

## A Comparative Study Of Awareness About Education For Sustainable Development Among Undergraduate Students Of Science And Social Science

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### Abstract

Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Basic education is a key to nation's ability to develop and achieve sustainability target. Education for the future Mankind needs to change the way they live, the way they consume, and the way they promote business if they want to ensure a sustainable world for the future generations. Green growth should be the policy in government, industry, school, colleges and universities. Education for Sustainable Development is a major concern for 21st century in our society, So Today's need of the world is genuine and urgent, yet it is important to develop such a way through which future generation can fulfill their needs. So, it is necessary to involve all the pupils for sustainable world. Students are a big portion of society, so awareness among them about sustainable development is very necessary to achieve the success. The aim of the present study is to compare the awareness about education for sustainable development among undergraduate students of science and social science. The sample consisted of youth in the age group of 20 to 25 years. It was 200 (100 male and female students of faculty of science and 100 male and female students of faculty of social science) selected randomly. Descriptive survey method was applied to conduct the study. Sustainable Habits Scale (2017) By Sona Dixit and Laxmi Khandelwal was used to study the difference between the awareness about education for sustainable development among undergraduate of B.Sc. and B.A students. In the conclusion there is no significant difference between the awareness about Education for Sustainable development among undergraduate students of science and social science.

**Keywords-** Education, Awareness, Sustainable development and Undergraduate Students.

### Introduction

**Education is a process** in which and by which **the knowledge, characters and behavior of the human being are shaped and molded**. Education is lead to the **enlightenment of mankind**. There are so many definition numbers of definitions that is existing on Sustainable development of Education But the most helpful and acceptable definition is from 'our common future' by **Brundtland Report, 1987**, 'Sustainable Development is that development which meets the needs of present without compromising the ability of future generation to meet their own needs'. The concept of sustainable development was first Introduced by Aristotle in 400 BCE through the Greek household concept which referred Self-Sustaining and different from Modern concept. As the overarching paradigm of the United Nation, Sustainable development pursues a balanced development of environmental, social and economic goals to improve the Quality of life for the future generation. From this point of view, individuals should lead an ecological life and not consume more than what can be reproduce (Ozturk Demirbas, 2015). This situation reveals the concept of 'sustainable development' (Baikal and Baikal, 2008). When the concept of 'sustainable development', which is perceived as a sample concept at first glance, is examined in all

its dimensions, it is seen that is an important concept for the future of humanity (Gurluk, 2010). Sustainable development is defined as protecting the interests of future generations and balancing the satisfaction of people's present interest (Collin, 2004). In the related literature, different dimensions of sustainable development are mentioned (Ozturk Demirbas, 2015; Altuntas and Turker, 2012). It is stated that the most important component of sustainable development are the environmental, economic and social components, and they cannot be handled independently (Ozturk Demirbas, 2015; Altuntas and Turker, 2012). **As the Education for sustainable development** Education is essential to sustainable development. The education of today is crucial to enhancing the ability of the leaders and citizens of tomorrow to create solutions and find new paths to a better, more sustainable future. Unfortunately, our current collective pool of human knowledge, skills, and experience does not contain the solutions to all the contemporary global environmental, societal, and economic problems. Although humanity has faced crises in the past and successfully navigated them, the scale of current problems is greater and the size of the world population larger than ever before. While we can draw upon experiences of the past to solve the problems of today and tomorrow, the reality is that citizens of the world will have the task of learning their way towards sustainability. Education is therefore central to learning and to a more sustainable future.

The emergence of Education for Sustainability is relatively recent, and continues to evolve. Education for Sustainable Development grew from a history of Environmental Education. Education for Sustainability links environmental, social and economic thinking with an expanded emphasis now on holistic thinking, futures, and ecological and social justice. This develops the knowledge, competencies and worldviews necessary for people to contribute to more sustainable patterns of living for all species. Education for Sustainability aims to be transformative, of people and human thinking, drawing on systemic thinking, collaboration, ethics and values, critical thinking, and life-long learning. Boys and girls living in urban areas have much awareness than boys and girls living in rural areas by Kumar Samit, Ujjwal Halder, Bairagya Shyamsundar, 2014. Today's need of the world is genuine and urgent, yet it is important to develop such a way through which future generations can fulfill their needs. Education for Sustainable Development is necessary for that reason. Sustainable Development of Education is not just like environmental education but a complicated multidisciplinary of education which concerns everything connected to the world; - space, time and quality of life. According to the United Nations and other International Organizations, Sustainable Development of education includes- Ecology, Economics, Politics and Culture. So, it is necessary to involve all the pupils for sustainable world. Students are a big portion of society, so awareness among them about sustainable development is very necessary to achieve the success.

### **Objective of the study**

The concern of the study was to investigate a comparative study of Awareness about Education for Sustainable Development among undergraduate students of science and Social Science.

