

Sustainable Development and Women Empowerment : Personality development program for upper primary level girl students with sustainable development perspective

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Abstract

In order to secure the needs of the future generation, the present generation meets its needs in a limited form and preserves the resources to meet the minimum needs of the future is called sustainable development or long-lived development or sustainable development.

"Sustainable development is the ability of the present generation to meet their needs by understanding the social, economic and environmental conditions of the present and the future." Signifies the way - the modes established by the practical concern of the problem." (Glossary of literary terms-M.HAbraham, p.165) A viable direction for guiding the dimensions of sustainable development - economic, social, and environmental. Personality is the unique combination of a person's specific anatomy, behavior, tastes, attitudes, preferences, abilities, intelligence and aptitude. Personality is the unique combination of knowledge, attitudes and abilities required to achieve one's economic and social development as well as environmental conservation. A program consisting of various activities to create self-reliance, dignity of labour, awareness of professional opportunities, anti-addiction behavior, and the ability to express their own opinions as well as a positive attitude towards environmental conservation in order to achieve economic and social development of upper primary level students.

Introduction:

Although the idea of sustainable development seems modern, it is not new. The antiquity of this idea is in our eighteen traditions. One of these verses is related to sustainable development. In the process of development of environmental assets, the metaphysical development of human beings should be understood as the limitation of science and technology. Physics cannot express much about the internal and external aspects of human beings. Therefore, how human decisions should be is not within the scope of physical science. For this, it is an indisputable fact that the basis of social sciences is a valuable solution to maintain the balance of the environment. It is difficult to improve the anomalous behaviour of humans in the environment without radical changes in the values, norms, beliefs, Psychology, Culture, traditions and history of human societies. Sustainable development of human being is necessary through education. Today, the idea of sustainable development has spread at the global level. For this purpose, UNESCO declared the ten years from 2005 to 2014 as United Nations Decade of Education for Sustainable Development. The main purpose of this plan is given as follows. Education is expected to produce a human being who's thinking ability and thought process is beneficial and complementary to the entire mankind, whose perspective is a sustainable, beneficial and sustainable creation. It has acquired a deep value system and ethics, which is capable of meeting the global responsibility.

Purpose of the Research:

To study and develop the contents of textbooks for personality development from the point of view of sustainable development considering the highly cultured age group of students at the upper primary level. This will help in the achievement of future international sustainable development goals.

Objectives of the research:

1. To determine the personality factors for upper primary level students in context of sustainable development goals.
2. To analyze the textbooks of all subjects at the upper primary level in accordance with the determined personality development factors.

Research Question:

1. How are the economic, social and environmental dimensions of sustainable development incorporated into curriculum activities?
- 2...How is the personality development of the students placed in the curriculum content from the point of view of sustainable development?
3. How have you consciously tried to develop the personality of the students through various activities of different subjects in the curriculum?

Variables in Research:

Sr.No.	Name of the Variable	Types of Variables
1	Comprehension and achievement of content based on dimensions of sustainable development	Dependent Variable
2	Personality Development programme in context of sustainable development	Independent Variable

PLAN OF THE RESEARCH:

Descriptive research method was used in the present research. By analyzing the textbooks of all subjects up to class VIII, the activities in them were recorded in terms of sustainable dimensions. Also, content was developed for personality development from the perspective of sustainable development. After that, a pre- and post-test was given to the experimental group from a single group design. Conducted research on understanding, taste, attitude, ability etc.

Experimental design:

By creating a single group design in the research and developing a personality development program from the perspective of sustainable development, an experimental group in rural areas was created independently. Also an experimental group of urban area was formed separately in two schools. Also a separate group of girl's school in urban area was formed for comparative conclusion. All the groups were given the same pre-test and same post-test.(Single group design Experimental group-equal batch selection for pre-test and post-test. Sampling method based on probability method: purposive sampling.

Summary, Conclusions and Recommendations:

The information required for the research is collected and arranged properly, only if it can be properly interpreted, the collected information needs to be analyzed with the help of statistical techniques.

Results:

1. Students at the upper primary level become personified from a sustainable development perspective by studying content related to the global goals of sustainable development at a formative age.
2. Development of the main idea that the present generation should use limited resources to meet the needs of the future generation can be done through content development.

3. Proper integration of advanced modern life skills with curriculum content can provide sound and integrated content to the budding minds of the rising generation.

Objective based Conclusions:

Objective no.1.To determine personality factors for upper primary level students in the context of Sustainable Development Goals.

Conclusion:

1) In order to achieve the economic and social development of students at the upper primary level and to make decisions considering the environmental future, self-reliance, labor dignity, awareness of professional opportunities, anti-addiction behavior, and the ability to express their own opinions as well as a positive attitude towards environmental conservation were determined as important inclusive factors in personality development.

Objective no.2.To analyze the text books of all subjects at the upper primary level in accordance with the personality development factors identified.

Conclusion:

1)Maharashtra State Textbook Production and Curriculum Research Board determined the textbooks of all subjects up to class VIII by searching for inclusive elements related to economic, social and environmental dimensions of sustainable development and researched which elements of personality development based on the dimensions of sustainable development are related to this activity.

2) The text book of all subjects up to class VIII determined by the Maharashtra State Textbook Production and Curriculum Research Board does not include the elements of personality development based on the dimensions of sustainable development such as anti-addiction behavior and awareness of professional opportunities in the inclusive elements related to the economic, social, and environmental dimensions of sustainable development.

3) The text book of all subjects up to class VIII determined by the Maharashtra State Textbook Development and Curriculum Research Board includes elements of personality development based on the dimensions of sustainable development such as self-reliance and labor dignity in the inclusive elements related to the economic, social and environmental dimensions of sustainable development.

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