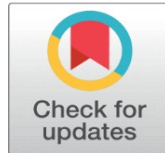
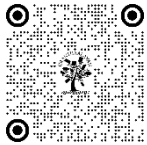


# CONCEPTUAL UNDERSTANDING OF EDUCATION AND SUSTAINABLE DEVELOPMENT IN INDIAN CONTEXT

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## ABSTRACT

After industrialization in 18th century, European countries had been developed at a vast pace. The development of new economy had emerged new markets and demand for raw materials. Europeans found new land for settlement like North America, South America and Australia. They found a strong basis for economic development like raw materials, land, transport and labour. These areas began to industrialize and got develop. Now U.S is the world's most developed nation. North America. Germany, Britain, Russia, Canada, Japan, China are the other developed nations of the world. After the second world war, when Asian and African nations got independence from the colonial rule, the concept of development was truly evolved in comparison of growth. Development is a very vast terminology. It can be seen as processes in social terms, in economic and educational, environmental and political terms. Development is no longer considered to be the same as growth, as it was earlier perceived by developed world. illiteracy, and ill health, and, is one of ensuring participation in government.

## 1. INTRODUCTION

This article is discussing about Education and Sustainable Development and also provides a study of an NGO. In 1960s to 1980s the development is basically focused on social, economic and political ground. But after Brundtland Report declaration it was shifted to environmental aspect in which the need of future generation can be taken care of. This paper is trying to develop an understanding of national as well as international agencies' role towards Sustainable Development Goals with limited resources. It also contains the role of non-governmental organization and how it helps in achieving the goals of sustainable development.

After industrialization in 18th century, European countries had been developed at a vast pace. The development of new economy had emerged new markets and demand for raw materials. Europeans found new land for settlement like North America, South America and Australia. They found a strong basis for economic development like raw materials, land, transport and labour. These areas began to industrialize and got develop. Now U.S is the world's most developed nation. North America. Germany, Britain, Russia, Canada, Japan, China are the other developed nations of the world. After the Second World War, when Asian and African nations got independence from the colonial rule, the concept of development was truly evolved in comparison of growth. Development is a very vast terminology. It can be seen as processes in social

terms, in economic and educational, environmental and political terms. Development is no longer considered to be the same as growth, as it was earlier perceived by developed world. illiteracy, and ill health, and, is one of ensuring participation in government.

According to Amartya Sen (1999), a country can grow rapidly but still do badly in terms of literacy, health and life expectancy. Sen interprets development as a process that expands what he terms, the entitlements and capabilities, of the people. He opined that instead of concentrating on national product or aggregate income, development economists should concentrate on the entitlements of people and the capabilities these entitlements generate.

Some of the important components of development could be increase in social welfare through the provision of better healthcare and education, increased access to basic needs, i.e., food, drinking water facility, clothing, shelter, sanitation, infrastructure facilities, increase in income, productivity and efficiency, enhanced choices and employment opportunities, enhance standard of living of the people by way of increased and improved social services reduction of poverty, malnutrition, diseases and disparities in society.

Therefore, it is evident from this review that development is much more than just increasing economic growth, of which economic growth is one component. One of our main objectives is to educate people. One of the key components of development is education. Since Plato's time, when he held that education was essential to a good society's economic well-being, the importance of education in development has been acknowledged. The development of a country's human capital is significantly influenced by education. It generates highly qualified labour that can lead the country toward sustainable development. Education and development are closely related.

Particularly, the underlying problem of poverty reduction and other measures of development in low-income countries through more productive and industrialized economy without, in the process, aggravating the global and local environmental burdens, remained unresolved. Developed countries are using most of the Earth's resources like coal, crude oil, petroleum etc in comparison to developing countries. Burning of coal and oil adds sulphur dioxide to the atmosphere. Lead, carbon monoxides and nitrogen oxides are added to the atmosphere from automobile exhaust. Inhalation of automobile exhausts causes nasal irritation and respiratory diseases. These gases are also responsible for causing acid rain in industrial regions of Europe and North America. Acid rains affect aquatic ecosystems as waters so polluted cannot support fish or other life forms. Lakes in Sweden, Norway, Canada and United States are affected by acidification.

