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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

INCORPORATING SUSTAINABILITY INTO HIGHER INDIAN EDUCATION

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ABSTRACT

There is an increasing urgency in teaching sustainable practices to the public. Earlier, Science curricula had General Science, Home Science and similar core subjects as requirements. Now, the buzz word is "Sustainable", and the topic has to be included to inculcate environmental consciousness into the younger school population. More importantly, implementation has to be done by those who preach it, in other words education should implement sustainability during its propagation. To this end, paperless class rooms, virtual schools and reusable and electronic media would have to be used to reach a greater proportion of the population. Education should be made available to all through various digital means, for example by Open Classrooms, MOOC's – (Massively open online courses), at a low cost. This would be possible by avoiding high overheads of brick and mortar campuses. Several portals like EDX, MITX, COURSERA and UDACITY are offering online courses free of cost without paper and books in physical form, thereby saving students the cost of buying text books and of using reams of notepaper which at the end of the day go into the environment as waste. The lower use of paper will save millions of trees and help in cleaning the air of CO₂. Indian Educational systems rely heavily on rote memorization and rigid curricula. Online paperless education can help in sustainability and giving a start to deserving students.

KEYWORDS

open learning, development, education, migration, , skill.

JEL CODE

I250 Education and Development.

INTRODUCTION

India has over 1/6th of the world's population, but the proportion of land surface is far less. The population density of India is one of the highest on the globe. Among these people a large proportion are below the poverty line. It is well known that poverty and degradation of the environment are interlinked. Any strategy to reclaim the environment must need to put this section of the population in the picture. The poor rely to a large part on the environment. People cut down forests because of easy access and low costs. As a result of the burning of wood and coal, India has the worst pollution record in the world with 30% more methane emissions together with that from two wheelers and coal burning plants.

According to various pundits (Barbier, Grossman Kruger), there is a natural self correcting mechanism in the environment where after a certain level of prosperity, the pollution levels should come down. This concept is termed the EKC (Environmental Kuznets Curve). This is not to say that the poor do not care for the environment and only the prosperous do. On the contrary the poor care a great deal for the environment as is evinced by the practices of tribal and rural people where sacredness is attached to natural resources like forests, mountains, trees and rivers by tradition. As such it should not be difficult to get the common populace to accept sustainable practices. It is only out of dire necessity and extreme poverty that the practice of encroaching on river beds, lake beds and forests has occurred in recent times. In fact, although rural traditions emphasise the sacredness of the environment, and some well known institutions like Krishnamoorthy Foundation, the Centre for Environment and some NGO's have worked around these ideas of sustainability, the Government has not capitalized on this by incorporating ESD into the rural educational ethos. In 1991 the Supreme Court enforced teaching of environmental studies at all levels of the curriculum as compulsory, but a separate ESD curriculum is yet to be established at the school level. Similarly Health education does not have a blue print like Sarva Shiksha Abhiyaan. Malnutrition is common among 1-5 year olds, (Joshi).

India has recognized at the outset that poverty and the environment are closely related. This was stated by the then PM Indira Gandhi in 1972 at Stockholm Conference on Human Environment in 1972. It was the then Prime Minister of India, Mrs. Indira Gandhi who focused attention of the Conference on this, stating that "environment cannot be improved in conditions of poverty". Soon after this a new Ministry of Environment and Forestry was set up. But, after this encouraging start, India has not been in the forefront of global activism for environmental protection, and has merely followed or endorsed various statements from World Bodies like the UN. Implementation of various schemes requires political will and institutional frameworks. ESD is generally seen as environmental or science related by a cross-section of Government officials, NGO's and academics. The **Nagoya declaration** reaffirms several oaths on 9th Nov 2014—the DESD 2005-2014, the Rio Declaration on Higher Education and Sustainability (Rio+20), and the IAU Iquitos Statement, besides setting new goals in the spirit of Sustainable Goals. It specifically recognizes the role of Higher Education in the achievement of these goals, in recognizing the **environmental limits of the planet** through education, research and outreach activities. (<http://www.c-inkage.com/gov/hesd/declaration.html>)

SOME ACHIEVEMENTS OF THE DESD (DECADE OF ESD)

- China designated 1000 schools for ESD and included ESD in National Plan for 2010-2020
- Japan has integrated ESD into national curriculum and promotes ESD through 300 Unesco associated schools.
- Every University in Sweden legally obligated to teach ESD.
- 79 out of 97 countries have national coordination offices for ESD.

