

A STUDY OF SUSTAINABLE DEVELOPMENT APPROACH THROUGH B.ED. CURRICULUM

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Abstract:

B.Ed. curriculum is important aspect of Teacher education. The present study is focused on to study the Sustainable development approach through B.Ed. curriculum. In this study B.Ed. curriculum analyzed to understand the role of it in Sustainable development approach. Also conducted questionnaire on a sample of Teacher educators and student-teachers to know about importance of sustainable development approach in B.Ed. curriculum. In this study Mixed research method is used. Sample for the study is selected through convenient sampling method. In this study data collected by 11 experienced B.Ed. teacher educators and 101 B.Ed. student-teachers. The obtained quantitative data analyzed by using percentage and qualitative data analyzed by using coding technique.

Key Words : Sustainable Development Approach, B.Ed. Curriculum

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Introduction:

Sustainable development is a motto of United Nations and UNESCO to save our planet. Sustainable development includes Economic growth, Social inclusion and Environmental protection. There are 17 Sustainable development goals which will be helpful to make sustainability on this planet. The Sustainable development goals are bridge to achieve more sustainable future. 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 these are

17 goals kept by United Nations for sustainable development. These all goals are interconnected. Quality education is one of the it. Education is the pillar of all goals. The Quality education has various factors which are affecting on it. The Teacher education is one of the factors of it. Teacher education is very important to achieve Quality education goal. B.Ed. is the one of the Teacher education programs and the curriculum of it has designed by NCERT according to the guidelines of NCTE 2014. B.Ed. is a two-year pre-service training program. Quality education is most important part of B.Ed. curriculum.

Statement of the Problem:

A study of Sustainable Development approach through B.Ed. Curriculum Objectives of the Study -

- To identify theory, practicum and activities given in B.Ed. curriculum.

- To find out theory, practicum and activities for Sustainable Development in B.Ed. Curriculum.
- To suggest possible recommendations to inculcate Sustainable Development approach through B.Ed. curriculum.

Assumptions:

Quality education helps to develop sustainable development approach. (UNESCO)

Need and Importance of the study:

Quality education is a main aim of education. B.Ed. two-year program has a vital role in enhancing the teaching skills among student-teachers. Teaching is an unavoidable aspect of education. The present study will be help to find the Sustainable development approach through the different aspects of B.Ed. curriculum like Perspectives in Education, Curriculum & Pedagogic studies, Enhancing Professional Capacities etc. To integrate sustainable development approach in B.Ed. Curriculum there is need to understand the interconnectedness of all the aspects of it. Is there any theory part given in B.Ed. curriculum? Is there any Practicum given in B.Ed. curriculum? Education for Sustainable development is important for teachers? To find out the such type of questions researchers decided to undertake this present research.

Limitations of the study:

Present research is restricted to only B.Ed. 2-year curriculum designed by NCERT.

- This research is restricted to only Marathi medium B.Ed. college.
- This research is limited for 11 B.Ed. Teacher educators of different B.Ed. colleges.
- This research is limited for 101 B.Ed. student-teachers.

Scope of the study:

The present paper will be helpful to know more about the two-year B. Ed curriculum and sustainable development through it.

Research Methodology:

For the present study to achieve the objectives the qualitative and quantitative approach was adopted.

Qualitative - Curriculum analysis of 2-year B.Ed. program.

Quantitative – Online survey conducted by teacher educators and student-teachers of B.Ed. program.

Sample of the study:

The sample of the study were 101 B.Ed. student-teachers and 11 experienced B.Ed. teacher educators from the different B.Ed. colleges.

Tool and technique:

For the present study researchers have prepared semi structured questionnaire for student- teachers and teacher educators.

Data collection:

Researchers analyzed curriculum of Two-year B.Ed. program and questionnaire was prepared by using Google Form. It consists of 13 questions for Teacher educators and 12 questions for student-teachers related to

Sustainable development approach through B.Ed. curriculum. The data was collected by the sending questionnaire through Google form to the teacher educators and student-teachers Responses were analyzed carefully by using statistical treatment.

Data Analysis and Interpretation:

Quantitative data was collected and analyzed with the help of statistical technique that is percentage and qualitative analysis was done by using coding of data.

