

Role of Institution and Educators to Achieve the Sustainable Development Goal (SDG): NEP 2020

¹Dr. Anita Parmar, ²Prof. Kamlesh Jain, ³Prof. Gopal Kag

¹Assistant Professor, Department of Law, Prestige Institute of Management and Research, Indore

anita_parmar@pimrindore.ac.in

²Assistant Professor, Department of Law, Prestige Institute of Management and Research, Indore

kamlesh_jain@pimrindore.ac.in

³Assistant Professor, Department of Law, Prestige Institute of Management and Research, Indore

gopal_kag@pimrindore.ac.in

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” (S. Patil 2020)

“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”(Chaudhary 2022)

“The Sustainable Development Goals (SDGs) represent a collective global strategy to create a world where “no-one will be left behind”. Higher education institutions play a critical role in fulfilment of the goals and can do more to connect their work with the communities they serve and help create a more sustainable future. As organizations that have stood for many centuries in some cases, the ability of universities and colleges to deliver against the goals will demand they adapt to this global agenda for change”.

Key Words: Sustainable Development Goal, NEP, Educational Institutions Quality Education.

Introduction

“Education is essential for realising potential, building a just and equitable society, furthering global development.” Making sure that everyone has access to a high-quality education is the key to India’s continued progress and leadership on the global arena in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation (Patil S. 2020).

Through universal high-quality education, the various skills and resources of our country can be developed and used to “the best advantage of the individual, the society, the country, and the globe. Over the next ten years, India will have the largest population of youth, and the country’s future will depend on our ability to provide them with opportunities for high-quality education”.

“A vital component of high-quality education is education for sustainable development, which is a lifetime learning process. Generally speaking, education for sustainable development refers to the process of acquiring the knowledge, abilities, values, and behaviours necessary to create a sustainable world. It gives students of all ages the knowledge, skills, and attitudes they need to face interconnected global issues including inequality, climate change, and the loss of biodiversity. It enables students of all ages to take responsibility for changing society and the environment by enabling them to make informed decisions and take both individual and group action. In addition to learning outcomes and content, pedagogy, and the learning environment itself, it also develops the intellectual, socioemotional, and behavioural elements of learning”.

“Goal 4 (SDG4) of the 2030 goal for Sustainable Development, adopted by India in 2015, reflects the global education development goal and aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by the year 2030. To accomplish such a challenging objective and all of the crucial aims and goals (SDGs) of the 2030 Agenda for Sustainable Development, the entire educational system must be redesigned”.

The most significant factors for nation's development is education, so it is crucial to maintain improvements to our educational system and curriculum while the world around us changes so regularly. The best weapon for attaining social and economic mobility is it.

“As a result of the introduction of Macaulay's system, which was designed to create a work force to serve the colonial rulers, ancient Bharat's famed philosophy, scientific outlook, and spiritual understanding began to wane over time. The traditional Indian educational system was either eliminated or abandoned when Macaulay's system was put into place during the Colonial era.”

As a result, the old Indian knowledge system's heritage and significance were never passed on to India's future generations. The year 1968 was the goal of education in ancient India went beyond merely imparting knowledge; rather, “it was centred on the complete self-realization and emancipation of the individual. The cornerstone of sustainable development is universal access to high-quality education, which is its major goal. In Sustainable Development Goal 4 Sarva Shiksha Abhiyan, the government's main programme, aims to provide all Indians with high-quality education, and it is supplemented with specific programmes for nutritional assistance, higher education, and teacher development. The plans, laws, and ordinances that govern how the educational system is run are referred to as education policies.”

The Government's Strategy on the Educational Sector

It is essential for this sector to be standardised. Proper planning and policy-making are necessary for the growth of a strong and secure nation. India had educational policies in place even before independence. Religion was the primary focus of education in ancient India, and no great attempts were made to make education accessible to all. At that time, a small number of groups controlled the school system, making it impossible for everyone to get an education. Education prospects in the ancient world were based on a person's caste, gender, and religion, and these variables also determined who could receive education.⁴

Introduction of Western Education

The British administration passed a number of charters throughout their time in power to encourage education in India. Prior to India's independence, the British government served as the primary institution for setting educational policies and administering the educational system.

The British formed a number of commissioners, including the Sadler, Hartog, and Sargent plan commissions, the Hunter Commission in 1882–1883, the Wood's Dispatch commission in 1854. The Woods Dispatch was important because it made it possible for universities to be established in India.

After Independence Education Policy

A new area of educational policy was established. At that time, there were many issues and difficulties with the Indian educational system. To address the challenges related to education number of commissions and recommendations implemented for comprehensive policies to enhance the Indian educational system. India ratified the Constitution in 1950, following its independence, and state and federal governments are now both responsible for education. The Constitution placed a strong emphasis on achieving social justice through a practise known as "positive discrimination" as well as the ideal of "equality of educational opportunity." The Education Commissions, which have been occasionally constituted, have had a significant impact on India's education policies. (Venkatanarayanan, S. 2013).

