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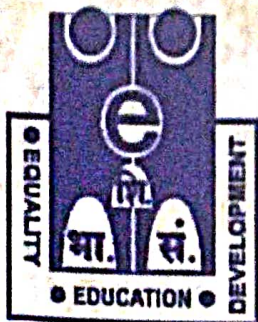
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Since 1977

The Quarterly dedicated to Education through Social Development and
Social Development through Education

April 2023

(Special Issue-1/ Volume-III)



INDIAN INSTITUTE OF EDUCATION

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Special Issue on the theme of
“Sustainable Development Goals in SAARC Country: Key Issues,
Opportunities and Challenges”

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Study of Awareness about Sustainable Development Goals among Undergraduates

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Abstract:

Sustainable development may be facilitated or hindered by the social interactions between people and communities. The fair and equal allocation of resources for today and the future is essential for sustainable development. United Nations, (2015) member states approved a brand-new global 2030 blueprint and SDGs. SDGs are essential to maintaining peace, dignity, and prosperity among human beings. With the advancement of technology, there is a dire need to maintain a peaceful life and train students about the consequences of such technology. Therefore, we must provide quality education to the youth for sustainable development.

Keywords: Sustainable Development, Technology, Awareness, Quality Education

Introduction:

The SDGs serve as the foundation for the MDG's success, which includes seventeen different goals as a worldwide appeal for action to fight poverty, environmental protection, and guarantee prosperity and peace among the people. It is critical to assess people's knowledge of the SDGs in order to support subsequent actions. Only certain emerging countries have a larger SDG awareness than the previous MDGs, so after more than three years of existence, it needs to make better progress. University students, as transformational leaders, are expected to have a greater level of understanding and comprehension than the everyday consumer. Once university graduates have sufficient understanding and knowledge of the SDGs, they can make significant contributions to assisting, promoting, and achieving development goals by leveraging their academic background. A globalist agenda for a prosperous society has been the SDGs, popularly known as Agenda for Sustainable Development in 2030, which the United Nations started. People from various nations have varying levels of awareness and knowledge of the SDGs. Ecological, social, and economic considerations are all part of the seventeen goals and hundred and sixty-nine targets that make up the SDGs. While the MDGs were primarily aimed at developing countries in order to help them progress, the SDGs would apply to all countries on the planet, both emerging and developed. The purpose of this study was to assess the awareness of SDGs among undergraduates at Gurugram.

The blueprint given by United Nations for a better world by 2030 has 17 goals with different parameters in which goal number 1 pursues no poverty likewise goal number 2 talks about zero hunger, and goal number 3 talks about health whereas goal 4 talks about quality education, goal no 5 is considering gender equality, 6 and 7 goal talks about purity of water and sanitation. Goal number 8 includes economic growth which is very important for the country's development likewise goal number 9 discussed industry and innovation. No discrimination among the people comes under goal 10 of sustainable development. Another main goal of sustainable development is sustainable cities and communities. The major aspect is to be responsible for

consumption and production worldwide and goal number 12 said that. Goal numbers 13,14 & 15 talked about climate action, life below water, and life on land. Goal number 16 is related to Peace. Partnership for the goal has one feature in common: the advanced technical flexibility and lower cost of deeds that will be possible if policy implementation begins.

Objective: The main purpose of the study was to identify the level of awareness among the 20- to 25-year age group of undergraduate programs.

Sample: The sample of the study comprised a total of 150 undergraduate students studying in B.Ed., B.Tech., and B.B.A./B.Com. Courses in Gurugram District.

Methodology: The study is descriptive in nature. Survey method was employed to collect the data. The data was collected with the help of a questionnaire on sustainable development. The questionnaire was about sustainable development goals related to health, hygiene, quality education, the economy, climate action, and equalities.

Statistical Technique: The frequency and percentage was calculated to assess the data.

