Sustainable Development Goal in HIGHER EDUCATION

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Abstract

"Education is a right, not a privilege; it is an opportunity, not an entitlement", said Arne Duncan.
Now a days higher education has just come down to collecting degrees, keeping it and showing to others irrespective of the fact that, ,once you attain any degree in higher education you should have knowledge of the practicalities associated to that course and should be able to incorporate the essential requisites pertaining to that degree.

The earlier system of education was more focused on learning and giving results. Marks obtained by the students used to form the basis of judgment criteria. But the new education policy aims at all round development of the student. The change has to be done in the existing education system in order to make education reach up to all, ranging from urban to rural areas. It will be towards meeting sustainability for fulfilling goal 4-quality education. It emphasizes setting up a gender inclusion fund, Special Education Zones for disadvantaged regions. The Centre and the states will work together to increase the public investment in the Education Sector to reach 6% of GDP at the earliest.

Literature Review

Development and growth are often mistaken to be synonymous. In reality, they stands poles apart. The growth can mean an increase of something, while the development is meant to be the progress. How do we then join the lines of growth and development together? To various people dismay it appears difficult to weave the country's diverse heritage. But it becomes more interesting to know that we Indians are fortunate to touch every brink of the nation, to be flourished. New is the faith in innovation, new is the chain of inventions.

In this research paper I have shortly analyzed and linked sustainable development goal of Quality Education with the higher education. The main sustainable development goal in regards to Higher Education in SDGs is Quality Education which needs attention due to following reasons.
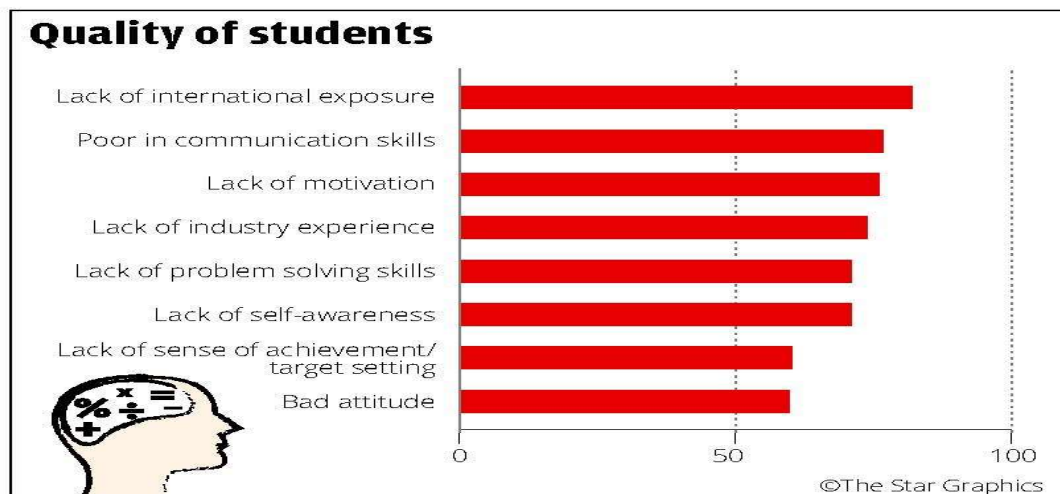
Linkage of Skill Education with Quality Education

The major initiative which all the HEs have to take to integrate skills with knowledge and values. The NEP has observed that the admission criterion for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from mainstream or academic education. This has led to lack of vertical mobility for students from the vocational education stream.

In an estimate 90% of employment in India is in the informal sector with employees working in relatively low productivity jobs. Hence this calls for the **need of proper training** for increasing the productivity of untrained workforce. The person who is not certified is usually not considered skilled by the industry.

Hence open and distance learning mode institutions can play an important role by providing flexible and cost effective vocational education to the work force. The flexibility in the study model offered by ODL provides an opportunity for the existing workforce and fresh aspirants to skill/up skill/re-skill and certify then without having to quit their jobs. Distance education therefore becomes a significant delivery model for impairing vocational education. Initiatives may be taken to integrate prior learning recognition process in the vocational education network.

All the higher education institutes need to focus on the fact that it's not the marks that will matter, the actual thing that matters is knowledge and values.

SDGs in HE institutes

For decades, development agencies have encouraged low and middle-income countries to focus their education spending on primary schools and basic vocational skills. They have considered that universities provide lower rates of return on public investment and benefit elites at the expense of the poor.

However, higher education won't have a real impact on countries' development unless **three key things** take place.

First, universities have to function together as part of a coherent system in the public interest.

Second, access to higher education must be equitable and allow admission for talented students from disadvantaged backgrounds.

