

SLCHE CHRONICLE

ANNUAL NEWS LETTER (2023-2024)

FROM THE PRINCIPAL'S DESK



PROF. (DR.) VIJAYSHRI BHATI
PRINCIPAL

Higher education in India has undergone transformation due to rapid changes happening in the environmental and globalization of education across the country. Employment has become a keyword for all aregraduate getting educated. Though, the last decade has seen a phenomenal growth in the number of institutions offering higher education, leading to a manifold increase in the number of graduates being churned out. Yet, industry and other organizations face problems in finding the right people for the right (diverse) jobs with varying levels of complexity. As a result there is a big growing gap between organizational requirements and the skills possessed by the graduates i.e. there is a demand supply mismatch qualitatively.

This necessitates the need for implementing quality education in all the diverse types of institutions in our country. There is an increasing pressure in the higher education system to equip students with not only the expertise derived from traditional academic programmes, but also to give the students sufficient range of transferable skills to enable them to play effective role in the employment. The thrust of education is shifting to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multi disciplinary programmes with modular approach on a lifelong learning basis. Barring a few of the recently introduced programmes, like information technology, computer science, bio-technology, management and such other, most of the degree programmes offered in affiliated colleges at present, in many states have only 'being engaged' relevance - to keep our youngsters partially engaged for 3 years. Most of the courses offered are not skill based and don't equip the graduates with employability skills. Moreover, these courses and curricula reinforce the negative value elements in the mindset and culture of the graduate that they should go in for only while collar jobs and it is demeaning to do anything involving manual work. Therefore what appears to be a remedy in such case is the introduction of a wide variety of programmes that are job oriented, craft based, useful arts based which will enable the students to earn relevant disciplinary understanding and skills and the soft or generic skills that enable the disciplinary base to be deployed to optimal effect. Higher education's key contribution to economic development lies in the development of graduates with such achievement at their disposal. Starting with Bloom's Taxonomy of Educational objectives in the cognitive and affective domains, we can see the progression of learning outcomes according to the educational objectives which are often overlooked by educationists. Educational Institutions are not always successful in preparing learners for the complexity involved in all the learning objectives. Besides all these, facilitating the development of active citizenship is another domain which is crucial.

CURRICULUM RESTRUCTURING

Introduction of Need Based Courses

If you look at the undergraduate programs in Humanities and social sciences offered in Undergraduate Colleges, there are courses like BA Economics, BA History, BA Sociology, Psychology, B.Com etc. You can transform some of these programs by introducing more modern and utilitarian programs which will be of relevance to the job market in India and abroad. If appropriate short term and sequential orientations and trainings are given, these teachers would be able to develop frontier disciplines like entrepreneurship, personnel management, business management counseling corporate secretary ship etc. At the same time the traditional departments should be retained. A basic study has to be undertaken to understand the market needs. The various segments with reference to production, distribution, publicity, sales, marketing, quality control technology application etc needs to be studied in detail and the competencies required for performing these tasks also need to be understood and the academicians should be able to translate them into educational objectives and educational experiences while introducing the need based courses, we also need to make sure that the infrastructure and learning resources are updated. Along with this, one needs to establish necessary linkages with national and international agencies and industries for research and sharing of knowledge. The whole process should finally develop sufficient knowledge, right skills and correct attitudes and values among students.

Introduction of Skill-Based Degree Courses

Educational planners and policy makers may also think of new and innovative skill based degree programs which may become extremely popular in global markets as well as in India. Since many of the graduates and post graduates of science and humanities in our country end up as untrained clerks in banks and offices, it may be worth considering special inputs in these courses to make them effectively employable. Except in the case of professional courses like medicine, nursing, management, catering, teaching, hotel management, architecture, and engineering, our system has not been able to produce graduates immediately employable in the real occupational situations either in India or abroad. Most often, such training has to be provided by the employers or the graduate is left to learn it by higher self. Skill acquisition will have to be the main stay of new degree programme and other subjects are taught only to make them graduates with the required rounded personality and sophistication. If we are serious about vocationalizing at the degree level we should boldly start number of craft-cum- professional courses like export management, interior architecture and designing, automobile servicing, furniture and woodwork construction, civil construction, food processing, Catering management, retail management, media management Guidance and counseling etc. These programs should be planned with the expertise pooled by a number of persons from different walks of life and professions.

