Driving Forces of Sustainable Education: A Case Study representing Sustainable Primary Education in the District of North 24 Parganas

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Abstract
The global context of education has brought a new dimension to development education to build an inclusive sustainable future. Educational Interventions in the form of developmental education builds a sense of consciousness, skills of analysis and understanding, along with efficiency to promote sustainability and justice. Sustainability includes a wide range of parameters including environmental factors, social and cultural factors, which can only be attained by creating awareness and empower the learners to take responsibility to bring a transition, brought through this sustainable, education system. This can be attained through development education which is needed to address the inequalities and social injustice embedded in our society. This paper is based on a model which shows that the three factors 'people– planet - profit' (socio – economic - environmental) framework which is being adopted to study the complexities of different aspects of Primary Education system in West Bengal. The sustainable education based on this framework would imply the three basic factors i.e. sustainable educational policies, enhance the competency of teachers, learners and other stakeholders in the society and enrich the socio-environmental eco-system of educational institutions to attain the desirable sustainable outcome. This framework is being applied to see whether surveyed data from different primary schools of different villages in North 24 Parganas of West Bengal, would lead to sustainable education. This paper incorporates the three factors from the model and the corresponding transformation that it can bring about through these factors of education to attain sustainability in primary education system.
Results show the Issues of Driver 1 represent, Information on Quality Indicators which is represented by the availability of learning resources, Issues of Driver 2 represent the community participation from various categories of students, represented by the engagement of various categories of students and teacher's whose pro-active role is enhanced through training and skills along with community participation. The Issues of Driver 3 (Planet) constitute creating a favourable environment for sustainable education represented by creating an environment-friendly atmosphere leading to sustainable education in the primary schools. All these three drivers work harmoniously to create a sustainable education system.

Keywords: Sustainability, Development, Education, Knowledge, Environment

Introduction

Education for Sustainable Development took a new form during the Decade of Education for Sustainable Development. The United Nations' (UN) decade of "Education for Sustainable Development" highlighted the role of education in fostering sustainable development through the development of quality education by acquiring knowledge, skills, values and actions for a sustainable future. It integrates environmental issues with socio-cultural and socio-political perspectives, such as equity, poverty, democracy, and quality of life. Development education helps to form a social platform for the implementation of sustainable development goals, creating a sustainable society. These sustainability goals can be implemented by re-orienting the education system (Laurie, Tarumi, Mckeown, Hopkins, 2016).

Sustainable development through education plays a vital role in developing the human potential. Education for Sustainable Development (ESD) was undertaken to gain knowledge, create awareness and help in capacity building. It helps in motivating the students, change in behaviour and attitude towards environment, society and man- man interaction. Development Education was undertaken to cope up with the sustainability issues. Its scope is to define the learning content, pedagogy and adopt it according to the level of the learners. The goals of education include the UN Decade of Education for Sustainable Development (UNESCO, 2012) and the UN Sustainable Development Goals, which ensures that all learners must acquire knowledge, skills and training to promote sustainable development by gaining education, human rights, gender equality, promotion of peace, non-violence and cultural diversity (UN 2024). Education was selected as a tool to improve the structure of the basic education by addressing SD goals and create public awareness and understanding (Glavic, 2020). In the global context, The United Nations Sustainable Development Goals also focused on enriching learners' potential to

achieve global sustainability through educational tools. Education, awareness, and training are the key strategies required to move the society towards sustainability (McKeown, 2002). Research have found that when learners are engaged in active teaching and learning, through the educational tools, then their knowledge retention is enhanced. The idea of Education for Sustainable Development is to empower the learners by making them competent with sustainability issues through a holistic inter-disciplinary perspective of content and learner-centered teaching strategies, making an active process. Active teaching-learning means learners are engaged in their own learning through writing, discussion of questions and solving it through their critical thinking skills and teachers become more effective through the evaluation process (Alexandar, Poyyamoli; 2014). So, ESD is a way to create human consciousness and behaviour through which human development can be adjusted to the changing situations (Nasibulina, 2015) having an impact on the learners through this sustainability consciousness. So, issues that threaten sustainability creates a need to attain quality education to reinstate global justice and sustainability.

At present, to address the alarming need of the environment to attain sustainability, the global context of education has brought a new focus on Education Policy as well as Education for Sustainable Development. Development Education came to the forefront because of the work of international development organizations and they felt that this need can be met through holistic education of the learners; to address the inequalities and injustices present in the society. The United Nations Sustainable Development Goals had set goals (UNESCO, 2024) to create among the learners a social responsibility, social justice and ultimately social change. Development Education is an educational process that increases awareness and understanding for a changing world and empowers learners to take responsibility to create and enjoy a sustainable world (UNESCO, 2002). It builds learner's knowledge and awareness, critical thinking of the global challenges like poverty, injustice, unsustainability etc., analytical skills to apply the knowledge and action should be under-taken about the social and political changes through building capacity of the stakeholders. Evidence-based changes are needed to justify the changes that education for sustainable development contributes to an effective and quality education, based on experimentation and implementation process.

