



Department of Distance Education Punjabi University, Patiala

Class : B.Ed.-I

Semester : 2

Paper : XIII (Sociological Perspective In education)

Medium : English

Unit: 2

Lesson No.

- 2.1. Education: Inequality of Access and Opportunity for Education: Steps Undertaken at the national level for Removal of Educational Inequalities during the Current Five Year Plan
- 2.2. Right to Education Act-2009: Salient Features and Implementation Bottlenecks
- 2.3. Sustainable Development: Concept, Importance and its awareness through Education
- 2.4. Education for 21st century: The Four Pillars of Education (Delor's Commission 1996)

Department website : www.pbidde.org

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Meaning of Equality
- 4.3 Equalization of Educational Opportunities in India
- 4.4 12th Five Year Plan and Educational Inequalities
- 4.5 Conclusion
- 4.6 Suggested Questions
- 4.7 Suggested Books

4.0 After reading this chapter students will be able to:

- (i) Describe the meaning of equality.
- (ii) Understand the equalization of educational opportunities in India.
- (iii) Explain the 12th five year plan and educational inequalities

4.1 Introduction:

From times in memorial divided and unequal opportunities has been the order of the day. Even Plato in his "Republic" had given the concept of a healthy society. He believed in inheritance and wanted that only healthy persons should be allowed to breed and only their healthy children be allowed to survive and be brought up. Unhealthy and weak personalities should not be allowed to produce children.

In India, Manu Smriti divided the society into four classes. In Varnashram only the highest i.e. Brahmins were the scholars. The scholastic aptitude was considered not only their right but that could only be inherited by them. So, if any Shudra- the lowest of the castes, even listened to the scholastic version, he was ordered to be made deaf by pouring boiling lead into his ears. Likewise to be a warrior was essentially to be Kashatriya and only they could get the training in warfare and become warriors. In the same way Vaishyas were allowed to

do business, agriculture, etc. The lowest Caste i.e. Shudras were to do menial jobs. They also inherited it. So it was mostly on the basis of heredity that the people not only picked up their occupations but got the right to education, skill, profession etc. Crossing of floor from one caste to the other was not allowed and severe punishments were awarded to the offenders.

Even in USA, previously the Blacks were not allowed to be educated in the schools of whites, nor were they allowed to mix up with the children of the whites. Mostly they lived outside the cities and did menial jobs. If by chance a black bought a house in the localities of the whites, the prices of the properties were significantly lowered. All these are the examples of inequalities in opportunities. In place of capabilities, abilities and capacities, the color, caste, creed and religion ruled the scene. All this goes to indicate that in a way society was composed of different sects and only those sects which, according to the need of the time, were to be given some preference were provided with it. Education was considered to be a privilege and it was showered upon only those who were considered to be worth it. It was mostly restricted to only a few and others were debarred from it. Mostly inheritance was the basis of the division of the social scene. In a way it created inequalities in the social set up.

4.2 Meaning of Equality

The first meaning is "sameness" which indicates that same type of opportunities should be provided to all. This rather seems to be paradoxical as every student will not have the same kind of social background, intelligence, aptitude, attitude, and interest and adjustment problems. In a democracy individual differences are essential to be respected. If this problem is posed to those who believe in sameness, there they say that: "Let equality stand for sameness but let equity deal with differences." It almost amounts to fittingness which means that educational opportunities are suited to one's needs and the needs may be paradoxically quite different. Here, it is essential that some checks may be applied to see that these distinctions are not exploited. It can be done by saying that first these distinctions must be relevant and proportionate to some accepted ends. Secondly, the distinction must be publically arrived at and should be observed and distinguished. It must also be applied amongst equals.

Natalie Rogoff is of the view that for proper understanding of equal

opportunities, one must take into account the following three points:

- (i) Between whom should there be equality of opportunity? Presumably, between those who 'deserve it equally, or those of equal capacity to take advantage of given opportunity.
- (ii) What are the major sources of inequality? We must be able to compare the opportunities available to those equal in capacity but unequal in some results of research show that social class is the major source of inequality. The results of research show that social class is the major source of inequality.
- (iii) What is the nature of opportunities most crucial to the life of individual? What are the rewards which may be equally available to those of equal capability?

Natalie Rogoff has further outlined the following three patterns of empirical relations among ability, social class and access to higher education

- (a) The Radical Pattern: According to it, equal ability would lead to equal rates of college going, no matter what the social class background and higher ability would always lead to higher rates no matter what the social class.
- (b) The Moderate Pattern: According to it, not ability alone but some combination of abilities and its social facilities and detractors, here represented by social class, should be taken into account to determine college going opportunities.
- (c) The Conservative Pattern: This pattern of opportunity would show no sensitivity to ability but would decrease at successively less favorably social class positions.

According to Marshall, equality of opportunity refers to the way the individuals are treated relative to one another. It stands for "the equal right to display and develop differences, or inequalities; the equal right to be recognized as unequal."

