ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

A STUDY OF TRANSFORMING EDUCATION SYSTEM FOR SUSTAINABLE DEVELOPMENT

Miss. Divya Acharya

Miss. Komal Gupta

Student of Second Year Bachelor of Business Administration.

Department of Commerce and Management Studies

Sahyog College, Thane.

Abstract:

The education system is essential to influencing social change and advancing sustainable development. The old educational system frequently emphasizes rote learning and memorization, failing to install in students the ability to think critically and solve problems. The educational system needs to change if it is to support sustainable development and satisfy the demands of the twenty-first century.(Unterhalter, 2019)

In determining the course of society and encouraging sustainable growth, the educational system is essential. Routine learning and memorization are frequently emphasized in the old educational system, which fails to install in students the ability to think critically and solve problems. The educational system needs to change in order to fulfil the demands of the twenty-first century and advance sustainable development.

Additionally, experiential learning and practical experiences need to be given top priority in the educational system. This entails increasing chances for community service, internships, and the development of practical skills and hands-on initiatives. This method gives students a deeper grasp of the problems they will encounter in their future occupations in addition to assisting them in the development of critical abilities.

Additionally, the emphasis on sustainability instruction in the educational system needs to be increased. This includes educating kids about responsible consumerism, resource management, and environmental sustainability. Students who complete this course will have the information and abilities needed to make wise decisions and contribute to a more sustainable future. Additionally, experiential learning and practical experiences need to be given top priority in the educational system. This entails increasing chances for community service, internships, and the development of practical skills and hands-on initiatives. This method gives students a deeper grasp of the problems they will encounter in their future occupations in addition to assisting them in the development of critical abilities.

Additionally, the emphasis on sustainability instruction in the educational system needs to be increased. This includes educating kids about responsible consumerism, resource management, and environmental sustainability. Students who complete this course will have the information and abilities needed to make wise decisions and contribute to a more sustainable future.

Keywords: *School, Educations, Higher Education, Skills, Sustainable Development*

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

Introduction:

ESD, or education for sustainable development, is an acronym. The globe is currently dealing with a number of issues brought on by human development activities, including climate change, biodiversity loss, resource depletion, and an increase in poverty. The education system is essential to influencing social change and advancing sustainable development. The old educational system frequently emphasises rote learning and memorization, failing to instil in students the ability to think critically and solve problems. The educational system needs to change if it is to support sustainable development and satisfy the demands of the twenty-first century.(Grover et al., 2018)

A shift toward an interdisciplinary and holistic approach to education is one of the major adjustments required. To provide pupils a comprehensive awareness of the world and its issues, education should combine different subjects like science, technology, engineering, arts, and mathematics (STEAM) rather than compartmentalize them. Additionally, this strategy can encourage creativity and invention, two qualities necessary for identifying long-term answers to the world's problems.

Additionally, experiential learning and practical experiences need to be given top priority in the educational system. This entails increasing chances for community service, internships, and the development of practical skills and hands-on initiatives.(Pal & Vanijja, 2020) This method gives students a deeper grasp of the problems they will encounter in their future occupations in addition to assisting them in the development of critical abilities.

Moreover, the education system must place a greater emphasis on sustainability education. This includes teaching students about environmental sustainability, resource management, and responsible consumption. This education will equip students with the knowledge and skills necessary to make informed decisions and contribute to a more sustainable future.(LOGES & JUNG, 2001)

Additionally, there needs to be more emphasis on sustainability instruction in the educational system. This includes educating children about resource management, environmental sustainability, and responsible consumerism. The information and skills acquired via this education will give students the tools they need to make wise decisions and contribute to a more sustainable future.

Over the years, India's education system has experienced major modifications and is still a hotly debated issue. Despite having the second-largest population in the world, India has had difficulty offering its residents a high-quality education.

One of the main challenges is the shortage of qualified teachers. Many schools in rural areas lack adequate teachers, leading to large class sizes and a shortage of individual attention for students. In addition, teachers are often underpaid and undervalued, which negatively impacts the quality of education they provide.(Nayak, 2018)

Another challenge is the inadequate infrastructure in many schools. This includes a lack of basic facilities such as classrooms, libraries, and laboratory equipment, which severely hinders the quality of education.The education system in India is also marked by significant disparities in terms of accessibility and quality between urban and rural areas. This disparity is due to a range of factors, including poverty, limited resources, and cultural differences.