CONTINUED USE OF FOSSIL FUELS

A further complicating factor is the continued use of fossil fuels in motive power sources, such as the I.C. engine. Education even today forces the youth to accept the I.C. engine as the acceptable power source and this is enforced through various syllabi from the matriculation to post graduate levels. It is only recently that renewable energy subjects have been included in syllabi and these are regarded as a curiosity scoffed at by many. Which self respecting Corporate executive would drive to work in an auto rickshaw powered by gobar gas in Bangalore or Mumbai? Or cycle to work in Chennai or Kolkata, whereas in Scandinavia even the Prime ministers and Head of State cycle to office or walk to the theatre.

INCORPORATING ESD INTO THE INDIAN CURRICULUM

The core subjects of the school curriculum, namely Science, Economics, and Civics would need to incorporate Sustainable ideas and concepts in them along with Ethics, History and social studies. Ethics would ensure that concern for common property is inculcated, and carried over into industry(where pollutants are routinely dumped into rivers and lakes which are common and often sacred property by tradition.) Traditional knowledge passed down by word of mouth is slowly getting lost, and this knowledge should be revived and made relevant to present realities.

The UN Decade on Education for Sustainable Development has recorded and recognized the important role that Education and Communication and allied processes have played in sustainable development efforts. Samvaad - Sustainable Rural Development and the International Conference on 'Education for a Sustainable Future', (CEE in December 2004 and January 2005) was held in Ahmedabad and initiated discussions in India, (Joshi 2005)

Some important areas have been addressed in work by CEE, and given below:

IMPROVING BASIC EDUCATION

The net attendance in the primary level is only 66 per cent of enrolment. Sarva Shiksha Abhiyan (Education for All) is process of integrating the educational system with the social structure of the people (social integration), but ESD must begin at the primary stage itself. The focus at present with the RTE and other schemes seems to be social integration, from primary to higher education with quotas for backward and depressed classes. Making children of the upper and middle classes mingle with underprivileged children in schools and colleges is perhaps a commendable social aim to reduce inequalities in outlook and vision but will do little to alleviate the problem of sustainability and degradation of the environment. The root cause in India is poverty, which has to be addressed first as stated in 1972.

Re-orienting Existing Programmes, Information and Communication Strategies for Water Education and Air Cleanliness ,Capacity-Building and Training

Teacher training on ESD must be given top priority, so that those who Preach can also be able to Practice and Train others.

GOVERNANCE AND POLICY

Most national policies reflect gender and equity concerns, access to education, and provision of basic services, these are often not translated into appropriate actions. Social justice and empowerment of backward classes by and large continues to be followed as a set of special programmes rather than as an integrated strategy. As stated before, the priorities of the central planners need to shift from providing a crutch to depressed classes to reform the outlook of the population to the environment. As example we can view the scene outside the railway compartment onto the side of the tracks near the stations, the trash mounting on the pavements outside swanky apartment buildings and the tendency to throw garbage into the neighbour's backyard.

In addition, the OECD has emphasized that quality of higher education depends on overall perceptions of the national education system rather than the specific academic institutions OECD 2004, (Vargés Hernandez 2013).

