

AWARENESS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT AMONG CLASS IX STUDENTS OF YADADRI BHUVANAGIRI DISTRICT IN TELANGANA

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The purpose of the study was to find out the awareness of education for sustainable development among Class IX students of Yadadri Bhuvanagiri district in Telangana. The major objectives of the study were to study the awareness of sustainable development goals and utilisation of non-renewable resources with respect to sustainable development. The investigators adopted the descriptive survey method. The data were collected by using tools, viz., questionnaire (both open and closed-ended) and semi-structured interview. Purposive sampling (N=63) was used. The sample of the study was constituted of Class IX students of Gowtham Model School, Bhongir, District Yadadri Bhuvanagiri, Telangana, which is a private English medium school affiliated to the Directorate of School Education, Telangana. The two sections of Class IX students were selected as sample. The total sample (63) was: Section A consisting of 31 and Section B consisting of 32. The collected data were analysed by using both quantitative as well as qualitative techniques. The major findings showed that the students were not aware (61 per cent) of education for sustainable development. It was observed that students were much aware about utilisation of non-renewable resources. It was also observed that the syllabus needed to be incorporated more comprehensively on the topics of education for sustainable development and also students opined that activities should be organised in the school on education for sustainable development programmes at regular intervals. It may be noted that the recent national and international initiatives on education for sustainable development are taken keenly on inculcation of activities and placing curriculum in various levels of school education programmes.

Key words: Sustainable development goals, Non-renewable resources

Introduction

The UN Document *Gathering a Body of Global Agreements* (n.d.) describes sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. According to United Nations Educational, Scientific and Cultural Organization (n.d.) education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for sustainable development

means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for development. This research paper discusses the study of awareness of education for sustainable development with respect to sustainable development goals and utilisation of non-renewable resources. After reviewing related literature for the present study, few

questions are raised with respect to education for sustainable development. They are,

1. Are the students aware of the education for sustainable development?
2. To what extent are students aware of non-renewable resources?

Objectives of the Study

1. To study the awareness of sustainable development goals among Class IX students.
2. To study the awareness of utilisation of non-renewable resources with respect to sustainable development among Class IX students.

Methods and Procedure

For attaining of the projected objectives of the study, descriptive survey method was adopted.

Sample: For collecting required data, the investigators employed the purposive sampling technique. The sample of the study was constituted of Class IX students of Gowtham Model School, Bhongir, District Yadadri Bhuvanagiri, Telangana, which is a private English medium school affiliated to the Directorate of School Education, Telangana. The two sections of Class IX students were constituted as a sample for the study. The total sample of the study was 63 (Section A consisted of 31 and Section B consisted of 32).

Delimitation of the Study: The present study was delimited to Class IX students of Gowtham Model School, at Bhongir, Yadadri Bhuvanagiri District in Telangana State.

Tools and Techniques of Data Collection: Considering the stated objectives of the study, the following tools and techniques were used for data collection.

Questionnaire: A questionnaire was prepared by investigators to study awareness of students with respect to awareness of sustainable development goals. The first draft of the questionnaire consisted 17 dimensions (i.e., No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions, and Partnerships for the Goals), and 34 close-ended items and 10 open-ended items. The first draft questionnaire was sent to subject experts for tool validation. After receiving the constructive feedback from them, four open-ended questions were deleted. The final draft of the questionnaire consisted 17 dimensions— 34 close-ended items and six open-ended items.

Semi-structured Interview: The semi-structured interview prepared by investigators to study awareness of students with respect to awareness of utilisation of non-renewable resources with respect to sustainable development among Class IX students. The first draft of semi-structured interview was designed with 12 questions and it was sent to subject

experts for tool validation. After receiving constructive feedback from them, three out of 12 questions were deleted. The final draft of semi-structured interview schedule was designed with nine questions.

The collected data were analysed by using both quantitative and qualitative techniques including Frequency, Percentage and Content Analysis.

Results and Discussion

The major findings of the study were:

1. Most of the students (61 per cent) were found unaware of the education for sustainable development.
2. Majority of the students (89.66 per cent) were found to be aware of utilisation of non-renewable resources with respect to education for sustainable development.
3. It was observed that students were well aware about education for sustainable development with respect to concepts of poverty, good health and being, and clean water and sanitation.
4. From the interview of the students, it was observed that the syllabus needs to be designed more comprehensively on the topics, such as, utilisation of non-renewable resources and their effect on human life.
5. The students responded that more topics need to be imparted in the syllabus with respect to education for sustainable development.

6. The students responded that more activities or programmes should be organised in the schools at regular intervals.

The purpose of the study was to find out the awareness of education for sustainable development among Class IX students of Yadadri Bhuvanagiri District in Telangana. The major objectives of the study were: To study the awareness of sustainable development goals and to study the awareness of utilisation of non-renewable resources with respect to sustainable development. After deep insight of the study findings the investigators provided the following suggestions:

1. Education for sustainable development should be provided more space in the school curriculum.
2. Education for sustainable development related activities or programmes should be organised in the school at regular intervals.

Conclusion

Education for sustainable development should be given more weightage in the school curriculum at all levels of education and also be given more weightage in assessment and evaluation. From the findings it was also concluded that education for sustainable development related activities or programmes should be organised in the school throughout the academic calendar year. Finally, it can be concluded that education for sustainable development need to be treated as significant area and every student must be aware of it.

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