

## Master of Education (M.Ed.)

**Title of course: S.Sd.2(t): Policy and Practices in Education for Sustainable Development**  
**(Semester: I, II, III & IV)**

**Credit: 4**  
**MM: 100 (External:70 Internal: 30)**  
**Contact Week 15**

### Introduction of the Course

Policies and Practices in education for sustainable development are vital for establishing a culture of sustainability, enabling people and communities to contribute to a more sustainable future, and promoting a culture of sustainability throughout the world. This course is intended to provide light on the meaning, nature, and relevance of Policy and Practices in Education and Sustainable Development while also highlighting their significance. To incorporate ideas and practices of sustainability into the teaching and learning process across a wide range of educational disciplines and levels is the goal of this initiative.

### Learning Outcomes

After studying this course, learners will be able:

- To clarify the meaning and significance of Policy and Practices in Education and Sustainable Development.
- To gain an understanding of national and international policy frameworks related to Education and Sustainable Development.
- To analyse the impact of policies on promoting sustainability in education systems, institutions, communities, and global contexts.
- To explore strategies for integrating ESD principles and practices into educational curricula.
- To learn about the role of community engagement, partnerships, and collaboration in promoting ESD.

**Number of Unit: 4**

**Weeks 15 = 60 hours**

### Unit 1: Sustainable Development Goals and Education Policy (4 weeks = 16 hours)

- Understanding the Interface between Sustainable Development and Education.
- NEP 2020 Recommendations on Sustainable Development through Education.
- Role of education policy in advancing sustainable development goals.

### Unit 2: Policy Frameworks and Institutional Arrangements (4 weeks = 16 hours)

- National policies and strategies for integrating ESD into formal and non-formal education systems.
- Institutional mechanisms for coordinating ESD initiatives: Ministry of Education, environmental agencies, and civil society organizations.
- Funding mechanisms and resource allocation for ESD implementation

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### Unit 3: Leadership and Governance in ESD

(3 weeks = 12 hours)

- Role of leaders in promoting ESD: Vision setting, strategic planning, and resource mobilization.
- Creating a culture of sustainability within Institutions: Policies, practices, and symbolic actions.
- Monitoring and evaluation of ESD implementation

### Unit 4: Emerging Trends of ESD Initiatives

(4 weeks = 16 hours)

- Networking and knowledge sharing: Communities of practice, online platforms, and professional learning networks.
- Advocacy and policy dialogue for mainstreaming ESD: Engaging policymakers, media, and the public.
- Future directions and challenges for ESD: Innovations, trends, and opportunities for transformative change.

### Practicum/ Suggested Projects / Assignments (Any Two)

1. Analyse and evaluate existing ESD policies at the local, national, or international level.
2. Design and implement a policy advocacy campaign focused on a specific ESD issue.
3. Read and Summarise ESD Report 2023
4. Design and conduct a small project on emerging ESD topics or policy challenges: investigate policy trends, analyse policy impacts, conduct literature reviews, gather stakeholder perspectives, and produce policy briefs or reports for decision-makers.
5. Develop an innovative policy proposal, pilot projects, or social enterprises that contribute to sustainable education and policy innovation.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Anastasia Nikolopoulou (2009) Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing World. <https://www.amazon.in/Education-Sustainable-Development-Challenges-Globalizing/dp/8132102932>
- Tamara Savelyeva and Gao Fang (2023) Sustainable Tertiary Education in Asia: Policies, Practices, and Developments. <https://www.amazon.in/Sustainable-Tertiary-Education-Asia-Developments/dp/9811952981>
- Dr. J. G. Vazhan Arasu, Dr. Rupali Ahluwalia & Dr. Nidhi Khurana, (2023) Implementation of Sustainable Development Goals in Higher Education: Evidences of Practices and Collaboration <https://www.amazon.in/Implementation-Sustainable-Development-Higher-Education/dp/8119757904>

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- Karen L. Sanzo (2014) From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development
- Venkatesh Dutta and Priyanka Ghosh (2024) Sustainability: Science, Policy, and Practice in India: Challenges and Opportunities (Sustainable Development Goals Series)
- Dr. Prathap Chandra Rajmouly (2021) Education in India: Policy and Practice <https://www.flipkart.com/education-india-policy-practice/p/itm04280c6633523>
- Anastasia Nikolopoulou, Taisha Abraham & Farid Mirbagheri (2010) Education for Sustainable Development: Challenges, Strategies, and Practices in a Globalizing World
- UNESCO (2019a). Education for Sustainable Development: Partners in Action – Global Action Programme (GAP) Key Partners’ Report (2015-2018). UNESCO.
- UNESCO (2019b). What is Education for Sustainable Development? UNESCO.

#### Teaching Learning Resources (Digital and others):

- <https://www.eolss.net/sample-chapters/c11/e6-61-05-01.pdf>
- [https://www.iau-hesd.net/sites/default/files/documents/unesco\\_esd2030\\_framework.pdf](https://www.iau-hesd.net/sites/default/files/documents/unesco_esd2030_framework.pdf)

#### Teaching Learning Process

The students will work together on creative projects, share their experiences in class discussions and debates, and obtain a better knowledge of the topic via collaborative and experiential learning activities geared to increase their reading comprehension. These activities will take place on this course. There is an emphasis placed on learning and introspection.

#### Assessment Method

During this formative assessment, the active participation of the students will be taken into consideration. There are going to be tasks that need to be completed by both individuals and groups. The foundation for the summative evaluation will be a test that is administered at the conclusion of each semester.

**Keywords:** Policies and practices, Sustainable Development, Sustainability and SDGs



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