

# **Sustainable Development in Inclusive and Equitable Education**

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## **ABSTRACT**

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 broadly refers to the implementation of programs, initiatives, and actions that aim to preserve resources. "Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Basic Education is a key to a nation's ability to develop and achieve the sustainability targets. Education, on the other hand, improves agricultural productivity, enhances the status of women, reduces population growth rates, enhances environmental protection, and generally raises the standard of living. Secondary education is a crucial part of a student's learning years, and no child should be denied this opportunity for self-development, which in turn contributes to the development of society and the economy as a whole. Higher secondary education is vital for students because it allows them to proceed in their careers. Sustainable Development Goal 4 aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations, by 2030. With this background, the present paper tries to assess disparities in Higher secondary Education in Indian States.

**Keywords:** Education, Sustainable development goals, Secondary education, Equitable education, Inclusive education

## **INTRODUCTION**

Sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of Sustainable development broadly refers to the implementation of programs, initiatives, and actions that aim to preserve resources. "Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". The main concept of sustainable development is that we human beings should sustain our daily lifestyle, meeting the basic needs, and also allow and ensure that future generations have access to these basic needs. Sustainability is categorized into four areas, namely, social sustainability, human sustainability, economic sustainability, and environmental sustainability. Firstly, the concept of

social sustainability depends on preserving the social capital by investing and creating the maximum number of services, which enables it to constitute the framework of our society. Secondly, human sustainability is enhanced on improvisation of human capital in a society. Thirdly, the economic sustainability helps in maintaining the capital intact. In other words, it can be said that economic sustainability focuses on the standard of living. Fourthly, environmental sustainability spotlights on the improvement of human welfare by the protection of natural capital such as land, water, minerals, and so on.

As per the report of the United Nations SDGs were developed at the UN Conference on Sustainable Development in Rio de Janeiro, Brazil 2012. The main aim of the conference was to create a cluster of global goals that are related to challenges such as economic, political, and environmental. So, the UN in 2015 took a

global measure and broadly set up 17 goals positively. This measure has promoted global goals of sustainable development from 2015 to 2030. Seventeen goals of the SDGs have replaced the 8 MDGs. In this conference, 17 goals were set up as follows:

1. No Poverty
2. Zero Hunger
3. Good Health and well-being
4. Quality Education
5. Gender Equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and Economic growth
9. Industry, innovation, and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, Justice, and strong institutions
17. Partnership for the Goals.

*Sustainable Development Goal 4* aims at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It aims to provide equal access to affordable vocational training, eliminate gender and wealth disparities, and achieve universal access to quality higher education. Inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

Education is key to a nation's ability to develop and achieve sustainability targets. Education, on the other hand, improves agricultural productivity, enhances the status of women, reduces population growth rates, enhances environmental protection, and generally raises the standard of living.

For India to achieve all targets of Goal 4 of the SDGs within a 15-year time frame, QAEI offers a window of opportunity to be the prerequisite for quality and accessibility of education for India's young population to achieve at least a minimum proficiency level in reading and maths, and at the same time be the productive and skilled workforce for resurgent India. Positive learning outcomes, qualified teachers, proximity to school, relevant curricula, provision of proper infrastructure, including

blackboards and boundary walls, safe drinking water facilities, usable toilets, and MDMS are some of the deciding factors that influence the demand for quality education. Regardless of the RTE enactments in India, still, millions of children are out of school is a matter of grave concern. At this juncture, conditional cash transfer schemes can play a transformative role, unless the parents are convinced about the benefits that education can bring to their lives.

*Sustainable Development Goal 4* aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations, by 2030. With this background, the present paper tries to assess disparities in Higher secondary Education in Indian States. With this background, the present paper tries to assess disparities in higher secondary Education in Indian States with the following objectives.

### Objectives:

- 1) To study the gender wise Gross-enrolment ratio for all social groups and CWSN Higher Secondary Education in India
- 2) To estimate the Literacy index, Gender Disparity Index, and Educational Development Index for all social groups and CWSN Higher Secondary Education in India.
- 3) To examine the enrolment differences in public and private higher secondary schools in India.

