
Tagorean thoughts and practice for sustainable development**Sutapa Garai****Link :** https://santiniketansahityapath.org.in/wp-content/uploads/2025/02/6_Sutapa-Garai.pdf

Abstract : Sustainable development is the need to integrate social, environmental, and economic concerns so as to arrive at development paths which meet the needs of present generations, without compromising the ability of future generations to meet their own needs. Education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources. It emphasizes aspects of learning that enhance the transition towards sustainability including future education; citizenship education; education for a culture of peace; gender equality and respect for human rights; health education; population education; education for protecting and managing natural resources; and education for sustainable consumption. Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people's mindsets and in so doing enable them to make our world safer, healthier and more prosperous, thereby improving the quality of life. Education for sustainable development can provide critical reflection and greater awareness and empowerment so that new visions and concepts can be explored for achieving the goals sustainable development" (UNICEF, 2005).

Key words: Sustainable development, Tagore's thoughts, muktodhara, patha bhavana, SDG, sustainable practice

Rationale of the Study

Sustainable development is the best problem-solving method for today's society. Sustainable Development meets the needs of the present without compromising the ability of future generations to meet their own needs. If the students know about the sustainable Development, they will be aware of the crisis of the environment and they will be aware about the degradation of present social and natural environment. If the student has enough knowledge about the Sustainable Development, they will be able to overcome any sort of environmental crisis. If there has proper knowledge how Tagore was concern about Sustainable Development and how to transact his idea to the world through several practices then we would be able to acts and reacts properly with the environment, society and culture. Thus, it will not be sufficient to acquire Knowledge only about Sustainable Development but it is very important to spread Tagore thoughts and knowledge through different innovative and effective way to the world.

Objectives of the Study

The objectives of the study are as follows:

1. To explore the Tagore's view for sustainable development in his drama "Muktadhara".
2. To find out the different practices perform by the students and teachers related to sustainability in Patha Bhavana.

Research Questions:

In this study the research question may be as follows:

1. What is the Tagore's view for sustainable development in his drama "Muktadhara"?
2. What are the different practices performed by the students and teachers related to sustainability in Patha Bhavana?

Delimitation of the Study:

Tagore has done lots of work in various aspects of life like socio-cultural aspect, educational aspects, many books are written by Tagore and many more but the researcher has chosen Tagore's perspective on sustainable development. However, the researcher not able to discuss the various topics, work and all literature treasure of Tagore so this is the delimitation of the study.

Review Of Related Literature

Flaherty & Liddy (2017) analyzed 44 studies to assess the impact of education for sustainable development (ESD) and global citizenship, focusing on learning outcomes, educational content, and intervention results, with 26 studies emphasizing ESD themes. Lozano (2017) proposed a framework linking 12 competences and pedagogical approaches to enhance holistic sustainability education in higher education. Panda & Misra (2016) developed a composite index to evaluate urban social sustainability in India, offering policymakers a quantitative tool to identify gaps and prioritize resources. Terlevic et al. (2015) examined barriers and drivers for integrating sustainable spatial development in higher education curricula, highlighting challenges and proposing solutions. UNDP (2015) identified financial gaps for achieving SDGs in India, recognizing progress in growth and poverty alleviation while addressing challenges like climate resilience. Alexander (2014) studied environmental education's impact on students in Puducherry and Cuddalore, finding improved knowledge, attitudes, and behaviors after targeted interventions. These studies explore various aspects of education for sustainable development (ESD). Christoph (2013) emphasized ESD's role in promoting peace, cultural diversity, and sustainability, while Zenelaz (2013) highlighted the importance of integrating sustainable development into curricula to encourage global lifestyle changes. UNESCO (2013) and Koplina (2012) stressed ESD's transformative potential and ethical approaches to addressing environmental challenges. Shaoming & Shuzhang (2013) identified strategies for improving ESD in higher education through interdisciplinary projects and policy support. Other studies, such as Baniyasadi et al. (2013) and Iyengar & Bajaj (2011), examined gaps in environmental awareness and curriculum design. Katherine (2010) and Gerhard (2010) explored ESD's evolution and its capacity to address global issues. Collectively, these works advocate for ESD as a critical tool for fostering critical thinking, sustainability competencies, and social progress. Various studies emphasize the importance of Education for Sustainable Development (ESD) in fostering sustainability globally. Fier and John (2007) focused on youth environmental attitudes in Asia-Pacific, advocating curriculum reform. McKeown (2007) highlighted ESD's potential to improve education, workforce, and social capacities. Boehn and Petersen (2007) traced ESD's history, emphasizing multicultural and justice-oriented approaches. Gadotti (2007) linked ESD to global citizenship and sustainable lifestyles, while UNESCO (2005) emphasized balancing social well-being with environmental preservation. Reid et al. (2002) and Hesselink et al. (1996) discussed ESD's holistic, interactive, and democratic nature in addressing global challenges. These works

