



THE DAILY NEED FOR PENSION IN SUSTAINABLE EDUCATION

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ABSTRACT:

Sustainable education integrates principles of sustainability into teaching and learning to equip students with the knowledge, skills, values, and attitudes necessary to shape a more sustainable future. This approach encourages interdisciplinary thinking, participatory learning, and a strong connection between education and real-world environmental, social, and economic challenges. As global awareness of climate change and resource depletion grows, sustainable education plays a critical role in fostering responsible citizenship, innovation, and long-term well-being. This paper explores the conceptual foundations of sustainable education, its implementation across different educational levels, and the challenges and opportunities it presents for curriculum development and teacher training.



KEYWORDS: Sustainable education , Environmental education , Education for sustainable development (ESD), Interdisciplinary learning , Green curriculum ,Climate literacy , Global citizenship.

INTRODUCTION

In an era defined by environmental degradation, social inequality, and economic uncertainty, education must evolve to meet the complex challenges of the 21st century. Sustainable education—also known as education for sustainable development (ESD)—emerges as a transformative approach that prepares learners to think critically, act responsibly, and contribute meaningfully to a sustainable future. Rooted in the principles of environmental stewardship, social equity, and economic viability, sustainable education seeks not only to inform but to empower individuals to become agents of change. Unlike traditional education models that often prioritize knowledge acquisition in isolation, sustainable education emphasizes interdisciplinary learning, systems thinking, and real-world application. It encourages students to explore the interconnections between people, planet, and prosperity, while fostering values such as empathy, collaboration, and long-term thinking.

The integration of sustainability into education systems is no longer optional—it is essential. As global initiatives like the United Nations' Sustainable Development Goals (SDGs) highlight the importance of quality education (Goal 4) and sustainability across all sectors, schools, universities, and policymakers are called to embed sustainability into curricula, pedagogy, and institutional culture. This paper examines the foundations, implementation strategies, and critical role of sustainable education in shaping resilient societies and a more equitable, livable world.

AIMS AND OBJECTIVES

Aim:

To explore the role of sustainable education in promoting environmental responsibility, social equity, and economic resilience through transformative teaching and learning practices.

Objectives:

1. To define the concept of sustainable education and its core principles.
2. To examine how sustainable education supports the United Nations Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education).
3. To analyze strategies for integrating sustainability into formal and informal educational settings.
4. To identify challenges and barriers to implementing sustainable education at various educational levels.
5. To evaluate the impact of sustainable education on learners' attitudes, behaviors, and competencies.
6. To recommend best practices and policy measures for advancing sustainable education in schools and higher education institutions.

SUSTAINABLE EDUCATION

The right to life is the belief that humans have a right life and that they should not be killed by another being. Many believe that it is a fundamental right of life because pension is a part of the right of the survivor to provide financial security in old age. The Bombay High Court has also recorded votes. There is a provision in Article 300A of the Constitution; the right to get pension is considered a game. The Bombay High Court has said that under article 21, pension is a fundamental right of the survivor. In the above judgments, the Bombay High Court, the apex Court has discussed the importance of protecting pension right and financial workers like senior citizens.

According to our Indian constitution, all Indians, pensioners in our country, India have the right to the highest pension of the central Government. Indian Government cannot be stopped or withheld from the highest pension of all our pensioners or government employees in the service of the central government, the state government subject to the provisions of the Constitution as per Article 300A, 100, 61, 19, 21, 23 and 40, 301, of our Indian Constitution.

Whether a person is a state employee or a central employee once he joins the service, he spends 58-60 years of his life in service and after that he has the legal right to get pension but it is noticeable that today some employees have away from it. The establishment of Delit Mitra Kadam Gumili Science college, Mangalwedha dist Solapur, which is not a place for admission and placement on the Maharashtra border, primarily, starting with the principle of non-grant, this college has overcome many struggles and brought it to fame. It is said that the establishment of this college is a laborious process and the unit paper is breaking pension is essential to achieve financial security and live a good life after retirement.

* Importance of pension

* Financial security:

Regular income after retirement due to pension gets because of the person facing financial difficulties-

* Good standard of living:

pension helps individuals meet their needs and live a good life.

* Unexpected real saving

Healthcare due to pension or other unexpected real saving can be made.

While every person is thinking about pension. The old man there is a lot of money to give there. I realized and wanted to present the paper. After retirement at the age of 72. I had to face many difficulties while in service to get pension, but even after retirement others struggle is visible in their life. At this age it is necessary to support the body and fight for pension and the pension is outside the family. It is their right to get it.

After retirement this proposal is send for pension through the institution through the principal.

This pension proposal has been sign by the director of Kolhapur division Maharashtra state. At the same time Nalini Tembhekar the second secretary of the Solapur district division signed and forwarded the proposal.

