

Knowledge, Perception, And Awareness About Sustainable Development Goals (Sdgs) Among Students Of Indian Public University

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Abstract

This study is conducted based on the factors and objectives of sustainable development goals. This study also provided the influences of sustainable development goals among the students. In this study, the role of the schools and universities is to teach the students about the importance of sustainable development goals. A secondary qualitative analysis is used to execute the study. The analysis is conducted based on the findings while executing the study. The Cognitive Learning, The role of students in achieving sustainable development goals, has been examined in this paper. The findings suggest that higher education aids students in achieving the aims of sustainable development.

Keywords: sustainability, developmental goals, higher education, online learning, cognitive skill

INTRODUCTION

Introduction

Sustainable development goals among the students of Indian public universities have some major influencers. Having knowledge, perception, and awareness are the major factors of Sustainable development goals. In this chapter, the research questions are jotted down with the research objectives. These research objectives are discussed here to highlight the importance of the study based on the information. The research questions are formulated to conduct this study in

an approachable way. The background of the sustainable development goals among the students of Indian Public Universities is illustrated in this article.

Research Objectives

The important objectives of conducting this research are mentioned below:

- To investigate the effects of factors such as knowledge, perception, and awareness on long-term development objectives.

- The purpose of this study is to look into the impact of sustainable development goals on students at Indian Public Universities.
- To identify the problems that students at Indian Public Universities face in achieving sustainable development goals.

Research Questions

The important questions based on this research that need to focus on are mentioned below:

RQ1: How do aspects like knowledge, perception, and awareness affect the achievement of sustainable development goals?

RQ2: What impact do sustainable development goals have on students at Indian Public Universities?

RQ3: What are the biggest obstacles to achieving sustainable development goals among Indian Public University students?

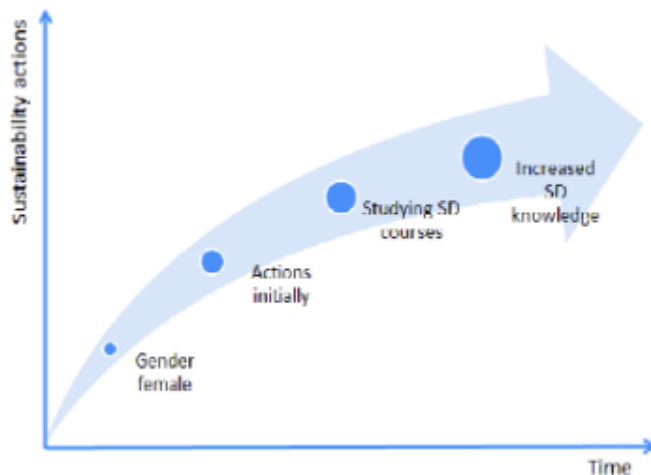


Figure 1: Increase in student's interest in sustainability

(Source: Mohanty & Dash, 2018)

These seventeen universal applicable objectives were chosen by the UN through a vote in 2015. As shown in figure 1, the interest among students has increased. The Millennium development goals that were created to improve the indignity of poverty in 2000 were replaced by these sustainable development goals. Sustainable development goals are the commitment to tackle the political, economic, and environmental challenges faced by humans (Mohanty & Dash,

Background

In contemporary days, sustainable development goals are significant to implement among the students of Indian Public Universities. In Rio de Janeiro, Brazil, in 2012, the Sustainable Development Goals (SDGs) were established. This development occurred at the United Nations Conference on Sustainable Development, which was only focused on long-term goals. In order to create a set of global goals which are related to political, economical and environmental challenges that are faced by humans, this sustainable development goal was developed (Saz-Gil et al. 2020). Furthermore, the global goals of sustainable development goals were promoted by adding seventeen objectives that are applicable universally.

2018). In other words, sustainable development goals are the last moment call to complete the unfinished work to move the whole world on a sustainable path.