underline ESD's transformative role in education and sustainability.

Research Gap:

Sustainable Development meets the needs of the present without compromising the ability of future generations to meet their own needs. If the students know about the sustainable development they will be aware of the crisis of the environment and they will be aware about the degradation of present social and natural environment. If pupil have proper knowledge of Tagorean thoughts about Sustainable Development and how to transact his idea to the world through several practices then pupil will be able to acts and reacts properly with the environment, society and culture. By observing above mentioned studies it is found that several studies are conducted on sustainable, education for sustainable development but a very few studies has done about Tagore's perspective on sustainable development with special reference to Muktheadhara (Drama written by Rabindranath Tagore) and Patha Bhavana (School was set up by Rabindranath Tagore). However, the researcher did not find any research in this area directly relevant to them. So the researcher conducted this study on this knowledge gap.

Methodology

Design of the Study: In the present study, researcher has applied qualitative approach under historical research method as this designed is suitable for collecting data, summarizing presenting and interpreting data.

Location of the Study

Researcher tries to investigate "Tagorean Thoughts and Practices for Sustainable Development". The researcher collected the data from Patha Bhavan of Visva-Bharati, Santiniketan Campus in the session 2021-22. The samples of this study are affiliated to Visva Bharati University. The 'Muktheadhara' drama was written by Rabindranath Tagore is another part of this study.

Method of the Study

The present study followed qualitative approach under historical research method. The researcher qualitatively analysed the Muktheadhara drama and different assigned activities of Patha Bhavana of Visva Bharati University to investigate the "Tagorean Thoughts and Practices for Sustainable Development".

Population

In the present study the target population are the principal, faculty members and students of Patha Vabana of Visva-Bharati and the drama of Rabindranath Tagore 'Muktheadhara'.

Sample

The representative proportion of the population is known as a sample and it is "any part of the population of individuals on whom information is obtained" (Best & Kahn, 1996). The samples of this study are the Principals, Faculty Members and students of Patha Bhavan. The sample sizes are 20. The purposive sampling technique was used to collect the data. The book 'Muktheadhara' is also use as a sample for the present study.

Tools Used in the Study

The researcher used the following tools -

- 1.The drama 'Muktheadhara'
- 2.Interview Schedule for the Teachers

3.Interview Schedule for the Teachers

Determine the Measuring Variable

Interview schedule for students has been considered as an important part of this study for determining the thoughts and practices of sustainable development in Patha Bhavana of Visva Bharati University. It is fact that students are the central part of an educational institution. To find out the real practices and thoughts regarding sustainable development, students self-concept and their self-thinking about sustainable development are most necessary. For this reason, it is very important to extract the view of students in order to sustainable development. So, the researcher has chosen the variable interview schedule for students in this study.

Draft the Items Based on Different Dimensions

The researcher has reviewed the related literatures to develop the interview schedule for students to measure the thought and practices regarding sustainable development at Patha Bhavana of Visva Bharati University. Primarily, the researcher has determined five dimensions based on different aspects. In total, 30 items have been included in all dimensions. The detail of dimension and number of items in corresponding dimension is given in the following table.

Dimensions and Number of Statements of Interview Schedule for the Students

	Name of Dimension	Number of item
1	Campus Environment	6
2	Environmental Pollution	6
3	Sanitation	6
4	Environmental Education	6
5	Environmental Awareness Programme	6
Total		30

Design the Questionnaire

The Interview schedule for students has been developed on the basis of Campus Environment, Environmental Pollution, Sanitation, Environmental Education and Environmental Awareness Programme dimensions. All questions are open ended and students will give their answers freely.