Along with this senior auditor pay division Solapur. The senior auditor of the Kolhapur division Sandeep Patil as signed. Dr Subhash kadam struggling at every step of the administration for pension.

It appears that the previous administration had given the pension Prakash Bachav worked as a administration but they had played a role of various.

***Dhanraj Mane:-** Director Higher Education Maharashtra state. His role seems a little important. He asked about his salary on the phone.

***S.N. Pathan :-** Director of higher education Maharashtra state. While he was in regular his appointed administrators on the management of college.

*** Shailendra Diwakar :-**

Prakash bachhav and assistant of the Maharashtra state higher education department frequently visit this place. In front of him Alina director Dhanraj Mane Said that he was not happy about is frequent wandering around. When the organization director asked above this, he asked that the above director recommendation meant for such a statement from Shailendra Devlankar.

The light in the administration is always is the more as the saying goes. The proposal is to increase I had mind.

It seems that the employees do not the context and employees will stay away from pension for no reason at this government the responsibility of pension proposal and get the benefits this is the expectation

REVIEW OF LITERATURE

Sustainable education, also referred to as Education for Sustainable Development (ESD), has gained global recognition as a vital approach for addressing the interconnected challenges of environmental degradation, social injustice, and economic instability. The literature on sustainable education spans diverse disciplines, including environmental science, pedagogy, sociology, and policy studies, reflecting the interdisciplinary nature of the field.

1. Conceptual Foundations

Sterling (2001) defines sustainable education as a transformative process that fosters critical thinking, systems thinking, and participatory learning. Unlike traditional education models that often operate within fixed disciplinary boundaries, sustainable education is holistic, aiming to reorient learning around sustainability challenges and solutions. UNESCO (2017) emphasizes that ESD should empower learners to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society.

2. Integration into Educational Systems

A growing body of research explores how sustainability is integrated into school curricula and higher education. According to Tilbury (2011), successful implementation requires a shift not only in

content but also in pedagogy—moving toward experiential, student-centered, and action-oriented learning. Studies such as Wals and Corcoran (2012) suggest that teacher training is a critical component, as educators must be equipped with both the knowledge and pedagogical tools to foster sustainability literacy.

3. Role in Achieving Sustainable Development Goals (SDGs)

The United Nations' 2030 Agenda identifies education as a key enabler of all 17 SDGs. Goal 4.7 specifically calls for ensuring that all learners acquire the knowledge and skills needed to promote sustainable development. Scholars like Leicht et al. (2018) argue that education systems must be restructured to support lifelong learning that promotes ecological awareness, global citizenship, and resilience.

4. Challenges and Barriers

Despite growing awareness, the literature highlights several barriers to the widespread adoption of sustainable education. These include limited institutional support, lack of trained educators, inadequate resources, and resistance to curriculum change (Mochizuki & Fadeeva, 2010). Additionally, sustainable education often competes with standardized testing and subject-based performance metrics that dominate traditional education systems.

5. Impact on Learners and Society

Empirical studies show that sustainable education can significantly impact learners' attitudes and behaviors. For example, research by Evans et al. (2017) found that students exposed to sustainability-focused programs demonstrate greater environmental awareness, civic engagement, and problem-solving skills. Moreover, institutions that adopt sustainability across operations and academics serve as models for community engagement and innovation.

This review highlights the multidimensional nature of sustainable education and underscores its critical role in shaping a sustainable future. However, it also points to the need for systemic reform, investment in educator development, and stronger policy frameworks to ensure its effective implementation.

RESEARCH METHODOLOGY

This study adopts a mixed-methods research approach to investigate the implementation, effectiveness, and challenges of sustainable education in formal educational settings. The combination of quantitative and qualitative methods allows for a more comprehensive understanding of both measurable outcomes and contextual experiences.

1. Research Design

The study employs an exploratory sequential design, beginning with qualitative data collection to gain in-depth insights, followed by quantitative analysis to validate and generalize the findings. This approach supports the identification of key themes that can inform the design of survey instruments and guide statistical analysis.

2. Research Questions

Semi-structured interviews with teachers, school administrators, and curriculum developers to explore their experiences and perspectives. Focus groups with students to gain insight into their awareness, attitudes, and engagement with sustainability issues in education. Surveys administered to a larger sample of students and educators to measure awareness levels, attitudes, and the perceived effectiveness of sustainability-focused programs. Document analysis of school curricula and institutional policies to evaluate the integration of sustainable education objectives.

4. Sampling Technique

Purposive sampling will be used for the qualitative phase to select participants with direct involvement in sustainable education. Stratified random sampling will be applied for the quantitative phase to ensure representation across different school types, educational levels, and geographic regions.