### Earlier Studies:

Jabareen (2008) has done a conceptual paper entitled "A New Conceptual Framework for Sustainable Development". The previous studies have given more critiques on Sustainable development. Studies also stated that the definitions and the concept have become vague and have lacked the ability of a comprehensive theoretical framework based on multidisciplinary literature. This paper took the initiative and identified the conceptual analysis and reviewed the multidisciplinary. It hence recognized the patterns and similarities of different categories and independent concepts that represented the close ideas on sustainability.

Yadav (2016) briefly expressed the role of education in the sustainable development of Modern India. The paper has explained the importance of sustainability for an individual, and the concept of sustainability is well

discussed by the author. Education for Sustainable Development plays a major role in this paper. The need and characteristics of the concept are discussed directly and are very keenly discussed. The paper has directed the ESD in the fields of school curriculum. The study has jotted down a few suggestions that will definitely lift the ESD. The paper attempted to examine the actions taken by the government for the eradication of illiteracy and the status achieved relating to school education in India.

Gupta (2021) took the initiative of doing a study on “Focus on Quality in Higher Education in India”. More attention, according to this paper, was given to the area of quality of education, not only equipping the students with the requisite knowledge and skills for their chosen career field but also preparing them for lifelong learning. Based on this aspect, the paper focused on the changing perspectives of the quality in higher education in India, and the methodology adopted is analytical, comparative, and empirical.

Olsson *et al.* (2022) did a paper entitled “The effectiveness of education for sustainable development revisited – a longitudinal study on secondary students’ action competence for sustainability”. The study adopted a three-wave longitudinal design for the development of 760 Swedish upper secondary students. It concluded that the concept of EDSD affects the student’s action competence for sustainability. The findings of the study revealed that after the longitudinal growth models, the students did not significantly develop the action of competence. Moreover, the action of competence takes time for ESD in formal education.

Choudhary (2022) did a review paper titled “Education for Sustainable Development in India: A Narrative Review”. The article focused on the United Nations Sustainable Development Goals (SDGs). It mainly gave much importance to SDG 4, which is ensuring inclusive and equitable Quality Education. The author took the initiative to go through the aspects of existing literature based on the concept of sustainable development and education. He has shared his own experiences in the paper and has highlighted the challenges faced by the educational institutions.

## METHODOLOGY

The study is related to 20 major states in India. The data was compiled from the sources, namely the National

Statistical Office (NSO) and UDISE + 2020-21. From the data secured Average literacy rate, literacy Index, Gross Enrolment Index(GEI), Educational Development Index (EDI), and Gender Disparity Index (GDI) were estimated by using the following formula.

$$\text{Literacy Index} = \frac{\text{Actual Literacy Rate} - \text{Minimum Literacy Rate}}{\text{Maximum Literacy Rate} - \text{Minimum Literacy Rate}}$$

$$\text{GEI} = \frac{\text{Actual Gross Enrolment} - \text{Minimum Gross Enrolment}}{\text{Maximum Gross Enrolment} - \text{Minimum Gross Enrolment}}$$

$$\text{EDI} = \frac{2 * \text{Literacy Rate} + \text{Gross Enrolment Index}}{3}$$

$$\text{GDI} = \frac{\text{Number of Girls}}{\text{Number of Boys}} * 100$$

## RESULTS AND DISCUSSION

Table 1 represents 20 states that consist of the male literacy rate, female literacy rate, and average literacy rate for the year 2020-2021.

Based on the values of the average literacy rate, the states are ranked accordingly. Kerala state is ranked as 1, secondly, Lakshadweep is ranked as 2, and Mizoram is ranked 3<sup>rd</sup>, whereas the states having the lowest literacy rate are Rajasthan, being ranked as 18<sup>th</sup>, Arunachal Pradesh, being ranked as 19<sup>th</sup>, and the least literacy level is found in Andhra Pradesh, which is ranked as 20<sup>th</sup>.