4.3 Equalisation of Educational Opportunities in India

The problems of unequal distribution of wealth, land and opportunity are differently placed in different societies. It needs to be studied in relation to its social, cultural, historical, geographical and political background and re-modified in its own way. The difficulty with educational problem is that even when in different countries the problem may be the same; it has different seeds and roots and thus needs to be tackled in its own unique way.

The 'educability' or the possibilities of the educational development of an individual are determined by several factors which are of two kinds- physical factors and social factors. Heredity, sex, health, physical features, intelligence, etc. are the factors of the first kind, while those of the second kind would include sociological and economic factors. In India, the sources of employment, the religious traditions and customs about female education, the secular unemployment, the ineffective level of teaching and learning and above all the politicalisation of every matter including education are creating inequalities. The teachers get appointments and stations of posting, promotions and other facilities generally on the basis of political connections, the poor facilities for the academic growth of the teachers, all go to contribute to the unequal distribution of facilities for education in terms of inputs, the outputs. Further inequalities are created because of the facilities at home and at places being different and at different levels. The defective examination system, the wholesale wastage and stagnation, the poorly equipped schools, which in place of being a symbol of attraction, are the sources of expulsion to the students, further make the position more deteriorating and unhealthy.

In India, inequalities in education are both in respect of tangible inputs or material provisions in the educational institutions, as well as, in respect of the various intangible factors. Although several efforts have been made to equip the schools in a better way in the course of Five-Year Plans (much remains still to be done) and also National Policies of Education, the intangible factors have not been given any serious attention and they are, in fact, thwarting the educability of children and bringing to halt whatever efforts are being made by the state and other well-meaning individuals and groups to bring about equality of educational opportunity in India.

It is necessary to explore how factors like sex, race, caste, social class, or majority grouping, physical handicaps, etc. promote or block the educability of children in their homes, as well as, schools in the form of both tangible and intangible factors. Thus, the social context of the educational aspirations and the negative intangible determinants of the educability of children of different social backgrounds attending common schools need to be studied in the main.

4.4 12th Five Year Plan and Educational Inequalities

In the report of five year plan XII (2012-17), Education Section; it is declared that education is the most important lever for social, economic

and political transformation. Therefore, 12th plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

1. Access to educational opportunity: The report admits that the challenge of access is no longer one of the enrolments at the primary level, but one of increasing attendance, reducing dropouts and increasing enrolments at the secondary level. These challenges should be tackled through multi-pronged strategies.
2. Equity or opportunity for education: In order to meet the goal of universal access the 12th plan will need to remove barriers to access rising out of such social and economic realities. So the special attention should be given to sub-groups of weaker sections and to civil strife affected areas too.
3. Strategies to be adopted: There should be national level steps to solve the issues of access and equal opportunity for education for all.
4. Access and equity at school and higher education level: Special focus has to be given on below points
 - i) Targeting out-of-school Children
 - ii) Provision of Residential Schools
 - iii) Special provision for children with special needs
 - iv) Social focus for education of girls
 - v) Expansion of higher education
 - vi) Less participation of SCs, STs & OBCs
5. Revision of previous schemes: Various scholarships for students of weaker section etc. will be reviewed.

4.5 Conclusion

God has created all men as equal but some genetic and social types of discriminations have generated different types of inequalities amongst the masses. As these discriminations have the different types of backgrounds, so their problems are of different nature and needs different types of solutions. In USA, the major discrimination was between the whites and the blacks. The blacks were very much discriminated and deprived of not only equal opportunities but even human rights. The dozes of education worked out by Lincon has given some practical solutions to the extent that the whites who hated the

black and treated them as sub-human beings, have now elected even a black 'Obama' as their president and made him the most powerful man of the world. However, the problem has not been totally uprooted. The problems with the Britishers were of social and racial type. The working class which contained most of the persons of different colours, creeds and races were discriminated. The process of democratization made them conscious of their rights. They have tried to remove it through the medium of education and have success to a limited extent. The result is that innovations like comprehensive schools and open universities have been created to deal with the problems. In Russia and China the problem of haves and have-nots was the major source of unequal distributions of all types. Even when a revolution has taken place, they have to use the tool of education to strengthen the concept of classless society. They have found the solution of their problems and sought the help of discipline of education in dealing with their elimination of discrimination in their own way.

However, the fact remains that all these big powers of the world have maintained their status of high power by building up the human resources for which it was essential to eliminate or at least to decrease it to the minimum. All these powers have been able to get only a limited success and have used the medium of education to fulfill their requirements.

4.6 Suggested Questions

- (1) What do you mean by Equality?
- (2) Describe 12th five year plan and educational inequalities.