This paper discusses how development education plays an integral part for the achievement of sustainable goals based on the considered model, where the three forces or drivers (Profit, People and Planet) inculcated in the model work harmoniously and in an inter-connected way to bring sustainability in the education system, at the grass-root level of primary education. The paper shows the three drivers of the model leads to sustainable education based on the applicability of primary data collected from 50 different primary schools of each 50 villages in a random selection from a district. In this regard a case-study has been shown based on the primary data of randomly selected 50 villages corresponding to 50 primary schools based on random selection, of North 24 Parganas District which is being implemented in this conceptual model, to find whether the three drivers (Profit, People and Planet) undertaken in the model leads to sustainable education at the primary level.

Sustainable Development and Its Implications

Sustainability is a concept which is needed to think about the future in which environmental, societal, and economic issues are considered for the pursuit of development and welfare of the people. It is a principle of human development that sustains the long-term needs of the society as well as sustaining the natural resources on which humans and ecosystem depend (Glavic, 2020). Our challenge is to meet the present needs. But our present needs for the ever -growing population does not compromise with the environmental, economic, and social needs of our future generation (Damtoft, Lukasik, Herfort, Sorrentino, Gartner, 2008). So, a need arises to meet the challenges in such a way, so that by using the resources in an optimal way, we can meet the needs of our future generations.

The concept of Sustainable Development was included as a global agenda. It combines environmental concerns with social and economic development. It acts as a balancing system between improved lives of the people as well as preserving the natural eco-systems. To achieve sustainable development, protection of the environment is an integral part by eradicating poverty and reducing disparities in living standard of the people (McKeown, 2002). Innovative technologies should be used to achieve sustainability. Human behaviour is responsible for deteriorating environmental conditions. So, to protect our environment, there is a need to reach towards a sustainable future which can be achieved through a system of education where personality foundation takes place with respect to the quality of thinking, ability to build the future, development of moral values, need to have a better understanding, positive attitudes, and behaviour with respect to the principles of sustainable development to understand the contemporary world view. Education can empower the learners to be more action-oriented to bring about a change. Action competence is related to knowledge, confidence in owns' capability and a willingness to act. In society, education has a special role in empowering women to take community decision and works to achieve sustainable goals. Initiatives of Green development options to achieve sustainability goals are

encouraged as education initiatives are undertaken (McKeown, 2002). This would drive towards the path of sustainability, utilizing the present resources.

Current status of School Education in West Bengal

The school education in West Bengal tried to achieve elementary education for all between the age group of 5-14 years, reduce the drop-out rate and provide quality education. Government took the initiative to make education accessible for learners and aims to achieve Millennium Development Goal by 2015, India Vision by 2020, including that of Inclusive Growth encompassing all learners (Bhunia; 2016). To upgrade girls' education in Educationally Backward areas, National Programme of Education for Girls at Elementary Level was initiated.

Quality of school education is represented by indicators like drop-out rates, total enrolment, school infrastructure, teacher student ratio, pass out rate and outcomes. Teacher-student ratio is an important indicator of Quality of Education. The poor quality of primary education in West Bengal as mentioned in the Report of Pratichi Trust in 2002 are poor infrastructure, poor attendance of teachers, lack of accountability of teachers etc (Ghosh; 2008). Single teacher schools and single classroom school percentages are higher in West Bengal which is not a satisfactory picture (Pervez; 2021).

The goal of National Policy on Education (1968) and (1986) is the institutionalization of Elementary Education for all. The District Primary Education Programme (DPEP) was launched to give access to Elementary Education for all children irrespective of gender, social groups and reduce the drop-out level along with raising the enrolment rate and achievement rate. It fosters community participation. The National Policy on Education have been revised in 1992 which mainly centered around Universal enrolment, retention and improvement in the quality of education. These objectives were reflected through Sarva Shiksha Abhiyan (SSA). Several schemes have been introduced by the Government like mid-day meal scheme, free text-books and free uniforms. The Mid-Day Meal and Teacher Education schemes also contributed to these objectives. Right to Education Act, 2009 and Rights-based Framework for SSA made elementary education compulsory for the children of 6-14 years. For this, there is a substantial increase in enrolment. In West Bengal, in the primary level, there is a high correlation between enrolment and attendance along with parents' education level (Ghosh; 2008). There has been improvement in the primary level after introduction of the Shishu Shiksha Karmasuchi (Bhunia; 2016). A difference in enrolment is observed between Government and Private schools. Percentage of children enrolled in Government schools in rural areas, was 88.1in 2018 which increased to 92.2 in 2022 and then dropped to 89.6 in 2024 (ASER, 2024). There has been a steep drop-out rate or never enrolled in primary level was 0.9 in the age-group 6-14 years which increased to 1.3 in the age-group 11-14 years. The reasons for drop-out might be lack of interest, distance of school from home, to do household chores etc. (Ghosh; 2008). According to "Annual Status Report (2024)", 53.9 % of Std V students who can read Std II level text which dropped to 34% of Std III students who can read Std II level text. 34.3 % of the students of Std V could do division. The incidence of child labour is affecting universalization of elementary education. Inspite of implementing the Right to Education Act, there were certain challenges in its implementation due to insufficient spending, lack of efficiency and absenteeism of the teachers, outdated curriculum, poor monitoring, evaluation, and feedback. At the back-drop of poor quality of primary education is poor governance and supervision in monitoring the primary education, leading to unsustainable education in West Bengal.