Result: The results revealed that the students were aware of the sustainable development goals, as their curriculum is aligned with sustainable goals and provides them with quality education. They have a well-defined curriculum that provides them with experiential learning of sustainability in terms of extension activities, leadership programs, awareness of trends and technology, and artificial intelligence with managerial skills that support their well-structured curriculum.

Review Of Related Literature:

When it comes to explaining disruptive innovation theory and how people learn through obstacles and variations that defy higher education, the disruptive innovation theory is remarkably effective. As a result, the primary goal of this research is disruptive education for sustainable development. Students must produce new skills in today's world. Because of the high level of competition for their career success, they must constantly master new knowledge and skills. Since everyone finds great comfort in their routines, change requires an individual to invest voluntary energy. In order to transition from low-value to high-value usage of learning tools, instructors first must assist educational systems. Further progress necessitates the discontinuation of old practices and the tentative implementation of new ones. Disruptive innovation is defined as both effectively producing new ideas as well as altering our social norms and way of life in order to create "new profit growth." (Rajeswari & Khurajam, 2021). Considering the interrelationships of current issues and acknowledging that we are uncertain of what is "truly sustainable," sustainable development should indeed be approached methodically (Bonnett 1999). As a result, it may be more accurate to ask, "What can I do?" (Grange, 2017).

There is mounting evidence that the Anthropocene, a new geological epoch, is beginning. This era began in the middle of the 20th century when ecologic changes occurred quickly and there was a rise in material consumption like concrete, aluminium, and plastic, which began to affect our world and mark a negative impact as "techno fossils" in their wake (Waters et al. 2016).

SDGs, also referred to as the vision 2030, were implemented in 2016 January, taking the place of the MDGs, which were endorsed from 2000 to 2015. They are all-inclusive. The 169 associated targets for the 17 SDGs promote Education, Peace, prosperity, and partnership while safeguarding the environment as well as its inhabitants. In this regard, they included important issues, including SDG1, is focusing on that the Poverty should be removed, SDG4 refers to the Education must be given in a good way, and SDG6 includes Water that is clean and clean, to name a few. Because they reflect the complexity and heterogeneity of sustainability, the SDGs have the potential to increase understanding of a comprehensive view of sustainability. Although everything is prioritized by detractors who call the goals encyclopedic, this may have contributed to their claims (Gentry, 2015). Although the literature clearly demonstrates the necessity to refocus, start changing, and change higher education, the academy exhibits a reluctance to change. (Corcoran, 2010). The clearly preferred strategies in higher education are establishing networks within institutions of higher learning and/or with society at large, as well as greening campuses (Jones et al. 2010).

Objectives:

The objective of the paper includes:
To study the awareness about sustainable development goals with different dimensions among the students

Method And Procedure:

The quantitative descriptive method was employed to get the information. The population included undergraduate students. This research paper has used questionnaires and circulated to the entire population. The data was collected from 150 undergraduate students at the university level containing three streams namely Education, Law, and management. The Questionnaire contained 25 different questions with different dimensions such as health, hygiene, quality education, economy, climate action, and inequalities. The respondents had to respond to options such as SA - 'Strongly Agree', D - 'Disagree', N - 'Neutral', A - 'Agree' and 'Strongly Disagree'. The received data was interpreted in descriptive analysis and in a qualitative manner.

Overview About Undergraduate Students

The data was collected through online mode and using the google form. The link was shared with B.El.Ed., BBA, B.Com., BTech, and B.A LLB students studying in one of the private Universities of Gurgaon Haryana. Total 150 students submitted the online form out of which 42% males and 58% female students filled the form.

Demographic Characteristics Of The Sample

The demographic characteristics of the selected sample are represented by below table 1.