4.7 Suggested Books

- (i) Sodhi, T.S. : Philosophical and Sociological Bases of
and Sodhi, Education
Harinder Kaur
- (ii) Sodhi, T.S. : Philosophies of Education
- (iii) Brubacker : Modern Philosophies of Education

Lesson No. 2.2

Author : Dr. Harinder Kaur Sodhi

RIGHT TO EDUCATION ACT, 2009

Structure

- 5.1 Objectives
- 5.2 Introduction
- 5.3 Right to Education Act, 2009
 - 5.3.1 Characteristics of the Act
 - 5.3.2 Responsibilities of the Government
 - 5.3.3 Monitoring of Implementation of the Act
- 5.4 Summary
- 5.5 Questions for Self Evaluation
- 5.6 Suggested Questions
- 5.7 Suggested Books

5.1 Objectives :

After going through this lesson, the student will be able to

- (i) Understand the importance of Right to Education Act.
- (ii) Explain the importance of Education for All.
- (iii) Appreciate the plus points of this scheme.
- (iv) Suggest ways and means to overcome the blockage in the implementations of the schemes.

5.2 Introduction :

Education is a human right. Every child deserves it. It enables the child to develop and realize its full potential as a human being. Education plays a major role in the character formation of the child and the subsequent of his/her personality. That is why the right to education has got considerable recognition in the nation.

5.3 Right to Education Act-2009

By bringing 86th amendment in our constitution it has been included in Article 21-A that "The state should provide free and compulsory education to all the children of the age of 6 to 14 years in the manner as the state may be law determine." It is known as Right of Children to free and compulsory education, Act-2009.

5.3.1 Characteristics of the Act

- (i) Every child who is of the age of 6 years will have this right that he may take admission in his neighbourhood school. There in he should be provided free and compulsory education as has been specified in the Constitution. By

neighbourhood school is meant that school in which he may be asked to get education on the basis of his residential house.

- (ii) All the students who are between the age of 6 to 14 will also be roped into the educational channel.
- (iii) If a child is to get education in some other school or is to get education out of state then he will be given certificate by the headmaster of the school providing education in the last class.
- (iv) School infrastructure to be improved in three years, else recognition cancelled.
- (v) Financial burden will be shared between state and central government.

5.3.2 Responsibility of the Government

(A) General Responsibility of the Government

- (i) To make facilities for every child in the neighbourhood school within three years of making of law. If the government fails to do so then the government will have to arrange for the means of transportation to take the child from school and to convey him back to home or will make arrangement for their living in hostel.
- (ii) The Government will make all these facilities available with any type of social, economic, cultural and gender point of views.

(B) Responsibility of the State towards Non-Enrolled Children

Within a time period of 3 years from the implementation of this law, by making special arrangement of the education of children of the age 6-7 and 9-14 years in the elementary schools they will be admitted in the classes of their age mates. If it could not be done then separate arrangement will be made for them.

- (i) **Facilities for Pre-School Education :** Government will make the arrangement of those children of 3-6 years of age whose arrangement has not been done in Integrated Child Development Service in government or government aided institutions.
- (ii) **Facilities to Young Persons to Complete Elementary Education**
If a child would not complete the Elementary Education of 8 years till the age of 14 years then he will have to get the permission to complete the school education till 18 years of age.

(C) Responsibility of the Central Government

- (i) **Financial Responsibility of the Central Government :** Central government by consulting from time to time with state government will give the required financial help to them.
- (ii) **Curriculum Construction**
- (iii) **Technical Help :** The State Government of view and to help them to implement them.
- (iv) **Fulfilling Constitutional Provisions**
- (v) **To Obey the President**

- (D) Responsibility of State Governments :** Except the above responsibilities of central government, all other responsibilities will be undertaken by the State Government. For Example :
- (i) To make estimate of the requirements of school every and make arrangements for them.
 - (ii) To provide financial assistance to local organisations according to laid down norms.
 - (iii) To required changes in the curriculum for the achievements of higher level.
 - (iv) To provide aid to the schools receiving government aid.
- (E) Responsibility of Local Authorities :** As the government will give instructions, local authorities will have to do the following efforts to fulfil their responsibility of Elementary Education.
- (i) In accordance of the instructions of the Government, prepare a record of the children of age 6-14 years and specially of the children of poor and backward sections. To ensure that all the children of age 6-14 years are provided the facilities of Elementary Education and that their education is completed.
- (F) Planning for Provision of Free and Compulsory Education :** School Management Committee of every area will make a plan for development so as to provide education in the neighbourhood school of its area. In this way planning of states will be done and central government will make planning of the whole country.
- (II) Responsibility of Schools and Teachers :**
- (i) Responsibility of school to provide free and compulsory education to every child of 6-14 years of age.
 - (ii) Generally admission will be made at the beginning of the session.
- (III) Recognition of the School**
- Except the government schools, rest all the schools which have got recognition before the formation of this law will have to get recognition by fulfilling the conditions of the government on temporary basis which will be provided in the time period of three months.
- (a) Norms for Recognising Schools** After the formation of this law no school would be established until the school is not provided the required recognition.
- (i) Permanent recognitions of government will be provided to government and government aided schools.
 - (ii) Teachers will not be used for non-teaching works (except population, counting, elections and for help in disaster).
 - (iii) Teachers will be attached to particular schools and their transfer will not be made.
 - (iv) Not more than 10% positions will be kept vacant in any school at any time.
- (IV) Duties of the Teachers :**
- (a) They will do full time work of teaching. They will finish their syllabus in time.

