



FROM THE EDITOR

Education is indispensable for the achievement of sustainable development. When people are educated it has multifold impact on the lives of people, their families and their communities. Education helps people to break the vicious cycle of poverty, find a job and strive towards reducing inequalities. Education is also a fundamental human right of all citizens. Against this backdrop, Goal 4 of sustainable development, focuses on inclusive and quality education as well as gives a clarion call to all countries to create an enabling environment for lifelong learning. The current issue of SDG Samvaad embarks on a discussion on quality education with varied stakeholders (teacher, trainer, and student). The issue also explores how teachers and students are responding to the targets of SDG 4.

We hope you enjoy reading this issue.

Dr. Sreerupa Sengupta
Editor, SDG Samvaad

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Quality Education: A Powerful Engine for Social Equality

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Education as a phenomenon is rather complex and hard to put in brackets to give a definitive value. Definitions of quality must be open to change and evolve based on information, changing contexts, and new understandings of the ecosystems of knowledge. Access to institutional education is extremely critical. Millions of children go through school and come out without basic literacy and numeracy. Good-quality public education for all can be a powerful engine for greater equality. Systemic gaps like poverty and opportunities can be eradicated. However, the current institutional education system, especially in India is not enough. There are severe gaps that need to be re-engineered to provide better learning opportunities.

According to me, quality Education is a space. It is no longer a phenomenon of imparting a fixed curriculum. A good education enables learning through guided critical reflections and thinking. It is more self-curated. A good-quality education supports the cognitive, creative and emotional development of all learners and should be transformative.

The Oxford English dictionary defines education as “the process of receiving or giving systematic instruction, especially at a school or university.” Quality is defined as the standard of something as measured against other things of a similar kind.

I am currently studying at the Srishti Institute of Art, Design and Technology based in Bengaluru. I have been privileged to spend three quality years in this institute where each and every knowledge piece was curated from our own world-views. The philosophy of the institute liberates our potential and unfolds the person we are. As a system it challenges us, critiques us and equips us with skills which helps us to reflect on our values and form our worldviews, essential to emerge as professionals. While, another year remains, these three years have been defining.

Upon joining the institute, we were put to a dedicated academic year known as the foundation studies. In this year all our courses put us through a process of “un-learning”. Every habit, assumption and knowledge that we upheld as school students was questioned, and we were encouraged to go beyond text-book based knowledge and envision new ways in which things can be learnt and experienced.



The institute aimed at strengthening our skills at questioning the system, unravelling the power structure and deconstructing the constructs. A daily part of our submission included observing our environment critically and then write "reflections" about our daily learnings and thought processes.

This helped to create a more conscious world view and also helped each student to acquire a more holistic perspective of the surrounding. We were taught from day one that knowledge is fluid. Practitioners are given the autonomy to curate their own learning spaces. Students research and find their own solutions to unique challenges posed by the facilitators.

At Srishti, we also have a unique teacher-student dynamic. We, irrespective of how old our teachers are, call them by their first names -sans honorifics. This diminishes the stereotypical authority figure enabling the student to develop a hierarchy free bond with their facilitators.

These appear small steps but they are powerful and phenomenal. They challenge hierarchy and help teachers and students go beyond the conventional institutional education systems and create a quality learning experience.

The learner feels equal with the facilitator/teacher and sees oneself as co- creator of learning and responsible for their own learning. There are no text books to rote from and evaluation of the student is done against their previous readiness rather than vis-a-vis the class.