The School Education Department, Government of West Bengal ascertains the universalization of Elementary Education in primary schools as envisaged in The Right of Children to Free and Compulsory Education Act, 2009. It is given the responsibility to maintain Equitable access, Quality and Equity at the primary level along with, in maintaining a proper environment with a suitable learning pedagogy for the children. But failed to bring sustainable school Education in West Bengal. The quality of education in West Bengal is very poor as found out from ASER data. The reasons as found in Pratichi Trust 2002 are poor infrastructure, absenteeism, and lack of accountability of teachers and inadequate school inspection (Ghosh; 2008). There is an inequality of acquiring primary education for socially-disadvantaged section of the society leading to a disparity in access to quality education. Another reason of poor quality of primary education is a smaller number of teachers, low student retention rates, and poor infrastructure (Rana, Das, Sengupta, Rafique; 2003). Besides, these, there are socio-economic factors, cultural barriers which act as obstacle for access to quality education. Among UNESCO's 17 sustainable goals, the core one is SDG 4 which is "To ensure inclusive and equitable quality education, promoting lifelong learning and opportunities for all". But Government inefficiencies have failed to create a sustainable framework for access to quality education. Government is under-taking various initiatives like development of infrastructure, teacher training programs, reforms in curriculum, and community participation programmes which aims to enhance student learning outcomes thus improving the school performance. So, by implementing these recommendations, it is possible to create a qualitative and inclusive primary education framework in West Bengal which will empower students to gain knowledge and skills to think critically and make analysis to lead a sustainable future (Alam; 2024). This will bring a

more equitable and sustainable educational landscape in West Bengal.

Sustainable Education in West Bengal

Sustainable Education is a learning response in educational policy, better understanding, learning, critical thinking, capacity-building, and its implementation. There should be a shift in the educational eco-system which implies a transformative change in educational policy, thinking, perspectives, leading to a holistic education system. Based on the model of (Mohanty; 2018) three forces or drivers 'people– planet - profit' (socio – economic - environmental) framework was adopted to study the complexities of Education system at the primary level in West Bengal. The sustainable education based on this framework would imply the basic components i.e. educational policies need to be sustainable, enhance the competency of teachers, learners and other stakeholders in the society and enrich the socio-environmental eco-system of educational institutions to attain the desirable sustainable outcomes. There is an inter-connection between the three drivers of this model and Sustainable Education. Sustainable Education based on this framework would imply educational policy would be quality oriented through the enhancement of learning outcomes of teachers and students through the interactive process, would enhance the efficiency of teachers, students and other stake-holders in the society, participation of community members and enrich the socio-environmental eco-system of educational institutions to deliver sustainable outcomes, leading to inclusive education. Education in West Bengal is engulfed with different challenges, so there is a need to tackle these challenges in a sustainable manner. In this paper, we design a sustainable education model at the grass-root level i.e. elementary level to find a sustainable solution for the future generation despite the complexities and challenges of West Bengal.

The Considered Model of Sustainable Education

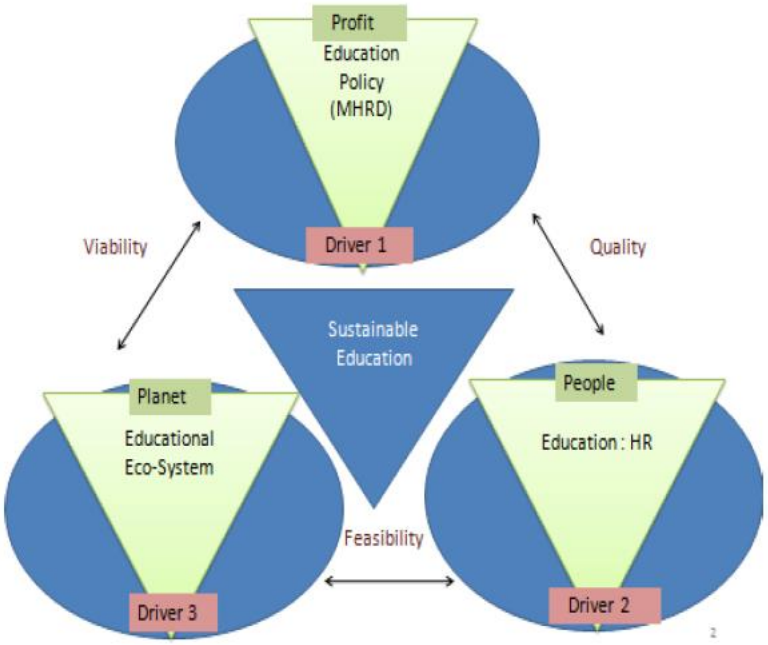
The three drivers are Profit, People and Planet. The first component is termed as Profit as it implies policy maker who takes decision and applies it along with resource allocation and mobilization. The second component is People who are the human resource of the society i.e. students of primary level. The third component is the Planet which is termed as the school environment or educational eco-system to undertake the teaching-learning activities through participatory process. All these three components work in tandem with each other to make the educational system a sustainable one.

