

A Balanced Model of Sustainable Development*

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Abstract. Through this paper, we are going to propose 'SUSTAINED METHOD' for the solution of environmental issues and problems. This method has two pillars: First one is Economic Development and another one is Social Development (Tangible and Intangible Needs of Human Beings), essentially include the development of both the elements in an equivalent manner. Here the demanding theory is of "Maslow's Need Hierarchy" which contains a set of Tangible needs like food, shelter, clothing's etc. at the grass root level of hierarchy (closer to animals) and a set of Intangible needs like self-esteem, belongingness, love etc. at the top. In a society charged with more Economic Development, which has feature of 'economic growth' like accumulating wealth more than basic needs, adoption of illegal means is controlled by Social Values of an individual. Here the operating question is 'why does an individual withhold wealth after the fulfilment of his basic needs? Keeping in view, we need to draw the Total Development Process as a system, in which both the elements of 'Sustainability' will work in an integrated manner. Because the Economic Development (Economic Behavior) of peoples makes them habitual of capturing economic power, this is the point of misbalancing which need to be correct as it creates lots of serious problems with many faces like poverty, hinder redistribution of wealth, wastage of environmental property, non-realization of their social duties towards nature, lack of Social Development. So, we must need to establish a balancing approach between the two i.e., Tangible (Economic Development) and Intangible need (Social Development). This will result in 'Balanced Sustainable Development Model'.

Index Terms: Sustainable Development, Economic Development, Social Development, Hierarchy, Need, Integrated

I. INTRODUCTION

When we talked about S.D. a general question related to Ecological Ethics and on Eco-Values may be proposed because it has a deeper connection with the term Sustainable Development. Henrick Skolimowski [1] mentioned in his paper, "Dancing Shiva in the Ecological Age, (Paperback Education, New Delhi, 1995.) In this paper, the author has put light on the Internal Universal Relationship between nature and human species. The 3 features have been raised in the form of 'UNIVERSE as a Sanctuary, not as a machine, responsibility as revenue in action. Third is Frugality, conceived as grace without waste. (Chilana & Dewan, 1998)

The present research paper has been a strong connection with the aspiring element of Indian knowledge and Indian philosophy 'Patanjali Yoga', so it is also mandatory to check out the base of sustainable development in the deeper context of Indian efforts for the same in the name of Environment policy and related efforts, suggestion.

In environment policy-2004, first Environment policy of country has been suffering from the new dimensions of Environment Conservation. In true words, this structure of environment policy has also not been unaffected by the globalization. It has totally ignored the SOCIETAL UNDERSTANDING AND TRADITION. Here the main problem lies in the fact that the person attached with the

policy are not SUBJECT SPECIALIST but in spite of that are scientist because while making environment policy the govt. has ignored the person who has done enormous reforms for the conservation of environment. (Statement of respectable 'Rajendra Singh' is totally correct, "that this policy will be an example of turning environment and nature into a business.) (Pirta, 2019)

II. OBJECTIVES OF THE STUDY

1. How the Culture of any specific place has worth and fruitful solutions for the Understanding of 'Regional Environment Problems and Issues'?
2. How can we sustain this relationship between "Culture and Region" for the S.D.?

2.1 Need and Justification of the Study

Because we are living in the edge of scientific and technologically globally oriented world, we have bound our-self in a materially oriented life-style without the needed concept of VALUE SYSTEM, this thought process gave rise to a no. of problems in the form of harassment of Moral Values, Cultural Loss and Environmental ethics etc. like 'why does an individual withhold wealth after the fulfillment of his basic needs'? an aspiring question of my paper.

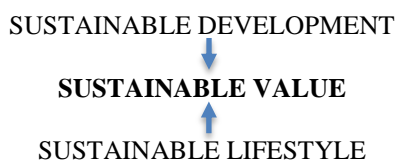
This demands a balancing approach between the two i.e., Tangible (Economic Development) and Intangible Need (Social Development). **VALUE is primary in the human development system as Life Force to Human Living, until and unless we realize the essence of the VALUES, Sustainable Human Development remains a dream.** Keeping in view, we need to draw the Total Development Process as a system, in which both the

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Dr. Suman Dalal, Satvinder Kaur Saini – "A Balanced Model of Sustainable Development", Pg no: 65 – 68. 2022
doi.org/10.36647/978-93-92106-02-6.13

elements of 'Sustainability' will work in an integrated manner. This theory of NEED represents the continuum of Physiological Needs at the Bottom and the Self Actualization and Self -development and Realization at the top. The main battle for preserving the earth and for maintains a meaningful future will be a moral one. S.D. should be Culture Specific; sensitive to the conditions of the culture in which it takes place.

Culture Specific-Each Culture needs a model of development which is suitable to its history and its characteristics. Only such a model, which is very sensitive to the cultural milieu, can succeed as truly SUSTAINABLE MODEL. Seen from a larger perspective, **S.D. implies sustainable lifestyles and sustainable values**, which we cherish and want to perpetuate. The three realms co-define and support each other; they are a **trinity** within the unity.