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for Sustainable Development (ESD) has origins in the United Nations and is linked to international environmental movements. Agenda 21 of the UN Conference on Environment and Development, the Earth Summit in 1992, Johannesburg World Summit of Sustainable Development (WSSD) in 2002 broadened the vision of sustainable development and re-affirmed the educational objectives of the Millennium Development Goals and the Education for All Dakar Framework for Action. The United Nations General Assembly in its 57th Session in December 2002, proclaimed the Decade of Education for Sustainable Development as an intergenerational responsibility. It seeks to empower people to assume responsibility for creating a sustainable future emphasizing on improving the quality of human life, while protecting the earth's capacity for sustainability (in other words--regeneration). It has been acknowledged that there is no "single route" to sustainable development, and negotiating the process of achieving sustainability requires cooperation amongst many different stakeholders in sustainable development (i.e., governments, business group, educational institutions, media, youth, etc). The values held in a society helps to define how personal decisions are made and how national legislation is written. Given this, when we speak sustainable development from an educational perspective, it can be analyzed in terms of bringing different stakeholders together to strengthen the partnership with the aim of balancing their interests and priorities. Speaking of education as a way for sustainability, we need to encourage both people and stakeholders till they understand the value of education as a system. Their synergy in boosting the education system can also help sustaining the ethical values of the people concerned. It can be possible by incorporating the key elements of the sustainable development. Both education and sustainable development are complex issues. Therefore, it was crucially important to develop the Strategy through a participatory process involving governments, UNESCO, NGOs and other stakeholders.

MEANING OF ESD

There is a general lack of agreement on the meaning and significance of ESD, but there are two key assumptions to be understood, (UNESCO document 2014):

- First, the crises faced by the world: finance, economy, food, energy, climate change, social tensions- are serious challenges and not mere technical and political problems. Solving these requires change in fundamental attitudes and beliefs, and not just in developing smarter technologies and stronger regulations. A change in values and respect towards each other on the planet is needed.
- Second: The most effective way to change values is through education however this needs changing education:
- Transforming curricula at all levels
- Reforming non formal education
- Making learning systems flexible

Improving in service training of teachers who are among the most powerful change-agents in society.

Development of Info Tech, Engineering and Management talents, "problem solving" and portable skills (Buela Johnson 2013)

GLOBAL ESD STRATEGIES

(suggested by Matsura)

- Geographical linked strategies
- Asia Pacific: knowledge systems
- Latin America, Carriibbean: literacy, biodiversity
- Arabic world: diversification, sustainable consumption
- Sub Saharan Africa: poverty
- Europe: Vilnius strategy

TABLE 1: ENROLMENT BY LEVELS AND MAJOR DISCIPLINES

Year	PhD	PG	General Graduate (Arts, Sc., Com.)	Technical Graduate (B-Ed, Engg, Medical)	Total (Higher Education Degree)	Diploma	Higher Education including Diploma
1980-81	2541	29134	18864	2392	24424	430126	2872579
1990-91	3246	35421	32857	4168	40892	796686	4885974
2000-01	4500	64733	72449	6886	86258	987279	9613161
2001-02	5311	64701	71394	7900	86296	1104594	9734276
2002-03	6535	78259	76331	10357	95167	1199785	10716558
2003-04	6552	80663	80261	11108	100091	1191447	11200595

TABLE 2: HIGHER EDUCATION INSTITUTIONS AND ENROLMENT BY DIFFERENT MANAGEMENT

Types of Institute By Management	Universities & Colleges		Higher Educational Institutes		Year/Session	
	Year/Session		Year/Session		Year/Session	
	2000-01	2000-06	2000-01	2000-06	2000-01	2000-06
Government	4342	4493	4342	4493	3443	3752
Private Aided	5507	5760	5507	5760	3134	3510
Private Unaided	3223	7720	3223	7720	1822	3219
Total	13072	17973	13072	17973	8399	10481

Source: University Grants Commission (India) and Agarwal (2006)

TABLE 3: REGION WISE GER IN HIGHER EDUCATION (2001-02)

Groups of Countries	Gross Enrolment Rate
Countries in Transition	36.5 %
Developed Countries	54.6 %
Developing Countries	11.3 %
World	23.2 %
India (Tentative)	About 10%