The other aspect of my education is its underpinning on some core values like sustainability. Sustainability is ingrained in our classroom discussions. We are nurtured to think and see of everything through the lenses of sustainability and material exploitation. Some of the other concepts we are sensitized about are that of polarity, disparity and privilege. In all our assignments and debates we adopt the lens of inequality to understand the world around us. To elaborate further, as a Srishti student, I cannot imagine a conversation on quality education without mentioning the inequal distribution of knowledge repository in our Indian education system. For instance, imagine a traditional skill set development pedagogy of a potter. The life-skill and livelihood skill are taught to the potters through generations of experience, practice and possibly active mentoring. This information system is not acknowledged as valid until it is backed by an institutionalized degree otherwise this form of knowledge continues to be considered as informal. However, these are important, integral element of Indian education methods and constitutes 90 percent of the rural skill development in India. I believe, it is high time we rethink our definition of knowledge and education and critically reflect on why our system of education are not designed to include our cultural knowledge banks.

With ever evolving ideas of justice and freedom, can the Indian education system learn from liberal institutions experimenting with newer modes of imparting knowledge systems? For me as a student, quality education is a culmination of three areas, (a) knowledge bank development, (b) skills acquisition and (c) development of the core values that we as an institution stand for and believe in.



Creating an Impact: Need to integrate Social Emotional and Ethical Learning (SEEL) into the Curriculum



Professor Divya Singh

Chairperson, Centre for Social Sensitivity and Action (CSSA), Goa Institute of Management (GIM)

An article published in Forbes (2020) highlighted that it is not that our young people lack greatness — it's that society is not creating conditions for all youth to tap into their power. The article talks about how Social, Emotional and Ethical Learning (SEEL) can help students better understand and identify their emotions and can help them develop empathy, increase self-control and manage stress. Social and Emotional Learning also helps them build better relationships and interpersonal skills that will serve them in school and beyond, helping them succeed as adults.

In a recent blog article for United Nations Principles of Responsible Management Education, I emphasised the need for social and emotional learning (SEL) which is defined as an integral part of education and human development.

The Collaborative for Academic, Social and Emotional Learning (CASEL) framework suggested that SEL is the process through which all young people and adults acquire and apply knowledge, skills, and attitude to develop healthy identities, manage emotions and achieve personal and collective goals. By adopting SEL, these young minds will be able to show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. In his book *Beyond Religion: Ethics for a Whole World* (2012), His Holiness Dalai Lama writes that one feature that characterizes all destructive emotions is a tendency to distort our perception of reality. To tackle this effectively, we need emotional awareness.

Many scholars have examined the effectiveness of SEL and have concluded that SEL not only improves academic achievement, but it also increases prosocial behaviours such as kindness, sharing, and empathy. Once the students are pro-social they understand the notion of common shared humanity. In today's polarized world, developing the notion of common shared humanity is very important.

The National Policy on Education (1986) in India expressed concern over “the erosion of essential values and an increasing cynicism in society”. It has advocated to turn education into a “forceful tool for the cultivation of social and moral values.” The recent National Education Policy 2020 (NEP 2020) highlights the importance of SEL to ensure holistic development of children and states that the education system must aim to “develop good human beings capable of rational thought and action, possessing compassion and empathy”.



It is appreciative that the Center for Contemplative Science and Compassion-Based Ethics at Emory University, Atlanta has developed an innovative curriculum SEE Learning (Social, Emotional, and Ethical Learning). This curriculum is grounded in the most recent research related to social, emotional learning and ethics and offers young people an innovative learning experience, with contributions from leading scientists.

SEE Learning Companion 2019 clearly explains that SEE Learning is grounded in the idea that education can and indeed should, be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large, an idea that is rapidly gaining support in a variety of circles.

The curriculum is fundamentally based around three dimensions, which broadly encompass the types of knowledge and competencies it seeks to foster in students: (1) Awareness, (2) Compassion, and (3) Engagement.

We at GIM recognize the fact that in order to truly embed Social, Emotional and Ethical Learning into school education and to achieve Sustainable Development Goal 4 that talks about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, various entities have to collaborate and contribute.

Thus, Centre for Social Sensitivity (CSSA) at GIM is working towards taking this innovative program developed by Emory University on Social, Emotional, and Ethical (SEE) Learning to schools in Goa Schools on a pilot basis.

