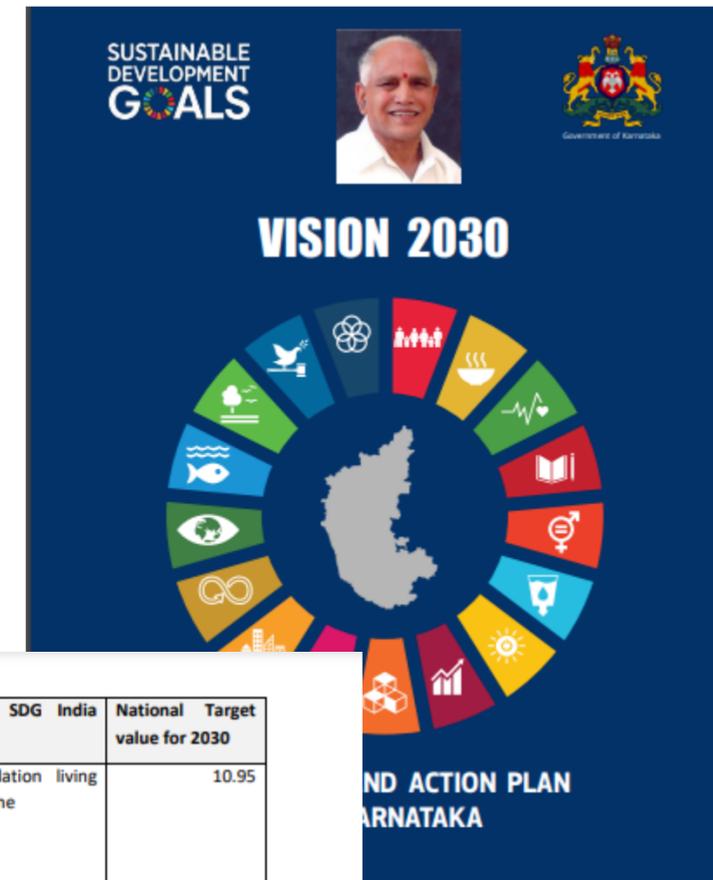
SDG Mapping: Case of Karnataka

SDGs 2030: Strategies and Action Plan for Karnataka

Outlined strategies for achieving targets and linked strategies with specific schemes

Goal- wise Committees appraised the State Government of Budget requirements

Created indicator-wise monitoring system with baseline values and targets for the year 2022 and 2030



Indicators and Targets for SDG 1

SDG Global Target	Indicators selected for SDG India Index	National Target value for 2030
1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	1. Percentage of population living below National Poverty Line	10.95
1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable	2. Percentage of households with any usual member covered by any health scheme or health insurance	100
	3. Persons provided employment as a percentage of persons who demanded employment under MGNREGA	100
	4. Proportion of population (out of total eligible population) receiving social protection benefits under maternity benefit	100
1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance	5. Number of homeless households per 10,000 households	0

Capacity Deficits

Ensuring sustained support from political leadership

Inadequate resources

Limited institutional & human capacities

Knowledge deficit



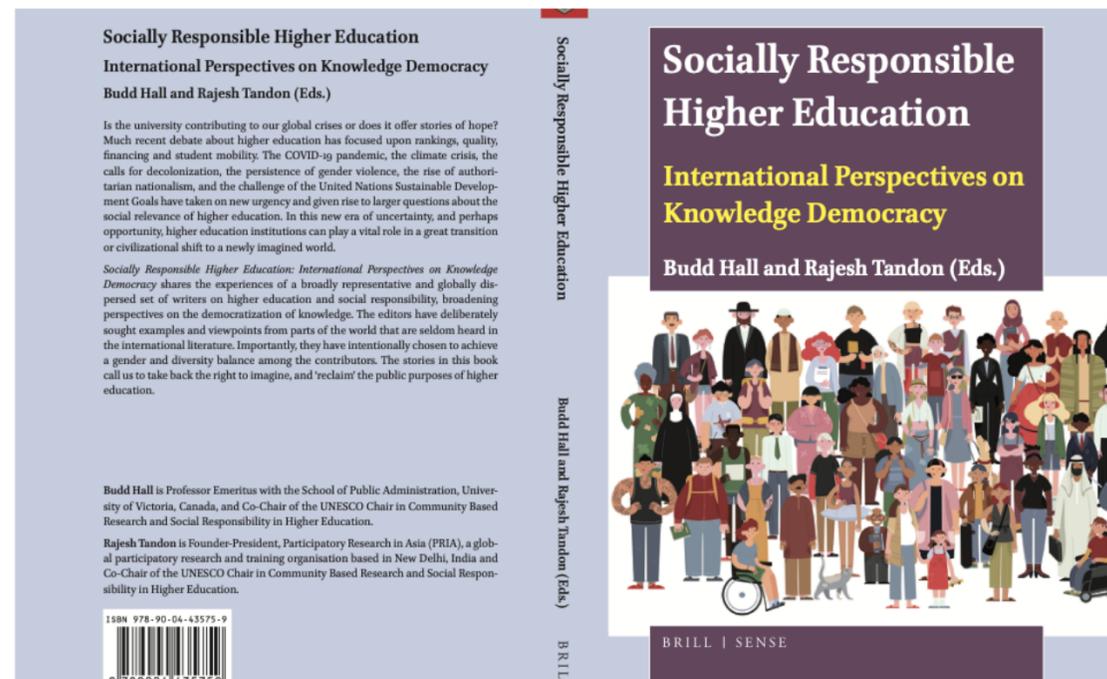
National Dashboard for SDGs:

<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.



Read here: <https://brill.com/view/title/59847?rskey=I24j2w&result=1>



Read here:
[https://www.researchgate.net/publication/338423475_Special_Chapter_Integrating the SDGs into Higher Education](https://www.researchgate.net/publication/338423475_Special_Chapter_Integrating_the_SDGs_into_Higher_Education)

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://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



Eg. 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

Eg. 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

Eg. 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!

Dr Rajesh Tandon

**Founder-President, Participatory Research in Asia (PRIA)
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Responsibility in Higher Education**

E-mail: rajesh.tandon@pria.org, **Web:** <https://www.pria.org/>

@RTandon_PRIA @UNESCOchairCBR

