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POLICIES OF EDUCATION AND SUSTAINABLE DEVELOPMENT – A PERSPECTIVE

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Abstract

To understand the extent to which the globalization of trade and finance is contribution to the wealth gap; be able to critically evaluate the role of science and technology in the resolution of environmental and sustainable development issues. To understand the variety of ways in which individuals and groups can actively participate in the promotion of sustainable development and the implications of this has for the social and economic operation of communities to able to justify their own views and positions on ethical issues related to sustainable development. To understand the range of causal factors involved in reduction of global biodiversity and recognise the principles underlying good practice in biodiversity maintenance or creation, be familiar with arguments for and trends in globalization and localization in economic activity in relation to the needs for a sustainable economy. This present research paper is endeavour to present the reforming educational policies and it is sustainable development. In the present day is the single must important way for individuals to improve personal contribution, build capacity levels, and enlarge their available set of opportunities and choices for a sustainable development. Education is important not merely as means to other ends, but it is an attribute that the valued in itself, by most individuals. It is a priority for countries seeking to develop and sustain their level and pace of development. The rationale for the effective inclusion of the integration of educational policies and globalization for sustainable development.

Education has long been recognized as a key instrument for achieving participative citizenship for sustainable-development, policies that support practical educational change in this regard required. This paper is to be discussed about **"Policies of Education and Sustainable Development – A Perspective"**

Key words: sustainable development, educational policies, dynamic factors,Professional development, educational environment.

Statement of the problem

"the great aim of education is not knowledge but action."
Herbert spencer
A familiar english philosopher & educationist

In the present day is the single must important way for individuals to improve personal contribution, build capacity levels, and enlarge their available set of opportunities and choices for a sustainable development. Education is important not merely as means to other ends, but it is an attribute that the valued in itself, by most individuals. It is a priority for countries seeking to develop and sustain their level and pace of development. The rationale for the effective inclusion and integration of educational policies and globalization for sustainable-development. Education has long been recognized as a key instrument for achieving participative citizenship for sustainable-development, policies that support practical educational change in this regard required. There is an emerging consensus amongst public, government and business on the need to move with some urgency towards more sustainable lifestyles in future generations are to enjoy quality of life. All people are directly affected by sustainable development issues.

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To understand the extent to which the globalization of trade and finance is contribution to the wealth gap; be able to critically evaluate the role of science and technology in the resolution of environmental and sustainable development issues. To understand the variety of ways in which individuals and groups can actively participate in the promotion of sustainable development and the implications of this has for the social and economic operation of communities to able to justify their own views and positions on ethical issues related to sustainable development. To understand the range of causal factors involved in reduction of global biodiversity and recognise the principles underlying good practice in biodiversity maintenance or creation, be familiar with arguments for and trends in globalization and localization in economic activity in relation to the needs for a sustainable economy.

Educational Policies and Recent Challenges

Ideally and materially education for sustainable development revolves around the quality of basic and professional education that is essentially determined by curriculum relevance, liberation

oriented pedagogy, teacher's development dynamism and the practice of wide participatory democratic school governance. Let us discuss these variables. Curriculum is one of the main input for quality education whereby emphasis is supposed to be given on local cultural environment. Education is linked to production in the sense that the activities of learning leads to preparation of products which have intrinsic values. As was the case in traditional informal education systems, one learnt as (he) grew up and again one learnt as one produced.

Teachers' quality both in terms of professional excellence and social behaviour greatly influence the education outcome. This makes the professional development of teachers. It is expected to give them induction courses on critical issues. so as to enable them adopt to changing students' characteristics, changing nature of teaching and social expectations of teaching in the light of fast pace of the growth of knowledge. The efforts have been taken to establish and develop teachers. The policy makers are hard to engage development partners in assisting in meeting such needs in schools.

In order to evaluate performance of an institution in the light of sustainable development and being about a measure of accountability a mechanism of accreditation has been developed by UGC. This is an autonomous council under UGC called National Accreditation and Assessment Council with a purpose to carry out periodic assessment of universities and colleges. NAAC has evolved a methodology of assessment which involves self-appraisal by each university and college and an assessment of the performance by an expert committee. Similarly, for technical education AICTE has been established its own accreditation mechanism for its institutions through the National Board of Accreditation. NBA has also undertaken a detailed exercise for benchmarking the performance of reference for evaluation. Both NAAC and NBA are in the right direction and need to be encouraged and strengthened.