The objective of Driver 1 (Profit) is to achieve better learning outcomes through the present practical approach of curriculum development, method of pedagogy, assessment, evaluation and application of technology. The curriculum is supported through trans-formative teaching- learning process. This leads to optimal resource use by cultivating the innovative way of teaching and learning and vital in the long-run as optimal resource use helps to maintain sustainability of the eco-system.

These can be adopted in the present times by re-orienting education in an effective manner. The curricula must follow the needs of human society during the phase of sustainable development transformation. It increases the relevance to the learning content by making the learning context more interesting. It increases students' engagement and have an influence on education system. This reformative school curricula stresses on productive outcomes.

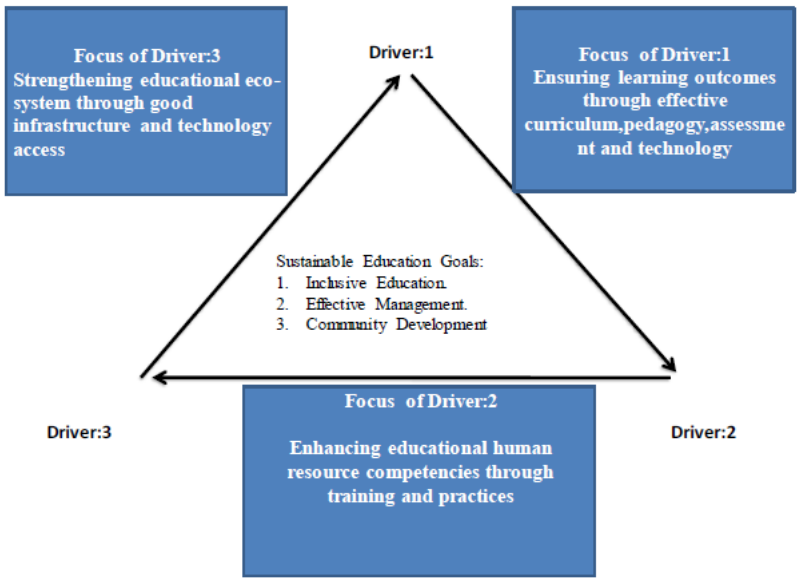
The objective of Driver 2 (People) is to enhance the efficiency of human resource through skill development and training by the application of innovative technology. It creates awareness, consciousness, critical thinking, and decision-making power. This becomes effective in the improvement of the quality of education. It creates evidence-based education, through the development of quality education. It leads to innovative teaching strategies like cooperative and peer-based learning method, leading to improvement of teaching as well as learning for students. Teachers' ability gets improved by creating values and awareness among students towards sustainable development. Students learning ability gets enhanced by their power of critical thinking, change in behavioural practices and applicability of the knowledge created by the teachers.

The objective of Driver 3 (Planet) is to strengthen the educational eco-system through infrastructure development and access to technology. Infrastructure development plays a vital role to create the learning and teaching ability, to understand the challenges of education and apply the learning skills according to the present needs in a sustainable way.