They will mark attendance of students daily and will inform about the absence of children to School Management Committee. Evaluation of children will have to be done continuously. Parents will have to be told that they will do these duties in accordance with the policy of the government.

5.3.3 Monitoring of Implementation of the Act :

- (i) **Constituting the Commission :** To implement this law properly Indian Government will establish National Commission for Elementary Education, the Chairman of which President of India will appoint according to the recommendation of the Committee. Prime Minister of India, Minister of Human resources Development, Speaker of Lok Sabha and the leaders of opposition in both the houses will be its members along with others neglected people of the society.
- (ii) **Powers of the Commission :** Members of the Commission will be government employees for every purpose. Powers of Civil Court will be available to the commission and it will take action against law breakers. If required, the management can also file a case against the persons who do not fulfil the requirement of the law.
- (iii) **State Level Regulatory Authority :** State governments will also create some type of authority to implement this law. It will take action against the organisations which do not abide by it whenever required. It can also tell the government to terminate the approval of voluntary organisations or schools or can also take legal action against them. They can also be fined. This fine can be different for different types of offences that can go upto rupees one lakh.
- (iv) **To Manage Education of Mentally, Slow Learners and Physically Handicapped :** Provisions will not be made under this law for them and separate laws have been made for them.

5.4 Summary :

The Right to Education Act-2009 is an important step to makes State Government, Central Government, N.G.Os and other voluntary organisation to ensure the educational facilities for the students of 6-14 years of age or to make alternative arrangement for them. It also makes the parents responsible to send their wards to school or to face the punishment laid down by the law. The Central Government and State Governments will ensure that proper missions are framed to ensure the implementation of the law. This is a milestone in the development of compulsory, free and universal education to all the children of 6-14 years of age and continue to do so.

5.5 Questions for Self Evaluation :

1. Right to Education Act is a revolutionary step. Yes/No
2. Only Right to Education will full fill the targets with a stick. Yes/No
3. Right to Education protects that school teachers should not be put on non-academic duties by the Government. Yes/No

4. The Right to Education Act will be beneficial to national and International causes.

Yes/No

5.6 Suggested Questions :

1. How Right to Education is a revolutionary step? Bring out its merits.
2. Explain Right to Education Act, 2009 in detail.

5.7 Suggested Books :

1. Bhatnagar, Suresh : Indian Education; Today and Tomorrow, Meerut.
2. Sodhi, T.S. and Sodhi, Harinder Kaur : Elementary Education; Bawa Publications, Patiala.
3. National Curriculum for Elementary and Secondary Education : A Frame Work.

Answer-key :

(1) Yes (2) No (3) Yes (4) Yes

Sustainable Development: Concept, Importance and Education**Structure**

- 6.1 Objectives
- 6.2 Introduction
- 6.3 Meaning of Sustainable Development
- 6.4 Concept of Sustainable Development
- 6.5 Definitions of Sustainable Development
- 6.6 Principles of Sustainable Development
- 6.7 Importance of Sustainable Development
- 6.8 UN Decade of Education for Sustainable Development
 - 6.8.1 Role of Education for Ensuring Development
 - 6.8.2 Awareness of Sustainable Development Through Education
- 6.9 Summary
- 6.10 Suggested Questions
- 6.11 Suggested Books

6.1 Objectives: After Studing this lesson students will be able:-

- (i) To know the meaning and importance of sustainable development.
- (ii) To understand the concept of sustainable development.
- (iii) To make students aware about the principles of sustainable development characteristics of culture.
- (iv) To understand the concept of UN decade of education for sustainable development.

6.2 Introduction

Sustainability is related to the quality of life in a community whether the economics, social and environmental system that make up the community are providing a healthy, productive, meaningful life for all community residents, present and future. Sustainability is the capacity to endure. For humans suitability is the potential for long term maintenance of wellbeing. For human beings, sustainability is a big challenge in the modern world. Education and learning creates necessary and beneficial conditions for all people to make a common effort to meet this challenge. Infact education is an essential tool for achieving sustainability. Sustainable development is defined as a process of meeting human development goals while sustaining the ability of natural system to continue to provide the natural resources and ecosystem service upon which the economy and society depends while the modern concept of sustainable development is derived most strongly from the 1987 Brundtland Report it is rooted in earliar ideas about sustainable forest management and twentieth century environmental concerns. As the concept developed it has shifted to focus more on economic development social

development and environmental protection for future generations sustainable development is the organizing principle for sustaining finite resources necessary to provide for the needs.