The below mentioned relationship representing the same Philosophical issue because Philosophy is the only base through which we can rediscover the missing platform of SOCIAL VALUE system which will be a working tool for the Balanced model of Sustainable Development in the long run. (Chilana & Dewan, 1998, pp. 69-75)



Here the connecting point between S.D. and S. LIFESTYLE is **SUSTAINABLE VALUES** which has power to change our ideology in respect of cultural ethics on Ecological ethics. The same can be represented with the types of ECO-SYSTEEM as suggested by UMA SINGH [2] in his book, "ENVIRONMENT EDUCATION".

- Incomplete eco-system. - One or two elements have not presented.
- Self- sufficient-self adjustment
- Degraded-due to change in energy flow, food chain, self- regulatory in future.
- Uncontrolled- due to human factor. (Balasati, 2008).

2.2 Review of Related Literature

2.2.1 In one of the research articles "SYSTEM ANALYSIS OF THE ECONOMY OF SUSTAINABLE DEVELOPMENT AS ENVIRONMENTALLY BALANCED AND SOCIALLY ORIENTED ONE" by VALENTYNA, NATALYA METELENGO, VITALINA NIKITENKO, IRYNA SILINA [2,3,4,5]. The concept of an environmentally balanced and socially-oriented economy attaches great importance to "benign" investment, the "in-depth choice of reforms" of the developing country towards the creation of an environmentally "clean society". The developed economic growth model, ecologically balanced and socially oriented, is a modern study of the necessity,

possibilities and benefits of a global transition to sustainable development, in order to emphasize the need to act immediately to become a path to the future, where everybody will live in prosperity and equilibrium. The idea of the "New Enlightenment Era" is about to establish a balance. For Eastern cultures, its strength is better known than the capitalist and colonial countries of the West. "New Enlightenment Era" is not only necessary but also possible, which will lead us beyond the limits of materialism, reductionism and selfishness. We must transform all major sectors of the economy in order not to go beyond the planetary boundaries. This will require a systematic approach and rethinking priorities in the long run. Our dominant values need to be expanded and called for the "New Enlightenment", the ideals of which are laid down in the model of economic growth of the economy - Humanities Studies.

2.2.2. In a research article headed with the theme 'Green Politics, western rhetoric swamps cold facts of global warming' by Anil Agarwal and Sunita Narain, the demanding element is that global environment management has to be built on principles of equity and sustainable together. In other words, we have to move from a free access resource called the atmosphere to a managed common property resource and upper limits have to be fixed for the amount of gas we can all emit. The principle of this management cannot just be sustainability of the atmosphere but also equity in the benefits provided by this resource.

2.2.3. VALUE BASED ENVIRONMENTAL EDUCATION- After independence in 1947, there were two alternative models of development. (Nasrin, 2008, pp. 169,173)

1. GANDHIAN MODEL

2. NEHRUVIAN MODEL

ACC. TO GANDHIAN MODEL, development is not simply GDP growth, urbanization and industrialization leading to improvement in material standard of living, but a means to establish moral values. For such a developmental, ECOLOGICAL consideration would help the process and not hampers it. Acc. To Mahatma Gandhi "economics was not merely a sense of wealth, rather it was also meant to serve a moral and spiritual purpose.

NEHRUVIAN MODEL- This model favors rapid economic growth in terms of GDP THROUGH RAPID INDUSTRIALIZATION TO KEEP PACE WITH THE REST OF THE WORLD. THE RESULT OF THIS MODEL WAS CREATION OF ENVIRONMENTAL PROBLEMS.

Value based environmental education is one of the important strategies for transforming our life styles and attitude. According to UNESCO, evaluating a VALUE is advanced educational objectives. Evaluating SKILLS AND VALUING does not always occur together. NPE 1986.1992 emphasized the importance of environmental education as follows: - there is paramount need to create a consciousness of the environment. It must permeate all

ages and all sections of the society; beginning with the child. Environment consciousness should inform teaching in schools and colleges. These aspects are **INTEGRATED** in the entire educational process.

2.2.4. The article carrying the title ‘The Real Riddle: How safe is my home?’ By Teri Karush Rogers depicted light on the main proposing element of sustainable progress at the local level (regional), that there is a growing urgency that global warming be understood at a local level, right down to the block. Most urban planning and environmental groups have just begun grappling with how to protect the city’s property from climate change.

III. MATERIALS AND METHODS

3.1. Now the present theme goes around the main suggestive view **‘ROLE OF SOCIAL ENVIRONMENT IN IMPLANTING ‘BEHAVIOR PATTERN’.**

Ecological theory is another name of **ECOLOGICAL PSYCHOLOGY** as raised by the eminent scientist ‘BARKER’. So before starting the **GENERALIZATION** of this theory in S.D. we are putting stress on some questions to know about the relative worth of this **PROPOSED THEORY**. Here is the need to understand the **‘COLLECTIVE PATTERN OF BEHAVIOR** as indicated by the Barker.

According to **Barker’s ECOLOGICAL THEORY**, the Collective Pattern of Behavior carried the interaction effects of below mentioned 4 factors: - (Singh, Sewani, & Aggrewal)

$$B=P \times S \times I$$

HERE the short form stands for the below mentioned meaning: -

B- BEHAVIOUR

P- PHYSICAL ENVIRONMENMNT. (Always stable or constant)

S- SOCIAL ENVIRONMENT.
(**TRANSFORMATIVE**)

I- INDIVIDUAL CHARACTERISTIC.