National Webinar

ST. LAWRENCE COLLEGE OF HIGHER EDUCATION



Prof. (Dr.) Vijayshri Bhati
Principal - St. Lawrence College of
Higher Education

"A Roadmap for Holistic Implementation of NEP 2020: A Sustainable Approach



Keynote Speaker-Dr. Amit Ahuja
Associate Professor (USE GGSIPU)
Topic- Strategies for Effective Implementation of The
Recommendations of NEP2020

TUESDAY

7 November 2023

TIME

11:00 AM - 01:00 PM

Registration Link-

<https://forms.gle/1daPcBRTDmYvSQ8A>

Further Queries Contact:
Debdutta Pal Chowdhury
(8777725991)

Note: Certificates will be
provided to all the Participants



Keynote Speaker-Dr. Rinkal Sharma
Associate Professor
School of Education Sharda University Greater Noida
Topic- Conceptual Framework for Holistic Development: NEP
2020

"A Roadmap for Holistic Implementation of NEP 2020: A Sustainable Approach"

At a time of crisis when world is witnessing religious fanaticism, hatred, conflicts and greed for material resources leading to wars among nations, the long awaited NEP 2020 has acted as a luminescent path towards explicit roadmap to come out of the foggy situation which was prevalent in the education system of our country. It has been seen that inadvertently during all the past years, India's policy goals have been primarily focusing on access, expansion and specialization with little focus on skill and holistic development but today NEP 2020 provides tangible and effective solutions for most of the problems ailing educational system in the country by including quality, skill development and multi disciplinary approach through holistic implementation.

The NEP-2020 is aligned to the 2030 Sustainable Development Goals and its underpinnings resonate the multidimensionality of 21st century learning to know, to do, to live together and to be. NEP-2020 looks at school and higher education as a single organic continuum and is deeply rooted in the Indian ethos and constitutional values with equal emphasis on imbuing 21st century skills. It inter alia includes universalisation of pre-primary education, Foundational Literacy and Numeracy Mission, flexibility in the choices of courses for students; examination, governance and regulation reforms; accreditation for quality in public and private institutions; focus on inclusion of all sections; innovative use of technology; embedding vocationalisation at all levels and multiple pathways of learning; promoting Open and Distance Learning; policy for gifted children; revamping of teachers' education; National Research Foundation; learner-centric focus for the holistic development of students; developing India as a global study destination to promote internationalisation of higher education; and rename Ministry of Human Resource Development (MHRD) as the Ministry of Education (MoE), among others.

The Policy articulates 22 cardinal principles that will guide the entire education system which specifies, among others, the notions of flexibility, holistic development, conceptual understanding, creativity and cognitive thinking with the focus on learner centeredness; promoting multilingualism, equity and inclusion, ethics, human and constitutional values; respect for diversity and local contextualisation; developing synergy across curriculum at all levels and life skills learning; recognising the centrality of teachers; academic and programme for teachers to develop the capacity to use the teaching learning materials. The pedagogy must be experiential, holistic, integrated inquiry-driven, discovery oriented, learner-centered, discussion based, flexible, and enjoyable.

National Education Policy 2020 has also reiterated the need of holistic and multi-disciplinary education as holistic and multidisciplinary education would aim to develop all capacities of human beings intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and "rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term "the approach of all undergraduate programmes, including those in professional, technical, and vocal disciplines (NEP, 11.3.2020).

With regard to the suitability of Indian education system, NEP-2020 further asserts, holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills." (NEP 11.4)

National Webinar on "From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning" by SLCHE

On 4th June 2024, St. Lawrence College of Higher Education organized a National Webinar titled "From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning". The event was conducted online with free registration, attracting educators, students, and professionals from various parts of the country. The webinar aimed to explore the transformative potential of the National Education Policy (NEP) 2020 in bridging the gap between classroom education and career readiness, emphasizing sustainable teaching and learning practices. The webinar commenced with an opening speech by Principal Prof. (Dr.) Vijayshri Bhati, who highlighted the significance of NEP 2020 in reshaping the Indian education system. She emphasized the policy's focus on flexibility, multidisciplinary learning, and skill development, which are crucial for preparing students for the dynamic demands of the modern workforce. Dr. Bhati's address set the tone for the discussions that followed, underscoring the need for educational institutions to adopt innovative approaches to curriculum design and delivery. The first session of the webinar was led by Dr. Anjali Shokeen, Associate Professor at the Department of Education, CIE, Delhi University. Dr. Shokeen's presentation, held from 11 AM to 12 PM, focused on developing strategies for an innovative curriculum that aligns with the employability needs of students. She discussed the importance of integrating practical skills, critical thinking, and problem-solving abilities into the curriculum to ensure that students are well-equipped to meet the challenges of the job market. Dr. Shokeen also highlighted the role of educators in fostering an environment that encourages creativity and lifelong learning, in line with the vision of NEP 2020.