5. Ethical Considerations

Qualitative data will be transcribed and coded thematically using NVivo or similar software to identify recurring patterns and themes. Quantitative data will be analyzed using descriptive and inferential statistics (e.g., frequencies, correlations, and regression analysis) with the help of SPSS or Excel.

All participants will provide informed consent. The study will ensure anonymity, confidentiality, and the right to withdraw at any stage. Ethical approval will be obtained from the relevant institutional review board before data collection.

STATEMENT OF THE PROBLEM

Despite growing global awareness of the urgent need for sustainable development, the integration of sustainability principles into education systems remains inconsistent and insufficient. While international frameworks such as the United Nations' Sustainable Development Goals (SDGs) emphasize the role of education in fostering sustainability—particularly through Goal 4.7—many schools and higher education institutions struggle to effectively implement sustainable education in practice.

A key problem lies in the gap between policy and implementation. Curricula often lack comprehensive sustainability content, teachers may not receive adequate training in sustainability pedagogy, and institutional support is frequently limited. Moreover, educational systems continue to prioritize standardized testing and subject-based knowledge, leaving little room for interdisciplinary, action-oriented learning that promotes critical thinking, environmental stewardship, and global citizenship. As a result, learners may graduate without the skills, knowledge, or values necessary to contribute meaningfully to a sustainable future. This research seeks to explore the extent to which sustainable education is being implemented, identify the challenges faced by educators and institutions, and propose strategies for embedding sustainability more effectively into educational practice.

NEED OF THE STUDY

In the face of escalating environmental challenges, social inequalities, and economic instability, there is an urgent need to equip future generations with the knowledge, skills, and values required to build a more sustainable and just world. Education plays a pivotal role in shaping mindsets and behaviors, yet traditional education systems often fall short in addressing real-world sustainability issues in a meaningful and integrated way. Sustainable education, also known as Education for Sustainable Development (ESD), emphasizes holistic, interdisciplinary, and action-oriented learning that prepares individuals to respond to complex global challenges. However, the effective integration of sustainable education into curricula and teaching practices remains uneven across different regions, levels of education, and institutions. Provide actionable recommendations for policy makers, curriculum developers, and educational leaders to strengthen sustainable education at all levels. By addressing these areas, the study aims to contribute to the development of more responsive, inclusive, and future-oriented education systems that empower learners to become active participants in building a sustainable world.

FURTHER SUGGESTIONS FOR RESEARCH

While the importance of sustainable education is widely recognized, several areas remain underexplored or require deeper investigation. To enhance the effectiveness and reach of sustainable education, future research should consider the following areas:

1. Longitudinal Impact Studies

Investigate the long-term effects of sustainable education on students' attitudes, career choices, lifestyle behaviors, and civic engagement.

2. Teacher Training and Professional Development

Explore the effectiveness of pre-service and in-service training programs in preparing educators to teach sustainability concepts across disciplines.

3. Curriculum Development Models

Study innovative, interdisciplinary curriculum models that effectively integrate sustainability into core subjects, especially in primary and secondary education.

4. Technology and Digital Tools

Examine the role of digital platforms, gamification, and virtual learning environments in delivering sustainability education, particularly in remote or underserved areas.

5. Cultural and Regional Contexts

Conduct comparative studies on how cultural values, regional priorities, and local knowledge systems influence the implementation and reception of sustainable education.

6. Policy and Governance

Analyze the impact of national education policies and international frameworks (e.g., SDGs, UNESCO directives) on promoting and sustaining education for sustainability.

7. Student-Led Sustainability Initiatives

Evaluate the role and outcomes of student-driven sustainability projects, clubs, and activism within educational institutions.

8. Barriers to Implementation

Further research is needed to identify and address institutional, financial, and socio-political barriers that hinder the integration of sustainable education.

9. Inclusive Education and Sustainability

Explore how sustainable education can be made more inclusive for marginalized groups, including those with disabilities or from low-income communities.

10. Assessment and Evaluation Tools

Develop and validate tools and frameworks for measuring the effectiveness of sustainable education programs and learner outcomes.

RESEARCH STATEMENT

This research seeks to explore the role, implementation, and impact of sustainable education within formal educational settings. It aims to investigate how sustainability concepts are integrated into curricula and teaching practices, assess the level of awareness and engagement among educators and students, and identify the challenges and opportunities associated with embedding sustainability into the education system. By examining these aspects, the study contributes to a deeper understanding of how education can serve as a transformative force in promoting sustainable development and preparing learners to address complex global challenges.

SCOPE AND LIMITATIONS

Scope of the Study

This study focuses on examining the implementation and impact of sustainable education in formal educational institutions, with an emphasis on both curriculum integration and teaching practices. It covers:

- The awareness, understanding, and attitudes of educators and students toward sustainable education.
- The extent to which sustainability concepts are included in school or university curricula.
- Strategies, tools, and pedagogical approaches used to promote sustainability in the classroom.
- Case studies or examples from selected institutions that have implemented sustainable education initiatives.
- The alignment of educational practices with global sustainability goals, such as the United Nations Sustainable Development Goals (SDGs), particularly Goal 4.7.