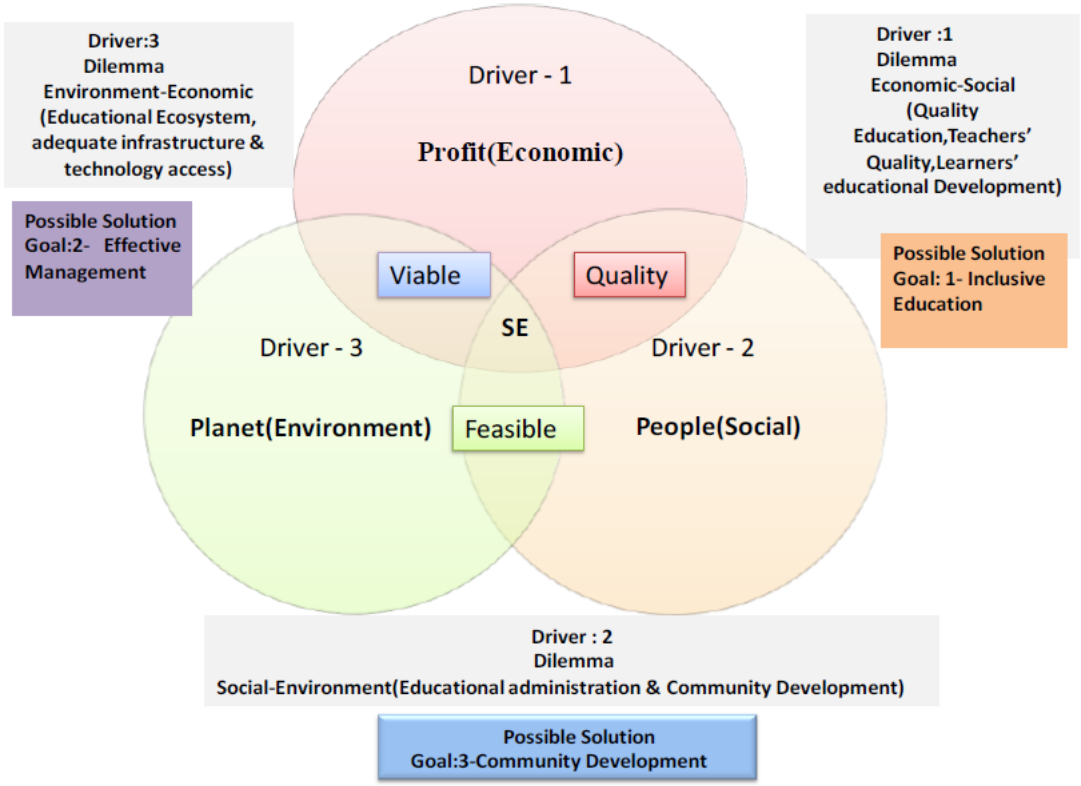


Conceptual Model of Sustainable Education

The components of each Driver are:
Driver 1 (Profit) is the Educational Policy of the Implementing authorities through learning resources and technology access.
Driver 2 (People) is training programme for teacher efficiency development, learners' engagement through development of training skills.
Driver 3 (Planet) is school infrastructure, school administration, management of resources, community awareness and participation in school activities, teacher-student relationship etc.
There is an interaction among the three drivers to achieve sustainability. The interaction of driver1 (Profit) and driver 2 (people) will ensure quality education in terms of curriculum, pedagogy, learning outcome etc.
The interaction between driver 2(people) and driver3 (planet) will enhance the feasibility of competent teachers, motivate learners and empowering stakeholders through continuous learning process and competency development to make the educational process effective and sustainable. This would be in terms of enhancing the method of teaching-learning process through skill-development.
The interaction between driver3(planet) and driver 1(people) should be viable to run the educational system leading the whole society towards sustainable development which includes sustainable consumption, life style, growth etc. This would be in terms of development of educational environment.



A conceptual sustainable education triangle



A conceptual dilemma model of sustainable education in school

So, the drivers are concerned with various issues:
Issues of Driver1
School curriculum and pedagogy meet the learners' need
Learning outcomes can be reproduced through evaluation and assessment. This will enhance the quality of education.
Technology access should be provided to enhance the learning outcome.

Issues of Driver 2
Teachers' competency should be increased through training so that they produce good teaching.
Learner's need to develop their knowledge and awareness, critical thinking, and analytical skills to apply the knowledge. So, they need to be engaged in the productive activity of learning.
The school administrative body and community participation should be encouraged.
Issues of Driver 3
Schooling facilities should be accessible to the learners.
The school infrastructure should be improved for better teaching-learning process along with technology adoption.
There might be some conflict due to different kinds of interaction among different components to attain sustainability. This conflict can be resolved through sustainable solutions. These sustainable solutions are the ultimate goals of sustainable education at the primary level.

The dilemma between Driver 1 and Driver 2 (profit and people) could be related to development of quality education through development of teacher's competency and their enrichment along with learners' educational development. The possible solution would be sustainable goal 1- "Inclusive Education" as mentioned in SDG-4. The dilemma between Driver 2 and Driver 3 (people and planet) could be related to school administration, community participation etc. The possible solution would be sustainable goal 2 – "Sustainable Community development". The dilemma between Driver 3 and 1 (planet and profit) would be a conflict between infrastructure like technology access as well as maintenance of a conductive educational system. The possible solution for this would be sustainable goal 3 – 'Effective (school) management'. So, these three solutions "Inclusive Education", "Sustainable Community development" and 'Effective (school) management' are the three solutions to attain sustainable educational goals for school education. These three solutions can be applied at the primary level based on this conceptual model. Apart from these, there might be other dilemmas like socio-cultural, economic factors etc. So, the three components along with the solutions are applied on primary school education to see whether they would lead to sustainable school education or not. This is being supported by a case study.
A case- study has been done to see how the three drivers of the conceptual model co-ordinate to bring

sustainable education in the district of North 24 parganas of West Bengal.

We have conducted village-level survey in the district of North 24 Parganas, where information was collected through a Questionnaire based on primary survey from the district, comprising 50 villages each. A randomly selected village is taken and within that village a primary school is selected randomly. Information was collected from the Head Teacher of the primary school regarding the name of village and name of the primary school, nearest road from the said school and type of road, travel time to school, mode of transport to school and travel cost to school. The Issues of Driver 1 represented here, are based on Quality Indicators where Information are collected on number of students who read in the school, number of classes taught in the school, number of classrooms, and number of teachers in the school, are taken. We take enrolment of students whether boys or girls, enrolment of student's caste-wise (SC, ST.OBC), enrolment of student's religion-wise (Hindu, Muslim, Other Religion) and Quality Indicators like (Classroom/Class, Teacher/Class, Student/Teacher, Student/Classroom) are calculated. From the calculated data on Quality Indicators (Classroom/Class, Teacher/Class, Student/Teacher, Student/Classroom) we see the issues of Driver 1, in terms of learning outcomes and participatory approach of teachers and students. Students need is taken into consideration for a sustainable form of education. Weightage given to the factors like travel time, travel cost and infrastructure by the parents are also seen as importance given to the factors.