There are other major percussions of development like deforestation, soil erosion, Pollution of water air and land, ozone layer depletion, scarcity of resources due to intensive use of non-renewable resources, global warming, desertification etc. They adversely impact on human, animals, birds and several other species. Example- species became extinct, respiratory diseases facing by human, water scarcity faced by people in some regions etc A developmental theory that could balance environmental preservation with economic growth was clearly needed.

The United Nations Conference on the "Human Environment" was held in Stockholm, Sweden, in 1972. The Stockholm Conference was significant because it marked the first time that environmental issues were formally acknowledged on a worldwide scale. The Club of Rome's 1972-1974 report, Limits to Growth, is recognized as the first formal investigation into the degradation of the environment worldwide. An ecological analysis of industrialism is presented in this report. The report also addressed the expected outcomes of ongoing pollution, population growth, and resource depletion.

Then, in 1981, the term "sustainable development" made its first appearance. It was embodied in the title of a significant document, World Conservation Strategy: Living Resource Conservation for Sustainable Development, which was released by the UN Environment Program (UNEP), the World Wildlife Fund (WWF), and the International Union for Conservation of Nature and Natural Resources (IUCN). The Strategy states that "development must take into account social, ecological, and economic factors, as well as the living and non-living resource base, and the long-term as well as the short-term advantages and disadvantages of alternative actions" in order to be considered sustainable.

The United Nations' "World Commission on Environment and Development," led by Gro Harlem Brundtland, initially introduced the idea of sustainable development in its 1987 report titled "Our Common Future." For this reason, the report is also known as the Brundtland Report. A thorough document was the Brundtland Commission's final product. A large portion of Agenda 21's 40 chapters and the Rio Declaration on Environment and Development's 27 guiding principles were framed in this report. According to the report, sustainable development is development that "meets the needs of the present generation without compromising the ability of future generations to meet their own needs."

According to Robbert Repetto, "Sustainable development is a development strategy that manages all natural resources and human resources as well as financial and physical assets for increasing long term wealth and well-being." The term "sustainable development" describes a development approach that allocates resources to improve people's long-term

well-being. It satisfies current needs without impairing the capacity of future generations to satisfy their own. Therefore, sustainable development maximizes the well-being of current and future generations while avoiding negative effects on the environment and natural resources. The process that (1) meets the needs of the current generation and (2) does not jeopardize the ability of future generations to meet their own needs is known as sustainable development. The three main pillars of sustainable development are environmental preservation, social progress, and economic development. It is a process of change whereby resource exploitation, capital investments, technological advancement, and institutional transformation all work together to improve the ability to meet human needs and aspirations in the present and the future.

Economic development, social development, and environmental preservation are the three main pillars of sustainable development. Main importance to people Environmental Conservation Features of Sustainable Development Emphasis on Equality. Human development and environmental preservation are the main goals of sustainable development. By placing a strong emphasis on social justice, work, health, and education, it guarantees a higher standard of living. Sustainable development is a comprehensive approach to development in which all sectors, countries, and individuals share the same vision. It assumes that rather than being independent, the players in sustainable development are interdependent.

A separate document, "Caring for the Earth: A Strategy for Sustainable Living," which was released in 1991 by the IUCN, UNEP, and WWF, proposed an updated worldwide plan for nature preservation. More significantly, this work acknowledged that local participation is necessary for global nature conservation. At the 1992 United Nations Conference on Environment and Development (UNCED), also referred to as the "Earth Summit," representatives from more than 150 nations gathered in Rio de Janeiro, Brazil. The Earth Summit helped to advance the idea of "sustainable development" and created significant connections between the environment and development. It contained the Climate Convention, a deal to curb climate change brought on by air pollution, the Earth Charter (Agenda 21), a code of conduct for the twenty-first century, and the conservation of biodiversity.

