Towards Socially Responsible Higher Education: Incorporating SDGs in HEIs

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Engaged Teaching
• Learner-centric; contextually relevant
• Development of knowledge, awareness & skills

Engaged Research
• Devising research questions in collaboration with local societal actors
• Opportunities in CBR/CBPR/PR

Engaged Service
• Developing a deep sense of citizenship
• ‘Learning to be’
Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India

Major focus:

Compulsory Community Engagement Courses

Adapting Existing Courses for Community Engagement

Offering New Courses

Undertaking research in partnership with local community

The need to Educating the Mind, Body and Heart: Applying Gandhian worldviews of Higher Education
GUNI’s Report on Higher Education

- Transformative knowledge drives social change
- Cross-sectoral partnerships as key for establishing community-university dialogues
- Social responsibility emerges as the need to reconsider social relevance of universities, through dual engagement at local & global levels
- HEI responsibilities includes ensuring achievement of SDGs & building capacities for SDG policies, planning and management
- HEIs to adopt a mantle of civic university – pursuing ‘public good’ & working collaboratively with other HEIs to maximize impact
Institutional Responsibility: Commitment to SDGs

- Working on the Frameworks of Institutional Social Responsibility of HEIs
- Practicing Sustainability in Higher Education
- Supporting implementation of SDGs through teaching & research
- Undertaking long term cooperation projects in rural areas
Emerging International Approaches

- Knowledge For Change Global Consortium of trained and certified Community Based researchers

- Knowledge society, beyond economy: Living Knowledge Network

- Knowledge commons, open source

- Science with and For Society: Responsible Research & Innovation (RRI), Science Shop model
Incorporating SDGs in Higher Education

• Curriculum and course outlines are often follow rigidly specified disciplinary requirements
• Pedagogy of teaching tightly specified too
• Need of cross disciplinary teaching and research.
• Similar Challenges with professional Education Frameworks.
• Encouraging high quality research on SDGs: new solutions, through appreciating and incorporating alternative perspectives of knowledge.
• Students and Faculty to contribute towards deeper understanding and implementation of SDGs
Role of Higher Education: Resources

- Partnering with Higher Education for SDG 17 ([http://unescochair-cbrsr.org/pdf/Partnerships%20for%20SDG.pdf](http://unescochair-cbrsr.org/pdf/Partnerships%20for%20SDG.pdf))


- Imparting knowledge, skills & competencies needed to make SDGs a reality (Tandon et. al., 2016b: [http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement_26-09-16_pdf%20ver-mail.pdf](http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&%20Engagement_26-09-16_pdf%20ver-mail.pdf))
About Dr. Rajesh Tandon

Founder, President of Society for Participatory Research in Asia (PRIA), a voluntary organization providing support to grassroots initiatives in South Asia and continues to be its Chief Functionary since 1982.

Appointed as the Co-Chair of the prestigious UNESCO Chair on Community Based Research and Social Responsibility in Higher Education, for two terms (2012 – 2016 and 2016 – 2020). More details can be found [here](#).

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