B.Ed. Curriculum Analysis

PE - Perspectives in Education	CPS - Curriculum and Pedagogy Studies	EPC - Enhancing Professional Capacities
Childhood and growing up	CPS 1 - Language across the curriculum	EPC 1 Reading and Reflecting on text
Contemporary India and education	CPS 2 & 3 – Pedagogy of two School subjects part 1 and 2 Social science, English, Biological science, Urdu, Physical science, Mathematics, Sanskrit and Hindi	EPC 2 Arts in education
Learning and teaching	CPS 4 – Assessment and learning	EPC 3 Understanding ICT and its application
Gender, School and Society	School Internship	EPC 4 understanding the self
Knowledge and curriculum		
Creating and Inclusive school		
Health, Yoga and Physical Education		

Opinion of teacher educators about B.Ed. Curriculum:

Question no. 4

Majority of the teacher educators are in opinion that Environment, pedagogy of science, psychology for good health, gender equality, guidance and counseling, Quality Education, Sustainable development this theory part is included in B.Ed. syllabus.

Question no. 6

Majority of the teacher educators said that EPC, internship, physical education, art and craft, psychological experiment, field visits, interdisciplinary program these are the practicals included in B.Ed. syllabus.

Question no. 8

Most of the teacher educators said that EPC, community best practices, awareness program on environmental issues, exhibition, poster presentation these are the activities given in B.Ed. curriculum related to sustainable development.

Question no. 13

Majority of the teacher educators suggested that there should be separate theory paper practical as well as teacher

educators focused on the need of the sustainable development awareness program in B.Ed. curriculum.

Opinion of student-teachers about B.Ed. Curriculum:

Question no. 4

Majority of the student-teachers are in opinion that value education, Micro teaching, environmental education, personality development, value education etc. theory is included in B.Ed. syllabus.

Question no. 6

Majority of the student teachers said that teaching aid workshop, EPC, internship, physical education, art and craft, psychological experiment, field visits, etc. these are the practicums included in B.Ed. syllabus.

Question no. 8

Most of the teacher educators said that social activities, EPC, case study, cultural activities, school visits, etc. activities are given in B.Ed. curriculum related to the sustainable development.

Question no. 12

Majority of the teacher educator suggested that there should be theory and practicums related to yoga, health, environment, social awareness and economic issues in B.Ed. curriculum for sustainable development.

Quantitative data was collected and analyzed with the help of statistical technique that is percentage

Table 1.1
Opinions of Teacher educators

Que. No.	Question	Responses from Teacher educators	
		Yes	No
1.	Do you know about the Sustainable Development?	11 (100%)	-
2.	Do you think Sustainable Development is important?	11 (100%)	-
3.	Is there any theory course related to Sustainable Development in B.Ed. syllabus?	11 (100%)	-
5.	Is there any practicum related to Sustainable Development in B.Ed. syllabus?	9 (81.8%)	2 (18.2%)
7.	Is there any activity given related to Sustainable Development in B.Ed. syllabus?	10 (90.9%)	1 (9.1%)
9.	Do you think Sustainable Development activities are important in B.Ed. syllabus?	11 (100%)	-
10.	Do you think there is need to create awareness Sustainable development in B.Ed. students? (Teacher educator's questionnaire)	11 (100%)	-
11.	Do you think Teacher has an important role in Sustainable Development?	11 (100%)	-
12.	Do you think there is need to include Sustainable Development activities in B.Ed. syllabus?	10 (90.9%)	1 (9.1%)

From the above table the following observations are noted:

1. 100% percent teacher educators knows about Sustainable development.

2. 100% percent teacher educators are in opinion that Sustainable development is important.
3. All the teacher educators said that there is theory related to Sustainable development in B.Ed. syllabus.
5. 81.8% teacher educators are in opinion that there is practicum related to Sustainable development in B.Ed. syllabus whereas 18.2 % teacher educators denied it.
6. 90.9% teacher educators are in opinion that there are activities related to Sustainable development in B.Ed. syllabus whereas 9.1 % teacher educators denied it.
7. All the teacher educators said that sustainable development activities are important in B.Ed. syllabus.
8. 100% teacher educators are in opinion that there is need to create awareness Sustainable development in B.Ed. students.
9. 100% teacher educators are in opinion that Teacher has an important role in Sustainable Development.
10. 90.9% teacher educators are in opinion that there is need to include Sustainable Development activities in B.Ed. syllabus whereas 9.1 % teacher educators denied it.