Pilot Test of the Questionnaire

The researcher has primarily developed the Interview schedule for students with total 30 items based on 5 dimensions. This interview schedule for students has been developed as draft. After that, researcher has sent this draft interview schedule for students to 10 experts for their opinion about rejection and acceptance of item as well as feedback of expert. After a while, the researcher received the feedback from the experts about the interview schedule.

Develop a Strategy for Data Collection and Analysis

The researcher has reviewed the experts’ opinion and carefully analyzed their feedback. As per the recommendation of experts, 20 statements have been finalized for this interview schedule and remaining 10 items have been identified for rejection. So, lastly, there are a total 20 items which took place in 4 dimensions. The detail of dimensions and corresponding statements are in following table.

Table.4.4. Finalization of Interview Schedule for the Dropout Students

Sl. No.	Name of Dimension	Number of Item
1	Campus Environment	4
2	Environmental Pollution	4
3	Sanitation	4
4	Environmental Education	4
5	Environmental Awareness Programmes	4
Total		20

Reliability and Validity of the Test

Reliability means to the thoroughness by which two or more efforts to evaluate the same variables yield the same result. Each statement or item used to develop a scale constitutes an effort to measure a given variables. Here, the issue of reliability is overlapped by issue of construct validity. Previous evidence of construct validity indicates that the variable consists of reliable measurement. Reliable scale items should be highly correlated with each other. Thus, sets of items should be very closely correlated to other items sets. The split half coefficients can measure the correlation between the items

comprising each scale once they are divided into sets. The Cronbach's alpha (another term the Kuder-Richardson coefficient) estimates the average value of all possible split half Reliability coefficients. The Cronbach's alpha value 0.76 is obtained from the Interview schedule for students. The Interview schedule with dimension for students in English and Bengali versions are included on Appendix-A and Appendix-B respectively.

Interview Schedule for the Teachers

The researcher made interview schedule for teachers is a powerful tool to find out the thought and practices for sustainable development. This Interview schedule tries to extract the self-thinking of students in different aspects. The following steps have been taken to develop this interview schedule (Anderson, 1998).

Secondary Sources

A secondary source is the one derived or created from a primary source (that first reported the event being studied). It reports events based on use of primary and other secondary sources as bases of data collection. It contains information reported by a person who did not directly observe the event, object, or condition. Examples of secondary sources are given below:

- Textbooks
- Encyclopaedias
- Monographs
- Articles in magazines.

Procedure of data analysis

The present study is basically qualitative in nature under historical research method. Analysis of data will be based on reading the literature of Tagore specially his drama "Muktadhara". To collect the data, the researcher prepared the interview schedule for the students and teachers for the scientifically and systematically collection of the data from the Patha Bhavana of Visva-Bharati University on the distribution of the sample. The researcher visited the Patha Bhavana of Visva-Bharati University and fixed the meeting with the Principal of Patha Bhavana of Visva-Bharati University. The researcher tried to explain the concept of the study, educational implications and the relevancy of the study with the present context to the Patha Bhavana of Visva-Bharati University. After a successful meeting and taking the permission, researcher fixed the date to collect the data from the concerned samples. As per the prefixed schedule, researcher reached in time at the Patha Bhavana of Visva-Bharati University and interviewed of the concerned samples. The researcher also reviewed and collect information from secondary materials like the documents, publication, documentaries etc. All collected tools were kept very carefully for analysis.

4. DATA ANALYSIS AND INTERPRETATION

Objective wise Analysis

Objective 1: To explore the Tagore's view for sustainable development in his drama "Muktadhara".

Muktadhara" (The Waterfall), written in 1922, is widely acclaimed as one of Tagore's finest dramatic work. The symbolic play has been interpreted as Tagore's nationalist critique of colonial exploitation. Many believe the play also indicates the bard's

admiration for Gandhi and his rejection of the machine in favour of humanism. The character of Dhananjay Boiragi has been seen as a reference to non-violent spirit. Many, however, suggest that the play is far more complex, and deals with Tagore's interactions with science and the concept of nation.