The Table 2 has the components of gender-wise enrolment of students in Government Higher Secondary and Private Higher Secondary Schools for the year 2020-2021. Separate indication of the boys, girls, and their total is depicted in the table for each of the states. More enrolments in government schools for higher secondary are done in Bihar, with an enrolment rate of 1232128 students, and in Rajasthan as well, with an enrolment rate of 1078541 students. Lower enrolment in government schools is noticed in Goa, with an enrolment rate of 4317 students, and the lowest enrolment rate is found in Lakshadweep, with 2036 students. Boys and girls are depicted discretely. Enrolment of students in private schools is more likely found in Uttar Pradesh, with enrolment of 2958341 students, and only 1303 students have been enrolled in Goa state.

Gender wise enrolment for the category of Children with special needs is portrayed in the Table 3 for the year 2021-2022. All 20 states have the facility of educating children with special needs for both boys and

girls. Big support is given in all states. More enrolment is noticed in the state of Kerala (15167) and also in Uttar Pradesh (7294). Enrolment of children is less in

Meghalaya (71) and Lakshadweep (44). The gender wise gross enrolment in social groups is depicted in Table 4.

It is evident from Table 4 that gender-wise Gross

**Table 1 : State Wise Literacy Rate In India 2020 - 2021**

Sr. No.	States and Union Territories	Male Literacy Rate	Female Literacy Rate	Average Literacy Rate	Rank
1.	Andhra Pradesh	73.4	59.5	66.4	20
2.	Arunachal Pradesh	73.69	59.57	66.95	19
3.	Bihar	79.7	60.5	70.9	17
4.	Daman and Diu	91.48	79.59	87.07	8
5.	Delhi	93.7	82.4	88.7	4
6.	Goa	92.81	81.84	87.4	7
7.	Himachal Pradesh	92.9	80.5	86.6	9
8.	Jharkhand	83	64.7	74.3	13
9.	Karnataka	83.4	70.5	77.2	11
10.	Kerala	97.4	95.2	96.2	1
11.	Lakshadweep	96.11	88.25	92.28	2
12.	Madhya Pradesh	81.2	65.5	73.7	14
13.	Meghalaya	77.17	73.78	75.48	12
14.	Mizoram	93.72	89.4	91.58	3
15.	Puducherry	92.12	81.22	86.55	10
16.	Rajasthan	80.8	57.6	69.7	18
17.	Telangana	80.5	65.1	72.8	16
18.	Tripura	92.18	83.15	87.75	5
19.	Uttar Pradesh	81.8	63.4	73	15
20.	Uttarakhand	94.3	80.7	87.6	6
	All India	84.7	70.3	77.7	20

Source: National Statistical Office (NSO).

**Table 2 : Gender Wise Enrolment of Students in Government Higher Secondary School and Private Higher Secondary School (2020-2021)**

Sr. No.	States and Union Territories	Government School			Private School		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	109188	130890	240078	308479	286030	594509
2.	Arunachal Pradesh	10598	11572	22170	1366	1649	3015
3.	Bihar	616053	616075	1232128	315984	259789	575773
4.	Damanand Diu	3603	4189	7792	1298	1031	2329
5.	Delhi	166284	188652	354936	106533	74709	181242
6.	Goa	2268	2049	4317	727	576	1303
7.	Himachal Pradesh	80227	80151	160378	24830	19265	44095
8.	Jharkhand	169651	191894	361545	172973	145415	318388
9.	Karnataka	148450	194817	343267	314585	306182	620767
10.	Kerala	178278	186402	364680	56375	53776	110151
11.	Lakshadweep	1030	1006	2036	NA	NA	NA
12.	Madhya Pradesh	431052	464865	895917	313223	226195	539418
13.	Mizoram	3870	4450	8320	5788	5633	11421
14.	Nagaland	4512	5116	9628	10798	11785	22583
15.	Puducherry	6588	8183	14771	9621	8050	17671
16.	Rajasthan	539309	539232	1078541	533943	331726	865669
17.	Telangana	119546	153779	273325	265452	235779	501231
18.	Tripura	25417	27771	53188	3354	3065	6419
19.	Uttar Pradesh	95487	131380	226867	1607444	1350897	2958341
20.	Uttarakhand	65528	79502	145030	67548	49156	116704

