

"SUSTAINABLE DEVELOPMENT THROUGH NATIONAL EDUCATION POLICY-2020"

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Abstract:

The world is on the verge of 'The Fourth Industrial Revolution and India must take advantage of it to reach new heights in the global economy. National Education Policy 2020, recently launched education policy, which may transform the entire spectrum of education and convert it into an egalitarian and vibrant knowledge society by providing high-quality education to all citizens. To achieve the "Sustainable Educational Goal", introduced by UNESCO and United Nations Organization in 2017, worldwide modifications and changes have been taken place by the respective countries. Sustainable Educational Goals are an integral part of Sustainable Development Goals-2030, set by UNESCO and UNO. Education for Sustainable Development is a key element of the SDG-2030. It has given huge importance to the 'Education Sustainable Goal' (SDG-4) to achieve all other 17 SDGs. It empowers environmental integrity, economic viability, and just society, which will be helpful for human beings. Educational Sustainable Development aims to address development challenges by providing the knowledge, skill, attitude, and values necessary. Learning objectives and guidelines of the 'Education Sustainable Goal' have been set by UNESCO, and supportive information and resources have been designed for the stakeholders, educators, Planners, etc. To implement these ESD goals through the educational institutions to develop the required skill set from early childhood care and secondary education. The National Education Policy-2020 has accepted and adopted almost all objectives of SDG-2030, by introducing educational reforms, modifications, and introduction of new ideas. This paper attempts to elaborate on NEP-2020 and future educational sustainable development-related prospects and issues. Also, suggest a pathway to sustainable development through implementation strategies, and agenda for an action plan for socio-economic concerns of education.

Keywords: ESD, SDG, UNESCO, National Education Policy, Knowledge, Skill, etc.

1. Introduction:

Education is a continuous process of the overall development of an individual, and it is a systematic process adopted worldwide. Education is a system through which students develop values in their life, balance their aspirations, and incise their capabilities. Education provides opportunities for an individual to become civilised citizen of a country. The richest capital of a country is the 'human resource', which is further enriched through education. Citizens with the right attitude, aspiration, aptitude, and ability can be the richest asset of the country. The government of India has planned to overhaul the Indian education system by adopting different education policies. Education and National Development are more crucial in the process of National development. The report of the 'Education Commission (1946-66)' that, the development of human resources through a proper and organised education program is the development of human resources through education. National aspirations cannot be realised without educationally efficient citizens. So it is duties of a state to reformulate educational policies according to the need of the society and the National interest, as the future of the society depends upon right values, and the right attitude, which develops

through education. The Radha Krishnan Commission (1948-49), the Kothari Commission (1964-1966), National Education Policy -1986, and the National Education Policy-2020 have taken place and suggested an appropriate education system for the Nation. In this way, India's education system evolved from time to time by accepting and implementing different National Education Policies.

The second National Education Policy 1986 was adopted, which was an upgraded version of the first policy. The New National Education Policy 2020 (NEP 2020), was adopted by the Indian Government on July 29, 2020. After a detail discussion, and evaluation of the existing educational system (National Education Policy of 1986), has been superseded by the new policy. It is expected that any education system should be evaluated based on access (availability), equity (equality), quality (quality), accountability (liability), and affordability (purchasing capacity). However, a realistic assessment of education in India has not been seen to evaluate the current state of education in India.

The adopted education system in rural and urban India establishes a framework for elementary and secondary education, higher education, and vocational training throughout the country. According to the plan, Indian education would be entirely restructured by 2021. It is not the intention of the NEP's language policy to dictate how states, institutions, and schools must implement it in their regions; rather, it is intended to serve as a broad guideline that can only be used for consultation. One of the most significant changes to Indian educational policy is the introduction of a 'National Curriculum' through the National Education Policy 2020.

