

MATA SUNDRI COLLEGE FOR WOMEN

University of Delhi

Department of Education and Elementary Education

Report on Educational Visit and Teacher Training Session

“Innovation Cycle and Integration of SDGs in the Curriculum”

Date: 24 October 2026 (Saturday)
Time: 12:30 p.m. – 2:30 p.m.
Venue: Gallery, Alliance Française de Delhi, New Delhi

The Department of Education and Elementary Education, Mata Sundri College for Women, University of Delhi, organised an educational visit and teacher training session on “Innovation Cycle and Integration of SDGs in the Curriculum” on 24 October 2026 at Alliance Française de Delhi, New Delhi. The session was convened by Dr. Meenal Arora and was conducted to provide prospective teachers with practical exposure to innovative educational approaches and the integration of sustainability into school education.

The educational visit aimed to strengthen the professional competencies of prospective teachers by familiarising them with contemporary approaches to curriculum planning and classroom teaching. Particular emphasis was placed on understanding the Innovation Cycle as a systematic approach to identifying educational challenges, generating creative solutions, implementing innovative strategies, and reflecting on their effectiveness.

Another important objective was to explore how the United Nations Sustainable Development Goals (SDGs) could be meaningfully integrated into school curricula, particularly in Social Science education. The programme sought to encourage student-teachers to connect classroom learning with real-world issues such as environmental sustainability, responsible consumption, social equity, climate change, and global citizenship.

The teacher training session provided an opportunity for prospective educators to explore the relationship between innovation, sustainability, and effective teaching-learning practices. Through discussions and interactive learning experiences, students were introduced to approaches for making classroom teaching more participatory, relevant, and connected to contemporary societal challenges.

A significant focus of the session was on developing an understanding of the Innovation Cycle and its application in educational settings. Students explored how teachers can adopt creative and reflective practices to address classroom challenges and design meaningful learning experiences.

The integration of SDGs into the curriculum formed another important component of the programme. Students were encouraged to consider how sustainability-related themes could be incorporated into regular classroom teaching rather than being treated as isolated topics. The session highlighted the potential of interdisciplinary learning, activity-based teaching, and contextual examples in developing environmental awareness and responsible citizenship among school learners.

The educational visit also enabled students to engage with perspectives beyond their regular classroom experiences, thereby strengthening the connection between theoretical understanding and practical teacher preparation.