Chitrakoot, ruled by the despotic King Ranajit, is dependent for its financial might on Shibtarai. Ranajit attempts to control it by denying the Shibtarai people water. He builds a dam across the waterfall Muktheadhara. The play chronicles the hostilities between the denizens of the two states and the non-violent resistance to Ranajit by the enigmatic singer-sage, Dhananjay Boiraagi. Lurking in the background is the mammoth machine built by the royal engineer Bibhuti. The heir to the throne, Abhijit, nurtures a deep attachment with the free flowing Muktheadhara. His love for the waterfall and his refusal to allow the King to exploit the people of Shibtarai prompts him to demolish the dam. The force of the waterfall is let loose and, in the process, Abhijit too is swept away. By analyzing the drama Muktheadhara we can interpret the tagore view on sustainable development with respect to the Sustainable Development Goal. This drama can meet the following sustainable development goal –

- End Poverty in all its form everywhere
- Ensure Access to water and Sanitation for all
- Ensure access to affordable, reliable, sustainable and modern energy
- Promote inclusive and sustainable economic growth, employment and decent work for all
- Reduce inequality within and among countries
- Make cities inclusive, safe, resilient and sustainable
- Take urgent action to combat climate change and its impacts
- Conserve and sustainably use the oceans, seas and marine resources
- Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
- End poverty in all its forms everywhere

The title, Muktheadhara is a perfect symbol of individual freedom. God has created every man in his own image. The king should always be humble before the almighty. The picture of social inequality, exploitation of the poor's manpower and unhealthy consequences of economic crisis has made Muktheadhara a bundle of social injustice. Rabindranath Tagore has clearly presented the social injustice of violating the human rights. His play Muktheadhara consists of such social injustices. It takes its name from mountain stream named Mukta-dhara which means a free rivulet. The drama is full of social injustices that vex the modern world-the misuse of science by men, the pursuit of pleasure and the worship of the machine race and the system of education.

Objective 2: To find out the different practices perform by the students and teachers related to sustainability in Patha Bhavana, Visva Bharati.

The major characteristics of Sustainable Development are identified through the departments of Patha Bhavana, Visva Bharati. The department has some strategies which are somehow similar to the characteristics of sustainable development and the departments have great roles and contributions for fulfilling the characteristics of

Sustainable Development. Rabindranath Tagore dreamt of a dream land in Santiniketan, a creative space where knowledge could be viewed in a different frame. The frames of poetry, language, art and music have been a key to Tagore's idea. The ideology of society and mankind existed and reflected in his ideas.

- The goal of rural reconstruction as envisioned by Tagore in different phases at Sriniketan is the major strength of the University. This is in sync with the ideology of sustainable development model focusing on inclusive social growth and development which is advocated today.
- Sriniketan was the focal point of implementation of ideas of social change and welfare which is also the vision that University wishes to imbibe in the near days to come.
- The key focus of the University lies in Tagore's belief that without development of rural India, India as a nation could not prosper. The advent of rural development began with Tagore engaging in the task of rural reconstruction; recuperating the situation of the peasants and rural artisans; developing agriculture and cottage industries and; applying the co-operative principle to the task of general welfare, merging different villages as regional units that would include schools, workshops, granaries, co-operative stores and banks as also common meeting places for enjoyment and settling of disputes.
- Assistance were provided to them on issues of welfare, enlightened them with healthcare and sanitation issues, teaching them better methods of farming learn and practice arts and crafts.

Different Practices for Sustainable Development

- **Belief in Scientific Methods for Agriculture** – Scientific methods of farming was introduced. Improved seeds were imported. Mechanization of farming and Crop rotation was initiated.
- **Development of Handicrafts** – Vocational training to village apprentices and providing crafts training to the students of the academic departments of Santiniketan and Sriniketan. New designs in leather goods were created and various crafts such as lacquer and batik work, book binding and fabric painting were introduced. Part-time employments for rural women were generated.
- **Village Welfare** – This includes [a] Sanitation and health [b] Economic improvement, promotion of education and [c] Social and moral progress. The Health Societies were organized by the local communities and lectures were provided on food, village sanitation and preventable diseases. Initiatives were taken through village societies for settling disputes by arbitration, and to bring about mutual trust which has practically died out in the villages, but which was at one time the backbone of village life.
- **Education** – Educational initiatives were implemented at all levels. The curriculum was of the holistic type and included basic literacy, gardening, cooking, math, crafts, recreational activities etc. The major strength of the institute lies in open education system which would be environment friendly, devoid of all sorts of stringent rules and regulations. Simplicity, joyful and creative self-expression in

terms of music, painting and dramatic performance etc were the ideals for imparting knowledge to the students.