According to the proposal, government spending on education must be increased from its current level of approximately 4 % of GDP to 6%. The government of India is taking various initiatives to achieve this target as well as Sustainable Development Goals- 2030. National Education Policy-2020 has introduced various innovative practices for instance teacher capacity building, and there has been a shift from single-discipline to multi-discipline colleges that offer degrees. Hence, it is time to identify what SDGs are involved in the National Education Policy-2030, and what are the strategies and paths adopted to meet the policy object? To find the answers to the above research questions whether the policy objects are involved in the new education Policy needs to be found out, if it has been included in the policy document, then it is a time to discuss and explore the nature of SDG-4 and whether the adopted path has been to meet the policy object? Hence following objects have been set as below-

2. Objectives of the study:

- 1) To discuss Education Sustainable Development Goals 2030.
- 2) To describe the nature of SDG-4 reflected in the National Education Policy- 2020
- 3) To make suggestions to ensure the proper execution of it.

3. Methodology of the Study:

An initiate conceptual debate on the National Education Policy- 2020 and its comparison with Sustainable Development Goals -2030. A qualitative framework has been used as a method and the descriptive method has been used for interpretation, and the predictive analysis technique is used to examine the consequences of the policy. A slew of recommendations is made in light of the findings that emerge.

4. Education Sustainable Development Goals:

The resolution was passed by the General Assembly of the United Nations on 6th July 2017 and took a pledge that 'No one will be left behind by the 2030'. It emphasized the need for quality, accessible, timely, and reliable disaggregated data to check the progress and to ensure that 'No One is Left Behind'. In this context, around 17 Sustainable Development Goals have been fixed to achieve by 2030. SDG-4 is dedicated to ensuring inclusive and

equitable quality education and promoting lifelong learning opportunities for all. It has known as the Educational Sustainable Development Goals (SDG-4). SDG-4 ensures that free, equitable, and quality education from their early childhood. It ensures equal access for all women and men to affordable and quality technical, vocational and tertiary education, including universities, and substantially increases the number of youth and adults with relevant skills, technical knowledge, and vocational skills for employment, and entrepreneurship. ESDG eliminates gender disparities in education and ensures equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. Educational Sustainable Development Goal ensures that all learners should acquire the knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality, and promotion of a culture of peace, non-violence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development. Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, nonviolent, inclusive, and effective learning environments for all. To expand globally some scholarships would be available to develop countries, least developed countries, Small Island, and African countries, for enrolment in higher education. And the most important the 'teacher', substantially increases the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

5. Highpoint and Significance of NEP 2020

5.1 Higher Education:

NEP-2020 has introduced a single regulator for 'Higher Education in India' (HEI) that will include the University Grants Commission as well as the All India Council for Technical Education (AICTE), the Ministry of Commerce, and Industry, and other institutions. Also introduced a new 'National Accreditation Council', which would replace the current Accreditation Institutions like NAAC and NAB (NAC). And consolidating the current fragmented higher education institutions into two categories: Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC), each of which has a campus with over 3,000 students. 5. According to the concept, the school will have 3,000 students or more by 2040 and will be multi-disciplinary by 2030. There will also be two types of Multidisciplinary Universities: There are two types universities: those that focus on research and those that focus on teaching. It is the intention of the University that each existing College becomes an independent College that grants degrees or a Constituent College of the University. Higher education, including vocational education, will have a gross enrolment ratio of 50 % by 2035, an increase from the current 26.3 percent of students in higher education in 2018.

To provide funding for university and college research introduced a new institution namely 'National Research Foundation' (NRF). An additional government incentive is to be given to high-quality educational institutions. In the long run, all of the associated colleges will be able to become degree-granting institutions, with the support of the attached university as a mentor organization. Bachelor's degrees can be completed in four years; Master's degrees in one to two years; and PhDs after completing a Bachelor's degree with research can all be completed in four years or less, depending on the number of years spent on a Bachelor's degree. In addition, a five-year integrated Bachelor's/degree Master's program is available for students who have completed a four-year Bachelor's degree. In the 18th year of the program's history, a new and adaptive competency-based credit system replaces the Choice Based Credit System. It is expected that in the future, students would be subjected to less frequent, but more thorough, assessments (such as the Semester End system). Faculty and other

professionals will organise topic-based clubs and activities for students to join, ranging from science, math, poetry, language, literature, debate, music, sports, and more. There will be clubs and activities for students to participate in the areas of science, mathematics, poetry, language, and literature as well as debates and musical performances. Faculty and other professionals will be brought in as needed to assist in these endeavors.