We envision that by integrating SEE Learning into the curricula, Schools in Goa will benefit immensely. The holistic approach to education provided by SEE Learning will help to cultivate pro-social behaviour and socially responsible decision making among students, from a young age. This will also equip our state school teachers with the necessary competencies and knowledge and it will result in creating a larger positive impact on our society.

Those interested can know more about SEE Learning at <https://www.seelearningindia.com/>

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"Education is the proper way to promote compassion and tolerance in society."

His Holiness the 14th Dalai Lama

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Educating young minds about SDGs: Experiences from Sunshine Worldwide School, Goa



Ankita Devidas

PYP Educator, HRE Class 3

At Sunshine World School, both educators and learners are made aware of their roles and responsibilities for achieving Sustainable Development Goals and actions they can take to make SDGs a reality.

In fact, SDGs have become an integral part of our lesson planning. For a better and in-depth understanding of SDGs, it is integrated into our daily lessons of the students.

The voice of learners is important to us and we want them to have agency, so we brainstorming sessions with learners, where we ask questions like "What kind of a world do we want to live in?"



Learners are introduced to one SDG at a time. Various resources such as videos, games, activities, nature walks and field trips are used to introduce any SDG to the learners. We also invite guest speakers to talk to our learners about relevance of SDGs in our lives and share their real-life experiences of working on SDGs.

Here is a glimpse from class 2 of how we teach SDGs to our young learners.



In our unit of inquiry on "Human activities have an impact on the ecosystem", we organised various activities and even shared videos with the learners.





Ms. Harshada Gauns, Honorary President of Arannya Environment Research Organization (AERO) and a professor, was invited as a guest speaker to enlighten our learners and teachers about our ecosystem and how we can play a major role in keeping it safe. In the course of the discussion on ecosystem and related SDGs, learners were introduced to the mangroves in Goa and were educated about its importance.

Our learner, Sarvang Sakhalkar, visited Chorao island, to see the mangroves there. Sarvang then invited his peers and educators to join him for a nature walk at the Salim Ali Bird Sanctuary to see the importance of mangroves and how the important role they playing nature and in our lives. He was also very curious to know if the mangroves had any garbage thrown by people and wanted to clean them up.

On October 30th, 2021, students were taken for a nature walk at the Dr. Salim Ali bird sanctuary. We were glad to have with us Ms. Talula D'silva, an architect who loves working with children. She gave us some deep insights and more information on the red mangroves and its importance.

Reflection of Sarvang: "Let's make this world a better place to live in so that we have enough oxygen to breathe and live".



Only when children enjoy, they learn



Sreela Deb

Founder Principal
ACCEL formal+aspiration school
Bangalore



Only when they learn from an activity, the children aspire to learn more of it, their enjoyment increases, they aspire to learn more and so they do more of them in many different ways. Aspiration is the key to the limitless sky of learning experimenting and developing new ideas.

A friend once used these words while I was naming our school as ACCEL formal+aspiration school. The school is over a decade old and was founded with a vision that since childhood if there is a single focus, it can bring in aspiration which will then propel imagination, leading to skilling which will be translated into entrepreneurship. We all know that moving forward independently with confidence is entrepreneurship. In general people get distracted from the domain of aspiration at an early age because they are directed to go to the easy low hanging fruit. Retaining one's aspiration since childhood much like our famous personalities like Bob Dylan, Rabindranath Tagore, Pablo Picasso, can sharpen one's skill. Aspiration is free for everybody. But the real challenge is how to drive aspiration with a single focus and this is totally up to every person's self-assessment and desire. In my school I have tried to impart that kind of quality education which helps students develop and drive their aspiration.

In 2015, as the world embarked on a new framework of development with the announcement of Sustainable Development Goals; imparting quality education (SDG 4) became a focal point. The current National Education Policy of India implemented in 2020, majorly draws from the framework of sustainable development. NEP is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, and aligns itself to the 2030 Agenda for Sustainable Development, in order to transform the landscape of education in India.

