

Issues of ESD Covered in the Standard VIII Textbook of English Subject of Gujarat State

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Abstract

The concept of education to support sustainable development has been explored. It became apparent that education is the key and an essential tool for achieving sustainability. ESD was first described by Chapter 36 of Agenda 21 and identified four major thrusts to begin the work of ESD, where Youth are the major productive stakeholders and have fresh and innovative ideas. Agenda 21, Chapter 25, states that, “the involvement of today’s youth in environment and development decision-making and in the implementation of programmes is critical to the long-term success of Agenda 21”. If the society wants to get the well-prepared and well equipped wealth of ‘Youth’, it should concentrate on the ‘Adolescents’. We can prepare curriculum on the bases of ESD for the adolescent, who are at the doors of the Youth. The investigators have studied on Youth. There are different issues listed in it. The investigators have studied on the English subject text book of standard VIII of Gujarat state and find out the intrinsic issues of ESD in the same textbook. Different issues covered in the given lessons of the textbook and found that the lessons contain the Strengthening the Role of Major Groups like Customers, Fire Fighters, Children, King, etc.; Education, awareness and training, Conservation & Management of Resources Protecting the atmosphere, Protecting and promoting human health, Social and Economic Dimensions, Making decisions for sustainable development etc. The teacher can arrange different types of activities like drama, competitions, exhibition etc. We have to do efforts for SD and to make the Youth aware, trained and cultured from the Adolescence only.

Key Words: *Textbook, Education, Sustainable development, ESD*

Introduction

- Teacher : Dear students, now let us start a new Lesson.
(Pause) Whose picture is this?
- Student 1 : Sir, it is just like a Kangaroo!
- Student 2 : No, it is a large Buffalo!
- Student 1 : But it has a tail too instead of nose! So, it is not a Buffalo.
- Teacher : Yes my dear! It isn’t a buffalo, but an ELEPHANT!
- Student 3 : Yes sir, my Grandfather has told me a story of a Rabbit and an Elephant! Even he has seen it in the Zoo !
- Teacher : Yes, It was found in the Zoo, but books and other resources informs that it was found in the forests and in inhabitant as a pet animal. The *Sadhus* were wandering with it !

This dialogue visualized as an imagination, but it may happen in real life too. The reason is of destructive lifestyle of human being, the decline of societal norms and the exploited utilization of the Environment. We have to utilize them in judicious way. The Man thought that they are progressing and developing themselves with huge number of facilities. But, they should got progress or develop

themselves in Sustainable manner. Thinking about Sustainable Development has been begun from all over the world. John and Deborah (2010) stated that the concept of ‘Sustainable Development’ (SD) was popularised in 1987 with the publication of the ‘Brundtland Report’—the Report of the World Commission on Environment and Development. This landmark report highlighted the need to conceptualize SD that would “meet the needs of the present without compromising the ability of future generations to meet their own needs”. Gro Harlem Brundtland, the former Prime Minister of Norway, now Director General of the World Health Organisation has given the definition of ‘Sustainable Development’: “Development which meets the needs of the present without compromising the ability of future generations to meet their needs”.

Education For Sustainable Development:

Education is the key and an essential tool for achieving sustainability. Giving people knowledge and skills for lifelong learning to help them find new solutions to their environmental, economic, and social issues has been called Education for Sustainable Development (ESD). Rosalyn (2002) has described about Rio Summit in 1992, Agenda 21 and ESD. At the Rio Summit in 1992, Agenda 21, the global action plan for the 21st century, made the role of education in promoting SD. The ESD described by Chapter 36 of the *Agenda 21* and identified four major thrusts to begin the work of ESD: (1) improve basic education, (2) reorient existing education to address SD, (3) develop public understanding, awareness, and (4) training. There are many different stakeholders in SD (i.e., governments, businesses, educational institutions, media, youth, etc). Each of these sectors has a different vision of SD and how it can contribute. Some are interested in environmental preservation and protection; some have economic development interests while others may be more interested in social development. The Youth is the wealth and strength for every Nation. Their involvement in SD results in better contribution to it. Agenda 21, Chapter 25, stated the involvement of today’s youth in environment and development decision-making and in the implementation of programmes.

Issues of ESD:-

Rosalyn (2002) has listed issues of ESD identified at the Earth Summit in Rio de Janeiro and given in the *Agenda 21 Chapters, Statement, and Conventions*. Those issues are listed below:

Section 1 - Social and Economic Dimensions:

International cooperation, Combating poverty, Changing consumption patterns, Population and sustainability, Protecting and promoting human health, Sustainable human settlements, Making decisions for sustainable development.

Section 2 - Conservation & Management of Resources:

Protecting the atmosphere, Managing land sustainably, Combating deforestation, Combating desertification and drought, Sustainable mountain development, Sustainable agriculture and rural development, Conservation of biological diversity, Management of biotechnology, Protecting and managing the oceans, Protecting and managing fresh water, Safer use of toxic chemicals, Managing hazardous wastes, Managing solid waste and sewage, Managing radioactive wastes.