Dr. Shokeen's session was followed by Prof. Gaurav Rao, Professor at the Department of Education, CIE, Delhi University, took the stage from 12 PM to 1 PM. Prof. Rao's presentation centered on analyzing the current curriculum and identifying areas for restructuring and modification. He emphasized the need to regularly update the curriculum to keep pace with advancements in technology, industry demands, and global trends. Prof. Rao also addressed the challenges of implementing curriculum changes, advocating for a collaborative approach that involves educators, industry experts, and policymakers to ensure that the curriculum remains relevant and effective. The webinar concluded with a discussion on the broader implications of NEP 2020 for sustainable teaching and learning. The resource persons emphasized that the policy's success depends on its effective implementation at all levels of education, from primary schools to higher education institutions. The objectives of the webinar were met, as participants gained valuable insights into the strategies needed to develop a curriculum that not only meets the employability needs of students but also fosters a culture of continuous learning and adaptability. The event highlighted the importance of ongoing curriculum assessment and innovation in achieving the goals of NEP 2020, ultimately contributing to the creation of a robust and sustainable education system in India.



Orientation Program B.Ed. Session(2023-2025) (19-09-2023)



Talent Hunt Competition (29-09-2023)



Educational Trip to Gandhi Smriti Museum & National Museum (04.10.2023)



Painting and Slogan competition on theme of 'Swachh Bharat' and 'Aatmanirbhar Bharat' (06.10.2023)



Cooking Without Fire Competition (13.10.2023)



Art and Craft Pidilite Workshop (18.10.2023)



Navratri Celebration : Garba Dance (21.10.2023)



NSS : Nukkad Natak (Gender Stereo Types) (27.10.2023)



Celebration of Vasant Panchami (14-02-2024)



Aleena Anna Thomas 'Achievement at the Harit Spandan Inter-College Competition (20.02.2024)



Art and Craft Pidilite Workshop (22.02.2024)



Workshop on Awareness on Prevention of Drug Addiction by Indian Red Cross Society (22.02.2024)



Delhi Darshan Trip (29.02.2024)



Guest Lecture on 'Less on Planning' (06.03.2024)



Students' Participation at Manthan Fest 2024 by NDIM (07 to 09.03.2024)



International Women's Day Celebration (08.03.2024)



Art & Craft Pidilite Workshop (12.03.2024)



NSS Activity on the 'Kaizen Pre-Fest Event' (12.03.2024)



Soumya Chawla's Remarkable Achievement in the Poster Making Competition Organized by the NSS Cell of GGSIPU (15.03.2024)



Guest Lecture on 'Prospects and Challenges of the National Education Policy NEP 2020 in Higher Education' (18.03.2024)



Art & Craft Pidilite Workshop (19.03.2024)



Soumya Chawla's Triumph in the NSS Story Writing Contest (22.03.2023)



Biology Experiment: Dissection of Hibiscus Flower (Parts of Flower) (27.03.2024)



Chemistry experiment: Detection of Carbohydrate, Protein and Fat Presentation Given Sample (28.03.2024)



NSS Activity at Prayas Vidya Mandir NGO by B.Ed. Semester-II Students (06.04.2024)



Pidilite Art and Craft Workshop on Puppet Making (18.04.2024)



Cooking Without Fire Competition (19.04.2024)



Yoga and Meditation Session (19.04.2024)



Interclass Poster Making and Slogan Writing Competition for Earth Day Celebration (22.04.2024)



Plantation Drive: Celebrating Earth Day at SLCHE (22.04.2024)



'Kedarnath' Movie Screening for Earth Day Celebration (22.04.2024)



Dental Camp and Smile Assessment Session by Clove Dental Clinic (25.04.2024)



