

ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT IN INDIA

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Abstract

The ability of future generations to meet their own needs should not be jeopardized in the name of sustainable development. Sustainable development is development that satisfies the requirements of the current generation. Education for sustainable development enables every person on the planet to gain the knowledge, skills, attitudes, and values essential to fashioning a future that is sustainable. Education at the most fundamental level is essential to a nation's capacity to establish and realise sustainability goals. Education has the potential to increase agricultural output, better the position of women in society, slow the rate of population growth, strengthen protections for the environment, and in general improve living standards. However, improving literacy levels alone will not be sufficient to ensure a sustainable society. Reforming educational curricula and institutions, as well as creating locally relevant educational resources that incorporate education for sustainable development, should be high on the agenda. In order to achieve education for sustainable development, essential topics related to sustainable development must be incorporated into teaching and learning. These concerns include climate change, reduction of catastrophe risk, reduction of poverty, bio variety, and sustainable consumption. In addition to this, it calls for the use of participatory teaching and learning methods, which motivate and enable students to alter their behaviours and engage in activities that contribute to sustainable development, such as the conservation of energy and water, the planting of trees, and the utilisation of natural energy sources. If the aims of sustainable development are going to be achieved, then the perspectives of all of the stakeholders of education at all levels will need to shift in reference to the way that we currently live our lives and the influence that these lifestyles have on the environment.

Key Words : Education, modern India, and sustainable development are some of the key words here.

INTRODUCTION

Education teaches specialised skills, imparts knowledge, positive judgement, and wisdom. Its fundamental feature is passing down culture. Pedagogy is the study of teaching and learning. Sustainable development education aims to "educate a new man" with a sustainable mindset. Modern education should "foresee" and shape future generations' demands. Education promotes sustainable development and improves people's ability to address environment and development challenges. It's crucial for environmental and ethical awareness, values and attitudes, skills and conduct consistent with sustainable development, and public engagement in decision making.

Sustainable development is an act that involves more engagement in the modern world, not just a notion. All developed, emerging, and under-developed countries must practise sustainable development to make the globe a better place for current and future generations. Depletion of nature and natural resources began when man began living in caves, leading a nomadic life, and practising agriculture. The depletion of these resources reached its zenith when man's basic needs gave way to his greed, and he began exploiting the environment by cutting trees, destroying forests, destroying land, constructing buildings, depleting non-renewable resources, using various modes of transportation, developing technology, etc. ESD developed from this knowledge with an instant urge to preserve nature and natural resources.

Sustainable Development includes the environment, economy, society, and government. Poverty, biodiversity conservation, agriculture, capacity-building, climate change, desertification and drought, disaster reduction and management, energy, finance, forests, fresh water, health, international law, poverty, sanitation, toxic chemicals, waste management, etc. Sustainable development's ethical challenges and concerns must be addressed through education at many levels to influence people's lives and responsible behaviour and assist them construct a sustainable future. Many present educational policies and programmes must include ESD issues to ensure the economic, cultural, and ecological vitality of increasing human populations. Education must promote sustainability. This study examines ESD, focusing on its viewpoints and issues in teacher education and how to implement it.

SUSTAINABLE DEVELOPMENT

Sustainable development meets existing needs without compromising future generations' ability to do so. Sustainable development consists of the environment, society, and economics. These three areas' health are interdependent. A healthy and wealthy society needs a healthy environment to offer food, resources, safe drinking water, and clean air. Sustainability is a paradigm for a future in which environmental, social, and economic issues are brought into harmony to advance human progress and improve quality of life. Well-being corresponds to the intersection of three concentric circles of the same size. As environment, society, and economics overlap more often, human well-being increases. Human rights experts say democracy, justice, and peace may promote sustainable development. According to economics teachers, sustainability is putting profit over principle.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD is a subfield of education and a conceptual tool to help policymakers create educational policies that address environmental, social, and economic concerns. According to UNESCO, it is based on all levels and types of learning - learning to know, learning to be, learning to live together, learning to do, and learning to transform oneself and society. It adds, "Perhaps ESD can be seen as the total sum of diverse ways to arrive at a 'learning society' in which people learn from and with one another and collectively become more capable of enduring setbacks and dealing with sustainability-induced insecurity." ESD is about engaging people in sustainable development issues through education and learning, developing their capacities to give SD meaning and contribute to its development, and using the diversity represented by all people- including those who have been or feel marginalized- to generate innovative solutions to challenges.

NEED FOR SUSTAINABLE DEVELOPMENT

The idea of sustainable development is a complicated one that has its roots in both the scientific and social sciences. It is a reaction to the problems that are currently being faced all over the world that has been formed through the process of international discussion. The concept that economic, social, and environmental conditions all play a significant influence is one of the fundamental ideas that underpins sustainable development. Education A formal curriculum for sustainable development should address the following five

components: knowledge, skills, perspectives, and values, as well as teaching issues. Sustainable development contains five components: knowledge, skills, perspectives, and values. A future in which everyone has the opportunity to benefit from education and learn the values, conduct, and life styles that are essential for a sustainable society is the fundamental objective of the United Nations Decade for Education for Sustainable Development (DESD).