Thousands of people attended the 2002 World Summit on Sustainable Development in Johannesburg, including heads of state and government, national delegates, leaders from non-governmental organizations (NGOs), corporations, and other significant groups. The goal of the summit was to direct global attention and action toward addressing challenging issues, such as enhancing people's quality of life and protecting our natural resources in a world that is expanding in population and has rising demands for energy, food, water, shelter, sanitation, health care, and economic security.

United Nations Framework Convention on Climate Change (UNFCCC) 16 has developed an agreement name Kyoto Protocol in which the nation states signed a treaty and committed to reduce Green House Gas Emission and it included six Greenhouse gases, based on scientific consensus. The Kyoto Protocol implemented the objective of the UNFCCC to reduce the onset of global warming by reducing greenhouse gas concentrations in the atmosphere to "a level that would prevent dangerous anthropogenic interference with the climate system". All United Nations Member States adopted the Sustainable Development Goals (SDGs), also referred to as the Global Goals, in 2015 as a universal call to action to end poverty, guarantee universal access to education, safeguard the environment, and guarantee peace and prosperity for all by 2030.

## 2. EDUCATION AND DEVELOPMENT

Education is an investment that, over time, leads to development. Amartya Sen asserts that education is the answer to every issue pertaining to the population, economy, or development. The 1964 UNESCO general conference acknowledged that illiteracy is a significant barrier to social and economic advancement. The effective execution of national and international plans for social and economic development depends on education. Education brings about development and alters human behaviour and practices. According to Pavlov and Skinner's learning theory, behaviour can be readily changed with the right direction and improved learning opportunities. The process of lifelong learning through which each individual gains knowledge, abilities, and attitudes from everyday life experiences is known as informal education on development. The education obtained from primary, secondary, and tertiary educational institutions is referred to as formal education. An organized and methodical educational activity that takes place outside the official system's framework is known as non-formal education.

Education has many positive effects on development. For example, it boosts productivity, as seen in India's green revolution; it lowers economic inequality; it improves health and lowers fertility; it encourages rural development; and it fosters social harmony, peace, and stability. Paulo Freire's writings on the conscientization approach gained both

national and international attention in the 1970s. According to Freire, who saw education as a component of the process of human liberation, the primary goal of adult education is to initiate a critical reflection process that results in action and transformation. The years 2005–14 were designated as the UN Decade of Education for Sustainable Development by the UN General Assembly at its 57th session in December 2002. People are empowered to alter their perspectives and strive toward a sustainable future through education for sustainable development.

### 3. International Policies for Education and Sustainable Development

To promote Education for Sustainable Development, the United Nations Decade of Education for Sustainable Development, 2005-2014, (DESD) was adopted by the UN General Assembly with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) designated as the lead agency for promotion throughout the decade. The decade pursues a global vision 'of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation' In order to change society by reorienting education and assisting individuals in acquiring the knowledge, skills, values, and behaviours necessary for sustainable development, UNESCO seeks to increase access to high-quality education on sustainable development at all levels and in all social contexts. It involves integrating concerns related to sustainable development, like biodiversity and climate change, into instruction. People are urged to be responsible individuals who respect cultural diversity, solve problems, and work to make the world more sustainable.

The project named 'Promoting Community-based Education for Sustainable Development' was initiated in 2018 by UNESCO Bangkok with the financial support of the Government of Japan. The aim of the project is to develop the capacities of community and non-formal educators to guide learners through a reflective process of taking action for sustainability. To do so, a conceptual framework and learning modules for community-based training have been developed. The framework is being piloted in five countries in the region: India, Japan, Lao PDR, Mongolia and Philippines. The project framework consists of three parts: Reflect, Share, and Act. In the Reflect stage, learners engage in critical self-reflection to unwind and rewind their practices through an ESD lens and give meanings to the concept of "sustainable development" in their own community contexts. Then, Share guides the learners to be trainers themselves in order to share their reflections and understandings with others and engage them in ESD. Finally, Act helps learners put their reflections on contextualized sustainability into action.

