Action Plan on Education on Sustainable Development in Ledari Manendragarh CG India

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Hiran Das Mahar
RG Govt PG Autonomous College Ambikapur
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Action Plan on Education on Sustainable Development in Ledari Manendragarh CG India.

[1]Dr. H D Mahar, [2]Ram Bai Mahar, [3]Durgesh Mahar, [4]Divya Mahar

[1]HOD Botany RG PG Autonomous College Ambikapur CG India
[2]Manager, Philosophical Society, Ledari Manendragarh, CG, India.
[3]Dept. of Zoolgy Devi Ahilya University Indore MP
[4]Tech, Asstt. FSSAI Hyderabad, Telangana India

Abstract- **This Paper Deals with the Project on Education for Sustainable Development (ESD) and Environmental Protection Program(EPP). Future Generation's Schools, Colleges, and Universities will have plans to educate Homo sapiens about social harmony, primary education, health and wellness, loss of hunger, and conservation of nature and biodiversity. Action Plan on ESD and EPP would be the objective of the Departments of Social Sciences with the Cooperation of, MSW, NSS, Red Cross, and NCC. The environmentally of pollution-free atmosphere and cooperation of the global education community will promote high study in natural science faculties.**

Key Words: Education for Sustainable Development, Environmental Protection Program, Society Development Program, Conservation of Nature , Health, Hunger and Education.

INTRODUCTION:
A. WHAT IS SUSTAINABLE DEVELOPMENT?
The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of sustainable development was defined in 1987 by World Commission on Environment and Development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' This definition acknowledges that while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs. The sustainable development movement has grown and campaigned on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate. At first it emphasized the environment in development policies but, since 2002, has evolved to encompass social justice and the fight against poverty as key principles of sustainable development. [1]
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B. THE ENVIRONMEMENTAL PROTECTION PROGRAM (EPP):
The Environmental Protection Program (EPP) is a unique component of the Environmental Health & Safety Department that comprehensively evaluates, monitors, and controls environmental releases in the form of air, water, hazardous waste, and assets, and ensures releases to the environment are safe, compliant, and cost effective.[2] The Environmental Protection Program utilizes a systematic approach to manage hazardous materials and environmental affairs and strives to raise awareness of environmental impacts throughout the Health community.[3]

C. NEW EDUCATION POLICY (NEP-2020)

The new National Education Policy - 2020 was notified by the Government of India in July 2020, 34 years after the last NPE was notified in 1986. The NEP-2020 provides for a comprehensive, sustainable and reformative roadmap for a paradigm shift in the entire education system in the country, and is culturally grounded, is geared toward quality transformation, and is internationally competitive. In so far as higher education is concerned, besides proposing for foundational principles for educational change in relation to Indian traditional knowledge, culture and values, the NEP-2020 proposes reforms in all areas of higher education, including its structure, curriculum and pedagogy, teaching-learning strategies, learning resources and technology-enabled learning, vocational education and skilling and employability, 21st century learning and social and life skills, optimal learning environment and learner support, formative and summative assessment, internationalization, research and scholarship, governance and leadership, and regulation and accreditation.[4]

2 MATERIA AND METHOD:

A . STUDY AREA AND DEMOGRAPHY:

Manendragarh-Chirmiri-Bharatpur district is a district of Chhattisgarh state in India represented in Figure N[0]
1. Earlier it was in Korea district. Manendragarh has been inaugurated as a separate District on September 9, 2022
Administrative headquarters of the district is Manendragarh. The latitude of its Head Quarter **Manendragarh** is
Latitude :23.213891 and the longitude is: 82.201276. 484.65 Meters (1590.07 Feet) The district lies in the north western
most part of Chhattisgarh in the Surguja division. It borders Madhya Pradesh to the north and
west, Koriya and Surajpur districts to the east and Korba and Gaurela-Pendra-Marwahi districts to the south. It is
mountainous and forested, and largely tribal-populated. The district was part of the princely states
of Changbhakar and Korea before Independence. The district has three subdivisions:- Bharatpur, Manendragarh and
Khadganwan, and divided into six tehsils :- Manendragarh, Bharatpur, Khadgawan, Chirmiri, Kelhari And Kotadol.
Total area is 4,226Km2 Poulation (2011 census) was 370,000 in which Males 53% Females 47% and SC 9.38% and
ST 36.21% [4]

Table 1 and table 2 represent the demographic statics on education. Since education percent is shown here is actually
literacy percent in hindi who can read and write their name . The adult aducation program of india and state government
brought to this level. But yet the picture of 30 % village society is no schooling , we have to work for them.]8-11\