Third, teaching, research and community engagement must address key local and national development needs.

Two major global trends in higher education are challenging these assumptions: commercialization and "unbundling" – the gradual breaking up of the traditional campus university.

It is important to acknowledge that contemporary higher education in various global contexts does not appear to draw on the SDGs explicitly. Instead, the papers indicate that higher education has been performing its three core functions of education, research and engagement long before the global community agreed on the SDGs and, while government documents may refer to SDGs as benchmarks, the global goals do not in all cases explicitly drive higher education policy and practice

Relationship of SDG with Higher Education

The SDGs provide an ethos for higher education to reinvent itself and to rethink teaching, research, and community engagement. To promote a high quality, diverse yet integrated curriculum with programs that are professionally strong, academically rigorous, morally sound and relevant to society. To build educational institutions that 'speak', that breed and demonstrate innovations and knowledge for the challenges faced by society and adequately prepare the population to cope with challenges brought on by globalization. Institutions that will empower students to become ethical, critical, and reflective citizens with the ability to evaluate situations and make informed decisions.

The SDGs will also facilitate a better, more focused view of sustainability. That is, sustainability as not just about environmental conservation but as more holistically in terms of environment, economic and social development.

Steps to Integrate SDGs in Higher Education

1. **Map what you are already doing.**
2. **Build Capacity and Ownership of SDGs**
3. **Identify priorities, opportunities and gaps**
4. **Integrate, Implement and embed the SDGs**
5. **Monitor, Evaluate and Communicate**
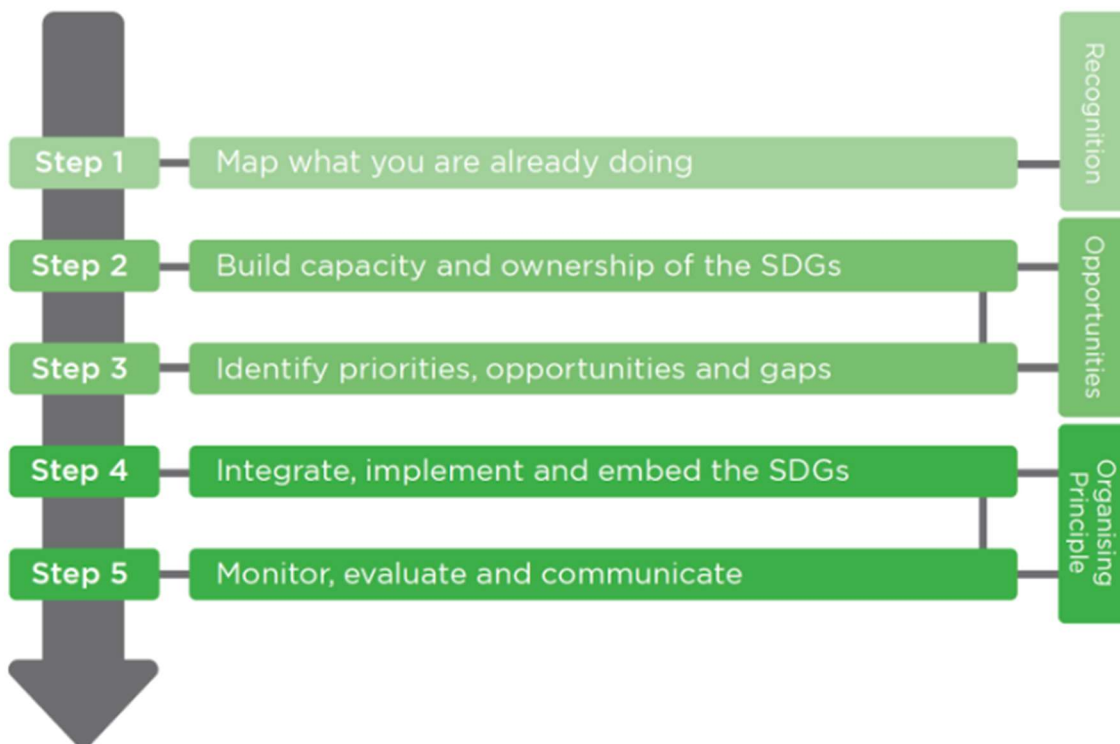
Conclusion

The studies analyzed in this systematic review have showed the importance of the HEIs implementing the 2030 Agenda, addressing experiences of incorporating the SDGs in the context of these educational institutions. This theme has gained more attention in the research agendas, how universities are arenas for the formation of knowledge and practical application of guidelines for sustainable development. Quality Education is considered a driver for the achievements of all 17 SDGs.

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