- **Sustainable Development through Co-operatives** – Development of village welfare was also initiated by building cooperatives. The Visva Bharati Central Co-operative Bank was started in 1927 with the aim of combating rural indebtedness. Economic research and rural surveys were also carried out by the welfare section. Tagore's concept of sustainable development of India is rooted deep in rural regeneration, since the majority of the population of India resides in villages. It has two major aspects-[a] Cooperatives and [b] Panchayats. The University intends to revive of the spirit of the rural masses so that they could be self-sufficient and free from dependence on outside assistance for their economic and social well being.
- **Barrier Friendly Environment** – The University proposes to establish barrier free academic environment across the University including infrastructure, mobility and access for differently abled students, staff, elderly and other stakeholders. It intends to also provide through extension activities – various information and services for differently abled in the nearby communities.

Human Resource Development and Social Responsibility

- **Encouraging Women and Tribal Development:** Encouraging of development of women and tribals across all stakeholders in the University as well as in the nearby community.
- **Rural Integration:** Provide amenities and facilities for marginalized section of the society keeping in view their specific requirements. Organizing training and capacity building programme for rural and tribal youth, women and others, strengthening the rural co-operative system and awareness generation programmes in rural and tribal youth, women and others.
- **Social Responsibility:** The University intends to adopt more villages and strengthen the SHGs of the adopted villages, promoting rural crafts and folk art, vocational studies, generate social awareness, educate the children of nearby rural areas, promote adult education, recognize the local talents, educate the farmers with new innovation in the field of agriculture and restore and conserve the tradition and culture of the indigenous population of the region.
- **Rural Sustainability:** The University intends in reviving the indigenous traditional art forms and artist, promoting the traditional and indigenous art, crafts, folk through the various festivals of Visva Bharati like Poushmela Maghaotsav etc. and promoting ecofriendly approach to the society through various festivals of Visva Bharati. Apart from this developing rain water harvesting practice in and around the university, solar power and promoting traditional games and sports.
- **Agricultural Sustainability:** Encouraging dairy, poultry, pisciculture and bee-keeping as salient activities associated with the experiment in view of augmenting the rural resources and over all development of the villagers. This would also encourage sustainable earning for the University.
- **Eco-friendly sustainable measures:** The University proposes to harp on eco-friendly model. The University intends to promote solar water heating, lighting

system in hostel, staff quarters, use maximum of renewal energy, well-developed drainage system, rainwater harvesting system as well as more water bodies inside the university campus, environment friendly waste management system.

- **Green Campus:** Having an eco-friendly and sustainable environment in the era of global warming and carbon footprints is a real challenge. The University strives towards providing an eco-friendly campus by planting more trees in and around the campus, developing a plastic free campus environment. The University through its institute of agriculture encourages organic and herbal gardening, creating water bodies and aquatic life. The University tries to encourage lesser noise and air pollution by encouraging usage of cycles across both the campuses. Yoga and Meditation centre has been established for better holistic health development. There is increase in use of solar lights to avoid electric consumption and an efficient waste management programme is organized.

Major Characteristics of Sustainable Development

The major characteristics of sustainable development are depicted in the following table-

Sl. No.	Characteristics	Components
1.	Environmental sustainability	● Pollution free and clean campus ● Regularity of tree plantation programme and its maintenances ● Awareness programme, camps about environmental pollution and Degradation ● Use of renewable resource instead of non-renewable resource ● Sustainable management of water resource and waste material ● Plant protection ● Maintain soil fertility and control soil erosion
	Economic sustainability	● Eradicating poverty and end hunger ● Development of rural economy in sustainable way ● Sustainable agriculture ● Sustainable development in agriculture and its allied sector ● Developed skilled labour ● Achieve food security and Nutrition ● Capacity building and training programme for economic development of rural economy
	Social sustainability	● Provide equitable and quality education ● Promote social welfare and social justice ● Organising various programme for social awareness ● Promote peace, value, human rights, global citizenship etc. ● Ensure women empowerment and gender equality
	Cultural sustainability	● Cultural preservation ● Promotion of communal Harmony ● Promotion of aesthetic and creative sense ● Promotion of peaceful living ● Dignity to others and others occupation