Figure N[0] 1 Map of **Manendragarh-Chirmiri-Bharatpur** district

Table 1 Demography of Manendragarh

Serial	Description	Urban	Rural
1	Number of households	13488	19794
2	Total Population	63485	85508
3	Population (%)	51.52%	49.5%
4	Male Population	32705	43184
5	Female Population	30780	42324
6	Sex Ratio	941	980
7	Literacy (%)	72.97%	54.08%

Table 2 Demography of Hasdeo Area ;

Serial	Town	Population	Literacy		
1	Manendragarh (M)	33071	76.34%		
2	Khongapani (NP)	17400	67.25%		
3	Jhagrakhand (NP)	7680	70.4%		
4	Nai-Ledri (NP)	5334	74.52%		

B ACTION PLAN ON ESD

Action Plan on ESD Project must follow UNICEF and the Sustainable Development Goals. The United Nations International Children's Emergency Fund. In 1950, the UNICEF mandate was broadened to address the long-term needs of children and women in developing countries everywhere. Investing in children and young people to achieve a more equitable, just and sustainable world for all are: 1. No poverty 2. Zero hunger3. Good health and well-being4. Quality education5. Gender equality n n6. Clean water and sanitation 7. Affordable and clean energy, 8. Decent work and economic growth 9. Industry, innovation and infrastructure10. Reduced inequalities 11. Sustainable cities and communities and 12. Responsible consumption and production. [5]

C. RELATION OF EDUCATION WITH SUSTAINABLE DEVELOPMENT:
There are a number of key themes in ESD and while the dominant focus is on environmental concerns, it also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of ESD, reflecting the equal importance of both the learning process and the outcomes of the education process (adapted from 'UN Decade of Sustainable Development' UNESCO Nairobi Cluster, 2006). ESD should:

- **Be embedded in the curriculum in an interdisciplinary and holistic manner**, allowing for a whole-institution approach to policy making.
- S**hare the values and principles** that underpin sustainable development.
- **Promote critical thinking, problem solving and action**, all of which develop confidence in addressing the challenges to sustainable development.
- **Employ a variety of educational methods**, such as literature, art, drama and debate to illustrate the processes.
- **Allow learners to participate in decision-making** on the design and content of educational programs.
- **Address** local as well as global issues, and avoid jargon-ridden language and terms.
- **Look to the future,** ensuring that the content has a long-term perspective and uses medium and long-term planning.
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D. COST ACCOUNTING OF ESTABLISHMENT OF THE UNIVERSITY
Table 3 Cost accounting of establishment of the University

Serial	Item	Approximate Amount (INR in million)	Justification; under Indian and State purchasing Rule
1	**Registration**	15	As per Registration law
2	Buildings	20	Adminstration plus conference hall
3	Furniture	01	Podium to Table almirah ect
4	Electricity and water connections	0.5	Urgent Human need
5	Staff establishment (per annum)…	6	Recruitment, Test interview and per month s: one to class 4.
6	Equipments	9	LCD< MICROSCOPE< TELESCOPE<
7	Chemical	0.5	Chemistry and Biochemestry departments re
8	Books	0.5	As per library perchasing rules
9	Journals	0.2	For high research and compitable to globe
10	Stationary	0.2	Phocopy computer fax teleprinter Fax etc
11	Green House chamber	0.2	Entrepreneur to Mushroom culture, ect
12	Solar Electric Panel	0.2	Save Electricity . and Physics Study
13	Water Harvesting System	0.2	To save and Harvest water
14	Biological Garden	0.2	Study on Plant Science
15	Wall Boundary & plantation	0.2	Social forestry
16	Vehicle stand/ canteeen	0.1	Safty and suitability
17	UTD	20	Science Music, Arts, Commerce and Law

18	ESD	5	Poor peoples survey and help to study in in English medium School
19	MSW, EPP, RED CROSS, NSS, NCC,	5	Environmental Purification in mind and in air.
20	Game and Stadium	2	Cricket Hockey Kustee foot ball volleyball, sw
21	Music Yoga and Philosophy	3	Metaphysics Classical music Katthak Kuchipudi Rajasthani Music and Philosophy
	TOTAL	**89**	**For a High School it will be in Lakhs and for**

E GEOGRAPHIC SUITABILITY :

There is no University in Manendragarh districts and it's around districts up to 100 Kilometers. From Ledari Manendragarh, in east SGG University Ambikapur is 125 Km. In west, PTSNS University Shahdola is 130 Km, in north, Allahabad University is 360 Km . In south SGG University Bilaspur is 180 Km and in south-west Adiwasi University is 125 Km. Thus, there is geographical need of a University at Ledari Manendragarh CG India.