Indira Gandhi, the country's former prime minister, presented this as one of its most significant educational reforms. The main goals of this education strategy were to make education free and mandatory in order to uphold Indian constitutional values, to raise educational standards, and to implement the Universal Educational System will lessen inequality. During his time as Prime Minister, Mr. Rajiv Gandhi, implemented the second education strategy. Common Educational System in order to lessen inequality. In the year 1992, this policy was altered. Now NEP 2020 was then created after a very long time period of 34 years, and it was inspired by the extensive history.

Need of the Study

India is a nation with 1.39 billion people. This population is greatly contributing towards the building of the greater world of production and oneness. What the children of today learn today determines what they will contribute to the nation in the course of time. What they experience today will stand in good stead for the days to come to build the life of people with fulfilment. It is time that the global scenario is integrated with the Indian cultural ethos in order to derive the best for the global community by ensuring that each citizen of India is offered an opportunity for the same acquisition of a sense of welfare. Therefore, there is a need to know the basic foundations of the NEP 2020.

Significance of the Research Study

Practice without knowledge can lead to non-productivity. The NEP-2020 is to be disseminated to the grass roots level in order to identify the areas of concern that makes the citizens face the challenges of implementation with reason. There is the significant duty of the framers of the policy to take into consideration the issues affecting the general public. If the policy, once framed is grasped well by the population, it is needed that the people debate it and produces opinions and come to comprehensive plans for realizing them. Therefore the study of the foundations of the national education policy 2020 remains imperative.

Statement of Problem

There is ever growing enthusiasm from the academic as well as political filed to disseminate the NEP 2020 from the perspective of implementation. But if it is done without having recourse to the basic philosophy of the policy the outcome will be mechanical and the productivity of the people through the process of education will remain underestimated.

Research Methodology

The research methodology used is explorative and the research has relied on the secondary sources for the completion of the study. The writings on the Policies of the United Nations and the philosophy of India as country with a heritage of cultural ethos are considered for the study.

Research Gap

The NEP 2020's goals for all societal groups is to access higher education. Nevertheless, there are still a number of obstacles to entry, including poverty, gender inequality, a lack of infrastructure, untrained teachers, and restricted access to higher education.

Objectives

To promote NEP 2020 it is essential “to inspire and support higher education institutions across the globe to further promote the SDGs within their capabilities. “Identify gaps and good practices in the national and, mainly, institutional level, related to HEIs’ contribution to the SDGs. Guide governments to more effectively support HEIs actions that contribute to SDGs.”

Review of Literature

Seema A. Patil, “National Educational Policy 2020 - Heart of Sustainable Development Goals 2030” (2022)

According to her “the National Education Policy 2020 (NEP 2020) is a roadmap for a new India that aims to reform the educational system. It expressly mentions the complete modernization of the Indian educational system from pre-primary to higher education along with curricular reform to institutional reform in a phased manner, which will aid India in achieving SDG objectives. Sustainable development education.”

Choudhary, Sunil Kumar, “Education for Sustainable Development in India: A Narrative Review” (2022) – “The

Sustainable Development Goals (SDGs) of the United Nations (UN) will be the main topic of this essay, especially SDG 4, Ensuring Inclusive and Equitable Quality Education. The author attempted to discuss the difficulties faced by schools as well as effective practises that schools, universities, and educational institutions can adopt for Education for Sustainable Development. He did this by reviewing the literature that has already been published on various topics related to Sustainable Development and Education, sharing his own experiences in the paper along with pre-existing theories and models.”

Roy Manojit, “A Critical Study On The Holistic And Multidisciplinary Approach Of National Educational Policy 2020 (Nep 2020) In India (2022)” “New Education Policy 2020 has been introduced by the Indian government to flourish all human potentials, qualities and possibilities of the child. At the same time the policy makers has balanced between past heritage of Indian education and future possibilities of the student’s career in the context of virtual and global education.

Mohit Dixit, “Education as the Sustainable Development Goal (SDG): NEP 2020, (2023) According to him, “The best education is one that transforms us into people who live in peace with all of existence rather than just providing us with facts. Universal access to high-quality education and lifelong learning is an objective shared by the new National Education Policy 2020 and Sustainable Development objective 4. Aiming to provide high-quality education for all Indians, the government's flagship programme, Sarva Shiksha Abhiyan, is reinforced by other initiatives like teacher training, higher education, and nutrition aid.”

Venkatanarayanan, S. “Tracing the genealogy of elementary education policy in India till independence” (2023).- According to him the presence of foreign rulers in India for many centuries led to the development of modern education and the institutions that support it. In reality, they have started a number of initiatives and launched a number of contemporary institutions, which laid the groundwork for the emergence of modern democracy in India.