Education in the Interest of Long-Term Sustainability analyse significant environmental issues from the perspectives of the local, national, regional, and worldwide communities, so that students can have a better understanding of the environmental circumstances that prevail in various parts of the world. Concentrate on environmental issues that are occurring now as well as those that could occur in the future while keeping an eye on the big picture; Encourage the prevention and resolution of environmental issues through local, national, and worldwide collaboration, and highlight the benefits and requirements of such collaboration; Learners should be given the opportunity to participate in the planning of their educational experiences, and they should be given the chance to make decisions and live with the repercussions of those decisions. Relate environmental sensitivity, knowledge, problem-solving abilities, and value clarification to every age, but place a particular emphasis on environmental sensitivity to the learner's own community throughout the early years of education; Assist students in identifying environmental issues and their root causes, and provide them with solutions. Place a strong emphasis on the intricacy of environmental issues and, as a result, the imperative to cultivate abilities in analytical thinking and problem-solving; When teaching about and learning from the environment, it is important to place an appropriate emphasis on hands-on activities and direct experience, therefore it is beneficial to make use of a variety of learning environments and a wide range of educational methodologies.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND SCHOOL CURRICULUM

Since the middle of the 1980s, people in India have been making efforts to incorporate environmental education (also known as EE) into the formal education system at all levels. The Honorable Supreme Court of India issued a directive in 2003 mandating that

Environmental Education (EE) be included as a required topic in all aspects of the educational system. In addition, it mandated that the NCERT develop a standard curriculum for classes one through twelve, which should then be implemented by each state in the schools that are under its authority. The Pacific Education for Sustainable Development Framework (2006) has identified a priority area in formal education and training that focuses on structured learning initiatives for improved knowledge and understanding to support the implementation of sustainable practises. This is to support the implementation of sustainable practises in member countries where the objectives of promoting quality education were given focus. It is necessary to incorporate both content and experiences in order to cultivate a conceptual understanding of the process of change as well as the challenges associated with sustainable development; this will allow for the development of minds that can adapt to change as well as practical strategies for doing so. As a result, ESD ought to be implemented into the entire curriculum starting with pre-schooling and working its way up to higher education; moreover, the incorporation of ESD ought to take place in a meaningful way.

EDUCATION DIRECTLY AFFECTS SUSTAINABILITY PLANS IN THE FOLLOWING THREE AREAS

1. Implementation: Educating the general population is absolutely necessary in order to carry out development that is both informed and sustainable. In point of fact, the level of education that a nation's population have obtained is one of the factors that can either improve or hinder a national plan for sustainability. There are fewer opportunities for economic growth in countries that have high rates of illiteracy and large populations of unskilled workers. These countries are, for the most part, powerless to avoid investing their hard currency in the acquisition of energy and manufactured products from the global market. It is necessary for these nations to engage in international trade in order to gain hard money; this, in most cases, results in the exploitation of natural resources or the transformation of lands from farming based on self-sufficiency to farming based on cash crops. To transition away from an agrarian and extractive economy, having a workforce that is educated is essential.

2. Making decisions: Educated citizens are also necessary for making sound community-based decisions, which will have an impact on the social, economic, and environmental well-being of the community. For instance, a region that has an abundance of skilled labourers and people who are technically trained can successfully convince a firm to establish a new information technology and software development centre in the region. Citizens also have the ability to play a role in the protection of their communities by conducting reporting and data analyses. For instance, local residents who were worried about the water contamination that had been reported in a neighbouring watershed started keeping an eye on the state of the water in the streams and rivers in their area.

3. Enhancing one's quality of life Education is one of the most important factors in this regard. Education boosts the economic standing of families; it improves life conditions, lowers infant mortality, and improves the educational achievement of the next generation, hence boosting the next generation's possibilities for economic and social well-being. Education also improves life conditions. Increases in educational quality have repercussions not only for individuals but also for entire nations.

Education for Sustainable Development (ESD) is a forward-looking form of education that promotes a knowledge of the interrelationships between ecological, economy, and social fairness. The following is a list of the five primary components of ESD that are responsible for guiding and motivating people to seek sustainable livelihoods, participate in democratic societies, and live in a sustainable manner:

1. Knowledge In order to grasp the principles of sustainable development, people need to have a foundational understanding of the natural sciences, the social sciences, and the humanities. ESD benefits from the knowledge that is based on classical disciplines.

2. Values: They are an essential component of ESD, with respect serving as the guiding principle. Respect is shown for present and future generations, cultural distinction and diversity, and the natural environment. The values that students learn in school should be reflective of the larger ideals that permeate the society that the school is a part of. ESD also places a significant emphasis on social justice. This is because this concept necessitates a

respect for the customs and religions of other cultures, the fulfilment of fundamental human requirements, and a care for the rights, dignity, and well-being of every individual.

3. Problems: Schools should provide teachers with the resources necessary to assist students in recognising and thinking about the intricacies of problems from the viewpoints of a variety of stakeholders. Students in higher grades and those in higher education need to acquire the skills necessary to analyse problems and the proposed solutions to those problems, understand the values that lie behind competing positions, and analyse conflicts that arise as a result of those problems and proposed solutions.

4. Perspective: Having the capacity to examine a problem from the perspectives of a variety of stakeholders is a crucial component of ESD. Every problem has both a past and a potential solution. ESD involves gaining an awareness of the interconnected nature of many distinct problems on a global scale, as well as the roots of a problem and various possible futures that can be predicted based on those futures. For instance, over consumption of consumer products like paper can lead to deforestation, which is believed to be linked to climate change on a worldwide scale.

5. Skills: Education for sustainable development (ESD) must teach individuals the practical skills that will allow them to continue their education when they leave school, to have a sustainable means of subsistence, and to live sustainable lives. In particular students, to think, act, and re-act as responsible citizens and to develop sustainable solutions to real world situations, at the local, national, and international levels.

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