Findings of the Study

Objective- 1

Mukta dhara drama based on humanity against machine power. Tagore always believes in naturalism, his philosophy was based on nature and protection of environment. In this drama he focused how machine can hamper our environment, how it spread the inequality of energy sources, how machine hamper the plantation. In this drama far sighted Tagore desire to aware the people about the dangerous power of machine and promote humanity is the only way that can defeat the machine and can protect the environment. And this awareness is now a days named as Sustainable development and practices. This drama fulfills the various goals of Sustainable development i.e.- end poverty in all its form everywhere, Ensure Access to water and Sanitation for all, Ensure access to affordable, reliable, sustainable and modern energy, Promote inclusive and sustainable economic growth, employment and decent work for all ,Reduce inequality within and among countries, Make cities inclusive, safe, resilient and sustainable. Take urgent action to combat climate change and its impacts, conserve and sustainably use the oceans, seas and marine resources, sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss, end poverty in all its forms everywhere.

Objective-2

From the second objective it is found that for identifying major characteristics of education for sustainable development the Patha Bhavan has some role for achieving the goals of ESD. Mainly, in socio-cultural dimension of sustainable development.

- **Environment:** They have good attitudes towards environmental issues and their lifestyles are sustainable. They perform plantation programme regularly and use eco friendly materials for teaching purpose, use open air class room which save electricity and environment, protect natural resources, they are aware about the dangerous effect of plastic and non biodegradable products. And use dustbin properly.
- **House hold product:** They are aware to check the 5 stars while purchasing T.V, Fridge and A.C, check the expiry date of food and product while purchasing them, they judiciously use the paper and reuse them for writing or making some handicraft product and their also reuse house hold product in handicraft and house hold waste as fertilizer during plantation, they use cloth or reusable, biodegradable bags for shopping as well as schooling and daily use purposes.
- **Sustainable development and sustainable lifestyle:** They are aware about the urgent need of making environmental education, how to protect environment solely, they have positive attitude to protect natural resources, they don't think sustainable life style is lower socio-economic and waste of time.
- **Culture and festivals:** They had observe lots of festivals according to season for example basantautsav, anondo mela etc which promotes their handicrafts by using naturally available materials example – flower, natural color ,handmade jewelry, katha stich dress, batik, tie and die cloths, pot drawing, wood work, weaving which carytradition, culture, heritage, economic and eco friendly life style as well as buniadi, life centric practical experience and skills which help them to service in society.

Conclusion

Sustainable development is the need to integrate social, environmental, and economic concerns so as to arrive at development paths which meet the needs of present generations, without compromising the ability of future generations to meet their own needs. Education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources. It emphasizes aspects of learning that enhance the transition towards sustainability including future education; citizenship education; education for a culture of peace; gender equality and respect for human rights; health education; population education; education for protecting and managing natural resources; and education for sustainable consumption. Education for sustainable development must explore the economic, political and social implications of sustainability by encouraging learners to reflect critically on their own areas of the world, to identify non-viable elements in their own lives and to explore the tensions among conflicting aims. Education for Sustainable Development is one of the contemporary issues of the World. Due the rapid growth of population, urbanization, modernization, globalization, technological innovations and scientific development our World has faced some great challenges.

So, in present day's situation, the scientists, thinkers, environmentalist, educationist, economists, philosophers, social workers and well-wishers are very concerned about the problems of our World's society. Rabindranath Tagore, as a pioneer philosopher, educationist and multi-fascinated personality has great contributions in every field of life. His educational thoughts, ideologies, literatures, songs, poetries have important role in field of sustainable lifestyle. As a great philosopher and educationist, Rabindranath Tagore realized the problems of real life and tried to solve the problems with the help of education. About 100 years ago Rabindranath Tagore was very conscious about education for sustainable development, which has been reflected in his literatures, writings, thoughts, ideologies, foundations etc. Visva Bharati is a unique institution which has playing significant roles to achieve the goals of education for sustainable development in the light of Tagore's thoughts and ideologies.

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