



## International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

# Importance of Quality Education and Sustainable Development: An Indian Perspective

<sup>1</sup>Ms. Manmeet Kapoor, <sup>2</sup>Ms. Harmit Kaur, <sup>3</sup>Mr. Gourav Kamboj, <sup>4</sup>Mr. Rahul

<sup>1</sup>Assistant Professor at Guru Nanak Girls College, Yamuna Nagar

<sup>3</sup>Guru Nanak Khalsa College, Yamuna Nagar

<sup>4</sup>Independent Researcher

<sup>1,2,3,4</sup>Kurukshetra University, Kurukshetra

<sup>3</sup>Email- [kambojgourav690@gmail.com](mailto:kambojgourav690@gmail.com)

Doi : <https://doi.org/10.55248/gengpi.5.0924.2652>

### ABSTRACT:

*Education is like a basic necessity if we really want to make our planet environment-friendly and Liveable for all. But quality education work as a catalyst for overall socio-economic and environmental Development in any country. The concept of sustainable development has become a buzzword and Without practicing it we cannot make this world sustainable economically, socially and environmentally. We cannot ignore the impact of climate change in anyway. India is now the most populous county in the World and its rapid industrialization, and materialistic lifestyles are posing a serious threat to sustainable Development and environmental sustainability. Sustainable development policy tries to balance Contradicting factors like economic development and climate change. SDG 4 strongly promotes to Ensure Inclusive and equitable quality education. NEP (2020) has given a special focus on SDG 4 to Ensure quality education in the country. Therefore, this article mainly discusses the role of quality Education and NEP (2020) in achieving the goals of sustainable development and also emphasizes the Importance of quality education in promoting sustainable development.*

**Keywords:** Development, Education, Education for Sustainable Development (ESD), People, Society, Environment, Generation, Need, World.

### Introduction:

Education being one of the predominant indicators of self-reliance and development is a crucial aspect for an individual's development. Why I'm bringing The term individual rather than country here is because without individual development a country can't flourish. The point is to what extent this education Is available to students, is there any particular section which reap all benefits of education and led the others to shackles of exclusion, and whether the Education given or practiced now is really maintaining a standard as proposed under the SDG principles. The paper Is organized into different sections based on the general introduction, Aims and objectives, what makes Quality Education vary from other Principles, current initiatives in place, case study, interview, findings of paper and conclusion and recommendation and references. The main Aims and Objectives of the paper is to find out what actually is the essence of Sustainable Development of Quality Education in India, meanwhile we'll also focus On some other aspects like Current initiative taken by central and state gov to ensure quality education and how efficient they are? Special attention to Kerala as a state of giving Quality Education (high literate state) Special focus to a Gram Panchayat in Kerala for their efficient contribution for Sustained Quality Education (Field Work) How can Quality Education be an active player in the development of a nation? Conclusion/Way Forward References In the beginning of the paper, We came across what is sustainable development and its objectives. The United Nations created SDGs also known as Universal Goals which is a global Call which tends to eradicate poverty, safe environment and guarantee every one's freedom and harmony. Focusing on this statement, Quality Education As one of the goals given under SDG is having some prominence.

### Quality Education Proposed by SDG:

The main objective of this goal is to ensure that all boys and girls should receive free, equitable and quality primary and secondary education leading to Effective learning outcomes. One of the most striking features of this goal is that, achieving one leads to another. For example, achieving quality education Will eliminate the risk of poverty and unemployment, thereby bringing stability in a major domain. Educational ambitions are fundamentally reflected in The 2030 Sustainable Development Goal 4 The time period for achieving these goals is to be done by 2030, which includes around ten areas of attention. The first one is ensuring free education of primary and secondary, secondly, equal access to pre-primary education, equal access to affordable technical And vocational education, increase the number of people with relevant skills for Financial success, eradicating all inequalities in education, universal Literacy and numeracy, education for sustainable development and global citizenship, build and upgrade inclusive and safe school, expand higher Education scholarship for developing countries and ensuring the supply of qualified teachers in developing countries.