In the district of North 24 parganas, enrolment of boys and girls from the selected primary school is collected through data collection process. Ranking Method (Kumar, 2020) is used to show the rank of boys and girls in the selected primary school from each village. As the sample size is big enough, Ranking Method is used. From the data of enrolment of boys and girls, initially higher rank is assigned on the basis of greater number of boys or girls and vice-versa. The higher the enrolment of boys, the higher the rank and vice-versa. Then we need to calculate the frequency of boys and girls i.e number of times rank 1 and rank 2 are assigned. Then rank points are determined in the following way: Rank1 frequency X 2 points (since there are two factors) + Rank 2 frequency X 1 point. On the basis of rank points, ranking between boys and girls takes place. Rank points are used for representation as it convenient to plot on a graph based on numerical representation. On the basis of rank points, bar diagrams are drawn to show rank of boys and girls in the given district.

Ranking Method is used to visualize the picture among different primary schools of different villages of the district, with respect to the quality indicators. Data on Quality Indicators (Classroom/Class, Teacher/Class, Student/Teacher, Student/Classroom) are studied to see a comparative picture in terms of Teaching and Physical Infrastructure. In this regard, Primary data have been collected on number of students, number of teachers, number of classes and number of classrooms etc. Values of Quality Indicators are being normalised to a scale of 1-100. Then Rank is determined among the individual indicators. Rank Frequency shows the number of times each of the indicators are reflected. Total Ranking Points are calculated from the Rank Frequency. Then Final Rank is determined among the indicators in the respective district.

In North 24Parganas District, the ranking of Quality Indicators is given in Table 1

Table 1: Rank points for Quality Indicators in North 24 Parganas District

	Rank 1 Frequency	Rank 2 Frequency	Rank 3 Frequency	Rank 4 Frequency	Ranking Points	Ranking
(CLR/CL)	**17**	**12**	**14**	**7**	**139**	**2**
(TC/CL)	**21**	**22**	**3**	**4**	**160**	**1**
(ST/TC)	**3**	**4**	**15**	**28**	**82**	**4**
(ST/CLR)	**10**	**11**	**18**	**11**	**120**	**3**

Source: Author's calculation

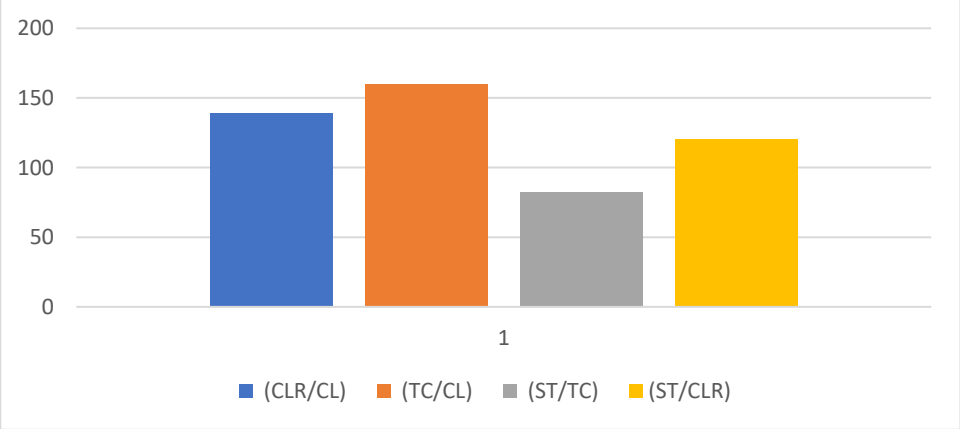


Figure 1: Rank Points of Quality Indicators in North 24 Parganas District

Here Teacher/class ratio is ahead of classroom/class ratio which shows number of teachers exceed classrooms. Again student/classroom ratio exceeds student/teacher ratio. Enrolment of students is on increase in this district which is a positive sign. It might be due to work-force participation rate of the women which can bring higher bargaining power in intra-household decision and leads to participation of their children to school. Again, higher participation of women in local politics can bring improvement in infrastructure, effective monitoring of schools and lead to increase in school attendance (Jayachandran, 2002).

So, Driver 1 (Profit) leads to re-orientation of educational policy for quality enhancement which are met through availability of learning resources along with students' enrolment and this leads to sustainable education in the primary schools.

From the data surveyed, the Issues of Driver 2 constitute, the community participation from various categories of students and among the students enrolled, the number of students classified as (boys/girls), (Hindu, Muslim, Other religion), disadvantaged and backward-caste students (SC/ST/OBC) are considered. Teachers are given skills to be competent for engaging students to create awareness, knowledge and capacity-building, creating a sustainable future for them.

In North 24 Parganas, Enrolment of Boys and Girls are collected from a randomly selected primary school of each village under consideration, which is also selected randomly.