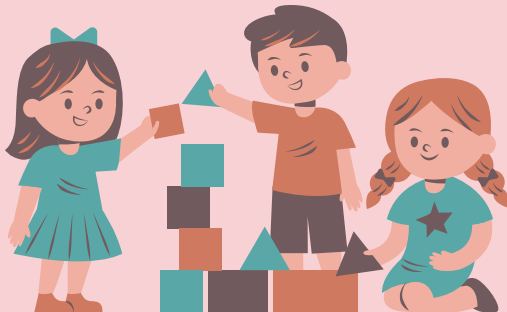
The new education policy emphasizes on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for the development of mental faculties of a child. The



new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling. Following NEP 2020, the school curricula and pedagogy will aim for holistic development of learners reduce curricular content to enhance essential learning and critical thinking with greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

Keeping the above directives in mind and the need to bring in change, my effort has always been towards building a school by embedding aspiration in primary education, through a blend of music and arts; in the formal school syllabus. Our students have been armed with an uplifted standard of values from our formal+aspiration school environment and education system, since 2003. In an everchanging and complex world, students need to be equipped with critical thinking abilities in their foundational years and my school has always worked towards it. In the last three years, there has been exceptional scorers, by those who have been associated with this method of education.

Unthinkable it may be, but they have spent equal amount of time analyzing arts along with the sciences making them global toppers in the university entrances.



Step-by-step & consistent: Barefoot college and lifelong learning



Shefali Martins

Independent Journalist, Author and
Educator

The second part of the definition of SDG-4 – promote lifelong learning opportunities for all – is perhaps that tenet of ‘Quality Education’ that often stays in the background. There is no doubt that the education sector in India has seen a steady growth in an increased access to primary education for children. If we take the example of Rajasthan, India’s largest state in terms of area, the year 2021-22 saw the enrolment of 13 lakh students in government schools. Over the past three decades, grassroots movements and government schemes have also ensured the retention of students. If we look at the more privileged space of urban education, schools with state-of-the-art facilities, Olympic-size swimming pools and international tie-ups teach their students how to work their way into an Ivy League and other international college education early on in their lives. An international education leads to a life where one has access to the world, quite literally. While these efforts certainly ensure a wider access, we also need to look at non-formal education that too helps in building access for those not familiar with the alphabet but are proficient in volumes of traditional wisdom.

One such space that has been working on systematic, high-quality, organised but non-formal education for the past half century is the Social Work and Research Centre, Tilonia, popularly called Barefoot College. Here, you do not need a prior degree or a qualification to do what you want to do, nor do you need to build a portfolio. And all education is directly proportional to its application immediately after ‘graduation’. This college located in the centre of rural Rajasthan does not have any formal degrees and yet is researched upon by the most reputed institutions and scholars of the world. It is a training



centre that helps semi-literate women become engineers in their own right. A platform for reviving and promoting local art. A medical centre where rural folk train and help with the medical needs of their area.



A space that engages in traditional communication to drive home significant social messages. These are only a few of the departments here, and, the only degree that counts is experience! The solutions offered are for the people, and, by the people.



One of the significant contributions of Barefoot College is to successfully run evening schools which address the dropout rate in Rajasthan. These schools, functioning across 10 states, have helped more than 90,000 working children, in learning. Similarly, the Barefoot College also runs a Bridge school for children of marginalised or migrant families who are never enrolled into a school.

If we look at the larger purpose of education, also highlighted in SDG4, it is to promote learning opportunities, and these may not always come dressed in school uniforms and PT shoes. While there is no systematic assessment at Barefoot College, the results are immensely inspiring, bringing real-time change where it is needed the most. Spaces like the Barefoot College, also address the 'all' in the definition — adults, who have not had the access to primary education ever!

