AN EXTRAMURAL SEMINAR

ON

EDUCATION FOR SOCIAL INCLUSION AND SUSTAINABLE DEVELOPMENT

PRESENTED BY:

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PATTAMUNDAI, KENDRAPARA

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DEPARTMENT OF EDUCATION

PATTAMUNDAI COLLEGE,

PATTAMUNDAI

REPORT

An extramural seminar was organized by Department of Education, Pattamundai college, Pattamundai on dated   15 /02/ 2020 on the topic "**Education For Social Inclusion And Sustainable Development**". The resource person of the seminar was Dr. Prabhabati Padhihari, Principal, Pattamundai Women's Degree College Pattamundai, Kendrapara.. Prof. A L N Dash, Principal of the college chaired the session. Dr. Rajalaxmi Mohanty, Head of Department introduced and welcomed the guest on the dias and participants. She also gave the key note talk on the topic. Then papers were presented by the students on the similar themes. Paper on Present Status of Indian Higher Education and Social inclusion and exclusion was presented by Sarojini Rout , student of 6th semester. Paper on Sustainable Development and Practices in Higher Education was presented by Bandita Dash , student of 6th semester. Then Dr. Padhihari delivered his paper with a detailed explanation on the genesis, structure, characteristics, issues and challenges of social inclusion and sustainable development.. It was followed by an interaction session with resource person, faculties of the department and students. The meeting was ended with a vote of thanks to the resource person by Ms. Nibedita Nayak, Lecturer in Education.

Rajalaxmi Mohanty.

Education for Social Inclusion and Sustainable Development

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." (Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, UNESCO,1974).

India stands at 135th on the Human Development Index (HDI) out of 187 countries (Human Development Reports, 2014). At 135, India's position is the same as it was in 2010 and 2012. However, it has been doing well in increasing its purchasing power parity (PPP) claiming 4th rank in the world, next only to the USA, China and Japan (World Bank, 2011). India has the second largest education system in the world, with 200 million children aged between 6 and 14, around 25 million of whom are out of school (World Bank, 2004). India's 1.3 billion people speak 18 different languages (GOI, 2002), and 844 dialects (Singal, 2005). The diversity is also reflected in disparities of educational achievement. For example, in Kerala, the literacy rate recorded in the 2001 census was 90.92% while in Bihar it was 47.53% (GOI, 2002). As a result, the overall average literacy rate for India was 65.38%. The above figure reflects the complexity of context (Govinda and Biswal, 2006). A study by Hulme, Moore and Shepherd (2001) reports that almost one-third of the world's chronically poor live in India and they remain disadvantaged not only economically but also in terms of education and health. In this seminar we will examine how educational and social exclusion affects children and young people in India, the challenges facing inclusive education there and the societal response to overcoming those challenges.

A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. A socially inclusive society is a society where all people are recognized and accepted and have a sense of belonging. Social inclusion is seen to be defined in relation to social exclusion. Some analysts have argued that both inclusion and

exclusion are inseparable side of the same coin. Social exclusion is the process of being shut out from the social, economic, political and cultural systems which contribute to the integration of a person into the community (Cappo,2002). Social inclusion, community inclusion, social connectedness, normalization, social integration, social citizenship - all these are terms that relate to the importance of the links between the individual members of our society and the role of each person as a member of this group.

The concept of social inclusion emerged in response to the crisis of the welfare state in Europe, which had an increasing impact on the analysis of social disadvantages in Europe over the last couple of decades. When the concept was first employed in France in the 1970s, it took into account people unable to adjust to mainstream society and later other European countries adopted it with their own interpretation. The concept gained widespread applicability after the First World Summit on Social Development in Copenhagen in 1995 as a result of which, it was embraced into the development discourse and development agencies. Likewise, inclusion was also incorporated in the official policy discourse of Albania in 2008, after which, the issue has gained considerable currency. However, Albania's meet with the concept should also be understood in the broader context of policy discourse that surrounds official development agencies, and its considerable leverage in the development policy of Albania. As is seen social inclusion is contestable term, and thus its relevance to Albania in its european context is open to a lot of questions. Furthermore, given the diversities in Albania, with its own social, cultural, historical realities, the concept needs more deliberation and needs to reflect the realities of Albania, going beyond popular discourse and emotive appeal for a segment of the population. Greater prosperity with sustainable development, will lift people out of poverty. Social development will enable the participation of all in society. Each child will live a better life. All people of working age will have the opportunity to work and those who can not work, will have enough income for a dignified life. No one will be excluded or not will be left behind. Education, training, and employment represent central dimensions of social exclusion. These are interlinked, as limited access to educational and training services affects employability. Unemployment does not relate only to poor living conditions and inability to afford material goods, services and housing, but in itself it inhibits people's ability to fully participate in society, build social networks and