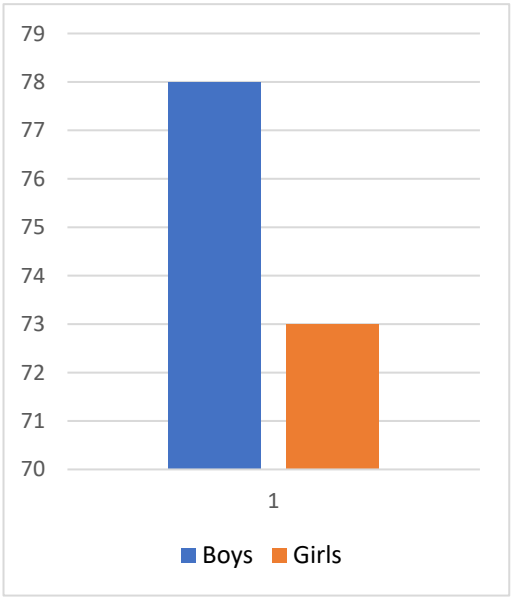


Figure 2: Rank Points of Boys and Girls in North 24 Parganas District

TABLE 2: RANK OF BOYS AND GIRLS IN NORTH 24 PARGANAS DISTRICT

	Rank1 Frequency	Rank2 Frequency	Rank Points	Ranking
Boys	28	22	78	1
Girls	23	27	73	2

Source: Author's calculation

In North 24 Parganas District, the rank points show Enrolment of boys exceed that of girls.

TABLE 3: RANK POINTS FOR ENROLMENT OF SC/ST/OBC IN NORTH 24 PARGANAS DISTRICT

	Rank 1 Frequency	Rank 2 Frequency	Rank 3 Frequency	Ranking Points	Ranking
SC Students	50	0	0	150	1

ST Students	20	25	5	115	2
OBC Students	20	25	5	115	2

Source: Author's calculation

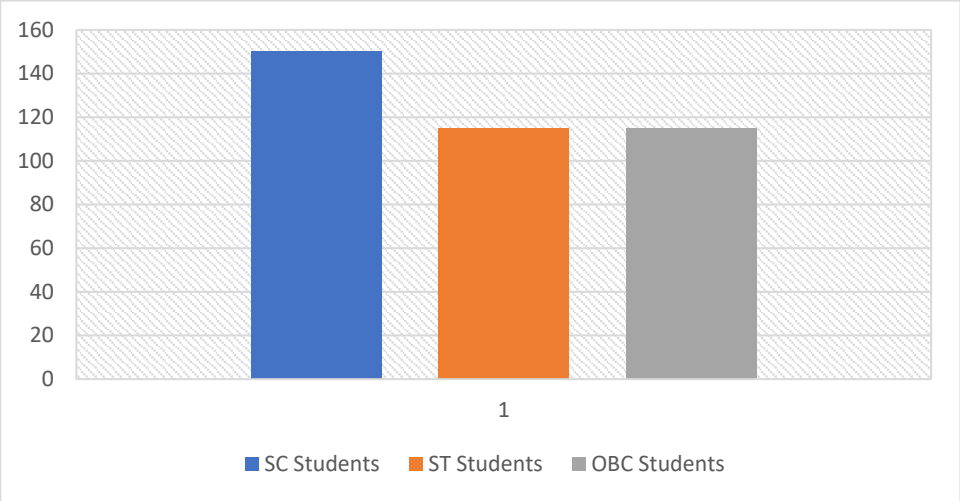


Fig 3: Rank Points of SC/ST/OBC in North 24 Parganas District

In North 24 Parganas District, the rank shows the Enrolment of SC students exceeds that of the enrolment of ST and OBC students given in Figure 3.
Data (Department of Planning & Statistics North 24 Parganas, n.d) shows Number of Scheduled caste and Scheduled Tribe Population caste-wise by Gender, 2011, given in Table 4

TABLE 4: SCHEDULED CASTE AND SCHEDULED TRIBE POPULATION IN NORTH 24 PARGANAS DISTRICT CASTE-WISE BY GENDER

Scheduled Caste			Scheduled Tribe		
Male	Female	Total	Male	Female	Total
646150	606549	1252699	99676	97244	196920

Source: District Statistical Handbook North 24 Parganas 2013

In North 24 Parganas District of rural areas, Scheduled Caste Population constituting male persons exceed female persons. Again, for Scheduled Tribe Population, male person exceeds female persons.
Literacy Rate of the District is is 84.1% (higher than the State average of 76.3%) (Census of India 2011 Series 20 Part XII B North 24 Parganas, 2021). In rural areas, literacy rate for male is 81.87 and literacy rate for female is 72.61 (Department of Planning & Statistics North 24 Parganas, n.d). As literacy of the district is high, so enrolment caste-wise increases in the district. This can be done by taking different administrative policies which can be undertaken by the Government.
In North 24 Parganas district, enrolment of different religious students (Hindu/Muslim/Other Religion) are ranked given in Table 5

TABLE 5: RANK POINTS FOR ENROLMENT OF HINDU/MUSLIM/OTHER RELIGION STUDENTS IN NORTH 24 PARGANAS DISTRICT

North 24 Parganas	Rank 1 Frequency	Rank 2 Frequency	Rank 3 Frequency	Ranking Points	Ranking
Hindu Students	32	18	0	132	1
Muslim Students	18	32	0	118	2
Other Religious Students	0	19	31	69	3