LITERATURE REVIEW

Introduction

The factors of sustainable development goals have been examined in-depth in this chapter. Each aspect interacts with the others in order to achieve the aims of sustainable development. This chapter includes a detailed description of the influence of sustainable development goals on

students at Indian public universities. This chapter discusses the evolution of the theory of sustainable development goals.

Factors of Sustainable Goals and its' objectives

Sustainable development goals refer to the seventeen global goals that are related to each other and designed to achieve a better, sustainable and more promising future. There are three important factors that have an influence on sustainable development goals. These three factors are **economic sustainability**, **social sustainability**, and **environmental sustainability**.

sustainability (Fonseca et al. 2020). The first pillar of sustainable development goals aims to reduce extreme poverty by providing basic pay to employees. The second pillar, **environmental sustainability**, focuses on maintaining the balance in nature by reducing the human activities that have a negative effect on the environment. The last pillar comes with the objective that guarantees basic resources and services for all humans. As per the ideas of Katila et al. (2019), the **2030 agenda for sustainable goals** sets seventeen goals for the next fifteen years from 2015 to achieve a sustainable future.

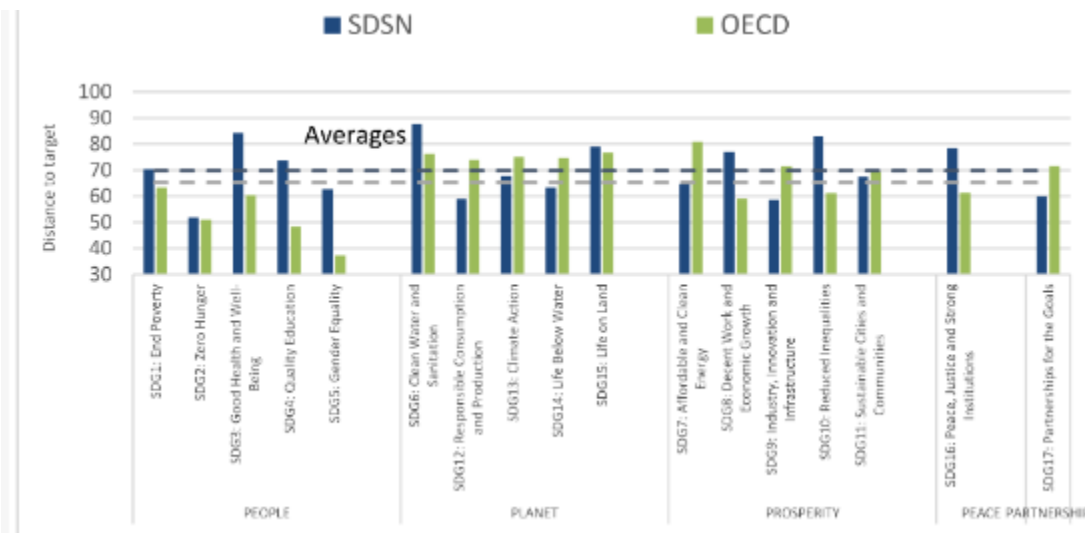


Figure 2: Comparison of average scores
(Source: Hickel, 2019)

Figure 2 shows the comparison of average scores obtained in SNSD and the Organization for Economic Cooperation and Developments (OECD).

The first goal is to **end poverty** all over the world. The first goal of sustainable development goals is to reduce poverty and bring it to only seven percent by 2030. The second goal is to make a world with **zero hunger**. This goal promotes the achievement of food security, sustainable agriculture and improvement in nutrition which leads to ending hunger. As per the findings of Bose & Khan (2022), 2.7 billion people are without food or unable to eat balanced food all over the world. The third goal of sustainable development goals is good health and well being,

which promotes a healthy life and well being for all aged people.

The fourth goal is to ensure quality education inclusively and equitably, which promotes lifelong learning opportunities for all humans. The fifth goal is to create a gender equality environment in every aspect of life and ensure the facility of all women and girls. The sixth aim is to ensure that everyone has access to clean water and sanitation, which is essential for living a healthy life (Katila et al. 2019). The utilization of inexpensive, reliable, modern, sustainable, and clean energy is the seventh aim of the Sustainable Development Goals. This is critical in order to reduce fossil fuel use and protect the environment.

