The SDG Accord

The University and College Sector's Collective Response to the Global Goals

UEA

University of East Anglia

Studies in Comparative Literature
JADAVPUR UNIVERSITY

Orient BlackSwan

The Humanities in India as Pluralist Pedagogy

Daniel J. Rycroft

Image: The philosophy of internationalising and indigenising SDG education is addressed in Daniel Rycroft's recent monograph, entitled *The Humanities in India as Pluralist Pedagogy* (Orient BlackSwan 2023).

Integration of SDGs in

☒ Institutional governance/strategic level
☐ SDGs in research
☐ SDGs in campus operations
☒ SDGs in curriculum development
☐ SDGs in student engagement activities
☐ SDGs into community activities
☐ SDGs at a whole-institution level

Focus on

☐ Goal 1 - No poverty
☐ Goal 2 - Zero hunger
☐ Goal 3 - Good health and wellbeing
☒ Goal 4 - Quality education
☐ Goal 5 - Gender equality
☐ Goal 6 - Clean water and sanitation
☐ Goal 7 - Affordable and clean energy
☐ Goal 8 - Decent work and economic growth
☐ Goal 9 - Industry, innovation and infrastructure
☐ Goal 10 - Reduced inequalities
☐ Goal 11 - Sustainable cities and communities
☐ Goal 12 - Responsible consumption and production
☐ Goal 13 - Climate action
☐ Goal 14 - Life below water
☐ Goal 15 - Life on land
☐ Goal 16 - Peace, justice and strong institutions
☒ Goal 17 - Partnerships for the goals

Summary:

UNIVERSITY SOCIAL RESPONSIBILITY
USR has become an overarching focus area for UEA's India Dialogue activities given its significance to all partner universities. This Dialogue is one facet of UEA's internationalisation rubric. In 2019, its representatives co-founded the Consortium for University Social Responsibility, together with the UK India Business Council and the University of Hyderabad. In 2020 they co-produced the guidebook, entitled University Social Responsibility: From Dialogue to Implementation. This outlines how SDG learning is compatible with internationalisation. This consortium has evolved into a USR Alliance focusing on such concerns as: (a) embedding Academic Social Responsibility within USR policy, (b) mobilising 'indigenous' engagements with the UN's 2030 Agenda, and (c) connecting SDG education to all areas of internationalisation. Representatives of UEA's India Dialogue are also involved in inter-sectoral efforts to strengthen SDG 17: as a foundation for future India-UK cooperation. The theme of USR extends into the arena of the University's 'Humanities in India' partnership programme, which addresses formal and informal curriculum development with an emphasis on decolonising knowledge and experience. In 2021, members of the Humanities in India team inaugurated an on-going series of 'Dialogues on Decolonisation', leading to further joint

activities, notably with the University of Calcutta and with Vidyasagar University. UEA's partnership with Jadavpur University is also important in this regard, as is evidenced by our jointly delivered policy dialogue on USR. This was held as core part of the UK India Business Council's Higher Education delegation to India in March 2023. The focus was the interdependence of democracy and responsibility in HEIs, especially in terms of the need to confront rural/urban, oral/textual, non/specialist divides. The philosophy of internationalising and indigenising SDG education is addressed in Daniel Rycroft's recent monograph, entitled The Humanities in India as Pluralist Pedagogy (Orient BlackSwan 2023).

Outline the 3 key benefits of integrating this theme:

1. Enhanced coherence for furthering and implementing internationalisation policies

2. Increased levels of understanding and take-up amongst colleagues, students, and project partners

3. Better opportunities for future cooperation, dialogue and knowledge exchange

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. The longer terms linkages between SDG champions in different sectors need more time to develop, and better facilitation from governmental and other high-level administrators

2. Embedding of SDG education in HE curricula would benefit from more agile university systems

3. In respect of our 'Humanities in India' workplan, the biggest challenge in integrating the theme of USR has been twofold: (1) the professional divisions that exist between Anglophonic and non-Anglophonic educational communities in India; and (2) the need for enhanced participation on these specific USR initiatives and concerns. These are inevitably time-consuming and thus conflicting with the many additional demands on the participants' professional time.

Outline your conclusions and recommendations to others:

We will be expanding our commitment to USR via multiple internationalisation and educational modalities. We will encourage other HEIs and exponents of all international subject areas to question how their teaching and research work enhances different facets of an evolving field of Academic Social Responsibility. We will be aiming to address overlaps and synergies between exponents of decolonisation and SDG education. We will continue to promote interdisciplinary and critical learning in respect of decolonisation, the UN's Agenda 2030, human rights education, and global citizenship education. We will continue to advocate for enhanced governmental and inter-governmental commitments to SDG education, and to SDG-implementation.