Despite these challenges, the Indian government has taken several steps to improve the education system in recent years. This includes the implementation of the Right to Education Act in 2009, which ensures that all children have access to free and compulsory education. The government has also launched several initiatives aimed at improving the quality of education, including

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

the Sarva Shiksha Abhiyan and the National Skill Development Corporation.(Agbedahin, 2019)

Moreover, the education system in India needs to focus on the development of critical thinking and problem-solving skills, rather than just rote learning. This requires a shift away from the traditional teaching methods that rely on memorization and towards more interactive and participatory teaching methods(Kauffman, 2015). The curriculum must also be updated to reflect the changing needs of the 21st-century economy and the increasing demand for skills such as communication, collaboration, and innovation.(Martin et al., 2018)

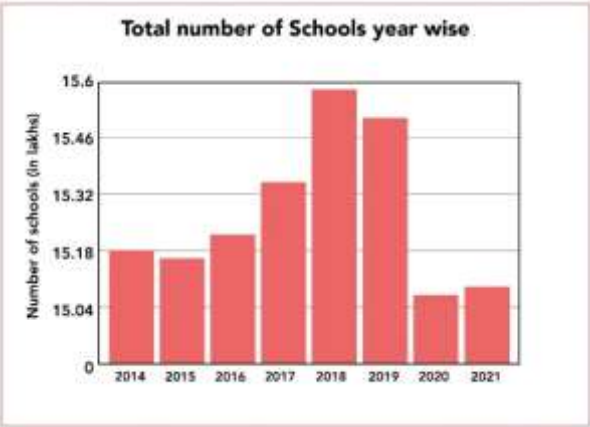
In addition, the education system must prioritize vocational education and technical skills development. This will provide students with the necessary skills for employment in a rapidly changing economy and help to reduce poverty and unemployment.

Another aspect that needs to be addressed is the quality of higher education. India has a large number of universities and colleges, but the quality of education in many of these institutions is questionable. The government must take steps to ensure that higher education institutions meet high standards of quality, so that students receive a well-rounded education and are equipped with the skills they need to succeed in the workforce.

Year Wise Comparison of Schools in India

Here is a table depicting the increase in the number of schools in India in the past few years.

Year	Total Schools	Primary	Secondary	Higher Secondary
Number of Schools in India in 2014	15,18,160	12,89,958	1,41,941	86,261
Number of Schools in India in 2015	15,16,892	12,87,065	1,42,592	87,235
Number of Schools in India in 2016	15,22,346	12,86,803	1,43,196	92,347
Number of Schools in India in 2017	15,35,606	12,95,314	1,47,933	92,359
Number of Schools in India in 2018	15,58,903	12,69,236	1,64,403	1,25,314
Number of Schools in India in 2019	15,51,000	12,70,374	1,50,604	1,30,022
Number of Schools in India in 2020	15,07,708	12,22,485	1,51,489	1,33,734
Number of Schools in India in 2021	15,09,136	12,17,670	1,51,946	1,39,520



Number of Schools in Rural India	12.59 lakhs
Number of Schools in Urban India	2.50 lakhs

Number of Schools in Urban / Rural India 2022

Schools in India are sprawled across the rural and urban regions of the country. According to the latest UDISE+ report of 2020-21, Urban India is home to 2,50,108 schools, while the number of rural schools in India in 2022 is 12,59,028.

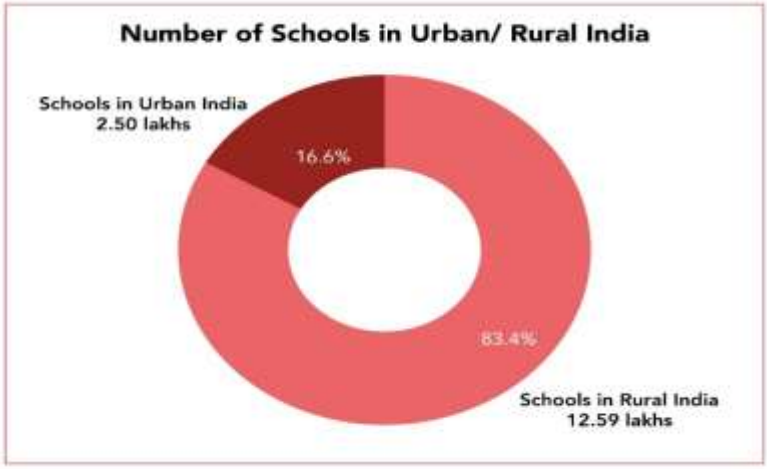
Source: UDISE+ Report 2021

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article



Source: UDISE+ Report 2021

Objectives of the Study:

1. To Study the education system in India
2. To Examine the challenges of education system in India
3. To study the demographic analysis of schools in India
4. To suggest the measure to improve the quality of education

Research Methodology:

Sampling method:

Under the research researcher is selected purposive sampling in the research.