6.3 Meaning of Sustainable Development

Sustainable development represents an opportunity to construct a new approach and success of these efforts has powerful implications for issues of peace and security. The term sustainable development in place of 'development' is now being increasingly used by scholars. It has become a major topic of discussion among all the social scientists, social organisations, statesmen and leaders. The term 'Sustainable' stands for sustainability and it represents an approach to development which is concerned with such fundamental human concerns like poverty, environmental, equality, democracy, development and peace. Sustainable development was popularized in 1987 by the United Nations Commission on Environment and development through the Brundtland report.

6.4 Concept of Sustainable Development

Sustainable development is development that needs the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts :

Concept of Needs : In particular the essential needs of the world's poor, to which overriding priority should.

Concept of Limitation: Imposed by the state of technology and social organization on the environment's ability to meet present and future needs. Sustainable development is a way for people to use resources without the resources running out it has three main points.

1. **Environmental Sustainability:** A state in which the demands placed on the environment can be met without reducing its capacity to allow all people to live well, now and in the future.
2. **Economics Sustainability:** The use of various strategies for employing existing resources optimally so that a responsible and beneficial balance can be achieved over the longer term.
3. **Social Political Sustainability:** The ability of a community to develop process and structures which not only meet the needs of its current members but also support the ability of future generations to maintain a healthy community.

Sustainable development is defined as a process of meeting human development goals while sustaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depends. While the modern concept of sustainable development is derived most strongly from the 1987

Brundtland report, it is rooted in earlier ideas about sustainable forest management and twentieth century environmental concerns. As the concept developed, it has shifted to focus more on economics development social development and environmental protection for future generations. It is process that envision a desirable future societies in which living condition and resource use continue to meet human needs without undermining the integrity stability and beauty of nature biotic systems the organizing principle for sustaining finite resources necessary to provide for the needs of future generations of life on the planet.

6.5 Definitions of Sustainable Development:

1. Rio Declaration (1992) “Human beings are at the centre of concern for sustainable development. They are entitled to a healthy and productive life in harmony with nature.”
2. Brundtlan Report (1987) “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”
3. Majid Yousefiejad “Sustainable development is a type of development that supplies human requirements without disabling future generation.
4. Michael Radcliff: “Sustainable development if it is to be an alternative to unsustainable development, should imply a break with the linear model of growth and accumulation that ultimately serve to undermine the planet’s life systems.”

6.6 Principles of Sustainable Development :

People have different visions and views about the actual and attainable meaning of sustainable development. Therefore, many governments and individuals have pondered what actually sustainable development means beyond its simple definition “The Rio Declaration on Environment and development (1992)” Fleshes out the definition by listing the following principles of sustainability.

1. Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature.
2. Development today must not undermine the development and environment needs of present and future generation.
3. At the national level, each individual shall have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities.
4. Nations shall develop International laws to provide compensation for damage that activities under their control cause to areas beyond their borders.

5. Nations shall co-operate to conserve, protect, and restore that health and integrity of the earth's ecosystem. The developed countries acknowledge the responsibility that they bear in the International pursuit of sustainable development in view of the pressures their societies place on the global environment and of the technologies and financial resources they command.
6. Environmental issues are best handed with participation of all concerned citizens Nations shall facilitate and encourage public awareness and participation by making environmental information widely available.
7. Nations shall develop International laws to provide compensation for damage that activities under their control cause to areas beyond their borders.
8. Nations should reduce and eliminate unsustainable patterns of production and consumption and promote appropriate demographic policies.
9. The polluter should in principles, bear that cost of pollution.
10. Nations should reduce and eliminate unsustainable patterns of production and consumption and promote appropriate demographic policies.
11. The full participation of women is essential to achieve sustainable development.
12. Eradicating poverty and reducing disparities in living standards in different parts of the world are essential to achieve sustainable development and meet the needs of the majority of people.
13. Peace development and environmental protection are interdependent and indivisible.
14. In order to achieve sustained development environmental protection shall constitute an integral part of the development process and cannot be considered in insolation from it.

6.7 Importance of Sustainable Development:

1. **Justifiable Development:** Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
2. **Sustainable Economic Growth :** Sustainable development stresses the sustainable economic growth which refers to economic development that meets the needs of all without leaving future generations with fewer natural resources than those we enjoying today.
3. **Level of Population:** Sustainable development tells us the needs for a sustainable level of population. Economic growth should be supported and developing

