

National Workshop on Quality Education for Sustainable Development 25th March, 2023

Department of Education, Tezpur University, Tezpur organized one-day National Workshop titled: **Quality Education for Sustainable Development** on 25th March 2023. The objectives of the workshop were as follows:

1. To develop policy guidelines in order to be creative and suggest innovative and sustainable solutions for quality enhancement at the university level.
2. To suggest new courses or programs with direct focus on sustainability to provide equitable quality education and promote lifelong learning opportunities for all.
3. To recommend for including SDG relevant topics in existing courses or programs.

The National Workshop on Quality Education for Sustainable Development was coordinated by Dr. Pratima Pallai & Dr. Sashapra Chakrawarty under the chairmanship of Prof. Nil Ratan Roy, Head & Professor, Department of Education on 25th March 2023.

The program started with inaugural function at 10.00 am with lighting lamp and felicitation ceremony of the invited esteemed guests. The inaugural ceremony was graced by Prof. D.K. Bhattacharya, Hon'ble Vice Chancellor (Acting), Tezpur University, Tezpur, Dean (Incharge), HSS, Prof. Chandan Kumar Sharma, and Prof Nityananda Pradhan, NERIE, NCERT, Shillong & Prof. Arvind Kumar Jha, School of Education, IGNOU, New Delhi. The inaugural session was being host by Dr. Yeasmin Sultana, Assistant Professor. Esteemed guests were welcomed with Invocation Dance. The workshop formally started with welcome address by Prof. Nil Ratan Roy, Head & Professor,



Department of Education. In his welcome address Prof. Roy also mentioned that the Higher Education as an significant aspect for achieving sustainable development and the important steps that need to focus for achieving Quality Education. After the welcome address the program was inaugurated by honorable Vice chancellor, Prof. D. K. Bhattacharya, Tezpur University, Tezpur. In his address, he rightly focused on the probable implications of sustainable development Goal-4

that can be achieved through imparting Quality Education. He also emphasized that the education fraternity must be more careful and conscious on selecting the pedagogical practices in modern era without sacrificing the sustainable practices. Further Prof. Chandan Kumar Sharma, Dean (Incharge), SHSS address the audience of workshop. Through



his deliberation, he emphasized to be cautious from the worse effect of anthropogenic actions and issues in the bio-diversity hotspot areas like ours. He has also stated that finding out the local solutions for a particular area would be the most important and effective to solve the global issues which helps in establishing a good connection. The overview of the workshop was presented by Dr. Pratima Pallai, Coordinator & Assistant Professor, Department of Education. She highlighted some of the important points about sustainability and brief up the



gathering regarding the objectives of the workshop and the role & responsibilities of participants for the entire day. The inaugural function ended with vote of thanks given by Dr. Sashapra Chakrawarty, Coordinator & Assistant Professor, Department of Education, where she acknowledged and give the gratitude on behalf of the organizing committee and the Department to each

and every member associated with the workshop.

After the tea break the plenary session-1 started at 11:30 am with deliberation by



Prof Nityananda Pradhan, NERIE, NCERT, Shillong (Resource Person) on the topic “*Education for sustainable development implication for curricular and pedagogical reforms aligned to NEP, 2020*”. He talked about importance of multidisciplinary education and value driven education system. He also focused on several dimensions of current policy status and future needs with special emphasis on

critical thinking, problem solving and specific pedagogy. He also focused on recommendation of NEP 2020 for sustainable development and curricular reform in Higher Education.

The second plenary session began at 1:00 pm on topic “Quality Education for Sustainable Development” by Prof. Arvind Kumar Jha, School of Education, IGNOU, New Delhi (Resource Person). Through his deliberation he highlighted understanding sustainable development, quality education systematic reforms, institutional engagement and also emphasized that every institution should have their own idea of developing sustainability. He noticeably addressed the challenges faced by the practitioners to understand various policy issues for quality enhancement. He explained that the purpose of education system is to develop good human beings capable of rational thought and action through critical thinking and problem solving as a systematic reform to attain sustainable development.



Both the plenary sessions ended with the enormous information and reflection about the necessary action required to be taken into consideration for achieving sustainable development through quality education.

The post lunch session has started at 3:00 pm. with hand on activity by the Participants. This session was handled by both the resource persons of the workshop. Participants were divided into different groups and each group comprises of six members. They were asked by the resource persons to take one model from the different models of Sustainable Development Goals (SDGs) and develop courses/programs. The course can be A Certificate Course, A diploma Course, A Degree course according to the suggested models of SDGs. Requisite guidance was provided by the resource persons and participants were actively involved in the process of course development. The topics/models suggested by the resource persons are as: Socio - Cultural Model of SDG, Socio - Economic Model of SDG, Socio - Political Model of SDG, Multi - Institutional Model of SDG, Multi-Disciplinary Model of SDG, Socio-Educational Model of SDG. All the groups developed the first draft of the courses during the workshop itself.