To meet a global level of excellence, degree programs may incorporate in-class teaching, online teaching components, and open distance learning, all in 40:30:30 ratios. For students who have excelled in the classroom, the National Scholarship Portal will be strengthened and enlarged. Students at for-profit colleges and universities would be urged to offer more grants and scholarships to deserving students.

5.2 Teacher Education:

National Council on Teacher Quality (NCTQ) recommendations mandate that dual-major B.Ed. degree holders are hired as instructors in all foundation, preparatory, middle, and secondary schools (Education & Subject). There should be a four-year integrated B.Ed. curriculum for all stand-alone teacher education institutions by 2030, and they should become Multi-disciplinary Higher Education Institutions (HEIs). Two-year B.Ed. programs for students who have finished three years of undergraduate study and one-year programs for individuals who have completed four years of undergraduate study and a Master's degree in another subject will be available through 2030. The one-year M.Ed. program will have a research emphasis. The faculty in education departments will be diverse, with Ph. D.s in a wide range of disciplines represented. All willing senior or retired academics shall be utilised on a short- or long-term basis as needed for advice, mentoring, or professional support for research, training, and development. There will be a separate National Mentoring Mission will be established.

5.3 Continuing Professional Education:

Professional education institutions of any kind must seek to become multidisciplinary and trans-disciplinary by 2030. To better train agricultural and veterinary professionals, higher education institutions will be encouraged to offer courses that are part of general education. To promote technology incubation and diffusion in rural areas, agricultural colleges and universities should focus on the requirements of the community and encourage involvement in the construction of Agricultural Technology Parks. The institutions that offer law education should focus on offering multilingual training for future judges and lawyers, in both English and the official language of their jurisdiction. Ayurveda (traditional Indian medicine), Yoga (natural medicine), Unani (traditional Indian medicine), Siddha (traditional Indian medicine), and Homeopathy (traditional Indian medicines) should be integrated into allopathic medical education, and vice versa. When it comes to medical education, prevention and community medicine should be given more focus.

The focus should be placed on providing students with opportunities to connect deeply with various disciplines in the context of interdisciplinary educational institutions when delivering technical education (35). Artificial intelligence, 3-D machining, big data analysis as well as genetic studies, biotechnology, and neuroscience, with applications in the sectors of health and the environment, and sustainable living, should be prioritised.

5.4 Private Institutions:

National Education Policy 2020 has offered 'Graded Autonomy' to all private universities; it is available depending on their accreditation status. The Board of Governors (BoG) of all private universities and autonomous schools must be held liable for any irregularities in the accounting system. The Board of Governors should be made up of prominent individuals who are well-known in their respective disciplines to oversee the rapid expansion of HEIs. By using a transparent accounting system, all higher education

institutions are free to set their prices and decide whether or not to spend any excess funds on growth projects. Private higher education institutions should give meritorious students 20% freeship and 30% scholarships in the course cost for each course they provide throughout the academic year, and this should be examined and approved through the accreditation procedure. When it comes to research funds, the National Research Foundation will treat all private higher education institutions on an equal footing with public higher education institutions.