Section 3 - Strengthening the Role of Major Groups:

Women in sustainable development, Children and youth, Indigenous people, Partnerships with NGOs, Local authorities, Workers and trade unions, Business and industry, Scientists and technologists, Strengthening the role of farmers.

Section 4 - Means of Implementation:

Financing sustainable development; Technology transfer; Science for sustainable development; Education, awareness and training; Creating capacity for sustainable development; Organizing for sustainable development, International law; and Information for decision making.

Rationale: -

The Youth are major productive stakeholders and have fresh and innovative ideas. So, there is a special requirement to involve youth in planning, policymaking and decision-making as change agents for SD. These future leaders have immense potential to mobilize the masses, be adaptable and a link between the two generations. Taking it in to consideration, all major international declarations/recommendations for SD, have stressed the need to involve youth as a key stakeholder. Thus 'Youth' is a major force in bringing movement and change. The society can approach to the 'Youth' through Formal Education. If the society wants to get the well-prepared and well equipped wealth of 'Youth', it should concentrate on the pre-stage of Youth i.e. 'Adolescence'. We can prepare curriculum on the bases of ESD for the Adolescent, who are at the doors of the Youth.

The investigator has studied on the English subject text book, because English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country in the World. It is an alive and vibrant language spoken by over 300 million people as their native language. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English has been also learned for the literature it possesses and for the variety and rich experience it provides. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to do appropriate English as their own. The Gujarat Government has also implemented English as a subject and it is being taught as a Second language in schools. The objectives of the teaching of English are oriented to the four basic skills i.e. Listening, Speaking, Reading and Writing; and to develop vocabulary and to learn Grammar, inculcation of value etc. The teaching-learning process of English language is carrying out through the means of English Textbook. The English is included in Teacher Education course as a Method under Content cum Methodology of Teaching. The Teacher-Trainees have to go for Content Analyses of the lessons of the textbook for Practice Teaching as well as textbook review. When the Teacher-trainee is going thoroughly through this textbook, the consideration of SD is also inevitable. When the society is giving too much stress on SD it is essential to have the textbook of English constructed on the basis of issues oriented to SD in the present scenario. Here a question arises, 'Do the Lessons of present English Textbook hold the issues of ESD ?' The Standard VIII is at the initial Standard of Secondary schooling. Considering this necessity

the investigator has gone through the English textbook of Standard VIII and tried to find out the below listed issues of ESD from it.

Issues of ESD in the English Textbook of Standard VIII:-

English has been taught as a compulsory subject in Standard VIII in Gujarati medium schools of Gujarat State. The investigator has studied the Standard VIII textbook of English subject as Second language published by the Gujarat State Board of School Textbook (GSBST), Gandhinagar and implemented from 26th April, 2004 for Gujarati medium Students. The total number of pages in the textbook is 152, where 8 pages for teachers and parents, and 144 pages for Lessons.

The investigator gone through the textbook and found out the intrinsic issues of ESD (listed in the Agenda 21) in its different lessons. The investigator found different issues covered in the lessons. The data of the total number of lessons is given in the table no. 1.

Table no.1
Number of lessons covered in the English textbook of Standard VIII

Types of Lessons	No. of Lessons	Page No.
Unit	15	001-120
Supplementary Reading	4	121-130
Poem	8	131-138
Total	27	138

The investigator found out intrinsic issues of ESD covered in the lessons in the English textbook and listed in the table no.2

Table no.2
The intrinsic issues of ESD covered in the lessons of English textbook of Standard VIII

Sr. No.	No. of Lesson	Name of Lesson	Intrinsic Issues of ESD Covered in the Lesson
Unit Lessons			
1.	Unit 1.	A Quiz	➤ Social and Economic Dimensions ➤ Strengthening the Role of Major Groups i.e. children
2.	Unit 2.	Let's Go Shopping	➤ Changing consumption patterns ➤ Strengthening the Role of Major Groups- i.e. Customers ➤ Awareness
3.	Unit 3.	A Fireman's Day	➤ Strengthening the Role of Major Groups- i.e. Fire Fighters
4.	Unit 4.	Bamboo- A Wonderful Plant	➤ Conservation & Management of Resources Protecting the atmosphere
5.	Unit 5.	The Prince and His Friends	➤ Creating capacity for SD
6.	Unit 6.	Time to Laugh	➤ Protecting and promoting human health