The valedictory session started at 5:00 pm which was being host by Dr. Sanghmitra Das, Assistant Professor, Department of Education. The session was graced by the chief guest Pro.



Chandan. Kr. Sharma, Dean I/C, humanities and Social sciences. He addressed the audience and explained that sustainability is not only related to curriculum but it also a practice of our behavioural changes. He mentioned that this kind of program will be eye opener for all the participants it will play vital role in developing policy guidelines at university levels. Prof. Nityanandan Pradhan &

Prof. Arvind Kumar Jha briefly shared their observations and reflections on the whole workshop. Next, participants were asked to express their viewpoints regarding the one day National workshop. Most of the participants viewed the hands on activity session was most beneficial as it taught them how group work can help in developing a plan or course. Some of the participants remarked that the workshop helped them to understand about the different pedagogy practices to teach sustainable development to students. After this, the chairperson, the organizing committee and the Head of the department



Prof. Nil Ratan Roy gave the concluding remark and formal vote of thanks on the behalf of the Department. And in the end, the participants were presented with certificates on successful completion of the workshop.



Guiding Principles for integration of Sustainable Development in the Curricular

Outcome of the Workshop

As per the objectives of the workshop participants were divided into six groups for hands-on activity and each group contains six members under the guidance of Prof. Arvind Kumar Jha and Prof. Nityanand Pradhan. At the end of the session draft suggested guidelines has been developed for integrating sustainable development into the curriculum.

Introduction

It is important that sustainability education must be embedded in the curriculum and everyday practice. There is consensus amongst thinkers and practitioners that education for sustainability needs to be re-oriented toward a holistic, interdisciplinary, systems approach. Such change involves an understanding and action around the four pillars of sustainability: Environmental, Political, Economic and Social/cultural. Learning for sustainability is not solely about integrating new content into the curriculum; it is also about stimulating teaching and learning approaches. The curriculum needs to be interdisciplinary and holistic in order to deal with the interconnectedness of real-world problems. Participatory curricula that have the goal of global survival and coexistence may lead to more equitable and sustainable ways of living. Thus Teaching practices, pedagogies, different initiatives and practices at the community level, setting up resource centers, course content, learning outcomes must be oriented and designed for sustainable development.

A. PEDAGOGICAL REFORM

Addressing sustainability within education calls for new construction of pedagogy. In the context of education for sustainability, pedagogy must complement so as to avoid disruption in innovative ways of thinking. The most commonly used pedagogical strategies utilized in education for sustainable development initiatives are-

- Self Organising Learning Environment (SOLE)
- Makerspace
- Critical Pedagogy
- Project-Based Learning (PBL)
- Transformative Pedagogy
- Experiential Learning

- Problem Posing
- Problem-solving

B. INITIATIVES AND PRACTICES AT THE UNIVERSITY LEVEL

- Community engagement and service.
- Internships with local industry, businesses, artists, crafts persons, etc.
- Autonomy to faculty to innovate on curriculum, pedagogy, and assessment.
- Encouragement and support to students from socio-economically disadvantaged backgrounds.
- Counseling systems for handling stress and emotional adjustments.
- Freedom for Faculty to design their own curricular and pedagogical approaches within the approved framework.
- Empowering the faculty to conduct innovative teaching, research, and service.
- Quality medical facilities for all students.
- Gender balance in admissions.
- A comprehensive approach to transforming the quality and quantity of research in India.
- The inclusion of research and internships in the undergraduate curriculum.

C. SETTING UP LEARNING RESOURCE CENTERS

- HEI clusters/Knowledge Hubs.
- Start-up incubation centers, technology development centers; centers in frontier areas of research; and centers for interdisciplinary research.
- Research labs.
- Topic-centered clubs in science, mathematics, poetry, language, literature, debate, music, sports, etc.
- Professional, academic, and career counseling centers to ensure physical, psychological and emotional well-being of students.
- International Students Office.
- Campuses in other countries.
- Student wellness center.

D. LAUNCHING OF COURSES AND PROGRAMS

- Courses and programs in subjects, such as: Indology, Indian languages, AYUSH (Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy) systems of

medicine, yoga, arts, music, history, culture, with internationally relevant curricula to achieve 'internationalization at home'.

- A course on "Knowledge of India".

E. INTEGRATION OF TOPICS INTO EXISTING CURRICULA

- Holistic and Multidisciplinary Concept
- Sustainable development and living
- Global Citizenship Education
- Value-based education including the development of humanistic, ethical, Constitutional, and universal human values and life-skills
- Environment education including areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Indigenous practices (Spiritual belief, traditional customs).
- Waste management practices
- Bio- degradable resources
- Production and Marketing of traditional framing/ Crafts/ Assamese Jewelry
- Role of communities in Biodiversity conservations

Sd/-

(Prof Nil Ratan Roy)

Head, Education, T.U.

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