

## Introduction

Education and Environment are the two most popular words in the 21st century. All around the world peoples in various academic, non-academic, public and independent platforms talking about Education and Environment. Though, man is a contemplative and great creature but our relationship with environment in last few decades has shown the contradictory facts about human behaviour that being creative man is anxious and very insignificant in saving his own milieu that is environment. Environmental problems like-pollution, climate change, global warming, bio-diversity loss etc. are alarming us that we are in a big trap and there is a question mark (?) to existence of man on the surface of earth. We cannot run beyond the environment in the name of development and more comfortable life at the cost of quality of environment. Conservation of nature and providing safeguards to our environment is not necessity but compulsion for human survival. Educational process teaching and learning is concern with formation of individual /children in such a way that they can recognize the power contained in them and use it in their live in such a way that the sustainability of person, society and nature or environment can be maintained. As Education is most powerful tool to change the society scholars, policy makers, funders, administrators, governments etc. giving more and more emphasis on education to combat environmental issues basically on sustainability education or learning for sustainability and in this perspective teacher education has become matter of immense importance, because it is teacher who play central role in formation children for their sustainable life, sustainable society and sustainable national development. Though there are many tensions such as –Local vs. Global, Developed vs. Developing, Short term vs. Long term, Universal vs. Particular, Traditional vs. Modern and most importantly lack of sustainable education system. The present paper is an attempt to give a reflection on education and sustainable development.

What does Education mean?

Almost everyone is familiar with the word of education but as far as the real understanding of this prevailing word is difficult to answer it. What is

education? Is it just writing and reading? Is it teaching and instructing? Is the activity of the school? While the broader meaning is that education is related to a process of total life, in which we continually interact with the facts and phenomena of our surroundings and achieve the

experience of life and reach to this solution how to live a better life. i.e. Lodge said- “Life is education and Education is life.” Whatever a man is not only because of schooling but his character and faculties are influenced by various factors- the home life, the social life ,the religious institution , the government ,the climate or environment ,the radio and television ,the social media ,the travels ,the friendship .Therefore, It can be obtained not only from schools and educational institutions but also in home, family, community, society, religion. It is not only the process of getting instruction communicated by the teachers and the collection of knowledge by the children, but it is the process that runs from birth to death, which is neither bound up in time and nor any place or person. It wrong to say that my education is completed or I completed my education. Instruction may complete but education not. Education took place directly, indirectly or incidentally. According to Thomas Remont (1906) "It really is life that educates us." For example - When a child is born, he starts learning. He himself learns through the powers of his senses and thoughts, and all the other things around him, whether it is physical or human facts. He learns from events, family, societies and traditions, etc. and understands the secret of life, how life should be lived. Lodge said “Whatever broadens our horizon, deepens our insight, refines our reactions, and stimulates our thoughts and feelings educates us.”It means education is concern with-

- All the things that increase our horizons, the person's knowledge, experience or extent of interest.
- Strengthen our ability to gain an accurate and deep understanding of the facts and events.
- And our reactions, i.e., the action of thinking, feeling or doing something in response to a situation or event.
- Our reflection, which encourages ideas and our emotions created by suggestion or thought, i.e. emotional reactions and responses to a fact or event as a possible action.

John Stuart Mill has very rightly defined this context –“Whatsoever we do ourselves and whatever is done for us by others.....for bringing us nearer to the perfection of our nature is education”

What does sustainability mean?

Man has continually, and at an increasing rate, been changing the forms and modes of his interaction with the environment. Natural process and factors that depend on the structure and other characteristics of the earth, and social process and factors that depend on structure and

characteristics of our society has been closely interwoven. In one hand population of the earth is growing rapidly and reached above 7 billion while on the other hand, with the technological advancement and scientific revolution developmental activities have been accelerated to such an extent that in certain areas they have become a threat to environment. The consumption of natural resources is increasing at alarming rate, causing great concern for their conservation. Thus the concern on environmental problems and types and nature of development has given the concept of sustainability and sustainable development. Sustainability is the process of maintaining change in a balanced fashion, in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations. For many in the field, sustainability is defined through the following interconnected domains or pillars: environment, economic and social. Sub-domains of sustainable development have been considered also: cultural, technological and political. While sustainable development may be the organizing principle for sustainability for some, for others, the two terms are paradoxical (i.e. development is inherently unsustainable). Sustainable development is the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Brundtland Report for the World Commission on Environment and Development (1987) introduced the term of sustainable development.

Education for Sustainability from environmental education to Education for Sustainable development

The understanding of environmental challenges and their root causes has evolved and sharpened with the passage of time, so has the concept and practice of Environment Education (EE). Given the direct dependence of a large proportion of the population on the environment for subsistence and also its visible consequences, environmental thinkers and educators in India and some other developing countries had long understood the inextricable relationship between environment and development. The growing recognition, over the past three decades, of this relationship around the world led to the emergence of the concept of sustainability and sustainable development. Concurrently has emerged the concept of Education for Sustainable Development (ESD) as a powerful enabler in helping people work towards the elusive but desirable goal of sustainable development. Both EE and ESD are essentially an approach to education. Much of the work in ESD has been pioneered by environmental educators. Both seek to instil in learners the knowledge, attitude, skills and commitment to work for a better world for all, now and in

the future. Both refer to education that is contextual and is therefore meaningful for the learner; encourages critical thinking and has a values orientation. Whereas the concept of inter-relatedness underlies both, EE in its early days dwelt mainly on the connections and dependence among elements of the natural/physical environment. In the seventies, it came to be recognised that environmental problems are social problems created by human behaviour and poverty was identified as a major environmental problem. Over time focus turned to economic, cultural and political aspects as well. ESD emphasizes the economic aspect of environmental challenges more than EE, and has introduced the concepts of green economy and green growth. The goal of ESD is not just to reform education and society but to transform them, and is thus a process of lifelong learning and action. ESD thus goes far beyond EE. Which includes issues such as-Making Curriculum for learning sustainability and its implementation, Reflection and awareness on emerging environmental issues, Environmental legislation: awareness and issues involved in enforcement, Role of information technology and media in environmental awareness and conservation, Community participation in natural resource management and Environmental conservation, Environmental Education in school education, Role of women in conservation of Environment, Role of teacher education in Environmental conservation, Development of curriculum for learning sustainability, Challenges to teaching and learning for Sustainability.

Conclusion:

The way in which our development-oriented activities gave birth to a series of social and other environmental problems, we must firmly accept that in order to save society, natural resources and earth we have to promote and established learning sustainability in teaching learning process at the every level, we have ensured that-all learners should have an entitlement to Learning for Sustainability; every practitioner, school and education leader should demonstrate Learning for Sustainability in their practice; every school should have a whole school approach to Learning for Sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels; school buildings, grounds and policies should support Learning for Sustainability; a strategic national approach to supporting Learning for Sustainability should be established.

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