- nations should be allowed a growth of equal quantity to the development nation should keep their population level equal to their resources available.
4. **Protection of National Resources:** Sustainable development stresses the protection of natural resources of the world and find its alternatives as renewal energy methods etc.
 5. **Warning about Global Population Growth:** Global population is on the rise. The UN projects that there will be more than 10 billion people on the earth by the year 2100.
 6. **Protection of Technological Resources:** Present age is the age of technology. People are relying on technology for nearly every aspect of their lives. It is the fact that to come into existence these technologies have used a significant array of minerals and other input countries should avoid the use of these natural resources without thinking, balance should be maintained for sustainability.
 7. **Importance for City Development:** As population rises, city will need to become larger to accommodate the influx of new residents. If these cities are developed non-sustainability, they will become more and more expensive to build and maintain over time. The higher volume of these fuels required to produce energy for the larger populations will also negatively impact the air quality of city.
 8. **Importance for Financial Stability:** Sustainable development can also produce more financially sustainable economics throughout the world resource poor economics will gain access to free and accessible energy through renewable while also having the opportunity to train workers for jobs that won't be displaced by the basic model of unsustainable development simply have no place in economies of the future.
 9. **Control Over Climate Change :** Climate change is another issue that can be at least partially remediated through sustainable development. Sustainable development practices would mandate a lower use of fossil fuels, which are not sustainable and which produce greenhouse gasses as the population rises, more people will be requiring more energy and will be putting an every greater strain on the world climate.
 10. **Importance in Agriculture Fields:** Agriculture will have to catch up with that of growing population as well figuring out ways to feed around 3 billion more people that it currently does. If the same unsustainable tilling, seeding watering, spraying and harvesting methods are used into the future.
 11. **Pursuit of Excellence:** Sustainable is fiscally, responsible, drives intellectual and technological innovations and demonstrates humanity's pursuit of excellences.

12. **Enhancement of Resource Base:** It encourages the use to conserve and enhance our resources base by gradually changing the ways in which we develop and use technologies countries must be allowed to meet only their basic needs of employment, food, energy, water and sanitation.
13. **Provision of Basic Human Needs:** Nations should focus on meeting the basic needs of their people. They should not waste natural resources for it too much. A rising population will also make use of the bare essentials of life such as food water and shelter
14. **Change in Policies** – Sustainable solutions could change the landscape of fields such as energy policy, healthcare transpiration and housing. Each of these areas demands attention to address local immediate needs but simultaneously each continues to demand attention into the future.

15.Enhancement of Resource Base: It encourages us to conserve and enhance our resource base by gradually changing the ways in which we develop and use technologies. Countries must be allowed to meet only their basic needs of employment food, energy, water and sanitation UN Decade of Education for Sustainable Development (DESD).

Education is important for change. That is why in December 2002, the United Nations General Assembly, through its Resolution 57/254, declared a decade of Education for Sustainable Development (2005-2014) it also designated UNESCO as the lead agency for the promotion of this decade.

16. Importance of Sustaining Bio-diversity: Biodiversity suffers through over consumption and unsustainable development practices. Beyond the basic ethical quandary presented by this fact there is the further concern that these species are a part of foodweb that human rely upon unsustainable development pollutes the oceans, which are home to a significant amount of algae species that human rely on for a significant amount of oxygen they breathe.

6.8 UN Decade of Education for Sustainable Development

Education is an essential tool for achieving sustainability. People around the world recognizes that current economic development trends are not sustainable and that public awareness, education and training are essential for moving society towards sustainability.

The Education for Sustainable Development (ESD) Section acted as the secretariat for the UN Decade of ESD it offered oversight, advice backstopping and coordination support to member states, National Commissions, Stakeholders, UNESCO Programme and thematic areas, and UNESCO field offices while helping to ensure the coherence of organization wide activities.

Education for Sustained Development(ESD)

The ESD students explore the relationship between people and the environment. They learn about the environment social, cultural and economic aspects of sustainability. Hence, ESD involves integrating knowledge of economic, social and environmental development. It is also about providing opportunities for learners to participate in democratic discussions about what is important to them personally and for society in the future. The central aspect of learning for sustainable development is for learners developing their ability to critically analyze and evaluate issues of global and inter-generational character and to propose strategies for solving the problems that arise from these issues.

6.8.1 Role of Education for Ensuring Sustainable Development:

- 1. Behavioural Changes:** Education plays its role for promoting the behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. Success in reversing unsustainable trends will, to a large extent, depend on high quality education for sustainable development.
 - 2. Development of Human Resources for ESD:** Education, especially higher education plays its role in the development of human resource for ESD this includes preparation of future leaders for ESD. Educating and training of school teachers, and conducting action orientation research for sustainable development.
 - 3. Fostering Future Leaders:** Role of higher institutions in the development of human resources for ESD include – education for future leaders about ESD. Education and training school teachers and conducting action – orientation research for sustainable development.
 - 4. Implementation of Decisions:** An education citizenry is vital to implementing informed and sustainable development. Infact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens.
 - 5. Development of Skills of Workers:** Adult education is one of the pillars for sustainable development. It is because education should be an ongoing process in one's life.
- 6. Role of Quality Education:** In the context of sustainable development, quality education means of UNESCO calls for the “reorientation of education system, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to address the problems that threaten our common future. Education provides the skills for learning to know learning to live together learning to do learning to be.
- 7. Awareness for Sustainable Development:** Education plays a significant role in raising awareness for sustainable development, across borders and cultures.