Sample Size:

Under the research the sample size 80 sample

Source of Data:

The data is collected with primary data collected through the questionnaire (Closed Ended). The questionnaire is focus on the different advancement in education system in India over a period of time

Scope of Study:

The goal of the study is to make India's educational system, in both urban and rural areas, better. The key facets of the educational system in both urban and rural locations will be examined in the study. The learning environment has changed, and with it have the teaching and learning approaches. Schools and institutions use the most up-to-date instructional strategies, such as activity-based learning and overhead projectors..

Limitation of study:

The study includes some limitations on sample selection and primary data gathering. Data collecting could be a study restriction because the question is closed-ended. Data collection may be biased if a particular inquiry has no responses. the study theme or the research questions are not well defined.

Finding and Analysis:

Table: 1

I feel capacity building program for teacher will help us to improve the quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	59.5	59.5	59.5
	Disagree	2	2.4	2.4	61.9
	Neutral	9	10.7	10.7	72.6
	Strongly agree	23	27.4	27.4	100.0
	Total	84	100.0	100.0	

Source :- Self calculated by author & based on Primary Data

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

The table. 1 shows the distribution of responses to the statement "I feel capacity building program for teachers will help us to improve the quality of education." Out of the total respondents, 59.9% agreed with the statement, while 27.4% strongly agreed with it. 10% of the respondents had a neutral response, indicating that they neither agreed nor disagreed with the statement.

The majority of the respondents, almost 60%, believed that capacity building programs for teachers would be effective in improving the quality of education. This is a positive indication that the respondents recognize the importance of professional development for educators.

Furthermore, the percentage of respondents who strongly agreed with the statement is relatively high, indicating that they hold a strong belief in the efficacy of capacity-building programs. This could be a good sign for the success of such programs if implemented.

However, it is also important to note that 10% of the respondents had a neutral response. This suggests that there may be some uncertainty or lack of information among this group about the potential impact of capacity-building programs for teachers.

Overall, the table suggests that there is a generally positive attitude toward the idea of capacity-building programs for teachers among the respondents

Table .2

Improving teachers quality will help us to achieve sustainability in education in future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	42	50.0	50.0	50.0
	Neutral	10	11.9	11.9	61.9
	Strongly agree	31	36.9	36.9	98.8
	Strongly disagree	1	1.2	1.2	100.0
	Total	84	100.0	100.0	

Source :- Self calculated by author & based on Primary Data

Table 2. represents the distribution of responses to the statement "Improving teacher quality will help us to achieve sustainability in education in the future." Out of all respondents, 50% agreed with the statement, while 36.9% strongly agreed with it. 11% of the respondents had a neutral response, indicating that they neither agreed nor disagreed with the statement.

The results indicate that the majority of the respondents, around 87%, either agreed or strongly agreed with the statement. This implies that they acknowledge the importance of improving teacher quality for achieving sustainability in education in the future.

The percentage of respondents who strongly agreed with the statement is also significant, indicating that they hold a strong belief in the role of teacher quality in achieving sustainable education. This could suggest that they are more likely to support and advocate for initiatives that focus on improving teacher quality.

However, it is important to note that 11% of the respondents had a neutral response. This suggests that there may be some uncertainty or lack of information among this group about the relationship between improving teacher quality and achieving sustainability in education in the future.

Overall, the table indicates that there is a generally positive attitude towards the idea that improving teacher quality is important for achieving sustainability in education in the future. This could be valuable information for policymakers and educators who are working towards promoting sustainable education.

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

Table .3

I feel the government policy is helping to achieve the quality of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	47	56.0	56.0	56.0
	Neutral	24	28.6	28.6	84.5
	Strongly agree	11	13.1	13.1	97.6
	Strongly disagree	2	2.4	2.4	100.0
	Total	84	100.0	100.0	

Source :- Self calculated by author & based on Primary Data

The table 3. shows the distribution of responses to the statement "I feel the government policy is helping to achieve the quality of education." Out of all respondents, 56% agreed with the statement, while 13% strongly agreed with it. 24% of the respondents had a neutral response, indicating that they neither agreed nor disagreed with the statement. 2.4% of the respondents strongly disagreed with the statement.

The majority of the respondents, 56%, agreed with the statement, indicating that they believe that government policies are having a positive impact on the quality of education. However, it is important to note that a significant proportion of the respondents, 24%, had a neutral response, indicating that they are unsure about the effectiveness of government policies in improving education quality.

The percentage of respondents who strongly agreed with the statement is relatively low at 13%. This suggests that while there is some level of agreement, there is room for improvement in terms of government policies and their impact on education quality.

Moreover, it is also noteworthy that 2.4% of the respondents strongly disagreed with the statement. This indicates that there may be a minority of individuals who perceive government policies as having a negative impact on the quality of education.

