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**Role of Teacher in sustainable development of society in the context of NEP 2020**

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**Abstract:** *Role of teachers on education for sustainable development is defined by addressing how teachers become change agents by gaining competence in education for sustainable development. Teachers need to become sustainability literate which can be accomplished through formal and informal professional development. The role of teachers more specifically is to foster this transition toward sustainability in their teaching methods. Teachers with a strong knowledge base on sustainability will prepare them to navigate the ever-changing nature of the world and teach their students with the necessary knowledge, skills, and dispositions in sustainability resulting in sustainability literacy. The opinion that education is the key to achieve a sustainable society has become mainstream. Education for sustainable development (ESD) has been reiterated as vital in numerous documents and declarations. This builds on nearly half a century of developments in quality of education. This paper explores the transition of Sustainability, which is a journey and not the destination. At every step of progress, it questions prevailing worldview, paradigm, structures as well as predominant practices across teaching.*

**Key Words:** Education for sustainable development, teacher education, quality education, sustainability literate.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The Education for Sustainability Goals Learning Objectives states that: ESD has to be understood as an integral part of quality education, inherent in the concept of lifelong learning: all educational institutions-from preschool to tertiary education and in non-formal and informal education-can and should consider it their responsibility to deal intensively with matters of sustainable development and to foster the development of sustainability competencies. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015-seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

**National Education Policy 2020-** This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and



value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

**Role of Teacher Education programme for SDG 4-Quality Education** In teacher education programmes, essential knowledge and skills are provided to student teachers to promote SD, sustainable lifestyle, human right, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of culture diversity through course curriculum. This shows that a lot of efforts are being taken to achieve the target of SDG 4 by 2030. There is need to relook the existing teacher education programme run in the light of suggestion made in NEP-2020 for improving the quality of education. In preparing quality teachers, the students' teachers are provided different type of exposure and experiences in the teacher education programmes. Necessary knowledge, skills, attitudes, and values are provided to them for improving quality of education. Such teachers will not only be able to provide quality education but also enable schools and society to deal with all issues and challenges related to quality education. Along with this, they will also help in meeting the target of other remaining sixteen goals of SD.

The role of teacher education for achieving the quality of education related to all seven targets mentioned below.

**Universal primary and secondary education:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;

**Early childhood development and universal pre-primary education:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

**Equal success to technical/vocational and higher education:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**Relevant skills for decent work:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**Gender equality and inclusion:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;

**Universal youth literacy:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

**Citizenship education for sustainable development:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

**NEP 2020- Reach the Sustainable development goals** The policy has laid much needed emphasis on the social indicators of education, and incorporated the impact of multilingualism & multi culturist in teaching and learning in education. Due to this NEP signals the feasibility of multiple exit points, offering the students an employment readiness. The NEP reforms intersects with the SDG 4 indicators at the

**Teacher Role in promoting Education Sustainable development (ESD)-** Education Sustainable development is grounded on four independent systems which are environment, economic, social and political aspects. The ethical issues and concerns of sustainable development need to be addressed through education at different levels to make an impact on people's lifestyles and responsible behaviours and help them build a sustainable future. A need to refocus many existing educational policies and programmes to emphasize ESD issues is required, as education can play a very significant role in ensuring the economic, culture and ecological vitality of the growing world. It is the need of the hour to look into what Education can do to foster sustainability. In Teacher education programmes, necessary knowledge and skills are provided to student teachers to promote SD. Knowledge, skill, values and attitudes among student teachers will help them to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges. They also improve the quality life.

The NEP reforms intersects with the SDG 4 indicators at the point of Blended learning, integrated technology and virtual tools with the teacher led activities.

NEP-2020 recommended to continue National skill qualification framework and mentioned that by 2025, four-year



multidisciplinary bachelor programme will also focus on vocational skills. However, there is a need to have more job-related courses, institutions and universities for meeting the target of SDG 4.

NEP-2020 reaffirms that bridging the social category gaps in access, participation and learning outcomes in school education will continue to be one of the major goals of all education sector development programs.

**Quality of life-** Education is also central to improving quality of life. Education raises the economic status of families; it improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved education holds both individual and national implications. ESD is future-oriented education that fosters understanding of the interconnectedness of ecology, economics and social equity. The five major components of ESD that guide and motivate people to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner are as follows:

1. **Knowledge :** People need basic knowledge from the natural sciences, social sciences, and humanities to understand the principles of SD. Knowledge based on traditional disciplines supports ESD.
2. **Values:** They are an integral part of ESD, with respect at the center: respect for present and future generations, respect for cultural difference and diversity, and respect for the natural environment. Values taught in school need to reflect the larger values of the society that surrounds the school. Social justice is also a central part of ESD, since it includes respect for the traditions and religions of other communities, meeting basic human needs, and concern for the rights, dignity, and welfare of all people.
3. **Issues:** Teachers should be equipped to help students identify and think about the complexities of issues from the perspectives of many stakeholders. Older pupils and university students need to acquire skills to analyze issues and the proposed solutions to them, understand the values underlying opposing positions, and analyze conflicts arising from those issues and proposed solutions.
4. **Perspective:** The ability to consider an issue from the view of different stakeholders is essential to ESD. Every issue has a history and a future. Looking at the roots of an issue and forecasting possible futures based on different scenarios are part of ESD, as is understanding that many global issues are linked. For example, over-consumption of consumer goods like paper leads to deforestation, which is believed to be related to global climate change.
5. **Skills:** ESD must give people practical skills that will enable them to continue learning after they leave school, to have a sustainable livelihood, and to live sustainable lives. Especially students, to think, act and re-act as responsible citizens and find sustainable solutions to real life issues, at the local, national and international level.

**Conclusion-** The role of teachers on education for sustainable development is complex and nuanced. Teachers are considered to be the change agents to put into action the sustainable development goals. However, teachers are rarely exposed to the ideas and concepts in sustainable literacy through their preserve programs. Without this background knowledge, teachers are unable to successfully and fully teach the ideas and goals of sustainability literacy to have a lasting impact on their students.

Institutions of higher education have a large role to play in modifying and adapting their curriculum to address the needs of preserve teachers. However, adjusting these programs is not necessarily easy because faculties at higher education institutions carry numerous misconceptions about sustainability literacy. Once these difficulties are overcome, there is minimal research, which suggests that preserve teachers who are exposed to and fully engage in coursework around sustainability literacy are able to have an impact on their students. However, much of the literature focuses on institutions of higher education, the role of faculty at these institutions, and the role these faculty have on training teachers and preserve teachers. The teacher's role is to themselves engage in transformative learning experiences to understand new ways of teaching and learning toward a sustainable future. There is much to be learned about how this sustainable education can serve as the role of teachers in achieving sustainably literacy.

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