Source: Author's calculation

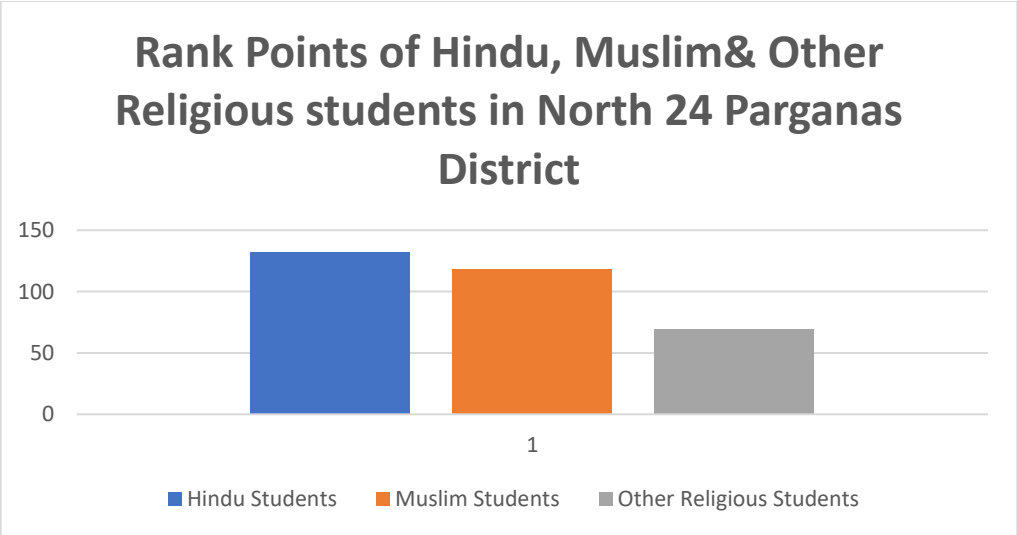


Figure 4: Ranking Points for Religion-wise Enrolment in North 24 Parganas District

In North 24 Parganas District, rank points indicate enrolment of Hindu students exceed that of the Muslim and Other- religious group.
Data from (Department of Planning & Statistics North 24 Parganas, n.d) i.e.Table 6 shows the distribution of population by religion in North 24 Parganas District in 2001.

Table 6: Population by Religion in North 24 Parganas District in 2001

Religious Community	Population	P.C. to total population of the district
Hindu	6721420	75.23
Muslim	2164058	24.22
Other Religions	42996	0.5

Source: District Statistical Handbook North 24 Parganas, 2013

Hindu constitutes the highest population, so enrolment of Hindu student increases in North 24 Parganas.
So, the Issues of Driver 2 (People) leads to engagement of various categories of students and teacher's pro-active role through training and skills along with community participation play an active role leading to sustainable education in the primary schools.
The Issues of Driver 3 (Planet) constitute in creating a favourable environment or eco-system for sustainable education.
Weightage given to the factors like travel time, travel cost and infrastructure, by the parents are also seen as importance given to the factors.

Importance Rating
Data on weightage given to different factors, by the parents i.e.
a) How much is the time important for the students to reach schools? In this case, weightage should be given between 1 and 4 where 1 means less important and 4 means more important where w1 = Relative weight assigned to Travel time while considering all factors in the school.
b) How much is the cost important for the students to reach schools? Weightage should be given between 1 and 4 where 1 means less important and 4 means more important) where w2 = Relative weight assigned to Cost of transportation while considering all other factors in the school.
How much is the school infrastructure important for the students to reach schools? Weightage should be given between 1 and 4 where 1 means less important and 4 means more important where w3 = Relative weight assigned to Quality of service while considering all other factors in the school are also studied to see that parents preferring each factor as well as sub-factors like classroom/class, teacher/class, student/teacher, student/classroom (calculated from primary data) and their outlook towards the importance given to the factors, sub-factors which would lead to lead to enrolment to primary schools.
So, the Issues of Driver 3 (Planet) play a favourable role by creating a proper infrastructure, time and cost of travelling to primary schools. This creates an environment-friendly atmosphere leading to sustainable education in the primary schools.

Conclusion
Sustainable Development Goals can be achieved in

the long-term, if ESD is achieved as a continuous process. The education system has to overcome the challenges and be a progressive system. Reforms in the education system can come through teachers' active role in school through better teaching, better learning of the students and a better school environment. By adopting ESD, there would be a change in the school structure, aims, vision and pedagogical practices. So, by undertaking ESD goals to achieve sustainability in each primary schools of each village in the district of North 24, there is a need to create an environment which will enhance the teachers' performance and students' learning aptitude to build a sustainable society based on equality, life-style and sustainable consumption to protect the environment and conserve the resources for future generations. Thus, ESD creates creativity, skill formation by enhancing the quality of education and leading to a sustainable path of development.

ESD is a guiding tool in contributing to quality Education. When the curriculum includes sustainability in its content which is in terms of local, social, economic and environmental context, then teaching and learning process transforms education in all its forms. Curriculum modification is required to throw light on regional and local problems to address the inequalities existing in the society. Strategic thinking in the right direction and consciousness will open the way out for re-directing our thought-process and actions. So, collaborative way of teaching-learning among the stakeholders will help to maintain ecological balance and development.

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