8. Individual and National Implications: Education is also central to improving quality of life. Education raises the economic status of families. It improves the life conditions, lower infant mortality and improves the educational attainment of the next generation, in this way; education raises the next generation's chances for economic and social well-being.

9. Role of Teacher of Sustainable in Development: Recent researches have shown that education is key to a nation's ability to develop and achieve sustainable targets. Also education benefits a woman in life altering ways. For women, education profoundly changes their lives they can work successfully achieving the local sustainability goals mostly, Here teacher can play their part by educating the people in this direction. Being the agents of social change and by playing active role in moulding the behavior pattern of children, teachers can promote desired qualities and competencies among them for sustainable development. It all depends upon their knowledge, commitment and devotion towards this issue.

6.8.2 Awareness of Sustainable Development Through Education

Quality of Life: Education can provide education for quality life which is directly connected to sustainable development's issues.

Change of Conception: Change the initial conceptions of people to scientific concepts, by education gradual method of change should be applied.

Classroom Environment: The classroom context influences the interaction between motivational and cognitive factors in learners. A teacher must during the educational process encourage the students to think and talk about sustainable development its uses, and advantages. It will effect positively on the children's mind.

More Knowledgeable People: Education Serves Society in a variety of ways. The goal of education is to make people wise, more knowledgeable, more informed, ethical responsible, critical and capable of continuing to learn.

Teaching Methodology in School: Students should be taught the methodology of saving energy saving energy and creating renewable energy methods etc. in the school.

6.9 Summary :

Sustainable development recognizes that growth must be both inclusive and environmentally sound to reduce poverty and build shared prosperity for today's population and to continue to meet the needs of future generations. It is efficient with resources and carefully planned to deliver both immediate and long-term benefits for people, planet and prosperity. The three pillars of sustainable development economic growth, environmental stewardship, and social inclusion – carry across all sectors of development, from cities facing rapid urbanization to agriculture, infrastructure, energy

development and use, water availability, and transportation. Cities are embracing low – carbon growth and public transportation farmers are picking up the practices of climate – smart agriculture. Countries are recognizing the value of their natural resources, and industries are realizing how much they can save through energy and supply chain efficiency. Education plays a significant role in raising awareness for sustainable development, across borders and cultures. The role of education in sustainable development was further reaffirmed by WSSD. Its described education as the foundation of sustainable development. Its plan implementation recognized education as critical for sustainable development in its own right, but also saw education as a key agent for change and a tool for addressing such questions as – gender equality rural development, healthcare, so at present, we need to guarantee quality education for all so that every citizen can participate in the selection and pursuit of the best path for the sustainable development of their community and their country.

6.10 Suggested Questions

1. Describe the concept of ‘sustainable development’ and its principles.
2. Explain the term ‘sustainable development’ What is the role of education in this process?

6.11 Suggested Readings

1. Sekhon, Sukhwinder Singh, Kaur Amardeep (2010): Philosophical and Sociological Bases of Education, Kalyani Publisher, New Delhi.
2. Rana Ajay, Umesh Foundation of Education Philosophical and Sociological, Tandon Publications, Ludhiana.
3. Nandra, Inder Dev Singh (2016): Sociological Perspective in Education, Twenty First Century Publication, Patiala.
4. www.ncert.nic.in
5. www.eric.ed.com
6. Shodhganga.

Education for 21st Century: The
Four Pillars of Education
(Delor's Commission 1996)

Lesson No. 2.4

Writer: Navjot Kaur

7.0 Objectives

7.1 Introduction

7.2 Delor's Report on Education for 21st Century

7.3 Four Pillars of Education

7.3.1 Learning to Know

7.3.2 Learning to Do

7.3.3 Learning to live Together

7.3.4 Learning to be

7.4 Goals of Education for 21st century

7.5 Summary

7.6 Suggested Questions

7.7 Suggested Books

7.0 Objectives

After reading this chapter students will be able to understand:

- i) Delor's report on education for 21st century
- ii) Four pillars of education

7.1 Introduction

Education is essential for the upliftment of the nation. It is a light that shows the right direction to the mankind and socializes them. The purpose of education is not just making a student literate but to make him wise by providing knowledge and enables him to become self-sufficient. When there is a willingness to change, there is hope for progress in any field. It is also one of the most important things that the people of a certain society should acquire for better functionality. Because of education, people can have their value to their society and are able to contribute through their specific skills. In education, to develop one's potentials, the learner must be able to deal with the four pillars of education: learning to know, learning to do, learning to live together and learning to be.

7.2 Delor's Commission Report

The International Commission on Education for the Twenty-first Century was formally established at the beginning of 1993. The aim of the Commission was to study and

reflect on the challenges facing education in the coming years and to formulate suggestions and recommendations in the form of a report which could serve as an agenda for renewal and action for policy-makers and officials at the highest levels. The resulting report, "Learning: The Treasure Within" was delivered to the Director-General on 11 April 1996. Entitled "Learning: the Treasure Within," the report revolves around six main lines of enquiry which will guide UNESCO's future education policies and those of its 184 Member States. The lines focus on the relationship between education and the six subject areas of development, science, citizenship, culture, social cohesion, and work.