Demographic information	N	%
GENDER		
Male	87	42
FEMALE	63	58
COURSES	N	%
B.Ed.	12	8
B. El. Ed.	38	25.3
BBA	30	20
B. Com	17	11.3
B. Tech	35	23.3
B.A. LLB	17	11.3
OTHERS	1	0.7

Table 1: Representation of demographic characteristics of Sample

Programme
150 responses

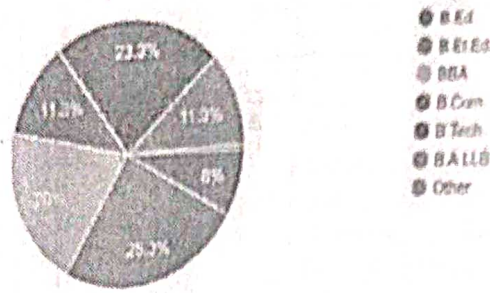


Fig 1: Graphical representation of sample from various courses

Gender
150 responses

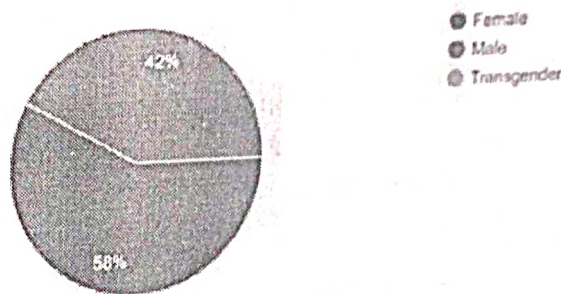


Fig 2: Graphical presentation of male and female respondents

The above figures 1 and 2 represent the sample of various courses and male and female respondents.

FINDINGS:

The findings of the studies are given as dimension wise in the below section:

Dimension 1. Responsible Consumption and Production

Statement	S D	D	N	A	SA
Does the government should provide financial aid to encourage more people to make the shift to green cars?"	6%	4%	29.3%	40.7%	6%
Should "we pick up trash/waste when you see it out in the countryside or in public places"?"	6%	6%	16.7%	35.3%	36%
Should "we always separate food waste before putting out the trash when you have the chance"?"	5.3%	5.3%	1.3%	38.7%	31.3%
"Efforts you make to reduce waste (e.g., throwing away less food and not wasting paper")	3.3%	4.7%	21.3%	37.3%	33.3%

"Whenever possible, you choose to cycle or walk when you are going somewhere, instead of travelling by motor vehicle".	6%	4.7%	24%	32.7%	32.7%
"Brand-wise (clothes/Purses/Belts/shoes and other accessories), sustainable fashion is made with eco-friendly materials, designed, and manufactured ethically, and ensures that everyone involved is paid fairly"	2.7%	2%	29.3%	45.3%	20.7%

Table 2: Representing Awareness about responsible Consumption and Production

According to table 2, the respondents are aware about responsible consumption and production as they believe to save environment by using green cars (40.7 % agreed), 45.3% agreed for using eco-friendly materials, 35.3% agreed to separate food waste, 35.3% agreed to pick up waste from public places and usage of bicycle travelling nearby areas strongly agreed (32.7 %) & agreed by 32.7%.

Dimension 2: Quality Education

Statements	S D	D	N	A	SA
"For sustainable development, people need to be educated in how to protect themselves against natural disasters".	4.7%	3.3%	18.7%	43.3%	30%
"People must have access to good education to achieve sustainable development".	2%	2.7%	27.3%	42%	26%

Table 3: Representing Awareness towards Quality Education

Table no 3 showed that 42 % believed that access to good education, 26 % strongly agreed about it and 26% believed that people should be educated so that they have awareness to protect themselves against natural calamities that 26 % strongly agreed.

Dimension 3: Climate Action

Statement	Not at all	Somewhat	Extremely
'How important is the issue of climate change to you personally?'	5.3%	40%	54.7%

Table 4: Representing Awareness about Climate Action

The table 4 showed that respondents are aware about climate action as 54.7% considered it extremely important whereas 5.3 % believed it was not at all an important issue and 40 % considered it somewhat important.

