

Review of Literature

International Recognition Multidisciplinary Research Journal

ISSN: 2347-2723

Impact Factor : 2.0210(UIF)

Volume - 3 | Issue - 8 | March - 2016



COMPETENCIES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT



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ABSTRACT:

Higher education system in India is passing through a critical situation. The criticality prevails at both the levels - quantitative and qualitative. The gradual increase of higher education in India in the period of last three decades speaks for expansion and quantity of the student the system produces. The changing scenario in other fields significantly functions as pressure to education including higher education. The regional imbalances of higher education, the courses offered by the higher education system represent the co-existence of additional and modern subjects distributed in varieties of faculties. The higher education system in education also passed through the long history after 1857 and during the British rule they started three universities for their own administrative interest at Kolkata, Bombay and Madras.

KEYWORDS: Higher education system ,system produces ,modern subjects distributed .

INTRODUCTION:

After independence, we paid more attention to five year plans with different priorities. Education in general and higher education in particular were not the fields of sincere attention. The science and technology developed in the developed countries messaged that science and technology has to play a key role in education too. The researches in field of psychology of learning and philosophy of education including history dominated the system for a long period. The changing scenario today we see in India is the result of science and technology imported and also created in India after investing too much during the last five decades. The growth and development of higher education got its momentum after privatization of education at all levels. The privatization in higher education expanded the number of higher education institutions based on general to specific subjects.

The educationalists and thinkers of the world also realized the truth of qualitative aspects that ensured productive society contributing all the fronts of human life. Education is a social enterprise if deflection in this area in loses its credibility that compels for rethinking and reorganizing and that also happened in India. The relevance of course, global importance, the speed of migration and present and future needs of society collectively affected higher education. The education itself is a formative process. It is expected that it produces good citizens for the state and socially knowledgeable, skilled and competent teacher for the all-round development of the social life with variety of thinking, skills and competencies that contribute constructively, creatively along with critical awareness.

The science and technology also made comfortable to utilize naturalresources to satisfy the greedy and tempting needs of consumerism. World was seen as a market and it created variety of environmental, ecological and even social imbalances. The human wisdom functions as the last. As a result, sustainable development came into existence as concept, understanding along with what to be done for the better present and the best future of this great planet. Sustainable development goes with the sustainability of education that contributes to development in a wiser way. The changes came with the catchy slogans at the primary stage. But, with the walks of time this words are also becoming reality. If we take example of a computer, it was simply a word. Now it is our visible reality. This is the result of constant interactions and peaceful change coming from the field of science and technology. Same thing also happened in higher education. The pressure to higher education compels the system to response positively and effectively to the development and developmental aspects. Now we are at the developmental aspect of sustainable development.

The pragmatic approach strengthened by science and technology now compels higher education for the planned change and as a basic source of trained human force contributing in varieties of field. If education initiates efforts to respond to the other fields it will sustain as a big system for social and other concerns. The higher education system governed by the policies of UGC and much other statutory council are now rethinking and re-planning for higher education giving importance to human competencies which also includes knowledge, skill, wisdom, and pragmatic values. The human resource is the backbone of a developing nation. The reports of the world organization also speak for human resources and future probable and possible. The collective efforts of this thinking lead us to competent education concentrated variety of competencies. The Competencies should be analyzed with context and relevance from basic to extended understanding along with an inclusive nature. The higher education should perceive variety of competencies suit to the at least 21st century. The next century lies in possible future if we only think on probable future, it largely depends upon competencies. Education in general and education in particular.

If we think in terms of 21st century education we should move to the required competencies in higher education, what we impart should be comprehensive and meaningful. The following competencies are identified from variety of international authentic sources including the reports of world organizations like ILO, WHO, UNESCO, UNDP programs and other voluntary organizations engaged in sustainable development and education.

1. Forward and advanced thinking

The forward thinking envisions immediate future of at least coming two decades in scope and function it is never limited because the central point is universal human life and enhancement in quality of life.

2. From analysis to synthesis

The process of integration is very much important. The theories related to manufacturing and production cannot be applied rigidly for better human life. The synthesis should be balanced contributing each other and elevating.

3. Competencies in interdisciplinary and multi-disciplinary studies

The scholars of the world have realized that the reality if we discover well it is interwoven. It requires meeting point of the territories of knowledge and skill that only can ensure co-existence with a newer meaning.

4. Wiser use of Technology

Technology is actually new term. The user is more important because technology should serve as the servant and not as the master. We have to educate and train human resources in a way that open the gate of harmony and happiness. And it is universally accepted that society changes how it learns. This fact can be grasped from the local context to the global.

5. Development of variety of skills

Skill is in meaning known as knowledge in actions. These skills are generic to job specific. Skills require reading of the situation and prompt use of skill which gives desirable and positive results. The classification of skills provides the theoretical background but its actual use is quite different issue.

6. Participation and participatory skill learning

It is also an agreed point that democracy is best form of human life including governance. It requires not only good plan but also good strategy of its implementation and it requires participation and decision making and the probable results of the decision.

7. The psychological competencies

Motivation and self-motivation in this complex world is very much required. The psychological support to the enthusiasm quest for knowledge and unflagging zeal for self-training is also in the list of competencies.

All this competency mentioned above are major and the source of many competencies. Higher education should incorporate all this competency behaviorally and performance oriented. After long history of development, we have achieved certain level and the competencies will enhance it more comprehensively and result oriented.

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