### **Objectives of the research are given below -**

To compare the awareness about education for sustainable development among undergraduate students of science and social science.

To compare the awareness about education for sustainable development among undergraduate male and female students of social science.

To compare the awareness about education for sustainable development among undergraduate male students of science and social science.

To compare the awareness about education for sustainable development among undergraduate female students of science and social science.

To compare the awareness about education for sustainable development among undergraduate female students of science and social science.

### **Delimitation of the study**

The study was delimited to Agra city.

The study was delimited to students of Dayalbagh Educational Institute, Agra.

The study was delimited to B.Sc. and B.A. students only.

### **Method**

The study was carried out by descriptive survey method. In this survey method. Data was collected through questionnaire. The Sample for the present study comprised of 200 male and female students from the faculty of science and social science with the help of purposive sampling While random sampling method was adopted for the selection of male and female students. The tool included Habit Scale constructed by Prof. Sona Dixit & Laxmi Khandelwal (2017). The Habit scale consisted of three sections that measured environmental, social, economics awareness. This tool was administered on undergraduate level of students age group 18 to 21. Statistical Techniques are used in the study to analyze the data is Mean, Standard deviation, T- test,

### **Significance of the study**

Converse to the traditional way of teaching, Education for Sustainable Development means adopting a more holistic approach to education with the aim of ‘creating a better world for this generation and future generations of all living things on planet Earth’. This allows every student to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Humans tend to look at development as a needed and normal process, but when this process becomes increasingly dependent on over-exploitation of our natural resources, the replenishment of these reserves and supplies is affected; and managing this imbalance demands. One way to cultivate this mindset in our youngsters is by encouraging sustainable lifestyles through Education for Sustainable Development. Living sustainably is about changing our attitudes in a way that helps transform our lives into something that doesn't impact too heavily on our current routines. Education for Sustainable Development incorporates key environmental challenges like climate change into core subjects like math, science and art, and involves modifying the teaching-learning process to a more all-encompassing approach. Students are thus able to relate what they learn in the classroom to their real-life actions, and will increasingly be in a better position to take the lead in changing behaviors and adopting sustainable lifestyles, the more this type of education is adopted.

Education for Sustainable Development is not only about being environmentally-friendly; it also involves developing life-skills including leadership, communication and management; all of which are extremely important for personal development. By equipping young people with these relevant capabilities in addition to their environmental knowledge, they can excel at living lives which not only further humanity, but that care for and respect our planet's resources too.

Awareness among students in any field about sustainability education, sustainable development, Education for sustainable development now become very important to live the present peacefully without affecting the demands of future needs and our ecosystem.

### **Findings of the study**

The sample of the present research was undergraduate students of science and social science of Dayalbagh Educational Institute of Agra district. The study related to this variable was made to compare the awareness about Education for Sustainable Development among undergraduate students of Science and social science faculty. The findings of this variable are described in the following section.

**Findings related to the awareness about education for sustainable development among undergraduate students of science and social science.**

The mean value of Awareness about education for sustainable development of undergraduate students of science is 204.63 and for undergraduate students of social science is 202.12.

The standard deviation of undergraduate students of science is 33.65 and for undergraduate students of social science is 33.08.

The calculated CR-value of undergraduate students of science and social science was 0.120 which was less than the table value (1.96) at 0.05 level of significance.

Hence, the null hypothesis i.e., there exists no significant difference between Awareness about Education for Sustainable Development among undergraduate students of science and social science was accepted at 0.05 level of significance or 95 percent level of confidence.

Findings related to the awareness about education for sustainable development among undergraduate male and female students of science.

The mean value of Awareness about education for sustainable development of undergraduate male students of science is 204.19 and for female students is 205.08.

The standard deviation of undergraduate male students is 33.98 and for female students is 32.18

The calculated CR-value of undergraduate male and female students of science was 0.134 which was less than the table value (1.96) at 0.05 level of significance.

Hence, the null hypothesis i.e., there exists no significant difference between Awareness about Education for Sustainable Development among undergraduate male and female students of science was accepted at 0.05 level of significance or 95 percent level of confidence.

Findings related to the awareness about education for sustainable development among undergraduate male and female students of social science.

The mean value of Awareness about education for sustainable development of undergraduate male students of social is 203.18 and for female students is 201.06.

The standard deviation of undergraduate male students is 32.22 and for female students is 33.24.

The calculated CR-value of male and female students is 0.324, which was less than the table value (1.96) at 0.05 level of significance.

Hence, the null hypothesis i.e., there exists no significant difference between Awareness about Education for Sustainable Development among undergraduate male and female students of social science was accepted at 0.05 level of significance or 95 percent level of confidence.