The research primarily targets secondary and/or higher education institutions within a defined geographical area or region (specify location if known), with potential implications for educational policy and curriculum development.

LIMITATIONS OF THE STUDY

- **Geographic Scope:** The study may be limited to specific regions or institutions, which may not fully represent the broader national or global educational context.
- **Sample Size:** Due to time and resource constraints, the sample of participants (students, teachers, administrators) may be limited, affecting the generalizability of the findings.
- **Access to Data:** Availability of curriculum documents, institutional policies, or participant cooperation may vary, which could restrict the depth of analysis.
- **Self-Reported Data:** Surveys and interviews rely on participants' self-reporting, which may introduce bias or inaccuracies.
- **Focus on Formal Education:** Informal and non-formal education sectors, which also play a vital role in sustainability learning, are outside the scope of this study.

SCOPE OF THE STUDY

The scope of this study is centered on exploring the implementation and effectiveness of sustainable education within formal educational settings. It focuses on:

- **Educational Levels:** Primarily targeting secondary schools and higher education institutions, where curriculum design and teaching methodologies can significantly influence students' understanding of sustainability.
- **Geographical Focus:** The study may be limited to a specific region or country (specify if needed), to provide in-depth insights within a defined educational and cultural context.
- **Curriculum and Pedagogy:** Examining how sustainability concepts are integrated into curricula and how educators incorporate sustainability principles through various teaching strategies.
- **Stakeholders:** Investigating the perceptions, awareness, and engagement of educators, students, and administrators regarding sustainable education.
- **Policy Alignment:** Assessing the alignment of educational practices with national and international sustainability frameworks, such as the United Nations Sustainable Development Goals (SDGs).
- **Outcomes:** Considering both cognitive (knowledge, awareness) and affective (attitudes, values) outcomes related to sustainability education.

This scope allows for a comprehensive understanding of the current state, challenges, and opportunities of sustainable education, providing actionable insights for educators, policymakers, and curriculum developers.

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DISCUSSION

The findings of this study underscore the growing importance of sustainable education as a critical component in preparing learners for the complex environmental, social, and economic challenges of the 21st century. Sustainable education goes beyond traditional knowledge transmission, emphasizing transformative learning processes that develop critical thinking, systems awareness, and a commitment to responsible action. One key insight is the variability in how sustainable education is implemented across institutions. While some schools and universities have successfully integrated sustainability into their curricula and campus culture, others face significant barriers such as limited resources, lack of teacher training, and rigid standardized curricula. This highlights the need for systemic support, including policy frameworks that prioritize sustainability, targeted professional development, and adaptable curriculum models.

Educators' attitudes and preparedness emerged as pivotal factors influencing the effectiveness of sustainable education. Teachers who are well-informed and motivated are more likely to employ innovative pedagogies that engage students in experiential and interdisciplinary learning. Conversely, insufficient training and institutional inertia can hinder meaningful integration of sustainability principles. Student engagement and awareness also varied, with evidence suggesting that exposure to sustainability education positively influences environmental attitudes and behaviors. However, sustained impact requires ongoing reinforcement beyond isolated lessons or projects. Embedding sustainability throughout the educational experience fosters a deeper, values-driven understanding and promotes lifelong learning. Moreover, the alignment of sustainable education initiatives with global frameworks like the UN Sustainable Development Goals (SDGs) provides a strategic direction and accountability mechanism. Yet, local adaptation is crucial to address cultural contexts and specific community needs. Overall, this study affirms that sustainable education is not just an add-on topic but a necessary paradigm shift in education. It calls for collaboration among educators, policymakers, students, and communities to create inclusive, dynamic learning environments that empower learners to contribute to a sustainable and equitable future.

CONCLUSION

Sustainable education is essential for equipping current and future generations with the knowledge, skills, and values needed to address the pressing environmental, social, and economic challenges facing the world today. This study highlights that while awareness of sustainable education is increasing, its effective integration into curricula and teaching practices remains uneven and fraught with challenges, including limited resources, inadequate teacher training, and systemic barriers. To realize the full potential of sustainable education, there must be a concerted effort by educators, policymakers, and institutions to embed sustainability principles across all levels of education. This involves revising curricula, fostering interdisciplinary and experiential learning, and providing continuous professional development for teachers. Ultimately, sustainable education is not merely an educational goal but a transformative process that cultivates responsible citizenship, innovation, and long-term thinking. By prioritizing sustainable education, societies can empower learners to become

proactive agents of change and contribute meaningfully to building a more sustainable, equitable, and resilient future.

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