One of the commission's principal concerns was to reduce academic failure by alternating school with work experience to enable individuals to correct early errors of direction and continue their education throughout life. "The prospect of being able to go back to education or training would alter the general climate by assuring young people that their fate is not sealed forever between the ages of 14 and 20," Mr Delors writes in his introduction to the report. He suggests that this could be done through an allocation of study time to all young persons, entitling them to a certain number of years of education. This would be credited to an account at an educational institution, allowing individuals to use it as they like, including for continuing education during their adult lives. Among the report's many recommendations are: strong encouragement for education of girls and women, allocating 25 percent of development aid to education, introducing new "information society" technologies in all countries, and taking advantage of the educational potential of non-governmental organizations and community initiatives to supplement international co-operation. In general, the report views the world's education needs in the next century as standing on four pillars: learning to know, learning to do, learning to be, and learning to live together. Fundamental to these pillars is basic education, which develops a taste and capacity for learning throughout life.

7.3 The Four Pillars of Education

The Delor's commission suggested that educational structure should stand on four pillars i.e. learning to know, learning to do, learning to be and learning to live together. These pillars of education are important in one's life to acquire knowledge, to learn new skills, to obtain values and to develop one's potentials to the fullest. Given below are the four pillars of education.

7.3.1 Learning to Know

Learning to know is the important pillar of education which emphasizes on combining adequately broad general knowledge and basic education with the opportunity to work in-depth on a small number of subjects. This is the most important pillar of education as it introduces all what people need to know in order to grow in their life to live in the world

with many challenges. Learning to know' includes the development of the capabilities, reasoning, problem-solving, imagination and the ability to think in a logical way. Actually it is 'a process of discovery', which takes time and involves going more deeply into the information or knowledge delivered through subject teaching. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

7.3.2 Learning to Do

Learning to do is the second pillar of education and is closely associated with the issue of occupational training. It does not mean only to an occupational skills but in the broader sense to acquire new types of skills, more behavioural than intellectual.

People also need to develop the ability to face a variety of situations, often unpredictable and to work in a team approach. So, this pillar aims to make a link between education and the world of work and implies for application of what learners have learned or known into practice.

7.3.3 Learning to Live Together

In the current context of globalization, the Delors Commission places a special prominence on this pillar of learning. Specifically it implies the development of such qualities as: knowledge and understanding of self and others so that people could understand others, their history, traditions and cultures, through living and interacting peacefully together.

7.3.4 Learning to Be

Learning to be has been regarded as a crucial pillar of education for future learning. 'Learning to be' may therefore be explained in one way as learning to be *human*, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical aspects. So this pillar of education emphasizes the development of human potential to the fullest. In 21st century, everyone will need to exercise greater independence and judgment, combined with a stronger sense of personal responsibility.

7.4 Goals of Education for 21st century

1. Aim of Education : Education should aim to increase productivity for increasing productivity emphasis should be placed upon work experience, science education, basic education, vocationalisation of secondary education.
2. Cultivating Ethics: For the development of healthy ethics among students education should aim at developing moral, social, spiritual values. These values are important for the betterment of the society.

3. **Personality Development:** Personality development includes developing creative, intellectual, moral, aesthetic, social aspect of behaviour. And this can be done with education.
4. **Achieving Social and National Integration :** Education should aim at achieving social and national integration. To achieve this, it becomes essential that education system should be effectively implemented and national consciousness should be developed.
5. **Developing democratic citizenship:** For developing democratic citizenship education should aim at developing art of living with the community; sense of true patriotism, development of sense of world citizenship and lowering to the majority decision. Doing away with the discrimination of caste, creed, colour etc.

7.5 Summary

Education is important for the growth and progress of any society. Delor's commission has focused on an ideal education system and the name of the report of this commission "Learning: The Treasure Within" itself indicates that every person has the hidden talents. But the need is to draw out these talents from every person. This commission has introduced four pillars of education that allows us to form human beings, that will be able to defend themselves in a world of constant change and will make them part of a better world. Once they acquire all the pillars and put them into practice, the world's door will be open forever.

7.6 Suggested Questions

1. Explain four pillars of education.
2. Discuss the goals of Education for 21st century

7.7 Suggested Reading and Web Sources

- (i) Sodhi, T.S. and : Philosophical and Sociological Foundations
Sodhi Harinder of Education
Kaur
- (ii) Nandra Inder Dev Singh : Education and Development

<http://wwwed.sturt.flinders.edu.au/>
<http://www.unesco.org/delors/fourpil.htm>.
<http://www.unescobkk.org/?id=608>
<http://www.unesco.org/bpi/eng/unescopress/96-56e.htm>