Findings related to the awareness about education for sustainable development among undergraduate male students of science and social science. The mean value of emotional intelligence of undergraduate male students of science is 204.19 and for undergraduate male students of social science is 203.18.

The standard deviation of undergraduate male students of science is 33.98 and for undergraduate male students of social science is 32.22.

The calculated CR-value (0.152) was less than 1.96 i.e., table value at 0.05 level of significance.

Hence, the null hypothesis i.e., there exists no significant difference between the awareness about education for sustainable development among undergraduate male students of science and social science was accepted at 0.05 level of significance or 95% level of confidence.

Findings related to the awareness about education for sustainable development among undergraduate female students of science and social science.

The mean value of Awareness about Education for Sustainable Development of undergraduate female students of science is 205.08 and for undergraduate female students of social science is 201.06.

The standard deviation of undergraduate female students of science is 32.18 and for undergraduate female students of social science is 201.0.

The calculated CR-value (0.614) was less than 1.96 i.e., table value at 0.05 level of significance.

Hence, the null hypothesis i.e., there exists no significant difference between the awareness about education for sustainable development among undergraduate female students of science and social science was accepted at 0.05 level of significance or 95% level of confidence.

### **Conclusion and General discussion of result**

The finding of the present investigation lead to the conclusion that there is no significant difference between the Awareness about Education for Sustainable Development among undergraduate male and female students of science and social science. In the findings the researcher found that the mean value of Awareness about education for sustainable development of undergraduate male students of Science is less than that of undergraduate female students of science, And the mean value of Awareness about education for sustainable development of undergraduate male students of social science is greater than that of undergraduate female students of social science In the meanwhile, the mean value of Awareness about education for sustainable development of undergraduate male students of science is greater than that undergraduate male student of social science and that the mean value of Awareness about Education for Sustainable Development of undergraduate female students of science is greater than that of undergraduate female students of social science. But in overall conclusion the researcher found that there is no significant difference between the awareness about Education for Sustainable Development among undergraduate students of science and social science Some findings were also found like Siva Moorthy M, Nalin R, Kumar Satheesh C (2013) The research reveals that the level of awareness is high among the respondents irrespective of gender difference but in practice level there is difference between genders i.e. males practicing more than females. Kumar Das Samit, Kumar Halder Ujjwal Dr. Bairagya Shyamsundar (2014). Researchers made an attempt to inspect the awareness of Sustainable Development among the school students. The researchers also tried to find out whether there was any difference between boys and girls; urban and rural students in respect to their awareness of sustainable development. Analyzing the data collected from sample groups, it was clear that there was no significant difference between boys and girl's student in urban and rural areas. It was also clear that there was no significant difference between urban students and rural students. In that way the overall findings says that there is no significant difference between the Awareness about Education for Sustainable Development among undergraduate male and female students of science and social science.

### **Suggestion for the future research-**

The present study has thrown some light and insight of comparative study awareness about Education for Sustainable Development among undergraduate male and female students of science and social science. Some broad suggestions on which further studies can be conducted are given below

The present investigation is carried out on 100 male 100 female students of science and social science. Similar study can be carried out on a large group to get better and more authentic results.



The similar study may be carried out upon the students of different educational institutes different areas, different age group, different educational streams, and different level of socio – economic status.

A comparative study of similar type may be conducted on the areas rather than only Agra city.

The comparative study of awareness about Education for Sustainable Development can be studied in relations to other dependent variables.

## Conclusion

The present study played a major contribution in bringing and measure the Awareness about Education for Sustainable Development among students. Thus, Education for Sustainable Development can be enhanced by adopting different teaching methods, conducting general life-skill programs, delivered content, proper study environment, and conduct co-curricular activities, etc. Education for Sustainable Development should be given attention by teachers, family members and administrators for providing students a proper atmosphere to increase their potential related to Sustainable Development so that they can succeed in their life and solve various challenges related to the demands of their future needs.

## Educational implication

The outcome of this research provides the education which can improve the prevailing awareness of students about Education for Sustainable Development. If this truly happens then the students will clearly understand the meaning of Sustainable Development and the need of future demands very efficiently. One way to cultivate this mindset in our youngsters is by encouraging sustainable lifestyles through Education for Sustainable Development. Living sustainably is about changing our attitudes in a way that helps transform our lives into something that doesn't impact too heavily on our current routines. Education for Sustainable Development incorporates key environmental challenges like climate change into core subjects like math, science and art, and involves modifying the teaching-learning process to a more all-encompassing approach. Students are thus able to relate what they learn in the classroom to their real-life actions, and will increasingly be in a better position to take the lead in changing behaviors and adopting sustainable lifestyles, the more this type of education is adopted. Awareness among students in any field about sustainability education, sustainable development, Education for sustainable development now become very important to live the present peacefully without affecting the demands of future needs and our ecosystem.

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