### Review of Import Researches in the Field of Education and Sustainable Development in India:

**Leder and Bharucha (2015)** This paper examines the application of Basil Bernstein's Sociological theory of pedagogy with respect to looking at the Indian classroom teaching of the concept of water in geography classrooms in The English medium schools of Pune. There is a shift from the traditional

author-Itarian mode of teaching learning to a participative and student focused teaching-Learning methodology as advocated by the United Nations decade of education For sustainable development from 2005 to 2014. The data in the present study Was collected using classroom observations, policy analysis as well as textbook Review to look at the practice of visible pedagogical practice and invisible peda-gogical practice with respect to education for sustainable development .It was Found that the Indian classroom with respect to the implementation of Education and Sustainable Development faces A number of challenges such as the student perceptions, competencies of teach-Ers, too much emphasis on textbook teaching, inadequate teacher training, large Class size, obsolete teaching methods and a curriculum that is not relevant. In order to make Education and Sustainable Development as a transformative teaching -learning strategy it is important To emphasize greater student participation and bring a drastic change with Respect to teaching methods and content with respect to schooling in India. It is also important that Education and Sustainable Development focuses on equipping students with the skills ,competencies ,values and attitudes which reflect in their day to day life.

**Hoffman and Bharucha (2013)** This concept paper focuses on looking at education for sustainable development as note in education it advocates that it is important that teachers as well as teacher trainers have a multidimensional perspective With respect to the present the past and the future .It is important to look at the Globalised world from the vantage point of sustainable development. It is important that schools focus on developing of empathy, weighing the consequences of Your actions on future, thinking scientifically with an open mind, critical and Reflective thinking on environmental issues, decision-making at individual and Collective level which includes responsibility sharing, motivation of all stake-holders towards sustainability education, differentiating between actions that are Sustainable and actions that are not sustainable and understanding the essence of Acting in a sustainable manner .It is advocated that there is an urgent need to shift The focus from Environmental education to Education and Sustainable Development first such that it is understood That Education and Sustainable Development is about social ,economic and environmental sustainability as a whole .For Education and Sustainable Development to emerge as modern education it is important to understand the inter-sectionality between local, national and global interests.

### Objectives of the Study:

- To identify the role of education in achieving sustainable development.
- To establish the linkages between Higher Education (HE), Environmental Education (EE) And Education for Sustainable development (ESD).
- To develop visions of higher education and to optimize its contribution to sustainable Development.
- To look at areas where policy solutions may be needed and strategies can be formulated to Support higher education's contribution to sustainable development.
- To identify major challenges faced by Higher Education system of India in attaining Sustainable development.
- To suggest various Policy measures, guiding principles and recommendations for Higher Education Institutions (HEIs) in this regards.

### Research Methodology:

This paper's methodology draws from prior Research as well As the literature. Secondary data Were used for this analysis. The information was Compiled from a variety of sources, Including Periodicals, the internet, magazines, books, Newspapers, etc.

### National Education Policy 2020 and Sustainable Development:

National Education Policy (NEP) 2020 has been announced with the vision to renovate the education System of this country including its governance and regulation to make a new system which covers the Vision of education of the 21<sup>st</sup> century as well as SDGs. It also focuses on maintaining India's value System and its rich traditions. If implemented systematically, NEP (2020) policy can achieve the goals And targets set by it timely. This education policy has a broader and inclusive vision for the education System but one of the main visions is Education for Sustainable Development (ESD) in the light of Achieving SDG 4 which is "Quality Education," which provides inclusive and equitable education to all. NEP (2020) aims to provide comprehensive and integrated environmental education which includes Sustainable development and living, as well as several other areas about climate change, waste Management, environmental protection and, etc. NEP has a special focus on training which can train Teachers about sustainable development and environmental sustainability. It has also made Environmental education mandatory as a part of the curriculum. The purpose of NEP (2020) is to Promote education in a way that will generate sustainable livelihoods and boost the economy of the Nation. So this policy is very well aligned with the 2030 Agenda for Sustainable Development and SDG-4. It further aims to transform India into a vibrant knowledge society and global knowledge superpower By making both school and college education more holistic, flexible, and multidisciplinary as per the Needs of the 21<sup>st</sup> century and improving the unique capabilities of each student.