INDIAN SCHOOL CURRICULA

According to Bhoi (2013), 18066 degree and PG colleges and 1902 women’s colleges were counted in 2008. 14400 were under the purview of the UGC, the rest came under AICTE, ICAR, MCI etc. In 2006-07 13.97 million students were enrolled with around 0.5 million faculty. In the case of women enrollment, Kerala had the highest at 66% and Bihar the lowest at 24.5% (overall 40%), (Source Annual Report of HRD 2008). There are a very complex set of different curricula and streams with various syllabi in English and local languages in the states and territories of India. Some go to 8th Standard and some stop at 10th some at 12th. There are schemes like PUC, Intermediate, Matric, Higher Secondary, SSLC, ISC, ICSE, CBSE, and more in the local languages (eg Madhyamik in W Bengal). Urdu medium schools and Madrassas also exist which impart traditional education. Evaluation of these using a common yardstick is extremely complex. Sarangi (2013), suggests improvement of quality may be possible by including involvement of students in Higher Education, and development of E-Learning. In the US, Student government is strong with student councils and representatives in different administrative councils. Similar councils in India exist but are affiliates of the political parties, and are usually looked upon as adversarial threats to faculty authority. It has been suggested that a return to the Gurukul system and a shift to Digital Education may benefit Indian education (Basha(2013)). The strengths of Indian Textile education needs to be capitalized.

TABLE 4: INDICATORS OF EQUITY IN SCHOOL EDUCATION

Items		2003	2005
01. Percentage of Girls Enrolment to Total Enrolment (Elementary Class I –VIII)	T	46.56	46.99
	R	46.15	46.79
	U	48.28	47.84
02. Percentage of ST/SC Enrolment to Total Enrolment (Elementary Class I – VIII)	ST	19.22	20.58
	SC	11.04	10.18
03. Enrolment of Children with Dsability (Elementary Class I – VIII)	Girls	386579	569460
	Total	981164	1399343
	GPI	0.65	0.69

Note: GPI = Gender Parity Index.

Source: Mehta (July,2006).

TABLE 5: DROP-OUT RATE AND RELATED INFORMATION IN MAJOR STATES OF INDIA

MAIN PARAMETERS					
		Drop-out Rate; Cohort 2003-04	Percentage of working Children to Total workers: 1991	Percentage of Population Below Poverty line: 1999-2000	Literacy Rate: 2001
		2	3	4	5
01.	Andhra	22.43	5.53	15.77	61.11
02.	Bihar	9.36	3.35	42.60	47.53
03.	Gujarat	4.77	3.07	14.07	66.43
04.	Karnataka	5.61	5.16	20.04	67.04
05.	Madhya	10.13	4.79	37.43	64.11
06.	Maharashtra	6.38	3.16	25.02	80.14
07.	Orissa	10.80	3.80	27.15	63.61
08.	Rajasthan	15.02	4.57	15.28	61.03
09.	Tamil Nadu	3.17	2.34	21.12	73.74
10.	Uttar Pradesh	15.50	3.14	31.15	57.36
11.	West Bengal	11.78	3.23	27.02	69.22

Sources: Column No. 02 : Mehta (July 2006, Table D27, p.138).

Column No. 03 : Saini (1997-98, Table –3, p.151). Column No. 04 : Ji Gopal & Bhakri, Suman (2005, p.47). Column No. 05 : Jagran Year Book (2002, p. 564).

Separate Regressions on dropout rate vs the columns 3,4,5 in the Table above yields negative correlation (-.46) for literacy and positive correlation (.54) for % of working children to total workers. Correlation coefficient for column 4 (poverty line) was negligible (.06), showing that poverty had no dissuading effect on the desire to learn and thus drop out rate. (Compare with Bhagat Oraon).

However the positive correlation with drop out rate to % of working children does point to the addition of school age children to the work force, which all educational programmes try to confront and avoid.

It goes without saying that online education aimed at children and general population will go a long way in giving needed skills and know how to children which is otherwise acquired through manual apprenticeship("child labour"). Spare time spent online in gambling, anti social activities, viewing violence, pornography etc can be put to use by enrolling youngsters in online courses.

