



**GOVT. HOLKAR (MODEL, AUTONOMOUS)
SCIENCE COLLEGE, INDORE**

**Crosscutting Issues &
Value Framework @
SDGs-2030 & NEP-2020**

**STANDARD
OPERATING
PROCEDURE
(SOP)**

Prepared by:

**INTERNAL QUALITY ASSURANCE CELL
(IQAC)**

Standard Operating Procedure (SOP) for Inculcating Crosscutting Issues & other Value Frameworks @ UN-SDGs-2030 & NEP-2020.

[Defining Terms:

#Crosscutting Issues: *Cross-cutting issues, also known as horizontal or transversal issues, are themes or topics that intersect and impact multiple sectors, disciplines, or dimensions of society. These issues are not limited to a single domain but have implications and relevance across various sectors, policies, and areas of concern. They often require a multidimensional and integrated approach for effective understanding, analysis, and resolution. Cross-cutting issues typically transcend traditional boundaries and have implications for different sectors such as education, health, environment, economy, gender, governance, and human rights. They are characterized by their interconnectedness and the need for collaboration and cooperation among diverse stakeholders to address them comprehensively.*

#Value frameworks: *A value framework refers to a set of principles, beliefs, and values that provide a guiding framework for decision-making, behavior, and judgment. It serves as a reference point or lens through which individuals, organizations, or societies evaluate and prioritize their actions, choices, and goals. A value framework helps establish a common understanding of what is considered important, desirable, and morally right in a particular context. A value framework typically reflects the core values and ethical principles that shape an individual's or group's perspectives, attitudes, and actions. It provides a moral compass for making ethical decisions and navigating complex situations. Value frameworks can vary across cultures, societies, organizations, and individuals, as they are influenced by diverse factors such as cultural norms, religious beliefs, philosophical perspectives, and personal experiences.*

#United Nations Sustainable Development Goals-2030 (SDGs-2030): *The United Nations Sustainable Development Goals (SDGs) for 2030 is a set of 17 interconnected goals adopted by the United Nations General Assembly in 2015. These goals provide a comprehensive framework to address global challenges and promote sustainable development in various areas. Here are the SDGs-2030. These goals encompass a wide range of economic, social, and environmental issues and serve as a global agenda for creating a more sustainable and equitable world by 2030.*

#National Education Policy-2020 (NEP-2020): *NEP-2020 refers to the National Education Policy 2020, a comprehensive framework for education development in India. It was approved by the Union Cabinet of India in July 2020 and replaces the previous National Policy on Education formulated in 1986. NEP-2020 aims to transform the education system in India and provide quality education to all citizens, focusing on inclusiveness, equity, and holistic development. NEP-2020 aims to transform the Indian education system to meet the needs of the 21st century and prepare students for future challenges. It focuses on holistic development, flexibility, and inclusiveness to ensure quality education for all.]*

All the Departments of the Institution are directed to follow the undermentioned SOPs regarding inculcating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the Curriculum and other value frameworks enshrined in United Nations Sustainable Development Goals-2030 and National Education Policy-2020 into the pedagogical innovations while preparing syllabi for curriculum.

Standard Operating Procedure (SOP) for inculcating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum and other value frameworks enshrined in Sustainable Development Goals and National Education Policy – 2020 into the pedagogical innovations as per Curriculum is as follows:

1. Review and Analysis:

- a. Conduct a comprehensive review of the existing curriculum, including learning objectives, subjects, and topics covered.
- b. Identify gaps and opportunities for integrating crosscutting issues related to professional ethics, gender, human values, environment and sustainability, and the Sustainable Development Goals (SDGs).
- c. Analyze the alignment of the current curriculum with the National Education Policy - 2020 and the value framework of the SDGs.

2. Define Learning Outcomes:

- a. Determine clear and measurable learning outcomes for each course or program that address cross-cutting issues.
- b. Align the learning outcomes with the principles and values enshrined in the National Education Policy - 2020 and the SDGs.
- c. Incorporate cognitive, affective, and behavioral domains to ensure holistic development of students.

3. Curriculum Development:

- a. Develop or adapt learning materials that incorporate crosscutting issues. Ensure the materials are accurate, relevant, inclusive, and culturally sensitive.
- b. Integrate case studies, real-world examples, and practical exercises that highlight professional ethics, gender dynamics, human values, and environmental sustainability.
- c. Design interdisciplinary projects or modules that allow students to explore and apply knowledge from multiple disciplines to address complex issues.

4. Pedagogical Innovations:

- a. Encourage student-centered and participatory teaching methods that promote critical thinking, problem-solving, and collaborative learning.

- b. Incorporate active learning strategies such as group discussions, debates, simulations, role-plays, and hands-on experiments.
- c. Utilize technology-enabled teaching tools and platforms to enhance engagement and accessibility.

5. Faculty Training and Support:

- a. Provide professional development opportunities for faculty members to enhance their knowledge and skills in integrating crosscutting issues.
- b. Conduct workshops, seminars, or training sessions on professional ethics, gender equality, human values, environmental sustainability, and pedagogical innovations.
- c. Offer mentoring and guidance to faculty members during the curriculum implementation phase.

6. Monitoring and Evaluation:

- a. Establish a system to monitor the implementation of crosscutting issues in the curriculum.
- b. Conduct periodic evaluations to assess the effectiveness of the integrated curriculum and pedagogical innovations.
- c. Gather feedback from students, faculty, and relevant stakeholders to identify areas for improvement and make necessary adjustments.

7. Collaboration and Partnerships:

- a. Collaborate with external organizations, NGOs, experts, and community stakeholders to enrich the curriculum with real-world experiences and perspectives.
- b. Establish partnerships for guest lectures, field visits, internships, and research projects to connect classroom learning with practical applications.

8. Resource Management:

- a. Allocate necessary resources, including time, budget, infrastructure, and technology, to support the integration of crosscutting issues in the curriculum.
- b. Identify and utilize open educational resources, online platforms, and digital libraries to enhance access to relevant materials.

9. Documentation and Reporting:

- a. Maintain records of curriculum modifications, pedagogical innovations, and faculty training activities.
- b. Prepare periodic reports to document progress, challenges, and outcomes of the integration of crosscutting issues.
- c. Share the best practices, lessons learned, and success stories with relevant stakeholders and the education community.

10. Continuous Improvement:

- a. Continuously review and update the curriculum based on feedback, changing societal needs, and emerging research in the field.
- b. Engage in ongoing reflection and assessment to ensure the curriculum remains responsive, inclusive, and aligned with the Sustainable Development Goals and the National Education Policy - 2020.

By following this Standard Operating Procedure, institutions can effectively integrate crosscutting issues into the curriculum and foster a values-based education that prepares students to become responsible global citizens and contribute to a sustainable World.

***Please find the SDGs Goals-2030 Tree “Kalp-Vriksha” specially designed by IQAC for our institution, on the back page which is rooted in Quality Education (SDG-4) & finally blossoms into “Vasudhaiva Kutumbakam” {Reduced Inequalities (SDG-10) and Peace, Justice & Strong Institutions (SDG-16)} ***

वसुधैव कुटुम्बकम्
[Vasudhaiva Kutumbakam]

FINISHING GOAL



STARTING GOAL

Our SDG-2030 Goals Tree

कल्पवृक्षः