Source: UDISE + 2020-21, Note: NA- Not Applicable

enrolment Ratio of all social groups, Scheduled castes, and Scheduled tribes in Higher secondary education for the year 2020-2021. Under the category of all social

groups, it is higher in Himachal Pradesh with a GER of 85.6. On the other side, GER of Higher secondary education is lower in Bihar, with a ratio of 34.0. For the

**Table 3 : Gender Wise Enrollment of Children with Special Needs in Higher Secondary Education - 2020-2021**

Sr. No.	States and Union Territories	Boys	Girls	Total
1.	Andhra Pradesh	NA	NA	NA
2.	Arunachal Pradesh	47	61	108
3.	Bihar	945	783	1728
4.	Daman and Diu	65	87	152
5.	Delhi	1995	1408	3403
6.	Goa	44	35	79
7.	Himachal Pradesh	328	340	668
8.	Jharkhand	626	1107	1733
9.	Karnataka	739	586	1325
10.	Kerala	9405	5762	15167
11.	Lakshadweep	26	18	44
12.	Madhya Pradesh	2159	1510	3669
13.	Meghalaya	27	44	71
14.	Mizoram	43	97	140
15.	Puducherry	69	85	154
16.	Rajasthan	3488	2514	6002
17.	Telangana	1092	1147	2239
18.	Tripura	120	82	202
19.	Uttar Pradesh	2432	1862	7294
20.	Uttarakhand	230	193	423

Source: UDISE + 2020-21, Note: NA- Not Applicable

**Table 4 : Gender Wise Gross Enrollment Ratio of All Social Groups, SC & ST in Higher Secondary Education - 2020-2021**

Sr. No.	States and Union Territories	All			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	51.8	55.0	53.4	55.8	62.6	59.2	50.8	54.5	52.6
2.	Arunachal Pradesh	38.8	43.5	41.1	NA	NA	NA	44.3	48.5	46.4
3.	Bihar	33.6	34.5	34.0	36.8	41.1	38.7	71.9	74.2	73.0
4.	Daman and Diu	35.6	59.7	45.0	74.9	91.5	82.5	36.5	48.1	42.0
5.	Delhi	78.2	86.9	82.1	48.1	60.1	53.8	NA	NA	NA
6.	Goa	65.8	74.3	69.9	64.0	76.5	70.2	73.1	78.6	75.9
7.	Himachal Pradesh	83.0	88.4	85.6	77.8	85.0	81.2	84.2	86.6	85.4
8.	Jharkhand	43.2	44.7	43.9	38.5	41.6	40.0	31.9	34.6	33.2
9.	Karnataka	52.3	59.2	55.6	49.9	56.2	52.9	45.1	49.7	47.3
10.	Kerala	80.5	88.0	84.2	92.0	96.0	94.0	80.5	92.2	86.2
11.	Lakshadweep	70.7	64.6	67.6	NA	NA	NA	72.7	65.1	68.8
12.	Madhya Pradesh	45.4	45.5	45.4	43.6	44.2	43.9	32.7	34.6	33.7
13.	Meghalaya	36.7	45.8	41.1	69.2	66.3	67.9	36.8	46.6	41.7
14.	Mizoram	51.3	56.9	54.1	137.5	190.1	161.4	53.3	58.4	55.8
15.	Puducherry	62.7	73.2	67.8	62.7	70.5	66.5	NA	NA	NA
16.	Rajasthan	65.4	58.4	62.1	61.4	58.4	60.0	60.4	57.1	58.8
17.	Telangana	59.6	64.3	61.8	64.8	74.4	69.5	62.7	71.1	66.6
18.	Tripura	43.3	48.5	45.8	47.5	52.4	49.9	34.9	40.0	37.3
19.	Uttar Pradesh	50.5	46.8	48.8	49.5	48.9	49.2	66.6	65.5	66.1
20.	Uttarakhand	69.7	76.1	72.7	69.3	83.6	76.0	62.5	69.8	66.1

Source: (UDISE + 2020-21)

(Note: NA – Not Available, SC- Scheduled Caste, Scheduled Tribe)

category of Scheduled castes, Gross enrolment Ratio is high in Mizoram with 161.4 ratio but whereas the Scheduled castes Gross enrolment Ratio is less in the state of Bihar with 38.7 GER. Gross Enrolment Ratio is merely high in the state of Kerala with a 86.2 ratio, followed by Goa 75.9 ratio, and there are 2 states that have very little Gross Enrolment Ratio compared to the other states, namely Jharkhand 33.2 ratio and Madhya Pradesh with a ratio of 33.7 for the category of Scheduled Tribes.

