

STRATEGIES FOR EMBEDDING A SUSTAINABLE DEVELOPMENT PERSPECTIVE AT TEACHER EDUCATION COLLEGE

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Abstract:

Providing quality education to everyone can lead to transition and conservation. Education is useful for making a nation dynamic. Education is considered as the dynamic energy of sustainable development. Henceforth the present study aimed to develop strategies for embedding a sustainable development perspective while teaching because teachers is a strong pillar in student learning and development as multifaceted and critical to the overall educational experience.

Key words: *Teacher Education, Sustainable Development.*

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Introduction:

Sustainable development means finding ways to develop social, financial, and environmental resources that meet the needs of the present without compromising the ability of future generations to meet their own needs. The concept of sustainable development was defined in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (Brundtland, 1987). This concept recognizes that while development may be required to fulfil human needs and enhance quality of life, it must occur without eroding the capacity of the environment to meet present and future requirements. The sustainable development movement has grown and fought on the principle that sustainability preserves both future human interest and the earth's ability to renew. Initially stressing the environment in development plans, it has recently broadened to include equitable treatment and alleviating poverty as core concepts of sustainable development.

Literature Review:

Peterson, K. Ozili .(February 2022) Sustainability and Sustainable Development Research around the World . Study was aimed to review the existing research on sustainability and sustainable development around the world. The paper shows the relationship between sustainability and sustainable development. Study reveals that 1. Existing empirical studies show that incorporating sustainability or sustainable development concerns into business or environmental management yields some positive benefits.

Sajjan ,Choudhuri. (2019) A Research on Sustainable Development in India. This research paper is aimed to find out a review of sustainable development initiatives in India. In this systematic review, forty articles related with sustainable development in India (2014-2019) had been reviewed from the source of multiple sources. This

study found that there are only few literature regarding sustainable development initiatives in India and many of the SDG's were unexplored by the researchers. This research is concluded by identifying the SDGs of gender equality, reduction in inequality, peace and justice, and responsible consumption and production as the most promising niches for future research in the area of sustainable development initiatives in India.

Marco, Riekmann .(Dec.2019) **Education for Sustainable Development in Teacher Education. An International Perspective.** Author describe about Sustainable Development in Teacher Education .Teacher education is a key prerequisite for the promotion of education for sustainable development (ESD) at schools. Whether school-based education processes and the schools themselves can be shaped as sustainable educational institutions, depends largely on the knowledge, competencies, attitudes and values of the teachers, but also on the interaction with institutional frameworks and curricular structures. However, looking in detail at the state of teacher education for sustainable development in Germany, it becomes clear that the field is still very much characterized by courses and projects in individual disciplines.

Ellen Christoforatu (2021) Teacher education for sustainable development within national frameworks: Squaring the circle from a German perspective. This article deals with the question of how teacher education and teacher training in Germany. Study conclude that Particular attention is given to teacher educators, educational managers, researchers and decision makers, who often have not acquired solid expertise in the specific area of ESD themselves. Their active inclusion is the key success factor in the intrinsic processes regarding organizational development at teacher education institutions.

Need of the study:

While reviewing the previous and related research, various researches were found on the sustainable development (SD). A study by Peterson, K. Ozili. (2022) on Sustainability and Sustainable Development Research around the World. Study was aimed to review the existing research on sustainability and sustainable development around the world .Sajjan ,Choudhuri. (2019) A Research on Sustainable Development in India. This study found that there are only few literature regarding sustainable development initiatives in India and many of the SDG's were unexplored by the researchers .In other study which it is suggested how sustainable development can be done through teacher education and also the perspective of teacher education for sustainable development in NEP2020 was studied. But as we know that The purpose of teacher education as per UNESCO documents is to provide commitment and skills across the world's teaching profession so that children and youth can develop an enhanced understanding of what it means to work for a sustainable future, a sense of responsibility for future generations.(Bhawana ,Mishra.2017). Looking at the current situation, education for sustainable development can only be provided through teacher training institute. For that, the role of the teacher and what strategies should be used for this has been presented from the said research.

Problem Statement:

Strategies for embedding a sustainable development perspective at Teacher Education College.

Objectives:

The study's objectives are as follows:

1. To develop strategies for embedding a sustainable development perspective while teaching.

Research Questions:

1. Do present teacher education programs develop skills, attitude, enhance capacity, values and awareness activities in student teachers about sustainable development through curriculum?