Anthony Raja Selvan, “Language Policy in National Education Policies: A Study of Perceptions about Language and Medium of Instruction (2023)” According to him He claims that the education policy in India and the mother tongue Medium of Instruction contribute to improving education standards, spreading knowledge, and closing the knowledge gap between the intelligentsia and the masses. NEP 2020 places an emphasis on multilingualism and enabling global opportunities.

“Education is one of the most important mechanisms for a country's progress and it is very important that we continue to improve our education systems and programs in light of the frequently changing times. It is the best tool for realizing economic and social mobility. The new National Education Policy 2020 and Sustainable Development Goal 4 share the goal of universal quality education and lifelong learning. The government's flagship program, Sarva Shiksha Abhiyan, aims to provide quality education for all Indians and is complemented by specific programs such as nutrition assistance, higher education and teacher training.”

2030 Sustainable Development Objectives

“The Sustainable Development Goals (SDGs) were unveiled in January 2016. With the aid of all the world's nations, the aims are to realise the goals and witness their implementation, coordination, finance, and monitoring. The global community has been given 17 Goals and 169 objectives for sustainable development.”

The most crucial and fundamental component of sustainable development that helps to move the globe in the correct path has been identified as Goal 4, which is "Quality Education," out of the 17 goals for sustainable development. Fundamentally, quality education is necessary for raising people's standards of living, preserving their way of life, and making wise use of the environment.

It is an extensive plan of action that includes governments, the UN system, and all other parties, including the general public. “The Agenda is the most thorough plan that has been created to date for eradicating extreme poverty, reducing inequality, and protecting the environment. Agenda is built on a call to action for prosperity, the planet, and people. It motivates us to quickly implement the significant reforms needed to steer the world onto a sustainable and resilient direction.”

Goal 4 of the Sustainable Development Agenda for quality education has three modalities of implementation and seven outcome targets. “SDG 4's main goal is to guarantee that everyone has access to excellent education worldwide and the chance to learn throughout their life.” Goal 4's aim is to enhance children's participation in the educational system while simultaneously ensuring that they succeed academically with the aid of qualified teachers and suitable school facilities, which will result in effective educational outcomes. Goal 4 is to "Ensure inclusive and equitable quality education and promote opportunities for lifelong learning for all."(NEP.2020)

Need for NEP 2020

The rules and regulations that are necessary to manage any sector, independent of subject, also apply to the education system, which is the cornerstone of human growth and civilization. “A chaotic and confusing atmosphere is created when there is a lack of policy in the field of education, which has the drawback of making decision-making unpredictable and inconsistent. The primary focus of NEP 2020 policy is human development, which enables each student to reach their full potential.”

The prior educational system was following the NEP of 1986 and the RTE legislation of 2009 as its guidelines, however significant gaps were found that were detracting from the overall goal of education.

Therefore, “a reform of the educational system and framework that propels India towards self-sufficiency and success in the global competition for talent was clearly necessary to address this problem. The working-age population and potential of any country determine its rate of growth. The majority of people in India are between the ages of 10 and 60, and in order for them to achieve, they must have all the skills they need, which should be taught to them as a foundation in schools”. (NEP 2020)

Multidisciplinary Approach in Education

As India moves forward with a new education policy, one of the key components is the introduction of a multi-disciplinary approach. This approach necessitates major changes in how curriculum is taught and how students are taught. Schools need to have experienced staff who can provide this approach and have the resources to do so. Different departments and institutions need to work together to ensure effective implementation. Many school systems do not have the necessary infrastructure and support to integrate multi-discipline learning. The key to success is to focus on quality instruction and student engagement. Students should have the opportunity to learn about different topics, build critical thinking skills, and understand how different subjects relate to each other. With the right guidance and resources, multi-discipline education can transform India's education system and give students the skills they need to succeed in today's world.

The New Education Policies offer Balance.

Under this policy which will involve kids from 3 to 18 yr. of age, “the current 10+2 school system will be replaced with 5+3+3+4. The previous 10+2 curriculum of the school system was lacking in research and talent; the new education strategy seeks to produce productive and active individuals for an inclusive society. According to the New Education Policy, by 2040, every institution should strive to be multidisciplinary. This will enable the nation to get accurate expertise from the university graduates.”

The aid of the new NEP, it will be simple for future employees to get a more global view on issue solutions. NEP 2020 will serve as a portal for companies developing the new education technology. The National Education Policy's Contribution to Achieving the Sustainable Development Goals of the United Nations but it is also true that the one rigid rule that applies to everyone does not fit everyone because education itself is a blend of many different areas. In light of various educational pathways, NEP 2020 was established. There were high expectations for the NEP because it was released after a 34-year hiatus and because it nearly covered every aspect of the educational system. The NEP 2020 provides a thorough framework for a major transformation in the organisation and delivery of education at all levels to all. “This policy places a strong emphasis on transdisciplinary learning and primarily emphasises creativity, innovation, and problem-solving skills. NEP 2020 must, however, be implemented with modifications to the curriculum, pedagogy, practises, structure, and systems of educational administration. The New NEP combines academic and vocational education, promoting children's overall growth and, ultimately, the advancement of the nation.”

