



OFFICE OF THE REGISTRAR :: DIBRUGARH UNIVERSITY :: DIBRUGARH

Ref. No. DU/DR-A/8-1/23/196

Date: 21.03.2023

NOTIFICATION

As recommended by the 153rd Meeting of the Post Graduate Board, Dibrugarh University held on 15.02.2023, the 126th Meeting of the Academic Council, Dibrugarh University held on 22.02.2023 vide Resolution No. 10 has approved the following Syllabus of Generic Elective (GE) Course offered by the Department of Education, Dibrugarh University in Post Graduate Programme (2nd Semester) be approved with effect from the academic session 2022-2023.

“EDN 20502: Education for Sustainable Development”

Issued with due approval.

P. J. Deka
21/03/2023
Deputy Registrar (Academic) i/c
Dibrugarh University.

Copy to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University for favour of information.
2. The Deans, Dibrugarh University, for favour of information.
3. The Registrar i/c, Dibrugarh University for favour of information.
4. The Head, Department of Education, Dibrugarh University, for information and needful please.
5. The Controller of Examinations, Dibrugarh University for information and needful.
6. The Academic Officer, Dibrugarh University, for information.
7. File.

P. J. Deka
21/03/2023
Deputy Registrar (Academic) i/c
Dibrugarh University
P. J. Deka

Dibrugarh University, India
Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester II

Course Code : EDN 20502
Title of the Course : Education for Sustainable Development (ESD)
Course Teacher : Dr. Amar Upadhyaya (amareducation@dibru.ac.in)
Nature of the course : Generic Elective
Total Credit Assigned : 4 Credits
Distribution of Credit : Lecture: 30 Practical: 30 Tutorial: 4
Distribution of Marks : End-Semester: 60 In-Semester: 40
Course Objectives : Learners will be able to

- define the concept of sustainable development
- discuss the nature, scope and need of sustainable development
- examine the historical and policy perspectives of sustainable development
- explain the 17 SDGs and their specific learning objectives.
- understand the role of education in attaining SDGs.
- develop and execute strategies to attain a specific SDG in community setting.
- develop the skill of executing the issues of SD, SDG and ESD among the larger audience.
- popularize the concept of SD, SDG and ESD among the community members.

Unit	Learning Contents	Class	T	M
I	Introduction to Sustainable Development: <ul style="list-style-type: none"> • Concept, nature and scope, 5 Ps, axioms of Sustainable Development • Need and importance of Sustainable Development • Historical & Policy perspectives of Sustainable Development • Sustainable development: World & Indian Perspective 	5	1	5
II	17 SDGs: <ul style="list-style-type: none"> • Introduction to 17 SDGs • Challenges & Strategies of attaining SDGs in developed & developing nations • SDG Index: Concept, Application and present status. • Special focus on SDG 4: Quality Education and lifelong learning • Focus of NEP 2020 on SDG 	8	1	10
III	Education for Sustainable Development: <ul style="list-style-type: none"> • Cross cutting key competencies for achieving all SDGs. • Specific Learning objectives for different SDGs • Berlin Declaration 2021 on ESD • Education as a Key instrument to achieve SDGs • Integrating ESD in curriculum & Textbook • Integrating ESD in Teacher education • Delivering ESD in Classroom and other learning setting • Innovative Pedagogy to impart ESD: Multidisciplinary, interdisciplinary and Participatory approach • Assessment of ESD learning outcome 	17	2	15
Total		30	4	30

Mode of Imparting the Knowledge & Skill

- **Theory Classes:** (This comprises lectures, discussions, presentations, demonstrations within the classroom): **30 classes**
- **Practice classes:** (This includes mostly *Experiential Learning* like Visit sites, interaction with Community members & Social Workers, Interaction with Institutions, Interaction with Policy makers & Government officials, Interaction with Researchers and academicians, popularising the concept of ESD among school teachers and students, Participating in conferences on ESD etc.): **30 hours**

Assessment Plan

In Semester Assessment: (40 Marks)

- Two Sessional Examinations: (20 Marks).

Any two activities from the given below: (20 Marks)

- Designing pamphlet, pictures, poster, slogan, song, dialogue, etc on the concept of SD, SDG & ESD.
- Perform a street drama on the issue of SD, SDG & ESD
- Participate in a Radio talk on the issue of SD, SDG & ESD
- Writing and publishing short stories on the issues of SD, SDG & ESD
- Writing and publishing articles in News paper & Journals on SD, SDG & ESD
- Preparing e- resources on the concept of SD, SDG & ESD
- Preparing a Photo album on the issues on SD, SDG & ESD
- Conducting field based survey to identify the various aspects of SD in local areas.
- Conducting Action Research on different issues of SD, SDG & ESD

End Semester Assessment: (Marks 60)

- Theory Examination: (30 Marks)

Project paper: 30 Marks: (20 marks will be awarded for execution of the strategy and 10 marks will be awarded for project report)

- Develop & execute a strategy and Prepare a report on at-least one SDG to understand it by the students of Schools, students of Higher Education Institutions, member of local community, member of global community, policy experts etc. The suggestive Strategies may be Plan and run a quality education campaign, Conduct a case study on enrolment and access in education, Writing history of own village, Develop community garden, Planning to manage HIV, Develop enquiry based projects, Develop partnership between universities and schools, Empowering poor people, Health & hygiene campaign, Swachhata Campaign etc.

Expected Learning Outcomes: After completion of the course the learners

- Will understand the concepts of SD, SDGs & ESD
- Will be skilled in implementing strategies for SD, SDGs & ESD in community.
- Will critically analyse the role of education in attaining SDGs in Indian context.
- Will be able to popularize the concept of SD, SDGs & ESD in community.

References:

1. Breßler, Julia; Kappler, Susann (2017). *A Systematic Review of Education for Sustainable Development*, Chemnitz Economic Papers, No. 007, Chemnitz University of Technology, Faculty of Economics and Business Administration, Chemnitz.
2. J. O’Flaherty & M. Liddy (2018). *The impact of development education and education for sustainable development interventions: a synthesis of the research*. *Environmental Education Research*, 24:7, 1031-1049, DOI: 10.1080/13504622.2017.1392484.
3. Laurie. R, Tarumi. Y, Mckeown. R Hopkins, C. (2016). *Contributions of Education for Sustainable Development (ESD) to Quality Education: A Synthesis of Research*. *Journal of Education for Sustainable Development* 10:2, 226–242.
4. Leicht, Heiss & Byun (2018). *Issues and trends in Education for Sustainable Development* (Edt) UNESCO publication.
5. Upadhyaya, A & Baruah P. (2021). “Sustainable Development Goals reflected in Social Science Curriculum & Textbooks of SEBA: An Anaysis”, unpublished M.Ed. dissertation submitted at Department of Education, Dibrugarh University.
6. Upadhyaya, A & Goswami, B. (2022). “Construction and Standardization of Sustainable Development Awareness Scale”, unpublished M.Ed. dissertation submitted at Department of Education, Dibrugarh University.
7. Reunamo, J. & Pipere, A. (2011). *Doing research on education for sustainable development*. *International Journal of Sustainability in Higher Education*. 12 (2), pp. 110-124 DOI 10.1108/14676371111118183.
8. UNESCO (2017). *Education for Sustainable Development Goals, Learning Objectives*.
9. UNESCO Policy papers.