The eighth goal is to encourage good work and full employment in order to achieve long-term economic growth. Building a sustainable industry, innovation, and infrastructure is the ninth objective of sustainable development goals. Reduction in inequality among the communities and nations is the tenth goal. Making sustainable cities and communities that take the responsibility to keep the people safe

is the eleventh goal (Hickel, 2019). The twelfth goal is to ensure responsible consumption and production. Taking action against climate change that affects humans and wild lives is the fourteenth goal. The fifteenth goal is to protect life below water. The sixteenth goal is to maintain peace and justice that builds strong institutions and a sustainable future. The last goal is to globalize the partnership.

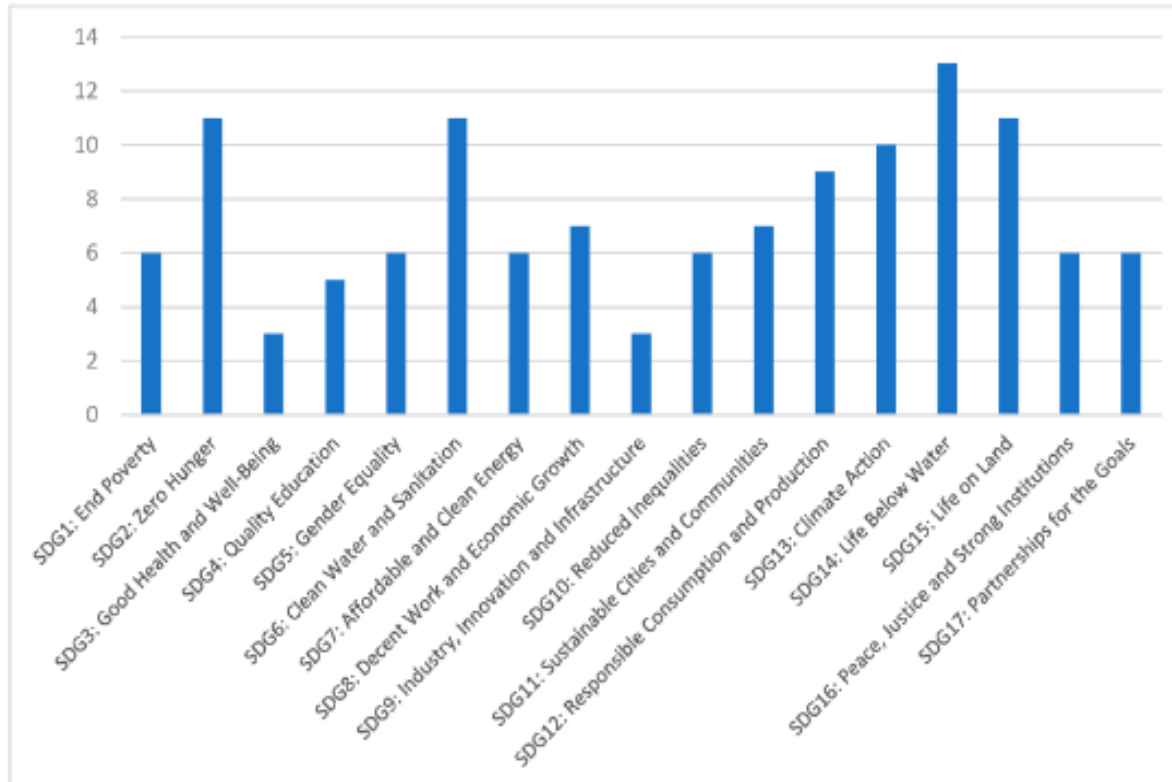


Figure 3: Factors of sustainable development growth

(Source: Statista, 2022)

Figure 3 describes the achievements of sustainable development goals where zero hunger, clean water and life below water achieve the most than others as per the calculations towards sustainability.