Under the new strategy, the government seeks to eliminate social inequities in involvement, admittance, and learning outcomes based education in primary and higher level. “The goal is to achieve 100% Gross Enrolment Ratio (GEER) or zero school dropouts by 2030. The United Nations' Sustainable Development Goals for 2030 are consistent with NEP 2020 Goal 4, which firmly states that access to education is the foundation of sustainable development. The NEP offers a tremendous opportunity for access to high-quality, reasonably priced education and lifelong learning, which has the potential to completely alter the educational system in India. A high-quality education for children, which is also the cornerstone of the new NEP 2020, can help achieve the bulk of the 17 targets in SDG 2030”.

Strong educational standards will provide a workforce that is adequate for the country and contribute to its gross domestic product. The NEP 2020 contains outstanding ideals related to education access, education quality, and education affordability. Several of these qualities will be implemented, according to our administration. A new India will be feasible by NEP 2020.16

Smart Solutions to Course Choice

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SDG 2030 and NEP 2020 Relationship

The socioeconomic environment of the nation is dynamic and ever-changing, necessitating a comprehensive overhaul of the educational system in order to meet the Sustainable Development Goals (SDGs) targets. In order to concentrate on SDG 2030 in India, a committee to create the New Education policy 2020 was established, led by K. Kasturirangan.

The fundamental goal of NEP 2020 is to turn India into "a global knowledge superpower" through innovation, quality education, to promote a healthy research culture.17

“The Sustainable Development Goals, which are based on what we'll need to survive in a better future, were given to the globe by the United Nations Goal 4 of SDG 2030, which is the cornerstone for national growth, is based on quality education; as a result, quality education and SDG 2030 go hand in hand for a positive transformation of the world”.

According to the NEP, it is urgent to abandon traditional teaching strategies in favour of developing students' ability to think critically, solve problems, and accept a variety of viewpoints that are beneficial to their overall development. These innovative teaching techniques not only benefit the students but also India's socioeconomic situation and contribute to the growth of the country. As a component of the global educational ecosystem, NEP 2020 incorporates the principles of international educational policy. “There are numerous countries who are members of UNSDG 2030, and all of the member states have promised to include lifelong learning, or education for sustainable development, into their national goals in a way that will obviously help sustainable development. NEP 2030 complies with Another goal of SDG 4 is to abolish gender disparities in education and ensure that all disadvantaged groups, including individuals with disabilities, indigenous peoples, and children in vulnerable situations, have equitable access to all levels of education and vocational training. The importance of equity in education and vocational knowledge is also highlighted by NEP 2020,” In order to give students the opportunity to interact with local professionals like carpenters, artists, potters, gardeners, etc., NEP 2020 introduces a very innovative idea in school education that includes at least 10 days of bag less periods. Students will have the chance to complete internships to develop these skills.

Conclusion

Today, it might be difficult for most nations, including India, to strike a balance between economic expansion and environmental preservation. This causes serious environmental degradation, which results in social injustice and economic inequality, even as some countries may experience economic progress. The top-secret to striking a balance between economic expansion and environmental preservation is education for sustainable development, or high-quality education delivered through effective educational policy. The NEP 2020 on education in India was initially drafted in 1986 and then revised in 1992. Since then, a number of modifications in educational policy have periodically occurred in response to requirements and the changing character of the world. It goes without saying that strong educational policies always lead to high-quality education across the board. National Education Policy 2020 (NEP 2020), which is founded on the ideas of Access, Equity, Quality, Affordability, and Accountability in Education, is a welcome and inspiring transformation of India's educational system into one that is contemporary, progressive, and egalitarian. “NEP 2020, which is linked to the 2030 Agenda for Sustainable Development (SD), aims to transform India into a vibrant knowledge society and global knowledge superpower by making both secondary and higher education more comprehensive, adaptable, and suitable to the needs of the 21st century”.

The policy was drafted with considerable care by the NEP 2020 drafting committee. Before formulating actual educational policy, the members of the committee considers a range of viewpoints, educational best practises, practical experience, and public comments. The implementation of NEP 2020 will be effective or unsuccessful depending on how implementers identify the challenges and work to incredulous them. Therefore, it takes a lot of acceptance, commitment, optimism, attitude modification, and mentality to handle and surpass all educational problems like infrastructure, trained teacher NEP 2020, which brings our educational system closer to complying with foreign standards, will have an impact on the direction of Indian education.

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