Another unique initiative of the Barefoot College is to impart training to semi-literate women, from non-electrified villages all over the world, to become solar engineers. The Solar Mamas Programme teaches rural women about design, fabrication, installation and how to repair of solar home lighting systems. The training happens over a period of 5-6 months. This transfer of solar energy to the rural community through women has several positive impacts on the community (in general), and lives of rural women, in particular. First, it sustains the villagers' need for electricity at reasonable costs. Secondly, this initiative has saved millions of litres of kerosene from being used as a source of energy, much before sustainability became a popular word across academic corridors. Thirdly, by training rural women, the initiative is also contributing towards empowering women (SDG 5).

No area of development is untouched on this barefoot journey. There are women radio jockeys running community radio programmes, a communications team of traditional artistes that engages in traditional mediums of creative communication with their village folk, a group of women who create a nutritious high-in-protein powder to address malnutrition, a team that uses water harvesting through techniques of their local wisdom and barefoot health workers and dentists helping in villagers becoming comfortable with modern curative healthcare. The entire knowledge base is rooted in indigenous wisdom and the experience of the teach which matter to this institute is one's life experiences! In a system driven by credits and documents, Barefoot College is perhaps the only space that covers the actual purpose of education.





Are Ed-techs leading India into an Education revolution?

Keerthana P Girijan

Research Associate, Centre for Social Sensitivity and Action (CSSA), Goa Institute of Management (GIM)

Education is one of the most important factors that lead to improved social and economic conditions for an individual and a nation. It allows people to live a dignified life, improve their quality of living and participate in national development (UNESCO, 1990; 1996., DFID, 2006). The education sector, in recent years, especially after the outbreak of the Covid-19 pandemic has undergone tremendous changes.

Gone are the days when education was accessible only to elite classes and when the students had to travel to specific centers to acquire knowledge. In the present times, educational materials are available at students' fingertips in massive open online courses (MOOCs), podcasts, online degree programs, and online learning through Ed-Tech platforms. There has been a tectonic shift in how classes are delivered using Information and Communication Technology (ICT). Indian education has seen rapid changes due to the growth of emerging Ed-tech platforms. When the pandemic-induced lockdown had restricted students' and teachers' movement, alternative methods to physical classes were the need of the hour. During the pandemic, digital learning and Ed-tech platforms saw a phenomenal rise and became an important and the only medium of learning (CNBC, 2021).

The article discusses how Ed-techs have changed the educational landscape and their impact on student lives, particularly in rural areas.

The existing Digital Divide in Education

There is an increase in the number of Ed-tech platforms that have entered the Indian market, in recent years, and this had brought about significant changes in the learning process. These Ed-Tech platforms encourage students to explore topics at an individual level and, at the same time, grasp the content of the study in a much better way. Online learning is much less expensive when compared to the standard physical model of classrooms its infrastructural requirements. As online classes are conducted in relatively smaller numbers, chances are higher for the students to receive individual-level attention and feedback on their assignments/projects.

While these platforms have offered innovative learning opportunities, they rely hugely on internet connections, smartphones, and computers/laptops. Therefore, these platforms have a higher adoption in urban areas than rural ones. Rural institutes and students in rural households find it challenging to change their learning process due to inadequate infrastructure, including electricity and internet connectivity, lack of functional training for the teachers, gap in digital literacy, non-usage of regional languages, and non-affordability of expensive gadgets (Jain, 2020). The students in rural areas depend on their family members' mobile phones to access the online materials. They also use data packages for viewing the content, which



gives a tough time for the students. In Indian houses, access to mobile phones and internet connectivity also depends on gender. Adolescent girls have lesser chances of having access to these devices as it is feared that they might fight against the patriarchal norms existing in society. According to UNICEF's 2020 Remote Learning Reachability report, only 24 percent of Indian households had internet connections to access e-education. Digital literacy and the digital divide have been a concern for our country for a long time.