6. Innovative system in NEP 2020

It is highly expected by the NEP-2030, minimum of 100 leading Indian universities will be encouraged to expand their operations into global markets. And around 100 outstanding foreign universities can establish, and operate in India. The government will be providing necessary assistance to them. There will be faculty stability offered at the appointed university; faculty members will not typically be transferred to another institution. Faculty members have complete autonomy over their curriculum and pedagogy within an accepted framework. Faculty incentives and accountability will be determined by academic and research performance, and a fast-track promotion scheme for faculty members who make significant contributions to high-impact research will be implemented. Every classroom must have access to the most up-to-date educational technology, which allows for more effective learning experiences. HEIs should design a strategy to make vocational education (VE) available to all of their students to reach a student population of at least 50%. With the help of business and non-governmental organisations, plan to provide a dual degree in Bachelors in the ODL (Online Distance Learning) mode or a 2-hour evening program through Skill Labs and Skill Labs (NGOs). At least twice a semester, all students should be encouraged to enroll in SWAYAM online courses. With the help of SWAYAM and Diksha, virtual labs will be developed to aid MOOC educational endeavors. Degree programs should encourage online distance learning (ODL) courses, with the credit system as an optional feature. It is hoped that the College or University will establish an Academic Bank of Credit (ABC) to store academic credits earned by all registered candidates from various recognised higher education institutions (SWAYAM & ODL mode), which will be taken into account when awarding degrees by the college or university. Indian research and innovation investment now stands at 0.69 percent of GDP, while the worldwide average is 3 percent. Young people's employability could be improved by the establishment of courses in Information Communication & Computation Technology and Nontechnology at the undergraduate level. NEP-2030 decides aims for a Gender Equality Ratio (GER) of 50% by 2035 and the SEDG (Sustainable Education Development Goal).

7. Learning Life-cycle:

According to the learning stages of a child, Education is also divided into different stages. At first, it has been decided in different stages. The Foundation Stage is a five-year period in which children receive a fundamental education that is flexible, multilayered, play-based, activity-based, and discovery-based. This stage, which is based on time-tested Indian traditions and cultures, is constantly being developed via research and innovation to provide children with cognitive and emotional stimulation. Preparatory Stage - Three years the preparatory stage entails building on the concepts of play, discovery, and activity-based learning already established. Additionally to that, this stage increasingly adds formal classroom learning through the use of textbooks. The emphasis is on exposing students to a variety of disciplines and preparing them to go further into deeper understandings.

7.1 Middle school education Stage

In this stage, students learn more abstract concepts in subjects such as physics, mathematics, the arts, social sciences, and the humanities over three years. Experiential

learning should be used in specialised subjects with subject teachers as the preferred form of instruction. Students will be introduced to the semester system, and two class-level examinations will be held each year for each class. Secondary education Stage - Education at secondary school is intended to give a broad range of disciplines, including liberal arts education, over four years. At this level, the subject-oriented instructional and curricular approach will be enhanced by increased depth, greater flexibility, greater critical thinking, and a stronger focus on life objectives, among other things. Students will be introduced to the semester system and will study 5 to 6 subjects each semester, depending on their grade level. Board exams will be administered after the 10th and 12th grades.

7.2 Under-graduation Education Stage

Depending on the subject, undergraduate degrees will be either three or four years in length, with a variety of exit options including a certificate after completing the first year, a diploma after passing the second year, and a Bachelor's degree after finishing the third year, to name a few examples. The most popular option for most students is a four-year undergraduate degree program that includes majors, minors, and independent research projects.

7.3 Post-graduation Education Stage

The Master's degree is a one-year program for students with a four-year bachelor's degree, a two-year program for students with a three-year bachelor's degree, or an integrated five-year program with an emphasis on high-quality research in the last year. The master's degree will feature a substantial research component designed to enhance students' expertise in their field of study and prepare them for a doctoral research degree.

7.4 Research Stage

Completing high-quality doctoral research in any core subject, trans disciplinary subject, or interdisciplinary subject for a minimum of three to four years for full-time and part-time studies, respectively, during the research stage of the program Individuals enrolled in a Ph.D. program are required to take 8 credits of courses in teaching, education, and pedagogy that is related to their chosen Ph.D. subject during their degree. The one-year MPhil program that was formerly offered has been canceled due to low enrolment.

7.4 Lifelong learning

The National Education and Research Agenda (NEP-2020) proposes lifelong learning and research prevent human beings from becoming outdated in society in terms of knowledge, skills, and experience necessary to lead a satisfying life. It is considered that education and study can be pursued at any time of one's life and will result in greater maturity and overall life happiness.