FIGURE 1: GROWTH OF ONLINE COURSES THRU THE YEARS

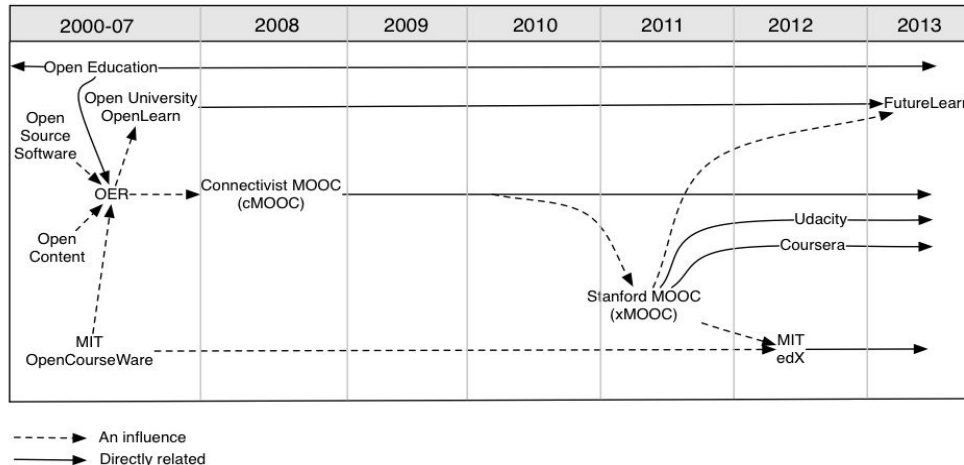


FIGURE 2: FEATURES OF MOOCs

Initiatives	For profit	Free to access	Certification fee	Institutional credits
eDX	x	✓	✓	x
Coursera	✓	✓	✓	x ✓
Udacity	✓	✓	✓	x ✓
Udemy	✓	x ✓	✓	x ✓
P2PU	x	✓	x	x

Key
 x Not a feature
 ✓ Feature present
 x ✓ Features partially present

Source: Yuan and Powell

Some experts feel that MOOC's at present are mainly Branding and marketing tools for the Universities, as the courses are not of the rigid pedagogy associated with formal courses, and the learning experience is not high quality. One must ask however, which University today is High Quality, as Education has become a Business, with US colleges churning out graduates, and especially in India students complete degrees which many recruiters do not even recognize as being of value for their company work.

MOOC's have the strength of being centres for non-traditional forms of teaching, with learners participating and learning from group discussions and helping each other through networking, and peer assessment.

OPEN SOURCE' EDUCATION IN INDIA OVER RECENT YEARS

(Note : the word open source refers to accessibility to general public, not necessarily internet related courses as open source MOOC's are nowadays.)

- IGNOU: It was the earliest mass education institution catering to all parts of India via distance/correspondence education
- On line TV Doordarshan programmes: TV programmes beamed over national channel Doordarshan at certain hours where students could view clas room lectures. These were often in conjunction with IGNOU courses.
- Satellite TV programmes: made use of by private players in the field of distance education and some private universities.
- INTERNET Based: One of the pioneers UDACITY started when a course given at Stanford in 2011 was opened to the public through the internet, by Sebastian Thrun and his colleagues. The response was overwhelming and leapfrogged the growth of on line MOOC's. Coursera was an off growth of Stanford's online courses and today has over 10 million subscribers.