Sustainable Development Goals among Students

The sustainable development goals for students are the initiative of SDSN youth which aims to

teach the students about the goals to achieve the ultimate objectives of global goals within 2030. Most of the public in different countries do not have the knowledge about the main agenda of sustainable development goals and their importance in every aspect of our lives (Bebbington & Unerman, 2020). Henceforth, the universities play an important role in teaching the students about the importance of the objectives of sustainable development goals. The universities are able to give the students the knowledge about sustainable development goals, which creates awareness and a strong perception within them.

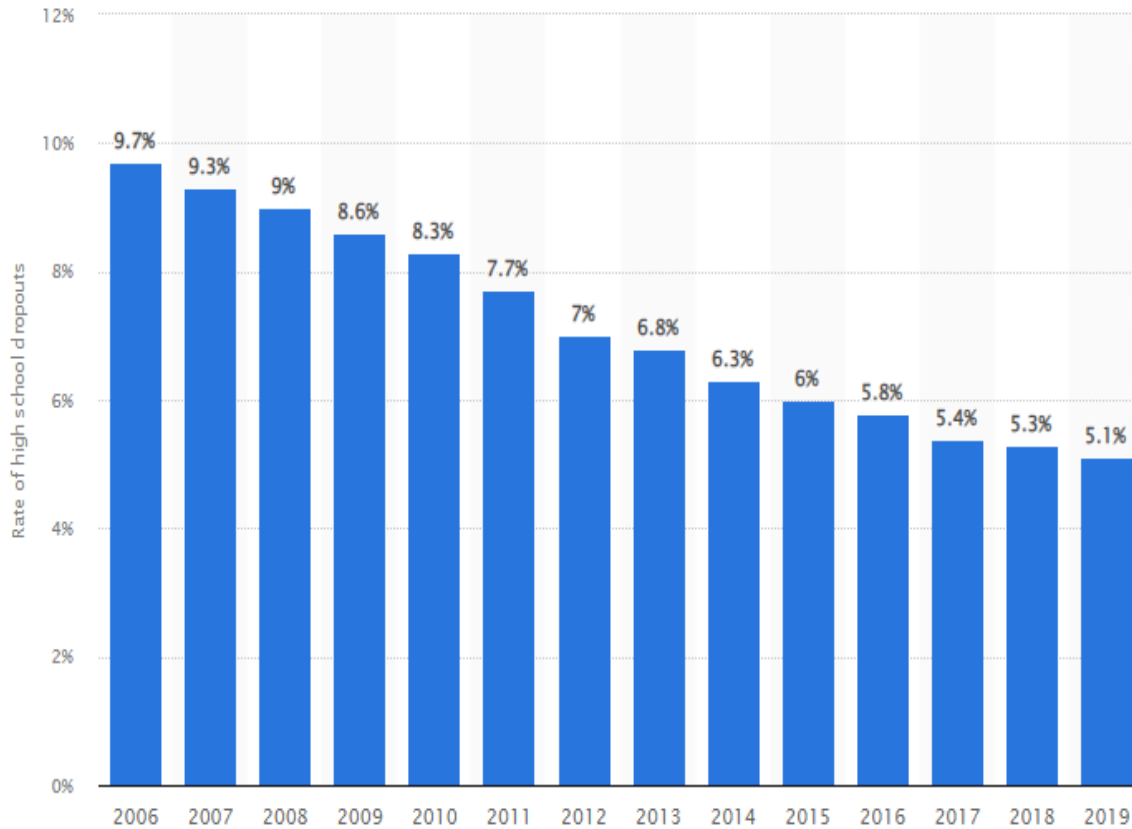


Figure 4: Growth of sustainable development goals
 (Source: Statista, 2022)

Figure 4 illustrates the rate of decrease in dropout students from the year 2006 to year 2019. It shows the importance of being sustainable in

developing the students to enhance the quality of education among students. Therefore, knowledge, strong perception and awareness are the important components for a student to know the aims of sustainable development goals to create a sustainable future for all people. Hence, higher education is required for every student as higher education helps to understand SDGs.