Dimension 4: Sustainable Development

Statements	SD	D	N	A	SA
'Does more stricter laws and regulations to protect the environment should be applied'?	8.7%	4.7%	17.3%	34%	35.3%
'Environment, Economy, and Society are the three main pillars which directly and indirectly, impact each other – for sustainable development. Do you agree'?	2%	2%	20%	50.7%	25.3%

Table 5: Representing Awareness about Sustainable Development

According to table 5 the respondents are aware about sustainable development as 50.7 % believed that environment, economy, and society are the pillars as they impact each other. 34% believed that strict laws should be applied to save the environment, 35.3% respondents strongly agreed about it.

Dimension 5: Promoting Peaceful and inclusive Societies

Statements	SD	D	N	A	SA
"The culture where conflicts are resolved peacefully through discussion is necessary for sustainable development".	3.3%	4%	22%	51.3%	19.3%
"People in society vote in elections and express their views on important issues".	3.3%	5.3%	23.3%	48%	20%

Table 6: Representing Awareness about peaceful and inclusive Societies

According to table 6. Respondents are aware about promoting peaceful and inclusive societies. 51.3 % respondents believed that conflicts can be resolved with discussion and 19.3% strongly agreed about it whereas 48% agreed the people must express views on important issues and that was strongly agreed by 20% respondents.

Dimension 6: Gender Equality

Statements	SD	D	N	A	SA
"Reinforcing girls' and women's rights all over the world is necessary for	18.7%	4%	34.7%	40.7%	18.7%

sustainable development”					
‘Respecting Human rights are necessary for sustainable development”.	3.3%	2.7%	32.7%	41.3%	20%

Table 7: Representing Awareness about Gender Equality

The above table revealed that they are aware about gender equality as 40.7% emphasised on girl's rights, 41.35 agreed, 20 % strongly agreed about respecting human rights for SDG. That shows they are aware about gender equality under SDG.

Dimension 7: Good Health and well being

Statements	S D	D	N	A	SA
‘Infectious diseases such as HIV/AIDS/ Malaria/COVID etc. must be stopped necessary for sustainable development”	4%	6.7%	27.3%	42%	20%
“Improving People's health and opportunities for a good life contribute to sustainable development”.	2%	3.3%	22.7%	48%	24%
“Preserving different natural species is necessary for sustainable development”.	3.3%	2.7%	22%	52.7%	19.3%

Table 8: Representing Awareness about Good health and well being

Table 8 interpreted that 48 % respondents agreed that human health leads to sustainable development, 24 % respondents agreed about the preservation of natural species whereas 42 % believed that infectious diseases must be stopped to achieve SDG.

Dimension 8: Economic Growth

Statement	S D	D	N	A	SA
“Economic development is necessary for sustainable development”	2.7%	1.3%	24%	45.3%	26.7%
“Eradication of poverty in the world is necessary for sustainable development”	2.7%	2.7%	34%	42%	18.7%

Table 9: Representing Awareness about Economic Growth

According to table 9 that reflects awareness about economic growth, 45.3 % & respondents agreed about the necessity and 42% believed that poverty must be eradicated for sustainable development.

Conclusion:

The second-most highly populated nation in the world is India. The measures that India has taken to accomplish the SDGs are extremely important to the rest of the world. If India is successful in meeting the SDGs, it would imply that more people around the world have succeeded. The SDGs encourage cooperation between countries.

rationality in order to take the best decisions for the improvement of life for now and coming generations. The SDGs provide clear guidelines and targets for all countries to follow in accordance with their own priorities and the global environmental challenges. An inclusive plan of action is the main motive of the Sustainable Development Goals (SDGs). As per a survey conducted by the researcher on 150 private university students of Karnataka, students are having understanding of the sustainable development goals. As a result, it is essential to create efficient strategies for effective implementation, surveillance, and assessing SDG progress. Making appropriate indicators seems to be the greatest hurdle for people. So, it is necessary for the younger generation to put more effort into succeeding in a greater way.

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