FIGURE 3: MARKET DISRUPTION TENDENCY OF MOOC'S

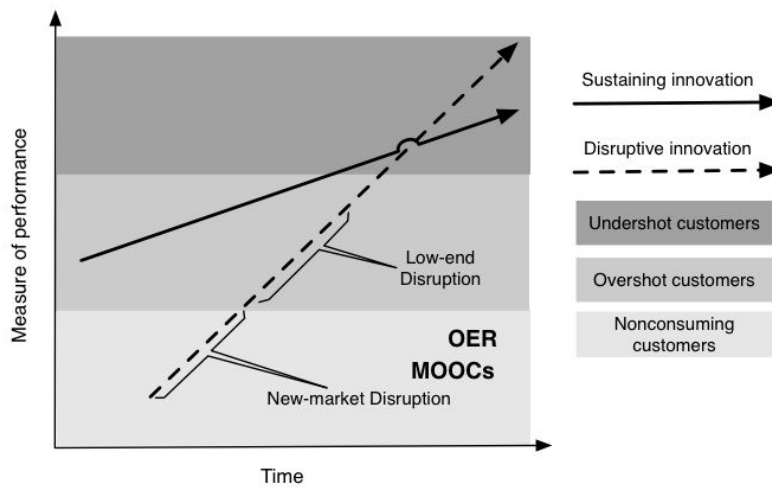
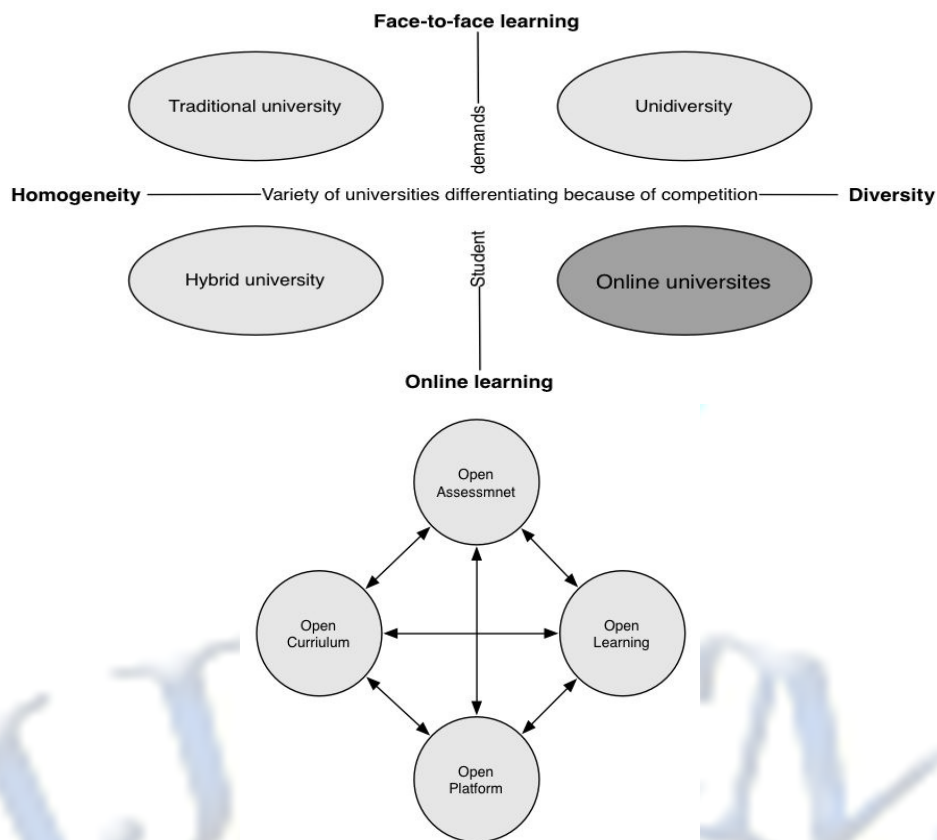


FIGURE 4: MAPS OF STRATEGIES

TEL-Map UK HE Scenarios



INCORPORATING MOOC'S INTO INDIAN CURRICULA

Several players at the high end are already on the Indian Scene. Manipal University, KSOU, NPTEL and others mainly in Management are offering distance education with a net component. None are free, except the highly technical NPTEL's, and some courses by IIT on EDX. The Doordarshan has educational programmes on TV which come on at certain times, and are linked to IGNOU programmes, whereas VTU and other Universities have satellite based tutorials which are beamed to campuses. These are not open source, and one has to be registered as a student to get access through campus viewing centers. Use of Internet and availability of high bandwidth Internet is essential for comfortable access and viewing online content is necessary for such use.

Considering the wide use of smart phones and tablets even among rural populace, it does not seem out of place to suggest that on line programmes could be made available through the media of the mobile tablet. Mobile networks have managed to appropriate large portions of spectrum and get bandwidth for video calls which translate into better internet access. Education content providers can make use of this feature.

CONCLUSIONS

The Need of the Hour is Education for Sustainable Development. Unless the people understand it, there will be no change in the effects of global warming caused by human interference. Since every bit goes to make a difference, the role of individuals must not be ignored in preference to the large corporations and industrial

combines. The next generation of leaders is still in school, and would be making world impacting decisions in the next decade. A global consensus and effort is thus required.

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