Making Ed-tech platforms available in every nook and corner of the country

On the brighter side, an increased number of Ed-tech platforms are consciously trying to bridge the gap between the human and the computer language. A few new-age Ed-tech media have started utilizing WhatsApp and Telegram to reach out to students in rural areas. WhatsApp enjoys a large customer base and consumes minimal data. Familiarity with the platform plays a crucial factor in being adopted by ordinary people (CNBC, 2021). Therefore, students, as well as teachers, find it easier to access whatsapp when compared to other ed-tech platforms. For example, during the pandemic, ConveGenius, a Noida-based ed-tech startup went from tablet-based learning to WhatsApp chatbot-assisted learning. It increased its customer base from half a million to 10 million students in just seven months. Startups like ConveGenius and many others are trying to make a difference by providing a set of adaptive and personalized learning solutions for students that can be accessed anytime, anywhere- either offline or online, at home or school, be it in rural or urban areas. Some platforms customize the learning content based on the students' needs using Artificial Intelligence (AI), which helps the students adjust the speed and enhance their learning experience.

Government of India has introduced programs through SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), DIKSHA, E-Pathshala, etc., to ensure accessibility to online learning opportunities (Desk, 2022). These government initiatives are also incentives for the Ed-Tech platforms to make education accessible to everyone equally. The government and other policymakers need to ensure that there are partnerships between public and private sectors; and government needs to build the necessary infrastructure for these Ed-tech platforms to flourish in the rural areas. Moreover, vernacular languages should be included in these platforms so as to increase the number of users accessing the learning resources.

If Ed-techs are to revolutionize the learning landscape of our country- government, Ed-tech platforms, and educational institutions have to join hands. Only such a convergence will ensure students, teachers, and parents to access Ed-tech platforms and make use of the media equally and uniformly, thereby contributing to a much effective model of learning.

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ICT and Quality Education

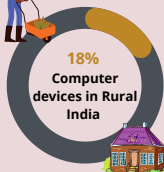
Keerthana P Girijan

Research Associate, Centre for Social Sensitivity and Action (CSSA), Goa Institute of Management (GIM)

ICT and Quality Education

Across India, we see improved internet penetration in the schools between 2016 (27.31%) to 2019(32.66%).

(Source: Statista)

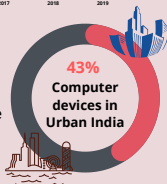


In India in the year 2020-21,

Overall, 22% of computer devices (desktops or laptops) are available in schools.

Rural regions have a significantly lower share with **only 18%** having desktops or laptops while in Urban areas it is **43%**.

(Source: UDISE report)



EMERGING ICTs USED IN CLASSROOMS



Virtual Learning Environment
Eg: Moodle and Blackboard



Mobile applications
Eg: Edx, Khan Academy, Google classrooms etc



Game based learning
Eg: Assessing with Kahoot



Massive Open Online Courses (MOOCs)
Eg: Coursera, SWAYAM etc



BENEFITS OF USING ICTs IN TEACHING AND LEARNING

- Enhancing learning in classroom
- Improving school management and related tasks
- Improving accountability, efficiency and effectiveness in school activities
- Introducing usage of Power Point presentations and internet

Source: <https://ieeexplore.ieee.org/document/8900666>

CHALLENGES IN USING ICTs FOR TEACHING AND LEARNING

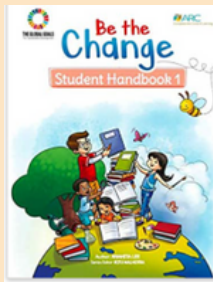
- Limited accessibility and network connection
- Schools with limited ICT facilities
- Lack of effective training
- Limited time
- Lack of teachers' competency
- E safety challenges
- Challenge of language and content

Source: <https://ieeexplore.ieee.org/document/8900666>



Food for Thought

"Reading is to the mind what exercise is to the body."
-Joseph Addison



Reading is an essential quality that everyone needs to develop. Apart from the knowledge we gain, books help in the holistic development of our personality. It becomes even more interesting if its an activity-based read.

