Towards Socially Responsible Higher Education: Incorporating SDGs in HEIs

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The 3 E’s of Responsible Higher Education

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

• Community Based Participatory Research and SDGs (http://unescochair-cbrsr.org/pdf/resource/BHALL_Community_Based_Research_ENG_Dec13.pdf)

• Adopting the mantle of a ‘civic university’ (Hall, et. al., 2015: http://unescochair-cbrsr.org/pdf/resource/Hall_Budd_StrengtheningCommUniversityPartnerships_2017rev.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)