Table 5 indicates the estimated Literacy Index (LI), Gross Enrolment Index (GEI), and Educational Development Index (EDI) for the category of gender wise gross enrollment ratio of all social groups in higher secondary education for the year 2020-2021. The estimated Literacy index (0.96), Gross Development Index (0.84) and Educational Development Index (0.92) are high in the state of Kerala. Under the category of scheduled caste in higher secondary education, the estimated Literacy index (0.96), Gross Development Index (0.94) and Educational Development Index (0.95) are high in the state of Kerala. For the category of scheduled tribes in higher secondary education, the estimated Literacy index (0.96), Gross Development Index (0.86) and Educational Development Index (0.92)

are high in the state of Kerala.

The estimated GDI for the enrolment of children with special needs, all social groups, scheduled caste, and scheduled tribes is represented in the below Table 6 for the year 2020-2021. The estimated GDI for children with special needs is high in Mizoram (225.8) when compared to the other states. Simultaneously, GDI for all social groups is found to be higher in Meghalaya (124.80), for SC, the state of Mizoram (138.25) has the highest GDI, and for STs, Meghalaya (126.63) has the highest GDI.

The estimated the Gender Disparity Index (GDI) for Government schools indicates that high for the state of Uttar Pradesh (137.58) and that of the Private school it is seen in the state of Arunachal Pradesh (120.71), whereas the estimated Gender Disparity Index for Government school is low in the state of Lakshadweep (97.66) and for the private schools it is Delhi (70.12).

### Conclusion:

The paper has brought about the study on inclusive and equitable education for sustainable development. Education is a key to a nation's ability to develop and achieve the sustainability targets. Findings of the study have revealed that during the year 2020-2021, the state

**Table 5 : Estimated Literacy Index, Gross Enrolment Index and Educational Development Index for Gender Wise Gross Enrollment Ratio of All Social Groups, SC & ST's in Higher Secondary Education - 2020-2021**

Sr. No.	States and Union Territories	Average Literacy Rate	Literacy Index	All		SC		ST	
				GEI	EDI	GEI	EDI	GEI	EDI
1.	Andhra Pradesh	66.4	0.664	0.534	0.61	0.592	0.63	0.526	0.61
2.	Arunachal Pradesh	66.95	0.6695	0.411	0.57	NA	NA	0.464	0.59
3.	Bihar	70.9	0.709	0.340	0.58	0.387	0.59	0.730	0.71
4.	Damanand Diu	87.07	0.8707	0.450	0.73	0.825	0.85	0.420	0.72
5.	Delhi	88.7	0.887	0.821	0.86	0.538	0.76	NA	NA
6.	Goa	87.4	0.874	0.699	0.81	0.702	0.81	0.759	0.83
7.	Himachal Pradesh	86.6	0.866	0.856	0.85	0.812	0.84	0.854	0.85
8.	Jharkhand	74.3	0.743	0.439	0.63	0.400	0.62	0.332	0.60
9.	Karnataka	77.2	0.772	0.556	0.69	0.529	0.68	0.473	0.67
10.	Kerala	96.2	0.962	0.842	0.92	0.940	0.95	0.862	0.92
11.	Lakshadweep	92.28	0.9228	0.676	0.83	NA	NA	0.688	0.84
12.	Madhya Pradesh	73.7	0.737	0.454	0.63	0.439	0.63	0.337	0.59
13.	Meghalaya	75.48	0.7548	0.411	0.63	0.679	0.72	0.417	0.63
14.	Mizoram	91.58	0.9158	0.541	0.78	0.1614	0.66	0.558	0.79
15.	Puducherry	86.55	0.8655	0.678	0.79	0.665	0.79	NA	NA
16.	Rajasthan	69.7	0.697	0.621	0.66	0.600	0.66	0.588	0.65
17.	Telangana	72.8	0.728	0.618	0.68	0.695	0.71	0.666	0.7
18.	Tripura	87.75	0.8775	0.458	0.73	0.499	0.74	0.373	0.70
19.	Uttar Pradesh	73	0.73	0.488	0.64	0.492	0.65	0.661	0.70
20.	Uttarakhand	87.6	0.876	0.727	0.82	0.760	0.83	0.661	0.8