### Challenges on implementing Quality Education:

So, in brief it can be said that the main reasons as to why provide quality education is for the-

- 1) Proper management of worldly affairs in a peaceful way. 2) Mobility of humankind from Lower strata to higher strata. 3) Empowerment of the humankind to face the future Challenges coming out of the different socio, political and environmental issues. How to Assure quality education? The main challenge to provide quality education to all. To provide Quality education it must have to be known what quality education is. If it is known what to Provide then it becomes easier to answer the question how to provide. From the UNESCO's Vision 2030 it can be easily found as to what it means by quality education. It is the number Four goal of UNESCO's sustainable development goals of vision 2030. According to the World Education Forum, 2015 "quality education fosters creativity and knowledge, and Ensures the acquisition of the foundational skills of literacy and numeracy as well as Analytical problem-solving and other high-level cognitive, interpersonal and social skills. It Also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled Lives, make informed decisions, and respond to local and global challenges through Education for Sustainable Development (ESD) and global citizenship education (GCED)". There are seven targets<sup>5</sup> for this 4<sup>th</sup> goal of quality education to ensure inclusive and quality Education for all and promote lifelong learning. These are- free primary and secondary Education, equal access to quality pre-primary education, equal access to affordable Technical, vocational and higher education, increase the number of people with relevant Skills for financial success, eliminate all discrimination in education, universal literacy and Numeracy and education for sustainable development and global citizenship. There are other Three factors which are part of these targets and they are safe and inclusive schools, Scholarships and qualified teachers. Now to assure quality education these targets have to be Fulfilled. To achieve the targets a basic plan is required and to develop a plan the knowledge Of present situation is required. To know the exact status of the present education system a Proper assessment is needed.

### Spirituality, Morality, Ethics and Quality Education:

Today's world is a materialistic world. Everyone just thinks about his or her personal gains. There are very few people who think about the society or the world. It is one of the Consequences of the modern education system which only forces people into rat races. There Is no peace and harmony of life in this process. So, the only way out is the time-tested Spirituality, morality and ethics which will ensure quality education and in return quality Education will also ensure peace of mind without involving in the rat race of this competitive World. In early India there was the system of Guru Shishya Parampara. There was no quality Issue then as all the teachers were quality teachers and what they taught were quality Education. Also, the students had the choices of selecting their own teachers according to Their needs and wishes. As there was the practice of spirituality which taught to be non-Materialistic and free from any discontent and desire, the education was more and more Fulfilling. So, an ample amount of attention may be given to the consideration of the idea of Introduction and the persuasion of the scientific spirituality and morality in the education Sector in its true sense which will be according to the need of the present day aspirations. This will help in the development of the quality of education with proper utilization of Minimal resources available.

### Suggestions:

There are some suggestions for government and society which may be vital for promoting quality Education to combat challenges of SDGs and how to deal with such type of issues effectively.