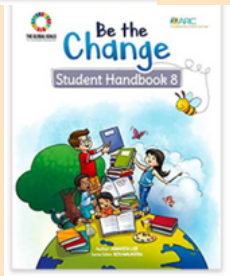
CSSA book lovers have found this excellent educational children's book on Sustainable Development Goals (SDGs) for classes 1 to 8.

We recommend this workbook which is a series of integrated worksheets for Grade 1 to 8; this is to educate, engage and inspire young people to support the UN Sustainable Development Goals(SDGs).

Author of the book : Anahita Lee
Series Editor : Ritu Malhotra
Publisher: ARCCedutech

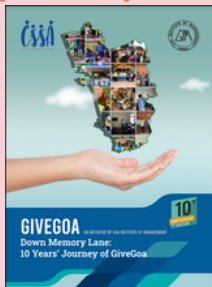
Let us help nurture socially responsible children by gifting them a book.

Click on the link to know more :
<https://arccedutech.com/>



GiveGoa

Down Memory Lane: 10 years' Journey of GiveGoa



In January 2021, CSSA launched **Down Memory Lane: 10 years' Journey of GiveGoa**, to commemorate the 10 year anniversary of GiveGoa.

It is a compendium that encompasses the achievements by Students, Faculty Members, stakeholders and all their accomplishments. The GiveGoa journey started in 2011, when GIM felt the need to address societal issues by crafting a course which will help in developing next generation of managers, who are ethical and socially responsible.

The purpose of GiveGoa is to promote social responsibility among the students of GIM through services to the underprivileged communities and by contributing towards making society more inclusive. These service-oriented courses are important for the students to become more sensitized to the society and also to learn more about Sustainable Development Goals (SDGs).

To know more, click on the link below:

<https://drive.google.com/file/d/1l8ex9dmp1AH7auNG9Ong4qf12kcSyR6x/view?usp=sharing>



PRME Global Leader experience

Let's get to know the student learning experience as the PRME Regional leader for Central and South Asia



Yash Shukla

Student,
GIM

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007. As a platform to raise the profile of sustainability in schools around the world, PRME equips today's business students with the understanding and ability to deliver change tomorrow.

PRME Global Students (PGS) is a global platform for beneficial and creative cooperation, collective reflection, and enjoyable exchanges in responsible management education and sustainable development across and beyond student groups.

On-campus, student initiatives are potent change agents, and each movement makes a statement about the future we want to see. With each deliberate action, our voices get louder, and we progressively move into the spotlight both within and outside of our institutions. We can't, however, accomplish it all by ourselves. We're not the only ones who think this way. As a result, PGS contributes to developing a worldwide network of changemakers.

As the Regional leader for Central and South Asia, I got the opportunity to meet with a wide range of students and student-run organizations devoted to quality education and sustainability goals. We were able to link students from all over the world through the PGS Newsletter initiative, providing them with appropriate channels of communication through which they could promote their actions, activities, and sustainability projects to a worldwide audience.



Students' Speak

"Education is the key to opportunity in our society, and the equality of educational opportunity must be the birthright of every citizen."

Lyndon Baines Johnson, Former President of USA

These remarkable words by President Johnson effectively embody what we, as a team, truly believe in and strive to live by. Through this issue of SDG Samvaad, we wish to communicate to our readers the indispensable need to achieve the ten golden targets of SDG 4 and how it will enable all of us to access the opportunity that are currently available only to a few.



MEET THE TEAM

Disclaimer: All views expressed in this issue are solely of the authors and do not necessarily represent the opinion of CSSA.

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Design and Layout:
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Published by
CSSA, GIM

PGP-2



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- Dr. Anup Kumar Maurya
- Dr. Prakash Singh
- Ms. Kay Karen Gomes
- Ms. Keerthana Girijan