Note: NA – Not Available, SC- Schedule Caste, ST- Schedule Tribe, GEI- Gross Enrolment Index, EDI- Education Development Index

**Table 6 : Estimated Gender Disparity Index for Enrolment of Children With Special Needs, All Social Groups, Scheduled Caste and Scheduled Tribes**

Sr. No	States and Union Territories	GDI for enrolment of CWSN	GDI for GER of all social groups	GDI for GER of the SC	GDI for GER of ST
1.	Andhra Pradesh	NA	106.18	112.19	107.28
2.	Arunachal Pradesh	129.78	112.11	NA	109.48
3.	Bihar	82.85	102.68	111.68	103.20
4.	Daman and Diu	133.84	167.70	122.16	131.78
5.	Delhi	70.57	111.13	124.95	NA
6.	Goa	79.54	112.92	119.53	107.52
7.	Himachal Pradesh	103.65	106.51	109.25	102.85
8.	Jharkhand	176.83	103.47	108.05	108.46
9.	Karnataka	79.29	113.19	112.63	110.20
10.	Kerala	61.26	109.32	104.35	114.53
11.	Lakshadweep	69.23	91.37	NA	89.55
12.	Madhya Pradesh	69.93	100.22	101.38	105.81
13.	Meghalaya	162.96	124.80	95.81	126.63
14.	Mizoram	225.58	110.92	138.25	109.57
15.	Puducherry	123.18	116.75	112.44	NA
16.	Rajasthan	72.08	89.30	95.11	94.54
17.	Telangana	105.03	107.89	114.81	113.40
18.	Tripura	68.33	112.01	110.32	114.61
19.	Uttar Pradesh	76.56	92.67	98.79	98.35
20.	Uttarakhand	83.91	109.18	120.63	111.68

Note: NA – Not Available, SC- Note: NA – Not Available, SC- Schedule Caste, ST- Schedule Tribe, GDI – Gross Development Index, GER- Gross Enrolment Ratio, CWSN- Children With Special Needs)

**Table 7 : Estimated Gender Disparity Index for Enrolment in Government and Private Schools**

Sr. No.	States and Union Territories	GDI for enrolment in the Government School	GDI for enrolment in Private School
1.	Andhra Pradesh	119.87	92.72
2.	Arunachal Pradesh	109.19	120.71
3.	Bihar	100.00	82.21
4.	Daman and Diu	116.26	79.42
5.	Delhi	113.45	70.12
6.	Goa	90.34	79.22
7.	Himachal Pradesh	99.90	77.58
8.	Jharkhand	113.11	84.06
9.	Karnataka	131.23	97.32
10.	Kerala	104.55	95.38
11.	Lakshadweep	97.66	NA
12.	Madhya Pradesh	107.84	72.21
13.	Meghalaya	114.98	97.32
14.	Mizoram	113.38	109.14
15.	Puducherry	124.21	83.67
16.	Rajasthan	99.98	62.12
17.	Telangana	128.63	88.82
18.	Tripura	109.26	91.38
19.	Uttar Pradesh	137.58	84.04
20.	Uttarakhand	121.32	72.77

Note: NA – Not Available, GDI – Gross Development Index

of Kerala is ranked as one for having a high literacy rate when compared to other states. All social groups are getting their wards enrolled in both the public and private schools, but the maximum GER is not attained by all the states, which is indirectly giving a fall to the Educational Development Index. Education is a major part of every individual in an economy, and the concept of sustainability is a mandatory source that needs to be adopted in regard to education. To attain sustainability, education needs to be acquired by every individual to boost the sustainability of an economy.

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