Table 1.2
Opinions of student-teachers

Que. No.	Question	Responses from Student-teachers	
		Yes	No
1.	Do you know about the Sustainable Development?	88 (87.1%)	13 (12.9%)
2.	Do you think Sustainable Development is important?	97 (96%)	4 (4%)
3.	Is there any theory course related to Sustainable Development in B.Ed. syllabus?	74 (73.3%)	27 (26.7%)
5.	Is there any practicum related to Sustainable Development in B.Ed. syllabus?	74 (73.3%)	27 (26.7%)
7.	Is there any activity given related to Sustainable Development in B.Ed. syllabus?	76 (75.2%)	25 (24.8%)
9.	Do you think Sustainable Development activities are important in B.Ed. syllabus?	93 (92.1%)	8 (7.9%)
10.	Do you think Teacher has an important role in Sustainable Development?	99 (98%)	2 (2%)
11.	Do you think there is need to include Sustainable Development activities in B.Ed. syllabus?	93 (92.1%)	8 (7.9%)

From the above table the following observations are noted:

1. 87.1% percent student-teachers knows about Sustainable development whereas 12.9% are unaware of it.
2. 96% percent student -teachers are in opinion that Sustainable development is important where 4% denied importance of it.
3. 73.3% student-teachers said that there is theory related to Sustainable development in B.Ed. syllabus where 26.7% said there is no theory part included in B.Ed. syllabus.
4. 73.3% student-teachers are in opinion that there is practicum related to Sustainable development in B.Ed. syllabus whereas 26.7% denied it.

5. 75.2% student- teachers are in opinion that there are activities related to Sustainable development in B.Ed. syllabus whereas 9.1 % student-teachers denied it.
6. 92.1% student-teachers said that sustainable development activities are important in B.Ed.syllabus whereas 7.9% are not agree with it.
7. 98% student-teachers are in opinion that Teacher has an important role in Sustainable Development whereas 2% denied it.
8. 92.1% student-teachers are in opinion that there is need to include Sustainable Development activities in B.Ed. syllabus whereas 7.9 % student-teachers denied it.

Objective wise findings Objective No. 1.

To identify theory practical and activities given in B.Ed. curriculum.

As per NCERT in Two-year B.Ed. curriculum divided into PE-Perspectives in Education, CPS - Curriculum and Pedagogy Studies and EPC - Enhancing Professional Capacities aspects.

Objective No. 2.

To find out theory, practicum and activities for Sustainable Development in B.Ed. Curriculum.

As per B.Ed. curriculum Gender, School and Society, creating and inclusive school, Assessment and learning, Health, yoga and physical Education theory papers are given which has theory, practicum related to sustainable development. All the given EPCs are related to sustainable development. B.Ed. curriculum focuses on improving the quality education.

Objective No. 3.

To suggest possible recommendations to inculcate Sustainable Development approach through B.Ed. curriculum.

According to the suggestions of teacher educators and student-teachers Environmental education, Health awareness, education for sustainable development should be included in B.Ed. curriculum.

Conclusions of the Study:

1. Researchers found that all Teacher educators and majority of the student-teachers are known about Sustainable development.
2. All the teacher educators and majority of the student-teachers accepted the importance of sustainable development.
3. All the teacher educators and most of the student-teachers said that there is theory related to Sustainable development in B.Ed. syllabus.
4. Most of the teacher educators and Student-teachers are in opinion that there are practicum related to Sustainable development in B.Ed. syllabus.
5. Most of the teacher educators and Student-teachers are in opinion that there are activities related to Sustainable development in B.Ed. syllabus.
6. All the teacher educators and majority of the student-teachers said that sustainable development activities are important in B.Ed. syllabus.

7. All teacher educators are in opinion that there is need to create awareness Sustainable development in B.Ed. students.
8. All teacher educators and most of the student-teacher are in opinion that Teacher has an important role in Sustainable Development.
9. Majority of the teacher educators and student-teachers are in opinion that there is need to include Sustainable Development activities in B.Ed. syllabus.

The present research concludes that B.Ed. curriculum is an integrated part of quality education. Sessional, Practicums, EPC's, Special subjects, values, skills etc. are the keys in B.Ed. curriculum for Sustainable Development approach. It indicates that there is need to aware student-teachers about Sustainable development.

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