Targets accompany the Sustainable Development Goals, which will be further explained by indicators centered on quantifiable results. They are universally applicable, global in scope, and action-oriented. In order to achieve sustainable development in all of its dimensions, the goals and targets acknowledge the interdependencies between economic, social, and environmental factors.

### 4. EDUCATION AND SUSTAINABLE DEVELOPMENT: CONTEXT OF INDIA

India got its independence from the British colonial rule in 15th August, 1947. But it did not get independence from social and economic backwardness such as extreme poverty, low literacy rate, social disparities etc. It had a challenge for creating an equal and just society. India has adopted its Constitution on the basis of development of the society in terms of social, political and economic. Part Four of the Indian Constitution enumerates the welfare notion of the state which focuses on the development of all sections of the society and gives extra attention to the women and children. In this regard, India came up with its first Community Development Programme and Adult Education Programme in 1952. Community development Programme constituted at Block level and sponsored by center itself. It promoted the adult literacy, participation of women, vocational training, recreation centers. Central assistance was also provided to voluntary organisations, for production of audio-visual aids, promotion of workers' education, development of rural radio forums and setting up of permanent adult schools. The Gram Shikshan Mohim (Village Education Campaign) was the first successful literacy Plan emphasized the participation of community and role of education for attaining development. knowledge and skills. Green revolution is an important example of Adult Education in which farmers have utilized their knowledge and skills for maximize their agricultural production. The institution of panchayat was started as an experiment in late 1950s with an objective of ensuring participation of people in development process. The committee appointed by the government of Rajasthan in 1964 has made the following observations "the Panchayats and Panchayat Samitis have made considerable efforts for enrolment of boys and girls in education marginalized section of the society.

The National Adult Education Programme (NAEP) was created in 1978 by the Indian government, which placed a high priority on adult education and released a Policy Statement on the subject. Adult education was envisioned as a "means

to bring about a fundamental change in the process of socio- economic development, from a situation in which the poor remain passive spectators at the fringe of the development activity to being enabled to be at its center and as active participants" by the NAEP conceptual framework, which placed equal emphasis on literacy, functionality, and social awareness.

The National Policy on Education (1986), which envisioned that adult education would be a way to reduce economic, social, and gender disparities and that the nation as a whole would take responsibility for providing resource support for the development at the micro, mezzo, and macro level, reaffirmed the importance of literacy. One definition of developmental literacy is literacy for the overall growth of individuals, communities, and countries.

The 73rd Constitutional Amendment Act in 1992 implemented the Panchayati Raj Institution in India. It is playing an important role in the educational development. And the 74th Constitutional Amendment Act provided the provision of municipality in cities. Some of the duties and responsibilities assigned to them under the 11th and 12th Schedule of the constitution are- Education, including primary and secondary schools

## 5. ROLE OF NGO- EDUCARE INDIA

EduCARE India, a non-profit NGO works in development sector in India. It is established in 1994, and has aimed to create social equity and empowerment in rural areas through spreading 24 awareness and information, education and developing skills and self-employment opportunities. They do this with the help of local and international volunteers-interns. They are working in the area of Delhi NCR, Ladakh, Himachal Pradesh, Punjab, Rajasthan, Gujarat, Karnataka and Kerala. Over the past decade, hundreds of interns from various countries and various academic backgrounds have worked with them on several rural development projects.

## 6. CONCLUSION

This is a first attempt by UNESCO at handling the very complex issue of the critical role of education for the achievement of sustainable development. Many of conferences at national and international level are going in vein without sensitization of people. It makes no change in the mindset of people or without providing other livelihood alternatives. Example- the Burning of Amazon forest affects the oxygen level in atmosphere and burning Australian forest affects the mostly animals, birds and extinct species and also men and even in the context of India the burning of parali makes environment worsen but the farmers have no other options. So it is very important that government should work on this direction too. And the approach should be start at grassroots level and we should adopt Bottom-up approach for attaining the Sustainable Development Goals. Sustainable development is the need of the present time not only for the survival of mankind but also for its future protection. So we will, all have to work collectively for us and our future generations.

## CONFLICT OF INTERESTS

None.

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