

## Master of Education (M.Ed.)

**Title of the Course: S. Ee. 2(y): Sustainability Education: Concerns and Prospects for the  
21st Century**

**(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 15**

### Introduction of the Course

Sustainability education is a broad term that encompasses a variety of approaches to teaching about the environment and how to live more sustainably. It can be formal or informal, and it can take place in a variety of settings, including schools, homes, and communities. The goal of sustainability education is to help people understand the interconnectedness of the environment, society, and economy, and to develop the knowledge, skills, and values they need to make choices that support a sustainable future. In a world that is facing increasingly serious environmental challenges, the course on Education for Sustainability is essential for preparing students for the future.

This course makes an attempt to equip the students with an understanding of Sustainability Education and its interrelationship with the broad understanding of the environment as given in the SDGs. The units also enable the students to understand the various discourses, approaches, policies, and research related to sustainability education.

This course can be offered to any M.Ed students who aspire to develop the knowledge and skills they need to live in a sustainable way and become more engaged citizens who are willing to take action to protect the environment.

### Learning Outcome

**After completion of the course, student will be able to:**

1. Understand the concept, scope, and evolution of Sustainability Education its interrelationship and various dimensions.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Dept. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110 07  
University of Delhi, Delhi-110 07

2. Understand and analyse the debates, discourses, approaches, policies and programs, and trends related to Sustainability Education.
3. Enable the students to apply theoretical knowledge gained in the classroom to real-world field experiences through case studies, visits, projects, etc., to demonstrate their ability to effectively address sustainability challenges in practical settings.

**Number of Units: 3**

**Weeks 15 = 60 hours**

**Unit 1: Origin and Genesis of Sustainability Education (5 weeks = 20 hours)**

- Understanding the Concept of Sustainability, Sustainable Development.
- Conceptualizing Sustainability Education,
- Interrelationship between Environmental Education and Sustainability Education: Contemporary discourses and debates
- Need, Scope, and Critique of Sustainability Education for 21st Century
- Education for Sustainable Development (ESD) and Sustainable Development Goals 2015

**Unit 2: Various Dimensions of Education for Sustainable Development (ESD)**

**(5 weeks = 20 hours)**

- Key Aspects of ESD
- Role of Indigenous Education, practices and Knowledge, its curricular integration
- Approaches to ESD
- Curricular Aspects and Concerns: Pedagogical Practices, Resources, Assessment
- Sustainability Competencies
- Place of ESD in Teacher Education

**Unit 3: Policy Initiatives and Research Trends in Sustainability Education**

**(5 weeks = 20 hours)**

349

Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Understanding Sustainability Education as an Area of Research
- Policy Analysis: National and International Level; NEP 2020, NCF 2023, UNESCO documents
- Reviewing and finding the research trends in the last 5 years

### Practicum/ Suggested Projects / Assignments (Any Two)

1. Identify and Visit institutions/organisations working in the field related to the environment and sustainability. eg. CEE, WWF, TERI, etc. and make a report on their role and contribution.
2. Identify a place/organisation that calls itself sustainable. Collect information and make a report. (visit if possible)
3. Conduct a survey or Case study about an expert/ organisation that contributed and played a paramount role in the field of environment and its sustainability.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Kopnina, H, (2014). Revisiting Education for Sustainable Development (ESD): Examining Anthropocentric Bias Through the Transition of Environmental Education to ESD. Retrieved from <https://www.researchgate.net/publication/230532577> Revisiting Education for Sustainable Development ESD Examining Anthropocentric Bias Through the Transition of Environmental Education to ESD
- Shimray, C. (2016). Teaching Environmental Education: Trends and Practices in India. Sage Publication, Delhi.
- Tbilisi Inter- government Conference on Environmental Education. Towards an Action Plan: A report on Tbilisi Conference on environmental Education. Retrieved from

<http://npshistory.com/publications/interpretation/nesa-need-need/toward-an-action-plan-1978.pdf>

- UNEP (1972). Report of The United Nations Conference On The Human Environment, Stockholm. Retrieved from <http://www.Unep.Org/Documents.Multilingual/Default.Asp?Documentid=97>
- UNEP (1992). Rio Declaration on Environment and Development. Retrieved from <http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=78&ArticleID=1163>
- UNESCO (2021). Education for sustainable development: a roadmap. <https://doi.org/10.54675/YFRE1448>
- UNESCO (2012). Education for sustainable development: sourcebook; Education for sustainable development in action: learning & training tools; Vol.:4.
- UNESCO (2002). Education for Sustainability. From Rio to Johannesburg: Lessons learnt from a decade of Commitment.
- Sterling, S (2008) 'Sustainable education - towards a deep learning response to unsustainability', Policy and Practice: A Development Education Review, Vol. 6, Spring, pp. 63-68.
- Govindaswamy, V. (ND). Importance of environmental education for sustainable development. Retrieved from [http://wgbis.ces.iisc.ernet.in/biodiversity/sahyadri\\_enevs/newsletter/issue22/art.htm](http://wgbis.ces.iisc.ernet.in/biodiversity/sahyadri_enevs/newsletter/issue22/art.htm)
- NCERT (2005). National Curriculum Framework- 2005. NCERT, New Delhi.
- National Education Policy 2020 retrieved from [https://static.pib.gov.in/WriteReadData/userfiles/NEP\\_Final\\_English\\_0.pdf](https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf)
- SGD indicators retrieved from <https://data.unicef.org/children-sustainable-development-goals/>
- Decade of Education for Sustainable Development, 2005-2014. Retrieved from <http://www.desd.org/> (2017). Green School Practices on ESD: A case study; NCERT; New Delhi.
- Karaarslan-Semiz, G. (Ed). (2022). Education for Sustainable Development in Primary and Secondary Schools: Pedagogical and Practical Approaches for Teachers. Springers. <https://doi.org/10.1007/978-3-031-09112-4>

Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Nevin, E (2008) 'Education and sustainable development', Policy and Practice: A Development Education Review, Vol. 6, Spring, 49-62.
- Kumar, A. (2015). Sustainable Development- Role of Teachers to Protect the Environment. Indian Journal of Educational Studies: An Interdisciplinary Journal. Vol.2, No.1, ISSN No. 2349-6908.
- Mehrotra, V.S (2015). Education for Sustainable Development in Schools: The India Context. Journal of Educational Policy and Entrepreneurial Research, Vol. 2, No.9. pg 276-286.
- UNESCO.(2018). Issues and trends in education for sustainable development. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000261954>

### **Teaching Learning Resources (Digital and others):**

1. Tomorrow
2. The 4th Revolution: Energy autonomy
3. Before the flood
4. Cowspiracy: The Sustainability Secret
5. The Ivory Game
6. Minimalism
7. No impact man

### **Teaching Learning Process**

The course will be taught using interactive pedagogic methods, such as classroom discussions, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

### **Assessment Method**

The assessment will be both formative and summative in nature. Under formative assessment student participation, individual and group tasks, projects, and assignments will be given whereas summative assessment will be done through an end-semester examination.

2742

Head/Dean  
 विभागाध्यक्ष एवं संकाय अध्यक्ष  
 शिक्षा विभाग/Deptt. of Education  
 दिल्ली विश्वविद्यालय, दिल्ली-110007  
 University of Delhi, Delhi-110007

**Key words:** Sustainability, Education, Research Trends



Head/Dean  
विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007