

Master of Education (M.Ed.)

Title of course: S.Sd.1(t) : Education for Sustainable Development

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External:70 Internal: 30)

Contact Week 15

Introduction of the Course

This course is designed to highlight the Concept, Characteristics, Need and Significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United Nations agenda. The course is designed to make learners aware and understand SDG 4 goals of Inclusive and Quality Education in the light of NEP 2020. The objectives of a the course is to enhance knowledge, skills, attitudes, and values that empower learners to contribute to sustainable development in various contexts.

Learning Outcomes

After studying this course, learners will be able to:

1. understand the of key concepts related to sustainable development.
2. clarify the meaning and significance of sustainable development.
3. appreciate the relation between education and sustainable development.
4. describe the characteristics of ESD and role of education in sustainable development.
5. critically analyse the importance of education in the context of sustainable development
6. analyse the pedagogical issues related to ESD.
7. understand the roles, functions, and structures of international organizations.
8. critically reflect on ethical dilemmas and conflicting values in the context of sustainable development.

Number of Unit: 4

Weeks 15 = 60 hours

Unit 1: Introduction to Education for Sustainable Development (ESD) (4 weeks = 16 hours)

- Concept, Characteristics, Need and Significance of ESD
- Principles of Education for Sustainable Development.
- Role of Educational Institutions to achieve SDGs.

Unit 2: Perspectives on Education for Sustainable Development (4 weeks = 16 hours)

- Theoretical Perspectives: Historical, Philosophical, Sociological and Psychological
- International Perspectives: UN, UNESCO, UNO, UNEP and WHO.
- Conceptual frameworks, Critiques, and debates in ESD

Unit 3: Integrating ESD into Educational Practices (4 weeks = 16 hours)

- Curriculum reform for sustainability: Challenges and opportunities



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- Teacher education programs for ESD: Curriculum frameworks, competencies, and professional standards.
- Pedagogy for Sustainable Development and Pedagogical issues for SDG-4.

Unit 4: ESD: Indigenous and Global Contexts (3 weeks = 12 hours)

- Indigenous knowledge systems and local perspectives on sustainability.
- Ethics and values in ESD.
- Partnerships and Collaborations for sustainability
- Global Sustainability: Challenges and Prospects

Practicum/ Suggested Projects / Assignments (Any Two)

1. Identify 10 communities from your locality and document on their work.
2. Organize a campaign to raise awareness about waste reduction and recycling.
3. Design a project and collaborate with a local community to establish and maintain a sustainable community garden.
4. Plan and execute a zero-waste event, minimizing waste generation through composting, recycling, and reusable materials.
5. Create a program to encourage sustainable transportation options, such as biking, walking, carpooling, or using public transportation.

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

Essential/ Recommended Readings

- Peter P. Rogers, Kazi F. Jalal, John A. Boyd (2007) An Introduction to Sustainable, <https://www.amazon.in/Introduction-Sustainable-Development-Peter-Rogers>
- Dimitrios A. Karras , Sai Kiran Oruganti, et al. (2023) Interdisciplinary Perspectives on Sustainable Development: Achieving the SDGs through Education, Wellbeing, and Innovation
- Chew-Hung Chang, Gillian Kidman, et al. (2021) Issues in Teaching and Learning of Education for Sustainability: Theory into Practice (Routledge Research in Education)
- IGNOU (2024). Role of Education in Sustainable Development [UNIT 10] (pp 150-158)
- RAJARSHI ROY (2014) Education for Sustainable Development
- Kothari, R. (1982), Environment and Development in Asia and the Pacific: Experiences and Prospects, UNEP.
- RAJAGOPALAN, R. 2005. Environmental Studies: From Crisis to Cure. Oxford University Press, New Delhi.
- NCERT (2024). Environment and Sustainable Development, New Delhi: NCERT [Chapter 9] (pp 162-178) Additional Readings
- Lorna Down and Therese Ferguson (2021) Education for Sustainable Development in the Caribbean: Pedagogy, Processes and Practices
- Devaki N (2019) Education for Sustainable Development
- Samuelsson, L., & Lindström, N. (2020). On the Practical Goal of Ethics Education: Ethical Competence as the Ability to Master Methods for Moral Reasoning. Teaching Philosophy, 43(2), 157-178.

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- UNESCO (2019a). Education for Sustainable Development: Partners in Action – Global Action Programme (GAP) Key Partners' Report (2015-2018). UNESCO.
- UNESCO (2019b). What is Education for Sustainable Development? UNESCO.

Teaching Learning Resources (Digital and others):

- <https://ncert.nic.in/textbook.php?kecc1=9-10>
- <https://egyankosh.ac.in/bitstream/123456789/77376/1/Unit-10.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/9152/1/Unit-3.pdf>
- <https://www.diva-portal.org/smash/get/diva2:1536398/FULLTEXT02>
- <https://sustainabledevelopment.un.org/content/documents/926unesco9.pdf>

Teaching Learning Process

In this course, students will work together on creative projects, share their experiences in class discussions and debates, and get a deeper understanding of the material via collaborative and experiential learning activities designed to improve their reading comprehension. Learning and self-reflection are fostered.

Assessment Method

Students' active engagement will be considered in this formative evaluation. There will be both individual and group projects to complete. An end-of-semester test will serve as the basis for the summative assessment.

Keywords: Education, Sustainable Development, Sustainability and SDGs



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