Research Methodology:

Focus of the study has been to highlight underlying realities. Survey method used for present study. Study was aimed to examine the perspective of teacher educators towards sustainable development in classroom. Therefore, research is qualitative in nature. To fulfill the objectives questionnaire- were used for study. Which includes open ended and closed ended in nature for teachers. Observation of classroom processes in relation to sustainable development are done. B. Ed curriculum also analyzed for the perspective of sustainable development.

Sample:

21 B. Ed teacher were consist as sample for study.

Sampling Method:

Simple random sampling techniques was used for present research.

Data Analysis:

Objective 1: To develop strategies for embedding a sustainable development perspective while teaching.

The role of teacher education in fostering sustainable development is critical because it shapes educators' mindsets, beliefs, and practices, which in turn affect the next generation of citizens. The following are some major features of teacher education's involvement in fostering sustainable development.

- **Knowledge and Awareness:** Teacher education programs should provide educators with a solid understanding of the principles and concepts related to sustainable development through curriculum and in daily teaching. This includes environmental sustainability, social equity, economic development, and the interconnectedness of global issues. Teachers need to be well-informed about current sustainability challenges .issues and solutions in the classroom.
- **Curriculum Integration:** Teacher education plays a crucial role in guiding educators on how to integrate sustainable development principles across various subjects and grade levels. This involves incorporating sustainability themes into lesson plans, projects, and assessments to ensure that students are exposed to these concepts throughout their education.
- **Pedagogical Approaches:** Teacher education programs can introduce and emphasize pedagogical approaches that foster critical thinking, problem-solving, and active engagement with sustainability issues. This may include project-based learning, inquiry- based learning, and other methods that encourage students to explore and address real- world sustainability challenges. Allow learners to participate in decision-

making on the design and content of educational programmes. **The skill and value can be inculcated in the students through practice lesson and internship program, co-curricular activity. Teacher should be given guidance on how to cultivate social commitment while teaching must encourage students for the same.**

- **Values and Attitudes:** Teacher education should focus on developing educators' values and attitudes that align with sustainable development goals. Teachers serve as role models, and their own commitment to sustainable practices and values can significantly influence students through daily prayer /assembly. **Through this teacher can inculcate sense of responsibility, mercy, empathy, gender equality and no gender biasness and environmental stewardship and also promote to green energy, limited use of resources.**
- **Inclusive Education:** Sustainable development emphasizes social equity and inclusivity. Teacher education programs should equip educators with the skills and knowledge to create inclusive learning environments that cater to diverse student populations, ensuring that all students have equal access to education and opportunities. **Teacher should cater education with reference to peace for education, education for all and teacher should consider physical diversity not social or economic.**
- **Global Perspective:** Sustainable development is a global endeavor, and teacher education should Global Perspective prepare educators to incorporate a global perspective into their teaching. This involves fostering an understanding of global interdependence, encouraging cultural awareness, and promoting a sense of global citizenship among students. **Teachers should address local as well as global issues, and avoid harsh language and terms. Teacher should encouraged students to solve various global issues.**
- **Practical Skills:** Teachers need practical skills to incorporate sustainable practices into their classrooms and schools. Teacher education programs can provide training on implementing **eco-friendly practices, such as waste reduction, energy conservation, and sustainable resource use, creating tangible examples for students to follow.** Promote critical thinking, promote and encourage **Recycling, Revise and Re-use (RRR)**, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.
- **Collaboration and Partnerships:** Teacher education institutions can facilitate collaborations and partnerships between educators, schools, communities, and relevant organizations working towards sustainable development. Networking opportunities and partnerships can provide teachers with additional resources, support, and practical insights.
- **Professional Development:** Given the dynamic nature of sustainability issues, teacher education should emphasize the importance of continuous professional development. Educators should be encouraged to stay informed about new developments, research, and best practices in the field of sustainable development through ongoing learning opportunities.

Conclusion:

Teacher education is a key lever in advancing sustainable development by shaping the knowledge, attitudes, and practices of educators. By preparing teachers to integrate sustainability into their teaching and fostering a commitment to sustainable values, teacher education contributes significantly to building a more sustainable and resilient society. It is very important that based on the above various strategies, activity, programs the teacher educator should inculcate education for sustainable development in his/her teaching intermittently on daily basis for culture transition and conservation.

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Cite This Article:

Bhujbal S. & Gurav G. (2024). *Strategies for Embedding a Sustainable Development Perspective at Teacher Education College.* In Educreator Research Journal: Vol. XI (Issue II, pp. 19–23). **ERJ.** <https://doi.org/10.5281/zenodo.10904442>