

Education and Society
(शिक्षण आणि समाज)

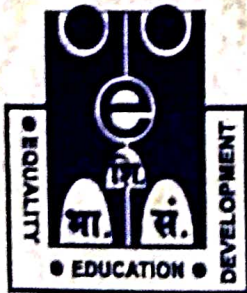
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Education and Society

Since 1977

**The Quarterly dedicated to Education through Social Development and
Social Development through Education**

March 2023
(Issue-I/ Volume-V)



INDIAN INSTITUTE OF EDUCATION

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Sustainable Development through NEP 2020

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Abstract:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st century education.

Keywords: Sustainable Development, National Education Policy, Quality Education

Introduction:

The National Education Policy 2020 envisages 'inclusive and equitable quality education' while aiming to address the growing developmental imperatives of our country. With the fast-changing employment landscape and globally diverse ecosystem in education, it is becoming critical that one should not only learn but also know how to learn. Change in reforms are placed in such a way that learning outcomes bring the highest quality, equity and integrity into the system right from schooling. Education for Sustainable development is a lifelong learning process and very important aspect of quality education. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make

education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

In India, the new National Education Policy and Sustainable Development Goal 4 aims at providing universal quality education and lifelong learning. The Sustainable Development Goals were established in 2015 by United Nations to address global challenges and ensure a sustainable future by 2030. There are 17 SDGs (Sustainable development Goals) designed by the UN to achieve a better future for all. In this list of 17, the fourth SDG, 'Quality Education,' covers a significant objective of ensuring inclusive and equitable quality education. It promotes lifelong learning opportunities for all. Attaining quality education is the key factor that can break the cycle of poverty. It plays a vital role in developing a human personality. It renders the mind to build thoughts and broaden its capacity to gain knowledge. Moreover, it constructs self-reliance by enhancing the quality of lifestyle and livelihood. It promotes sustainable development by contributing to the overall success and economic growth. Therefore, to support and accelerate the functioning of the other SDGs, acquiring quality education becomes prime.

Objective of the study:

The primary objective of this research paper is to study the Aspect of Sustainable Development through NEP 2020

Research Methodology:

This research is theoretical and descriptive in nature. The necessary secondary data was collected from various journals, magazines, research publications, Government websites, etc.

Meaning of Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) are the world's best plan to build a better world for people and our planet by 2030. Adopted by all United Nations Member States in 2015, the SDGs are a call for action by all countries – poor, rich and middle-income to promote prosperity while protecting the environment. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, equality and job opportunities while tackling climate change and working to preserve our ocean and forests. The SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Through the pledge to Leave No One Behind, countries have committed to fast-track progress for those furthest behind first.

That is why the SDGs are designed to bring the world to several life-changing 'zeros', including zero poverty, hunger, AIDS and discrimination against women and girls.

Sustainable Development Goals :17

Need and Importance of SDG 4

India is already playing an essential role in achieving the targets set by SDG 4. Various initiatives and projects are already in place to provide quality education to all. SDG 4 is built on ten goals. Education enables upward socioeconomic mobility and is a key to escaping poverty. Over the past decade, major progress was made towards increasing access to education and school enrolment rates at all levels, particularly for girls. Nevertheless, about 260 million children were still out of school in 2018 — nearly one fifth of the global population in that age group. And more than half of all children and adolescents worldwide are not meeting minimum proficiency standards in reading and mathematics.

Targets of SDG 4

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational

training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

India is achieving these goals with the help of various policies.

1) Padhe Bharat, Badhe Bharat:

As per the Ministry of Education, 'Padhe Bharat, Badhe Bharat' is created to enable children to become motivated, independent, and engaged.

2) Beti Bachao, Beti Padhao:

Beti Bachao, Beti Padhao initiative was launched in the year 2015 in Panipat, Haryana. Its main objective is to address various discrimination girls face in society and change the negative mindset related to girls.

3) The Rashtriya Avishkar Abhiyan:

This project was also initiated in 2015 by the former president of India, Late A.P.J Abdul Kalam. It aims to motivate children to learn Science, Mathematics, and Technology from observations and experiments.

4) Sarva Shiksha Abhiyan:

The flagship government scheme, Sarva Shiksha Abhiyan, aims to achieve universal quality education for all Indians and is complemented in this effort by targeted schemes on nutritional support, higher education, and teacher training. There are many such schemes implemented in India; however, if we need to progress towards SDG 4, we need to examine the key issues that affect the quality of education in India today.

5) Lifelong learning:

The employment trends and patterns are constantly changing. Thus, lifelong learning is essential to cope up with the evolving demands of employment. We need educational policies with a contextual and holistic approach that perceive education as a lifelong process and focuses on educating the youth with technical and vocational skills.

6) Critical thinking:

Critical thinking skills are needed, particularly among our youth, to help them make better decisions, solve problems, and be focused on their goals. Schools, colleges, and other educational institutions must avoid the old rote learning methodology. Students need to understand, analyze and learn various concepts. Students must be encouraged to ask questions, use real-life examples and interact with their peers.

7) Gender disparity:

Investing in the education of girls can have a profound impact on everyone. Educated girls earn higher incomes, have an active role in decision-making, and build a better future for their families. However, many girls have to drop out of school early

because of the widespread gender disparity prevalent in our country. Thus, as children begin to understand the difference each gender plays, it is vital, especially for the teachers, to interact with them and help them understand the importance of gender equality. As simple as using a gender-neutral language can help a lot to maintain gender equality.

8) Digital technology:

Educational processes have radically changed due to the emergence of digital modes. Through the use of smartphones and laptops, learning has become more personal and pervasive. However, while this enhances computer and technological skills, the focus must also be given to basic skills required to build an entrepreneurship mindset amongst students.

9) Financing education:

Government spending on education is reducing while parents spending on education is rising; the quality of education is deteriorating while a majority of the students are dependent on private coaching. Adequate funding from both central and state governments is the need of the hour to provide quality education, especially for adult education.

In India, significant progress has been made towards the achievement of SDG4. Basic literacy skills across the country have improved tremendously, yet bolder schemes and efforts with regards to digital technology and financing education are needed to achieve universal education goals.

Conclusion:

The National Education Policy 2020 are ideal for the betterment of the students. Every student must be benefited education for economic development and for student development. National Education policy 2020 is very essential. For successful implementation on NEP 2020, there is need to focus on rural students also. The NEP 2020 is defining remarkable change in education system. This will make possible for students to prove their talent globally. For better performance of NEP 2020 education policy makers, educators, and concerned all thinkers should recognize the needs and challenges faced by rural students.

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