Online 4 days FDP on 'Embedding Indian Knowledge System into futuristic technology, Artificial Intelligence to Optimist the Educational Employability towards Viksit Bharat @ 2024 by SLCHE (18-24.05.2024)



National Webinar on 'From Classroom to Career: The Role of NEP 2020 as an Optimistic Approach to Sustainable Teaching and Learning by SLCHE (04.06.2024)



'Breaking the Ice' : Orientation Programme for B.Ed. Semester-1 (2024-2026) Batch (03.08.2024)



Hariyali Teej Celebration (07.08.2024)



Attending Har Ghar Tiranga Yatra Campaign at GGSIPU by the Students & Faculty Members of SLCHE (13.08.2024)



Joyous Janmashtami: SLCHE Celebrates Lord Krishna's Birth with Devotion and Festivity (26.08.2024)



SLCHE's 'Ek Ped Maa ke Naam' Tree Plantation Drive (30.08.2024)



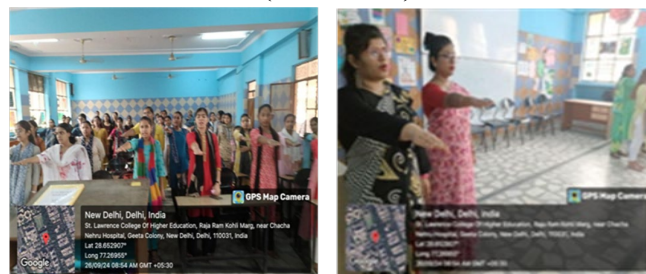
Hindi Pakhwada (14TH- 30TH September,2024)



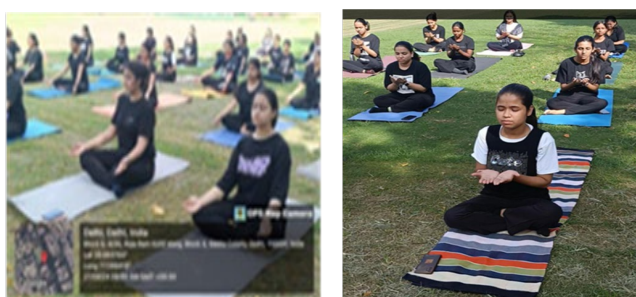
Yoga Workshop (23.09.2024)



Swachhata Pledge Under Swachhata Hi Sewa Hai (26.09.2024)



Mindfulness Session (27.08.2024)



Cleanliness Drive Followed by Plog Run and Walathon (30.09.2024)



Education Excursion to NCERT & Delhi Haat (16.10.2024)



National Webinar on "An Optimistic Approach to Sustainable Teaching and Learning in India: Transforming India into a Vibrant Knowledge Society through SDG4" on 7th October, 2024 (Resource Persons)

Introduction

Indubitably, we all dream of a world that is a beautiful, blissful place to live but the ground reality is something different, evidently it is common knowledge that Education is a panacea for all ills of the society. It is a great weapon for bringing positive change. We can use education to create awareness and motivation to cease the deterioration being caused to the Society vis a vis the planet. But the questions are: how does one work on social and behaviour change, with essential for required transformation. How can one build the receptivity of the people across the world towards environmental concerns? How does one improve their quality of life in a sustainable manner? Possible solutions for these problems are provided in Sustainable Development Goal 4 of United Nations Agenda 2030. One of the SDGs is 'SDG 4: Quality Education' which is an important and integral part of SDGs from the beginning of this exercise i.e., from the first edition of SDG India Index, 2018-19. It may be noted here that, 'education' lays a strong foundation for the country and for its overall growth including economic growth. Education plays a crucial role in improving economic growth as it enhances the skills of people/students and opens up remunerative opportunities for them for their sustainable livelihoods. And most importantly, it enables the people to lead a life of dignity.

