

SLCHE CHRONICLE

ANNUAL NEWS LETTER (2024-2025)

From the Principal's Desk



PROF. (DR.) VIJAYSHRI BHATI PRINCIPAL

The National Education Policy 2020 is the first education policy of the 21st century, which proposes to give a new shape to the Indian education system in synchronization with the aspirational goals for 21st century against prevailing Macaulan system of education. At the same time, maintaining the basic essence of India's tradition and cultural values. This policy has been prepared in the light of the rich tradition of ancient and eternal Indian knowledge and thoughts. In Indian thoughts, knowledge, people, tradition, philosophy, and truth has always been considered as one of the highest human goals. In ancient India, the goal of education was not to obtain knowledge for preparation for a worldly life, but to develop pupils with a strong competence of self-realisation and liberation. Indian culture and philosophy had a great influence on the world. This rich heritage of global importance not only needs to be preserved and restored for the future generations, our education system should also contribute substantially to further strengthen in popularising and researching it. It should be enriched, embellished with innovative practices.

When the country is in a crisis of clarity, the best thing that the government can provide is a policy which can steer its citizens towards a luminescent path. The National Policy on Education 2020 (NEP-2020), which has come through a rigorous process of extensive national and regional consultations, is considered a game changer in the system of education in the country. Its prime concern, like most countries, has been the system of education based on one's own culture and tradition. The Indian culture is one of the few ancient cultures in the world and its ancient education system was the most inclusive robust and pan-global education 'systems in the globe'. Much before John Comenius published the first book on pedagogy 'Didactica Magna' in Czech in 1648 and the constructivist learning discourses articulated by John Dewey (Democracy and Education) and Lev Vygotsky (Mind in Society) in the early twentieth century, there have been discourses and practices in the system of education and the process of teaching-learning in various Upanishads in ancient India.

The Kenopanishad and the Brihadaranyaka Upanishad are the finest examples of how educational discourses and teaching-learning were taking place. Swadhyay (self learning), Sadhana (spiritual practices to perfection), and sambad (dialogue) were the finer trajectories for a system of living and learning that cherished transformation in consciousness, and moksha or emancipation. The most famous and ancient institutional provisions for education existed in Takshashila, Nalanda, Vikramshila, Vallabhi, Nagarjuna Vidyapeeth, Jagaddala University, Kanthalloor University which were subsequently destroyed by foreign rulers. The Indian education system was subsequently uprooted and delinked from its own culture, traditional values, and context.

This disconnect has been seriously addressed by the NEP-2020, and strongly articulates to overhaul the education system in a culturally-wrought wisdom, value system, resources, and practices. Its emphasis has been on learner uniqueness, grounding in Indian culture and values, foundational literacy and numeracy, flexibility and multi and inter disciplinarily, practice in context, critical thinking and creativity, multilingualism, development of social and life skills (besides the academic and vocational competencies), technology-enabled blended learning, and continuing formative assessment.

Commending the Indigenous Indian Knowledge System is in no way demeaning the modern knowledge systems or developments that each one of us is enjoying. After all, evolution has its own direction and flow which we cannot stop. As we can only pause to look back weather we are in right direction in this regard, this National workshop is being held on National Education Policy 2020 to evolve as an Education System rooted Indian ethos, driving the transformation of India into a sustainable and equitable knowledge society. As the need of the hour is that the modern world of advanced technological developments and the ancient wisdom of learning must become compatible and supplement each other. We must move ahead and achieve new heights without losing the strong foothold of knowledge dimensions embedded in our indigenous knowledge systems. This is where integrating Indian Knowledge Systems with current Higher Education is pertinent.

FDP organised On 18-24 May 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)



Independence Day Celebration (14.08.2024)



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

**Workshop on Critical Understanding of ICT
(23.08.24)**



**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 Workshop (27.08.2024)



**Cleanliness Drive Followed by Plog Run and
Walathon (30.09.2024)**





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

Seminar on 'Glimpses of Childhood in India' 28.10.24



Education Excursion to NCERT & Delhi Haat (16.10.2024)



Sports Day Celebration 9.11.24



B.Ed students performing experiment in Bio Lab (21.01.25)



**Republic day celebration
24.01.25**



**Movie screening day out
30.01.25**



**Pidilite Art & Craft Workshop
(04.02.25)**



**Pidilite Art & Craft Workshop
(14.02.25)**



**Workshop by the Red Cross Society on the topic
'Substance Use Prevention in
School Settings'
(17.02.25)**



**Pidilite Art & Craft Workshop
(19.02.25)**



CCA Activity Mathfinity 2025 (20.02.25)



Pidilite Art & Craft Workshop (25.02.25)



English Workshop: Development of Skills (27.02.25)



Inter College Hari Spandan (27.02.25)



English Workshop on Micro Teaching (03.03.25)



Workshop on Entrepreneurship: The Shark Tank Saga (06.03.25)



**Womens' Day Celebration
(07.03.25)**



**Workshop by Karnataka Bank
(07.03.25)**



**Report on Poem Writing and Rendition Competition
organised by Vikas Bharat Cell, GGSIPU
(19.03.25)**



**CCA Activity: Techno quiz
(20.03.25)**



**20th National IT Seminar at MERI College
(22.03.25)**



**Achievements at ECSTASY 2025
(22.03.25)**



**Pidilite Art & Craft Workshop
(01.04.25)**

**Pidilite Art & Craft Workshop
(02.04.25)**



**Pidilite Art & Craft Workshop
(03.04.25)**

**Navratri Celebration 2025
(4.04.25)**



**National Workshop on Indian Knowledge System (IKS) is not an echo but a guiding light for future
(08.05.25)**



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 landable 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 seeks 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.