realize their potential. Beyond individual benefits, vocational learning is commonly viewed as having two purposes: increasing economic competitiveness and increasing social inclusion and cohesion. An inclusive education system benefits all learners without any discrimination towards any individual or group. Inclusive education can promote successful learning. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning - centered methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all.

Education is a comprehensive process and imparting of instruction is one of the sub-processes of achieving the goals and objectives of Education. Education for sustainable development implies a quality of change in educational thanking and practice. Education is a unique investment in the present and future. It develops manpower for different levels of the economy. It is also the substrate on which research and development flourish. Education for sustainable development is not new. It has roots in environmental education, which has evolved since the 1960s and in development education which first emerged in the 1970s and also links with a number of belated approaches to education which stress relevance to personal, social, economic and environmental change. In the past decade these approaches have increasingly found commonality under the label of 'education for sustainable development' and there is a strong thinking consensus about the meaning and implications of this approach for education as a whole.

KEY CONCEPTS OF SUSTAINABLE DEVELOPMENT:

I.   Needs and rights of future generations.

II.   Quality of life, equity and justice.

III.   Inter dependence- of society, economy and the natural environment, from local to global.

IV.   Citizenship and stewardship-rights and responsibilities, participation and cooperation.

V.   Diversity – cultural, social, economic and biological.

VI.   Sustainable change – development and carrying capacity. So, Education for sustainable development is very often a matter of extending, rather than replacing current thinking and practice.

THE SCOPE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT Education for sustainable development has four major thrusts.

1. Promotion and Improvement of basic education.
2. Reorienting existing education at all level to address sustainable development.
3. Development public awareness and understanding of sustainability.
4. Training and skills development for the world of work.

In this way sustainable development depends upon the provision of specialized training programmes to ensure that all sectors of society have the skills necessary to perform their work in a sustainable manner. All sectors of the workforce can contribute to local, regional and national sustainability. Business and industry are thus key sites for ongoing vocational and professional training so that all sectors of the workforce have the knowledge and skills necessary to make decisions and perform their work in a sustainable manner.

KEY THEMES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for sustainable development shares many common themes with education for all and the United Nations literacy decade. These themes include:

- Overcoming poverty
- Gender Equality
- Health promotion
- Environmental conservation and protection
- Rural Transformation: Education for Rural people
- Human Rights
- Intercultural Understanding and peace
- Cultural Diversity
- Information and Communication Technologies (ICTs)

Education for sustainable development can motivate teachers and pupils resulting in effective teaching and learning which meets many established educational goals. All pupils need to be equipped with the knowledge, values and skills in the area of

citizenship and sustainable development that will allow them to participate as full members of society and work towards solutions to sustainable development problems and issues.

References

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Prabhabati Padhiari

Department of Education Pattamundai College, Pattamundai

Signature sheet of teachers

	Teachers Name	Signature
1	Dr. Rajalaxmi mohanty	Rajalaxmi
2	MS. Nivedita Nayak	N. Nayak.
3	Ms. Neerupama suresh	Nsuresh.
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Department Of education Pattamundai College , Pattamundai
Signature Sheet Of Students