Theory

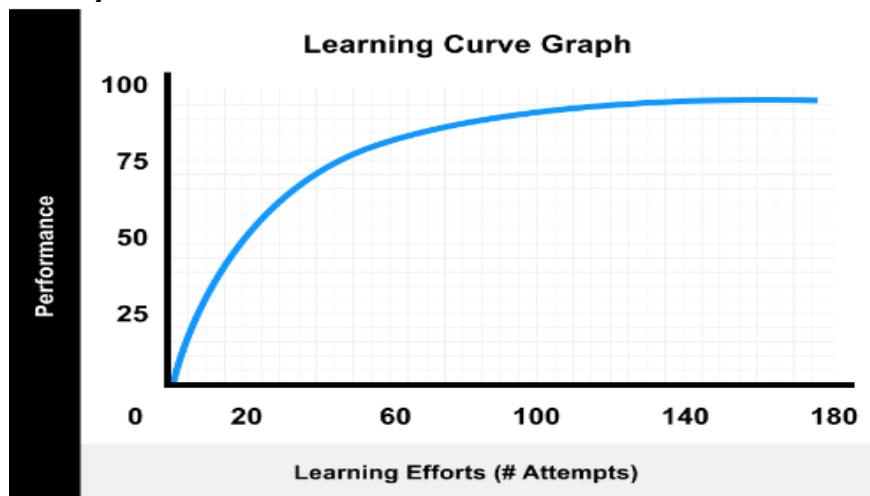


Figure 5: Learning curve graph

(Source: Pujara et al. 2019)

The **Cognitive Learning Theory** is used to describe the mental processes and the influences of external and internal factors to produce learning for an individual, as depicted in figure 5. According to the views of Pujara et al. (2019), knowledge is continuously structured by the learners based on their previous cognitive structures. The cognitive approach to learn based on the internal mental process that is able to study scientifically. This theory focuses on thought, and in order to understand that, each needs to understand the behaviour first. In other words, this theory takes the approach of understanding the learner's thoughts and focusing on their mental process.

METHODOLOGY

In this research, a secondary qualitative analysis is conducted to execute this study with an appropriate approach. Qualitative analysis is used to analyze the values of a data set which is non-quantified by using subjective judgment. Secondary data refers to data sets that are already gathered previously by other researchers. As per

the views of Zamora-Polo et al. (2019), secondary data are easily accessible and cheaper than primary data. Therefore, the secondary qualitative analysis uses the existing data to find the answer to the analysis. In this study, all data are collected from articles and journals, the pieces of information are well presented, and the previous materials are taken into consideration to present the significance of this study. The main advantage of using the secondary qualitative data analysis is that it is cost-effective and it provides a review of the peer-reviewed resources.

The secondary data is already in a clean and sorted format. Therefore, it is easy to use for the researchers to conduct the analysis. The secondary qualitative analysis also comes with some disadvantages. The major disadvantage is that it often fails to answer the research's specific questions in the middle way of the research (Mohanty & Dash, 2018). In that situation, the researcher needs to use another way which is time-consuming. The secondary qualitative data often fails to provide the specific information that the researcher wants as it is already sorted and filtered. Having the disadvantages, secondary data analysis is a more convenient way to use as it conducts on a large scale.