1. To run a campaign at the mass level to create awareness regarding quality education and its Significance in our lives.
2. Focusing on the quality of teaching and learning in the education for sustainable development.
3. Government must try to increase total expenditure on the social sector particularly on education.
4. To launch different professional courses by education system on sustainable development and Environmental sustainability.
5. Brilliant and topper students must be given additional weightage in jobs, promotions and other Benefits in their lives if possible.
6. Need for Effective Implementation, Monitoring and Evaluation are badly required to improve quality Education.
7. Reward and punishment system is a must for implementing SDG policy at the ground level.
8. How to motivate people for quality education at the mass level.
9. Education for Sustainable (ESD) must be included in the curriculum of our schools and colleges Across the nation.
10. India is a young country as the majority of the population belongs to the age group of 29 years. India Must try to take this advantage by imparting quality education, skills, and training so that they can Contribute to achieve various goals of sustainable development.
11. We must create a slogan like "No Quality Education, No Sustainable Development" and the Government, institutions, and NGOs must try to work together to make such type of slogan more Popular to create awareness among people.

### Conclusion:

Arriving at the conclusion we can see that the importance of education is increasing day by day. Sustainable development as a watchdog is promoting Quality education in all the aspects possible to make its youth enlighten and thereby leading to a country's development. We have seen the various Initiatives and developments that India, a developing economy undertaken to ensure its countries literacy rate and development. Each and every field From the top to bottom administrative bodies are doing something or other to promote their quality education goal and keep it sustained for a longer time. The case study of Mattathur gram Panchayat is something which proves the above statements. We have also seen the possible interventions that can be Adopted to ensure quality education. Adopting these guidelines can assuredly help every country in improving its literacy rate and ensure that its country Is blessed with energetic and potential youth, thereby building a strong and developed nation.

### References:

- <https://www.globalgoals.org/goals/4-quality-education/>
- Report Of the Comptroller and Auditor General of India for The Year Ended 31 March 2005 (Local Self Government Institutions),
- NITI Aayog releases SEQI: Kerala tops in quality of schools among 20 large states in India, Uttar Pradesh worst
- Abdul Kalam, A.P.J. and Rajan, Y.S. (2000). India 2020: A Vision for the New Millennium. New Delhi: Penguin Books India.
- Bangay Colin, "Protecting the future: The role of school education in sustainable development-an Indian case study", International Journal of Development Education and Global Learning 8(1) 2016.
- <https://sdgs.un.org/2030agenda>
- <https://unstats.un.org/sdgs/report/2022/>
- Grant Catherine, "The Contribution of education to economic growth", Institute of Development Studies, 03.03.2017, K4D helpdesk service.

- 
- <https://ijcrt.org/papers/IJCRT1133862.pdf>
  - <https://egyankosh.ac.in/bitstream/123456789/77376/1/Unit-10.pdf>
  - Ansary, Mazhar Shamsi., & Behera, Santosh Kumar. (2017, October). Role of education in ensuring Sustainable development. International Journal of Current Advanced Research, 6(10), 6512-6517.
  - Alexandar, R. (2012, January). Environmental education for sustainable development in selected Puducherry and Cuddalore regions, India (Ph. D. Thesis, Dept. of Ecology and Environmental Sciences, Pondicherry University, Puducherry, India). Retrieved from <http://hdl.handle.net/10603/23397>
  - Banerjee, Sarmila., & Das, Arpan. (2018, December). Environmental education in the context of Sustainable development. Journal of Education & Development, 8(16), 179-190.
  - Nimbalkar, Sanjay J. (2014, March – April). Environmental education and education for sustainable Development. Scholarly Research Journal for Interdisciplinary Studies (SRJIS), II(XI), 1288-1292.
  - Roy, Rajarshi. (Ed.). (2014). Education for Sustainable Development. Shipra Publications, New Delhi, India.
  - Verma, Rohit Kumar. (2019, March). Education, developing economies and sustainable Development goals: An agenda for the research process. International Journal of Development Strategies in Humanities, Management and Social Sciences, 9(2), 80-84.
  - WCED (World Commission on Environment and Development). (1987). Report of the world Commission on environment and development: Our common future. Oxford University Press, Oxford.
  - <https://www.education.gov.gy/web/index.php/policies/education-for-sustainable-development>
  - <https://en.unesco.org>
  - [www.google.com](http://www.google.com)
  - <https://www.iisd.org>