Rationale of the Webinar

In this backdrop, SDG 4 aims at measuring the performance of States and UTS in providing and/or ensuring equitable and quality education (including technical and vocational training) for all to achieve substantial improvement in adult literacy and numeracy. Besides, this Goal aims at evaluating the performance of States and UTs in building and upgrading educational facilities that are child disability and gender sensitive. It may be noted here that the infrastructural facilities are essential to create conducive academic environment so that all learners acquire knowledge and skills needed to promote sustainable development. The indispensability of sustainable development for safeguarding world's future cannot be undermined in a transient world which is riddled with risks and uncertainties therefore learners need new and plural perspectives to be able to engage collectively with their diverse contexts and to discern the changing environmental realities. In our quest for inclusive academic excellence we must approach the unknown and the ambiguous in more realistic ways by developing a culture of competency-based and inquiry-driven learning that lends priority to good questions over easy answers. Sustainable learning, an emerging educational philosophy, offers a new and reformist approach to education aiming to educate students as active and responsible global citizens capable of building a more sustainable world. It stands as a key enabler for the realization of all the laudable UN Sustainable Development Goals (SDGs).

In essence, the evolving discourse of sustainable learning refers to the creation of learning that lasts. In this sense, it is akin to life-long learning where in the learner continually builds and rebuilds his/her knowledge and skills base in alignment with the changing circumstances. On the conceptual plane, the idea of sustainable learning stretches beyond education, for/about sustainability. It intends to instill in people necessary knowledge, skill-sets, values, competencies and positions to thrive in complicated and challenging circumstances and contribute meaningfully to making the world a better place. Learning thus becomes ongoing, purposeful, responsive and proactive (Branden: 2012). The process of "learning to learn" thus stands critical to retention of learning following initial exposure to it. Sustainable education aims at empowering and eventually liberating learners who by virtue of acquiring appropriate knowledge, skills, values and attitudes are able to engage with informed decision-making and responsible actions that go on to promote environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity (UNESCO: 2014). Founded on a steady commitment to the sustainability principle the distinctiveness of the sustainable learning model fundamentally lies in its focus on self-reliance and consciousness- in design, delivery and outcome. As a lifelong learning process it is considered to be an integral part of quality education which enhances the cognitive, social and emotional and behavioral dimensions of learning. In approach it is holistic and transformational, and encompasses learning content and outcomes, pedagogy and the learning environment itself (UNESCO: 2014).

In this framework the entire teaching-learning process is geared to imparting knowledge and know-how necessary for retention of learning in varied situations (normalcy or crisis), during life transitions (from university to workforce), and across different domains (Eliyahu: 2021).

Putting up simply, sustainable teaching and learning model seek to apply the principles of sustainability to the learning process per se. It moves beyond the confines of a content-specific approach of integrating sustainability issues into the curriculum to reorienting the focus on sustainable learning methods and delivery mechanisms aided by pedagogies which are interactive, learner-centred and action-oriented. The world, in all its complexity and fuzziness, makes richer sense only when reality is viewed with the help of a sustainable interdisciplinary lens drawing on Insights from multiple disciplines. In meaningfully transforming itself towards sustainable learning the HEIs require a thorough realignment of all its activities within a critically reflective paradigm to construct optimal and student-friendly learning environments. While merely weaving new and specialized courses into our mainstream education programmes may at best help build sustainability literacy or capacitate career aspirants in this area, reorientation of academic offerings towards more sustainable future and forms of living calls for unveiling established status quoist assumptions deeply embedded in our HE knowledge systems and relationships which contribute to unsustainable learning. For the purpose learning efforts need to be redesigned through appropriate curricular and pedagogic transformations in a manner that teachers and students may sustain each other's learning. Changes of this kind do not happen; they are to be initiated and led. The new paradigm 'learning' as a major resource is resilient and responsive to global changes. Durable learning skills and strategies the learner to seek and generate new ideas, new forms of thinking, behaving and emotional coping in the face of life transitions and crises.

Within the crises-ridden HE sector the announcement of the pack of reform initiatives unleashed by NEP-2020 resound a clarion call for learning transition towards sustainability in its attempt to interlink expansion, equity and excellence. Founded on the pillars of access, equity, quality, affordability and accountability the National Education Policy (NEP)-2020 comes in close alignment with the notion of sustainable learning.

Objectives of the Webinar

1. To analyze the need for sustainable and learning as per SDG4 in HEIs
2. To critically examine the future potential of sustainable teaching and learning hardness as per SDG4 in HEIs

Sub Themes of the Webinar

1. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development adopted by India 2015.
2. Ensuring Inclusive and Equitable Quality Education and promote lifelong learning opportunity for all by 2030.

Target Group: Educationists, Academicians, Principals, Teacher Educators, Researchers and Students.