RESULT**Quality review**

AUTHORS	STUDY DESIGN	NUMBER OF RESOURCES	MEASURED OUTCOMES	RESULT	QUALITY REVIEW
Chen et al. 2021	Qualitative analysis	15	Impact of sustainable development goals on students	“Good health and well-being (SDG 3) (49.72 percent), quality education (SDG 4) (41.39 percent), and no poverty (SDG 1) (32.22 percent) were the three most important SDGs for college students, while decent work and economic growth (SDG 8) (41.11 percent), partnerships for the goals (SDG 17) (38.06 percent), and response consumption and institutions (SDG 12) (30.83 percent) were the three least important SDGs.”	High
Ashari et al. 2021	A quantitative technique, qualitative and descriptive cross-sectional study	12	Impact of a positive implication toward the improvement of the course curriculum and the teaching pedagogy.	“Attending the entrepreneurship course does not increase the strength of the relationship between the exogenous and endogenous construct compared to those who do not attend the course.”	Moderate
García-Feijoo et al. 2020	Qualitative analysis	10	The role that schools have to play in achieving SDGs and the ways in which they can be incorporated into their activity	“More in-depth actions such as creating student associations, incorporating new teaching methodologies, or increasing students' participation in extracurricular activities; to more specific interventions such as creating student associations, questioning current paradigms, fostering cooperation and interdisciplinary with stakeholders, and working on coherence; to more specific interventions such as creating student associations, incorporating new teaching methodologies, or working on coherence.”	High
Dlouhá & Pospíšilová 2018	participatory processes and qualitative analysis	13	Influences of sustainable development goals	“Highlighted the disparities in the actors' emphasis and individual interests, and demonstrated a balance in these interests between different sets of actors, demonstrating that the jointly drafted Vision was largely accepted in general.”	Moderate

Table 1: Quality review

(Source: By learner)

Thematic coding

Author	Code	Themes
Chen et al. 2021	sustainable development goals, college students, psychological inventory, entrepreneurship education, entrepreneurial intention	Influences of sustainable development goals on the college students
García-Feijoo et al. 2020	education for sustainable development, higher education, Sustainable Development Goals	The role that schools have to play in achieving SDGs

Table 2: Thematic coding

(Source: By learner)

Theme 1: Influences of sustainable development goals on the college students

In order to achieve all the objectives of sustainable development goals, the students have a great impact as the students are the future of the upcoming days. As per the views of Chen et al. (2021), the sustainable development goals also have an impact on the students as it gives students the knowledge and perception about the current world and leads them on an appropriate path.

Theme 2: Schools have to play an important role in achieving Sustainable Development Goals

In order to achieve the objectives, the sustainable development goals need knowledgeable students. As per the statement of Dlouhá & Pospíšilová (2018), the knowledge about the objectives of sustainable development goals is given to the students in universities and any this kind of institution. Therefore, the role of schools and universities plays a huge role in achieving sustainable development goals (García-Feijoo et al. 2020).

Discussion

Hence, it can be well understood that the students play a direct and valuable role in achieving sustainable development goals. It is also clear that the schools and universities play an important role in achieving the goals indirectly. As per the views of Fuso Nerini et al. (2019), a highly knowledgeable student is able to understand sustainable development goals in a better way and execute these objectives that help all people to get a sustainable future.

CONCLUSION

Thus it can be concluded that, for a better and sustainable future, the objectives of sustainable development are needed to focus on. In order to achieve sustainable development goals, the students are important in contemporary days, and to make the students know the schools and universities play a huge role. With the help of the findings of this study, it can be analyzed that each college students consider three sustainable development goals, which are no poverty, good

quality education and good health and well-being. According to the conclusions of this study, the students believe that decent labour and economic growth, partnerships for goals, and responsible consumption and institutions are the three least sustainable development goals. This research also looks at the link between pupils and long-term development growth.

Limitations

During this study, it is found that there are some limitations. The first limitation is that in this study, a secondary qualitative analysis has been conducted, which has some drawbacks. The other limitation is that the data is not enough to

approach the study in a significant manner. The mono-method also bound a limit on resources that are used for effective data interpretation. The other limitations are that the time that is provided to conduct this study is not enough.

FUTURE SCOPE

There are many areas to focus on for the researcher while conducting this study. The role of students in sustainable development goals has an opportunity to rise in future. Thus, in future, the students will be able to understand the objectives of sustainable development goals, and the role of schools and universities behind students will also rise.

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