	Student Name	Class
1	Chidananda Mohanty	+3 3rd year (hons)
2	Sarojini Rout	+3 3rd year (Hons.)
3	Rupaei Patra	+3 3nd yn. Arts.
4	Gopal Barik.	+3 3nd Year.
5	Jyotimayee Mallick	+3 3rd Ya.
6	Bandita Das	+3 3rd year
7	Sachin Das	+3 3rd Year
8	Aisha Rout	+3 3rd yn.
9	Archana Sahoo	+3 Third Year
10	Tanjzaseni Mallik.	+3 3rd Year (Hons.)
11	Sucharita Malik.	+3 3rd yn.
12	Gitika Subhedarshini Lenka	+3 red year Arts.
13	Mitali Swain	+3 3rd Year
14	Ankita Sahoo	+3 3rd year
15	Tulasi Sethi	+3 2nd Ya.
16	Susmita Tarai	+3 2nd Yn.
17	Anjana Barik	+3 First yr.
18	Smrutirekha Nayak.	+3 1st year.
19	Laya Malik	+3 1st Year.
20	Sradhanjali Samal	+3 1st Year.
21	Sruti Swain	+3 First yn.
22	Truptimayee Parida	+3 Ist year Arts.
23	Rituprani Nayak	+3 2nd Year
24	Mrunmayee Malik	+3 Third yn. (hons.)
25	Ipsarani Panda	+3 3rd year Arts
26	Swagatika Rout	+3 3rd yn.
27	Sasmita Dash	+3 2nd Year
28	Lipsarani khuntia	+3 First year Arts.
29	Gitanjali Lenka	+3 1st yr. Arts.
30	Kabita Sahoo	+3 2nd Year
31	J.M. Jesmine Tripathy.	+3 first year.
32	Archana Dalai.	+3 First yn.
33	Upasana Samal	+3 2nd year

No.	Name	Course
34	Priyambada Das	+3 First year
35	Surekha Seteri	+3 First year.
36	Madhusmita Behera	+3 First year.
37	Archana Bal	+3 Ist yr. (H)
38	Swarnaprava Nath	+3 First year Arts (Hons.)
39	Anil Ku. Rana	+3 First year
40	Dipanjali Sethi	+3 First year.
41	Himansu Kumar Behera	+3 2nd year Arts.
42	Laxmipriya Mohanty	+3 2nd yr.
43	Diptimayee Sahoo	+3 Ist year.
44	Sworiana Prava Biswal	+3 2nd year (H)
45	Rojalin Jena	+3 2nd year Arts.
46	Banita Kap	+3 Third yr. (Hons.)
47	Upasana Banily	+3 Ist yr (H)
48	Srikant Behera	+3 First year Arts.
49	Jyotibhusan Biswal	+3 second year (H)
50	Pritisha Panda	+3 First year (H)
51	Rudrani Das	+3 second yr. (H)
52	Sarmistha Routray	+3 3rd ya. (Hons.)
53	Rupali Patra	+3 Third yr. (H)
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Teachers & students present in the seminar.

କଲେଜ ଶିକ୍ଷା ବିଭାଗରେ ଆଲୋଚନାଚକ୍ର

ପଟ୍ଟାମୁଣ୍ଡାଇ,୧୮୩(ଆପ୍): ପଟ୍ଟାମୁଣ୍ଡାଇର କଲେଜ ଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ସାମାଜିକ ଅର୍ଥଭୁକ୍ତିକରଣ ଓ ପୋଷଣୀୟ ବିକାଶ ଦିଗରେ ଶିକ୍ଷା ଶୀର୍ଷକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି। ବିଭାଗୀୟ ମୁଖ୍ୟ ଡ.ରାଜଲକ୍ଷ୍ମୀ ମହାନ୍ତିଙ୍କ ପୌରୋହିତ୍ୟରେ ଆୟୋଜିତ ଆଲୋଚନାଚକ୍ରରେ ପଟ୍ଟାମୁଣ୍ଡାଇ ଯୁକ୍ତ ୩ ମହିଳା କଲେଜ ଅଧ୍ୟକ୍ଷା ଡ. ପ୍ରଭାବତୀ ପଢିଆରୀ ମୁଖ୍ୟ ଆଲୋଚିକା ଭାବେ ଯୋଗଦେଇ ସାମାଜିକ ଜୀବନରେ ଶିକ୍ଷା ଅର୍ଥଭୁକ୍ତ ହୋଇ ପ୍ରତ୍ୟେକ କ୍ଷେତ୍ରରେ କରିଥିବା ପୋଷଣୀୟ ବିକାଶ ସଂପର୍କରେ ଆଲୋଚନା କରିଥିଲେ। ଅଧ୍ୟାପିକା ନିରୁପମା ସ୍ୱାଇଁ ସ୍ୱାଗତଭାଷଣ ଓ ଅତିଥିପରିଚୟ ପ୍ରଦାନ କରିଥିବାବେଳେ