Overall, the table indicates that there is a mixed response among the respondents regarding the effectiveness of government policies in achieving the quality of education. While the majority of the respondents agree or are neutral, there is still a need to improve the effectiveness of government policies to ensure the quality of education.

Recommendations and suggestions

1. Foster a holistic approach to learning: The education system should focus on providing learners with a comprehensive understanding of sustainability, including environmental, social, and economic dimensions.
2. Encourage experiential learning: Active learning methods like field trips, project-based learning, and experiential learning can help learners connect with real-world problems and gain practical skills.
3. Incorporate technology: Technology can be used to enhance the learning experience and support learners in gaining practical skills. For example, virtual reality simulations can provide learners with immersive experiences that help them understand complex concepts.
4. Promote interdisciplinary learning: Sustainability challenges require a multi-disciplinary approach, and learners should be encouraged to explore different subjects and perspectives to gain a comprehensive understanding of sustainability.
5. Develop critical thinking skills: Learners should be taught critical thinking skills to analyze complex

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

issues, evaluate evidence, and make informed decisions.

6. Encourage collaboration: Collaboration and teamwork are essential to address sustainability challenges. Therefore, learners should be taught how to work collaboratively and effectively communicate their ideas.
7. Foster a culture of sustainability: educational institutions should model sustainable practices and instill values that promote sustainability. For example, schools can promote waste reduction, energy conservation, and sustainable transportation.
8. Empower learners: Education should empower learners to become change-makers and take action to address sustainability challenges. Learners should be taught leadership skills, civic engagement, and advocacy to make a positive impact in their communities.
9. Promote lifelong learning: Sustainability is a lifelong learning journey, and learners should be encouraged to continue learning and adapting to changing sustainability challenges throughout their lives.

Conclusion:

To sum up, changing the educational system to support sustainable development is crucial for building a more just and sustainable world. We can create a society that is better able to deal with the complex issues we confront by providing learners with the information, skills, and values necessary to overcome environmental, social, and economic challenges.

To do this, we must implement cutting-edge educational frameworks that support a holistic approach to education, experiential learning, technology integration, interdisciplinary learning, the development of critical thinking abilities, collaboration, a culture of sustainability, learner empowerment, and lifelong learning.

We can build a more just, equitable, and sustainable future for everyone by cooperating to improve the educational system for sustainable development.

References & Bibliography:

Agbedahin, A. V. (2019). Sustainable development, Education for Sustainable Development, and the 2030 Agenda for Sustainable Development: Emergence, efficacy, eminence, and future. *Sustainable Development*, *27*(4), 669–680. https://doi.org/10.1002/sd.1931

Ezyschooling, T. (no date) *Latest schools, students and teachers' statistics in India*, *Ezyschooling*. Available at: https://ezyschooling.com/parenting/expert/schools-teachers-students-statistics-2022 (Accessed: January 20, 2023)

Grover, S., Sood, N., & Chaudhary, A. (2018). Student perception of peer teaching and learning in pathology: A qualitative analysis of modified seminars, fishbowls, and interactive classroom activities. *Indian Journal of Pathology and Microbiology*, *61*(4), 537. https://doi.org/10.4103/IJPM.IJPM_297_17

Kauffman, H. (2015). A review of predictive factors of student success in and satisfaction with online learning. *Research in Learning Technology*, *23*. https://doi.org/10.3402/rlt.v23.26507

LOGES, W. E., & JUNG, J.-Y. (2001). Exploring the Digital Divide. *Communication Research*, *28*(4), 536–562. https://doi.org/10.1177/009365001028004007

Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, *37*, 52–65. https://doi.org/10.1016/j.iheduc.2018.01.003

Nayak, J. K. (2018). Relationship among smartphone usage, addiction, academic performance and

ISSN–2277- 8721

EIIRJ Electronic International Interdisciplinary Research Journal

Volume–XII, Special Issues – I March – April 2023

OPEN ACCESS Original Research Article

the moderating role of gender: A study of higher education students in India. *Computers & Education*, *123*, 164–173. https://doi.org/10.1016/j.compedu.2018.05.007

Pal, D., & Vanijja, V. (2020). Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and Youth Services Review*, *119*, 105535. https://doi.org/10.1016/j.childyouth.2020.105535

Unterhalter, E. (2019). The Many Meanings of Quality Education: Politics of Targets and Indicators in SDG 4. *Global Policy*, *10*(S1), 39–51. https://doi.org/10.1111/1758-5899.12591

Cite This Article:

Miss. Acharya D. & Miss. Gupta K., (2023). *A Study of Transforming Education System for Sustainable Development****, Electronic International Interdisciplinary Research Journal****, XII, Special Issues – I, March - April, 2023, 68-75.*