F. TRIBAL AREA AND POOR PUBLIC :

Leadri area was established by WCL (Now SECL) Coal Company 300 years before, but all coal is out and coal mines are closed from 50 years and people now are at poverty level and being tribal area people cannot afford so distance out going for higher study. Therefore there is a scope of a university for ESD and higher study.

G CONTINUATION OF EDUCATION :

Since People of Ledari Manendragarh area are middle and lower class. Therefore, their children drop schooling or after schooling due to distance and their economics. So that, an establishment of this University will promote to students for higher study.

H. SOCIAL AND CULTURAL STUDY :

In Ledari Manendragarh districts, This University will be particular to determine syllabi ,conduct examinations and facilitate academic , sports and cultural requirements and inspiration. In initial stage and establishment of teaching department is to be done along with all departments like exam ,Finance, academy , sport .cultural ,establishments etc.

I.   FACULTY OF COMMERCE:

 Commerce faculty will run the study of Income tax, Business Accounts and Managements along with computer courses Like Diploma in Computer Application (DCA), Bachelor of Computer Application and Postgraduate Degree of Computer Application (PGDCA) in computer Science.

J   FACULTY OF SOCIAL SCIENCES :

Linguistics, Geography, Political science, Forensic Science, History and sociology departments will be set up with special effort of Master degree of Social work (MSW), NSS, NCC, and Red Cross for visit to slum hut for ESD work and encourage people to send their children for schooling.

K FACULTY OF NATURAL SCIENCES :

Mathematics, Physics, Electronics, Environmental Science, Chemistry, Information Technology cources will be run, in which Research Lab.will be set up for higher research and innovation.

L. FACULTY OF LIFE SCIENCES :

         Microbiology, Biomedicine, Agroforestry, Animal Scince, **B**iotechnology and Biophysics would cover Microbiology (including Agricultural, Industrial, Medical, and Environmental microbiology) Bioinformatics (including Proteomics, Genomics and Glycomics).Molecular Cell biology ,   Chromosome mapping , Genetic Engineering , Gene therapy ,   DNA Fingerprinting and analysis , DNA recombination technology , X-ray crystallography , Radiation biology and Bioelectronics (including X rays technology , acupuncture and electromagnetic therapy) Protoplast culture , Somatic hybridization , tissue culture , Fermentation technology and Mashroom culture technology . , Cell Adhesion ,Cell Cycle and Cell Fate ,Extra cellular Matrix Structure and Function Gene Expression ,Immunology, Plasmid DNA

M . SCHEME OF THE TEACHING DEPARTMENT :

         There would be graduate and post graduate and research degree studies . The scheme for the theory and laboratory courses would be followed strictly to the Syllabi prescribed by UGC and taught in the top universities of international standard . There would be a semester system and the admission would be on merit basis followed by the rule of UGC and the State Government .

O. SEATS IN THE DEPARTMENT:

There would be 125 seat in UG and 30 seat for PG , 25 M.Phill and and 10 seats for Ph.D. degree and all faculties. The seats of the scholars would be divided for General, ST ,SC, OBC as per Government rules .

P ESTABLISHMENT :

University will run under university ordinance of CG state and India (University Grant Commission) with the collaboration of Yidan Organization . Appointment of VC , Registrar, Professors, officers, Accountants, office staff and Guard will be done.

Q, SIGNIFICANCE OF ESD AND EPP Significance of ESD and EPP Establishment

Enhancing skill India program by including all unemployed youths (18 to 25 Years- Graduates as well as non-graduates) by conducting online classes for various skills, online coaching classes for competitive exams for one year and providing monthly monetary stipend (Rs 1000 per month) whoever would apt for these programs. And at the end of the year, online exam would be conducted to certify the skills. The bright students may be given jobs in private / govt Cos and others may be given interest free loans for startups. These ideas can solve freebie offered by political parties.

R. CONCLUSION :.

Each of the groups involved in the campaign may be drawn from different sectors and have different reasons for affiliating, but are working together for a common good. The climate change campaign could serve as a model of good practice for environment, development and sustainable development educators in how they can work together in a network for the pursuit of shared goals. Innovation and new projects in ESD and across all related education sectors need to be encouraged and developed to engage civil society groups in actions toward a sustainable world.

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