Educational institutions have been trying their best for providing education for sustainable development. Yet, there are Obstacles and problems that have to be tackled in this area. These include: Inadequate capacity to support and provide learning about sustainable development. This goes together with lack of competent teachers (quality of teachers); lack and shortage of teaching tools; low quality of instructional materials and inadequacy of infrastructures. The agenda of sustainable development needs skilled practitioners and professionals from all walks, of life. These roles place demands on human resources, and require, action by teaching institutions to improve the understanding and skills of educators. Sustainable development is all too classified sector-wise both by separating responsibility for its components, or by making it the sole concern of a specialized unit or person. There is a contention that establishing units as centers of expertise/excellence will help in capacity building and ensure efficiency and efficacy but unless used properly, they may lead others to feeling that they have no responsibilities for sustainable development in their organizations or communities.

Concepts of Sustainable Development

Thus Sustainable Development can be defined as that which meets the needs of the present without compromising the ability of the future generations as meet their own needs.

In India educational policy is framed at three levels of education. The plans of monitoring of a special program introduced a few years back on providing primary education for those who missed the formal enrolment and continue supply of books to the students. For this following policies are adopted. To involve district officials school committees and the community at large to ensure an improved school environment that meets pupils' needs. To mobilize competent teachers for counseling in the selected districts.

The main focus on secondary school education is on expanding enrolment with improving the curricula as well as

implementing projects in health education, prevention and awareness of HIV/AIDS and improving the school environment.

The universities as a institutions of higher learning have been some affirmative initiatives to address the gender inequity especially in students enrolment. In India University Grants Commission set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organisations. Professional councils those are responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes. As of today the universities of India can be classified in various categories like Central Universities. Private Universities, Agricultural Universities. Institutes of National Importance and Open Universities. Only the central or State Government can open a new university and that too by legislation in the Parliament or State. Universities are empowered to award their own degrees and take affiliate colleges. UGC is empowered under its Act to grant institutes of excellence 'Deemed University' status which they have done in some cases.

A way of forward for the future

There should be deliberate efforts of encouraging private agencies to participate in the provision of education, to establish arid manage schools and other education institution at all levels where curriculums are reoriented to address the need more-sustainable production and consumption patterns. The government needs to reexamine curriculum at all levels emphasizing the provision of education that is locally relevant and culturally appropriate, reflecting the environmental, economic, and social conditions of the targeted community through improved teacher management and. Use of appropriate performance and assessment strategies.

Identification of critical priority areas were creating and enabling environment for the private agencies to participate in

provisions of quality education. Nations should share knowledge and innovative technologies to achieve the goal of sustainability in development. Broadening of the financial base for education and training through more effective control of government spending, cost sharing and liberalization strategies. Reorganization of the management structure of education placing the responsibility on schools in local communities and strengthening the integration of formal and non-formal education relationship by the strengthening coordination.

Global Practices in Higher Education

Application of global practices needs comprehensive policy directions with strategies for sustainable development issue particularly of education and literacy with the prime objective of efficient management and implementation. Provision of well planned exercise for addressing to the issue of social learning, integrated with contextualized literacy is the need of today. In this context, there is a need to intervene the formulation of policy within a framework, keeping in view the following thrust issues.

Understanding social deprived opportunities.
Strengthening institutions.
Strengthening organization for education
Building managerial capacities
Increasing finances for sustained learning opportunities

The policy has to be translated as per the situation and geographical demarcations of a particular village. Education of a remote area located in the plains has to be different from that placed in difficult terrains or near coastal areas. Organization of education has to be made specific to the local conditions. Contextualizing of education becomes more crucial since one will find difference in everything; local topography, demography, environment, climate, culture, occupation, migratory trends, society composition (children, age-group old people), the level of education of people and resources available. The step towards identification of people interested in

carrying out community development programmes to give a 'feel' of small communities as an integral part of a larger global community.

Summing up

One could say that no individual, community and nation can survive in isolation from rest of the world. The contemporary era demands everyone to consider one umbrella "globalization" with incorporate of a wide range of educational, social and welfare programmes as per the policies. The purpose of which is improvement of quality of life and sharpening life skills for sustainable development. Otherwise the entire race will recede into the darkness of ignorance. We need new processes, less oriented to instruction and more oriented to action for sustainability. This entails assurance for economic and social development for mankind, leading to improved quality of life, also benefiting the generation to come, thus making citizen to contribute for sustainable development of a nation and its future generation.

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http:// www.pdkintl.org/kappan/kbru9905.htm

http://www.ntlf.com/ h'tml/liblbib/92- 2dig.htm

https://www.educationalpolicies.in

https://www.sustainabledevelopmentofeducation.co.in