7.	Unit 7.	The Golden Touch	➤ Making decisions for SD
8.	Unit 8.	Hard of Hearing	➤ Protecting and promoting human health, Creating capacity for sustainable development
9.	Unit 9.	Merciful Mahagiri	➤ Conservation of biological diversity
10.	Unit 10.	From Ketki to Manglam	➤ Social and Economic Dimensions ➤ Indigenous people
11.	Unit 11.	The Art of Whitewashing	➤ Training ➤ Strengthening the Role of Major Groups i.e. children
12.	Unit 12.	Making a Parachute	➤ Training
13.	Unit 13.	Solar Energy	➤ Conservation & Management of Resources Protecting the atmosphere ➤ Education, Awareness and Training ➤ Science for SD
14.	Unit 14.	The Students' Council	➤ Making decisions for SD ➤ Awareness and Training ➤ Strengthening the Role of Major Groups- i.e. Citizens
15.	Unit 15.	Did You Know?	➤ Education, awareness
Supplementary Reading			
16.	1.	Noble Qualities	➤ Social and Economic Dimensions ➤ Combating poverty ➤ Strengthening the Role of Major Groups- i.e. King, Shopkeeper
17.	2.	Healing Tunes	➤ Strengthening the Role of Major Groups i.e. Parenthood ➤ Children in SD
18.	3.	A Battle in the Jungle	➤ Making decisions for SD
19.	4.	Sarojini Naidu : A Freedom Fighter	➤ Women in SD
Poems			
20.	1.	If I Were an Apple	➤ Strengthening the Role of Major Groups i.e. children
21.	2.	The Town Child	➤ Sustainable agriculture and rural development ➤ Sustainable human settlements ➤ Combating deforestation
22.	3.	Home, Sweet Home	➤ Strengthening the Role of Major Groups i.e. children
23.	4.	The Little Plant	➤ Combating deforestation
24.	5.	The Moon	➤ Protecting the atmosphere
25.	6.	My Dog	➤ Strengthening the Role of Major Groups i.e. children
26.	7.	A Visit to the Zoo	➤ Strengthening the Role of Major Groups i.e. children
27.		School is Over	➤ Protecting and promoting human health

The above table reveals that majority of the lessons i.e. 41% contained the Strengthening the

Role of Major Groups i.e. Customers about maximum retail price, date of expiry etc; Fire Fighters about their duty, Children to increase General Knowledge, Expertness of a child for making others to do work, its feeling of scarified life, feeling towards his home, feeling towards his pet Dog, Child's visit to a zoo; Citizens for choosing a Leader, King for justified ruling, Shopkeeper for customer care and honesty and Parenthood and accepting Orphan as a Son.

Education, Awareness and Training issue included in 26% lessons i.e. about the Awareness as Customers, Awareness about choosing and electing appropriate Leader, about Killer plants, names of animals and invention of umbrella; Training of Election process, learn to do whitewash, Making a Parachute and about source of energy and use of solar energy. The issue Social and Economic Dimensions covered 11% lessons based on the Characters from three religions like Mona, Alka and Rizwan etc; Description of Navratri Festival in a Letter and taking care of citizens of the State and exemption of tax to the people of State, Honesty of a Shopkeeper. Making decisions for SD issue consisted 11% lessons based on Decision of King Midas about not to be Greedy, to elect appropriate Leader, Fight of Birds with Animals and victory. Conservation & Management of Resources Protecting the atmosphere included 11% lessons about Sir Jagdish Chandra Bose and his incident of proving plants having Life, Information about Bamboo plant: the Hot Sun rays as an option of Electricity and Appreciation of Moon. Protecting and Promoting human health also contained by 11% lessons focused on Laughing by Jokes, Playing and Laughing by a Child and Old person hearing hardly. Combating deforestation included 7% lessons about forests near Village, open sky, plantation. Creating capacity for SD has also 7% lessons about three friends of Prince having special powers and solution of tests and Communication with old person hearing hardly. Remaining every issue listed here contained 4% lessons. Changing consumption patterns involved denying by Geetaben for use of plastic bag to shopkeeper. Conservation of biological diversity contained Survival of a little Kitten from the hole of a flag post by Elephant Mahagiri. Indigenous people involved Gujarati People. Science for SD consisted of Scientists invention about use of hot Sun rays for Electricity. Combating poverty has exemption of tax to the poor people of the State. Children in SD included getting the shelter of a Family. Women in SD involved Sarojini Naidu's life and her freedom fight. Sustainable agriculture and rural development held Comparison of Town and Village, and preference of Village for living. Sustainable human settlements issue has preference for living in Village.

Suggestions:

The above issues of ESD covered in to the English textbook of Standard VIII in Gujarati medium schools of Gujarat State. The remaining issues needs to include into the textbook. The teacher can prepare plan and implement different types of curricular, co-curricular and extra-curricular activities like literary works, drama, competitions as elocution, debate; formation of different Clubs, exhibition, projects, seminars, workshops, providing real life experiences, field trips, different types of cultural activities, invitation to Experts for lectures; spread the learning of SD in the community through street play, lectures, games etc. The researchers can conduct research about the intrinsic issues of ESD in the textbooks of other subjects. One can find out such lessons from the literature, comprise the above issues

and suggest for including in to the textbook. Due to essentiality of ESD, researcher can frame ESD oriented curriculum. The government should focus on ESD in the Curriculum Framework.

Conclusion:

Thus, ESD is an indispensability of this Century. The Youth is inevitable stakeholder for it. We have to do efforts for SD and to make the Youth aware, trained and cultured from their Adolescence only. With the help of teaching of English text book, one can cope up with this urgency. This effort should be made from both of the sides i.e. Teacher and Students at the Global level. After due attempts the Society of human being and the World could develop with sustainability.

References

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