ନିବେଦିତା ନାୟକ ଧନ୍ୟବାଦ ଦେଇଥିଲେ। ଯୁକ୍ତ ୩ ତୃତୀୟ ବର୍ଷର ଛାତ୍ର ଚିଦାନନ୍ଦ ମହାନ୍ତିଙ୍କ ସଂଯୋଜନାରେ ଆୟୋଜିତ ଆଲୋଚନାଚକ୍ରରେ ସରୋଜିନୀ ରାଉତ, ଯାଜ୍ଞସିନୀ ମଲ୍ଲିକ, ଲକ୍ଷ୍ମୀପ୍ରିୟା ମହାନ୍ତି, ସସ୍ମିତା ଦାସ,

ରୁଦ୍ରାଣୀ ଦାସ, ହିମାଂଶୁ ବେହେରା, ଓମ୍ ପ୍ରକାଶ ପଣ୍ଡା, ସୌମ୍ୟରଞ୍ଜନ ଗିରି ପ୍ରମୁଖ ଆଲୋଚନାରେ ଭାଗ ନେଇଥିଲେ। ଏହି ଆଲୋଚନାଚକ୍ରକୁ ଶିକ୍ଷା ବିଭାଗ ଛାତ୍ରଛାତ୍ରୀମାନେ ପରିଚାଳନା କରିଥିଲେ।

The Prameya ତା. ୧୯.୦୩.୨୦୨୦.

କଟ୍ରାପଡ଼

ପଙ୍ଗାମୁଣ୍ଡାଇ କଲେଜରେ ଆଲୋଚନାଚକ୍ର

ପଙ୍ଗାମୁଣ୍ଡାଇ, ୧୬୩(ନି.ପ୍ର.)- ପଙ୍ଗାମୁଣ୍ଡାଇ କଲେଜ ଶିକ୍ଷାବିଭାଗ ପକ୍ଷରୁ 'ସାମାଜିକ ଅନ୍ତର୍ଭୁକ୍ତିକରଣ ଓ ପୋଷଣୀୟ ବିକାଶ ଦିଗରେ ଶିକ୍ଷା' ଶୀର୍ଷକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ବିଭାଗ ମୁଖ୍ୟ ଡଃ ରାଜଲକ୍ଷ୍ମୀ ମହାନ୍ତିଙ୍କ ପୌରୋହିତ୍ୟରେ ଆୟୋଜିତ ଆଲୋଚନା ଚକ୍ରରେ ପଙ୍ଗାମୁଣ୍ଡାଇ +୩ ମହିଳା କଲେଜ ଅଧ୍ୟକ୍ଷ ଡଃ ପ୍ରଭାବତୀ ପଢ଼ିଆରୀ ଯୋଗ ଦେଇ ସାମାଜିକ ଜୀବନରେ ଶିକ୍ଷା ଅନ୍ତର୍ଭୁକ୍ତ ହୋଇ ପ୍ରତ୍ୟେକ କ୍ଷେତ୍ରରେ କରିଥିବା ପୋଷଣୀୟ ବିକାଶ ସମ୍ପର୍କରେ ଆଲୋଚନା କରିଥିଲେ । ଅଧ୍ୟାପିକା ନିରୁପମା ସ୍ୱାଇଁ ସ୍ୱାଗତ ଭାଷଣ ଓ ଅଧ୍ୟାପିକା ନିବେଦିତା ନାୟକ ଧନ୍ୟବାଦ ଦେଇଥିଲେ । ଛାତ୍ର ଚିଦାନନ୍ଦ ମହାନ୍ତିଙ୍କ ସଂଯୋଜନାରେ ଆୟୋଜିତ ସଭାରେ ସରୋଜିନୀ ରାଉତ, ଯାଜ୍ଞସିନୀ ମଲ୍ଲିକ, ଲକ୍ଷ୍ମୀପ୍ରିୟା ମହାନ୍ତି, ସସ୍ମିତା ଦାଶ, ରୁଦ୍ରାଣୀ ଦାସ, ହିମାଂଶୁ ବେହେରା, ଓମ୍ପ୍ରକାଶ ପଣ୍ଡା ପ୍ରମୁଖ ଯୋଗଦେଇଥିଲେ।