INTERACTION RESULT- But the situation will turn to change when he makes its interaction with social environment, Physical Environment. Society has a changing pattern, due to passage of time; it goes on changing with its social environment too.

BARKER has done numerous experiments with Walm, Kayarns, Wicker and other psychologists that changes in SOCIAL environment of any person bring changed in their behavior. Due to this reason, we find changes in **“Pattern of Behavior”** among south Indians, Bengalis, and Punjabis etc.

3.2. Social Environment

-Social environment is a combined set of Social Culture, Traditions, Beliefs and Values as prescribed by the

society. It has a deep connection with human nature and their Pattern of Behavior.

-With the change in our environment, our behavior too changed i.e., the nature of child in playground found completely changed at home.

- The main aim of Barker’s **ENVIRONMENTAL PSYCHOLOGY** is to study the effects of **ENVIRONMENT ON HUMAN BEHAVIOR**. So, this theory demands for **“BEHAVIOR STTINGS”** and the same theory can be best used for finding out the solution of **‘HUMAN WELFARE’** like how to develop Mega-cities, how to set water system in that area, condition of post offices, public facilities –like hospitals etc. how to develop road in that area, transport facilities etc.

- Acc. To their specific views, the formulating designing and evaluation of **ENVIRONMENTAL PROJECTS** should be based on **ENVIRONMENTAL PSYCHOLOGY**. (Singh, Sewani, & Aggrewal)

3.3 Research Gap

There are specifically three types of Environmental Ethics: -

- **DEVELOPMENT ETHICS.** -It is based on materialistic progress that our actions and energies are best harnessed in creation work.
- **PRESERVATION ETHICS.** - Some preservationists have almost religious beliefs regarding nature, respect the right of all creatures to live, aesthetic or recreational.
- **EQUILIBRIUM ETHICS.** - It is related to the **SCIENTIFIC PRESERVATIONALIST** view. It recognizes the desirability of decent living standard, but it works towards a balance of resources use and resources availability. This ethic stresses a balance between Total Development and Absolute preservation.

It further stresses that rapid and uncontrolled growth in population and economics is self- defeating in the long run. To learn to regard spontaneously fire, air, water, land and the entire universe permeated with the universal spirit i.e., **TRUE LEARNING**. (R.N. Tagore, Siksha Samasya, Siksha,1342, B.S., ad, P.53)

so accordingly, we are in the conceptual phase that how we can propose these changes with the well- defined measures of ‘practicability’ in the main stream of education at the very basic root level of education. So here are some suggestions for the best implementation of this proposed section research work: -

- **Integration-** the concept of environment must be used as a basic root approach, at all the levels of education.
- **Practicability-** the element of Practicability should be used as a teaching and learning strategies. All the subject must be reflected carrying the Different aspects of environment as a **LIVING STIMULI** in all subjects.

- **Behavior** – values are left- the new generation fails to understand the concept and power of cooperation, sympathy, truthfulness, and other universal values etc. as they are unaware about their enriched culture and civilization.
- **Environmental Ethics**- Equilibrium ethics, a stage of perfect balancement in mind regarding their aspirations and responsibilities, the source of which are only social values.

Because the Economic Development (Economic Behavior) of peoples makes them habitual of capturing economic power, this is the point of misbalancing which need to be correct as it creates lots of serious problems with many faces like poverty, hinder redistribution of wealth, wastage of environmental property, non-realization of their social duties towards nature, lack of Social Development. So here we are going to introduce a **“Balanced Sustainable Development” model with the aspiring agent of “Social Value System” as a life force.**

IV. CONCLUSION

Prioritization of aesthetics in and through environment education is the need of the hour. The crisis arising out of environment hazards is, indeed, the crisis of education especially in aesthetic values in life and society indicate the fact that we are yet to endear our environment from where we actually learn and practice the pulsating lesson of love, sympathy, kindness, charity, harmony, tolerance forbearance.

V. NEW RECOMMENDATION OF THE PAPER

A reshuffling of our educational plans and programme in different education institutions has been required. The crisis of modern society and civilization is the crisis of values needed for apposite socialization. Environmental education for efflorescence of aesthetic consciousness as Rabindranath Tagore visualizes in his thoughts and experiments on education requires attention fresh. Education divorced from nature has brought untold harm to young children. The sense of isolation that is generated through the separation has caused great evil to mankind. The misfortune has beset the world since a long time ago. That is why I thought a field had to be created which would facilitate contact with the world of nature. That is how the institution came to be founded. (R.N. Tagore: Vishva Bharti, 1358 B.S. pp 77-78). (Chakrabarti, 2007)

To review the missing paradise of young learners, Tagore emphasizes on Environment as the sole aesthetic foundation of humane development. The flowers and foliages, the leaves and fruits –all have a distinctive bearing on molding the emotional and aesthetic developments of every learner in their uses in diverse forms in function and festivals.

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