8. Implications of NEP 2020:

The University Grants Commission, the AICTE, the MCI, the DCI, and numerous university vice-chancellors are just a few examples of the bureaucrats and phony educationists who hold positions of power in higher education policymaking and implementation. Even if an individual has never published a single scientific paper, they can rise through the ranks of India's existing higher education system to become the Vice-Chancellor of Public Sector Universities and eventually the Chairman of the University Grants Commission. Similarly, someone with no patents can serve as Director of Technical Institutions and thereafter Chairman of the AICTE, as long as they meet the qualifications. Access to decision-making authority in higher education divisions like the Association of Indian Universities can be gained through the use of intellectual property such as a research paper or patent application. Appointing Institutional Leaders in Research and Innovation (ILRI) based on merit in higher education. First-author academic publications or patents by

faculty members who haven't written at least five of them in the last five years will no longer be eligible for leadership positions at institutions like directors, vice-chancellors, and so on.

There has been a shift from single-discipline to multi-discipline colleges that offer degrees. Corruption and lobbies in educational institutions will once again be reduced as a result of this new policy. When it comes to setting their course, many colleges and universities are restricted by the rigid bureaucratic norms imposed by the affiliate institution. All of this is counterproductive to the idea of local government and the quest for excellence and innovation at the community level. This must be resolved as quickly as possible. As a result, higher education administration and research will have more capable and ethical executives who will be able to bring new ideas to the table when it comes to delivering services to students. The state's ability to implement the NEP at some point is vital to its eventual realisation. As the National Education Policy Drafting Committee, led by K. Kasturirangan, correctly pointed out, India's education system is underfunded, overly bureaucratized, and lacks the potential for innovation and scale-up, among other things. The internal capacities of education ministries (both at the national and state levels) and other regulatory agencies are woefully inadequate to guide the magnitude of transformations planned by the NEP -2020. Experiential learning and critical thinking, for example, would necessitate nothing less than a revolution in the attitudes of those in charge of the educational system, let alone a revolution in the attitudes and beliefs held by teachers, students, and their parents to transition away from a rigid content-driven rote learning system.

Creating a common sense of duty and ownership among key stakeholders, including the corporate sector, at the state and district levels, where there is a great deal of variety, will be a significant challenge for the educational leadership. The result is that thousands of schools and institutions would require capacity building and reorientation to successfully conduct a massive program with a wide range of experiential objectives. In brief, the existing organisational structure of the ministry, as well as its ecosystems, will need to be completely restructured. While it is encouraging that the National Education Policy document has laid out a comprehensive roadmap for overhauling the existing regulatory system and that the education ministry is in the process of bringing out legislation that would facilitate the establishment of a Higher Education Commission of India (in place of existing regulatory bodies, primarily the University Grants Commission, the All India Council for Technical Education, and the National Council for Teachers Education), one must wait for the new institutional architecture to emerge out of the legislation.

The participation of the private sector, particularly in dealing with the higher education system, is vitally important in transforming the NEP's inclusionary goal into reality, as has been demonstrated. It should be emphasized that the private sector is responsible for the operation of as many as 70% of higher education institutions (colleges and universities). A significant proportion of students are currently enrolled in private higher education institutions, with approximately 65-70 percent enrolling in private higher education institutions. Aside from that, the private sector contributes much-needed financial resources as well as innovative ideas. As a result, it is critical for the government and regulatory organizations to develop workable institutional arrangements that would harness the contribution of the private sector while also acknowledging them as equal partners in the NEP process.

The successful implementation of significant initiatives necessitates the availability of sufficient financial resources over a long period. In this regard, the National Education Policy (NEP) has declared that to achieve the objectives of the new policy, the country must increase public expenditure on education to 6 percent of GDP. When one considers the promises made in the past and the actual results obtained, this is a daunting endeavor. For example, the 1968

National Education Policy advocated that 6 percent of gross domestic product (GDP) be devoted to education. Despite this, public spending on education has remained at or below 3 percent of GDP for all of these decades. Ironically, the union's allocation for education in the year of the NEP's inception has decreased by a significant amount. A 6 percent cut was made to the education budget, which was reduced from INR 99,311 crore in 2020-21 to INR 93,224 crore in 2021-22. In light of the COVID-19 pandemic and the economic hardship that huge sections of the people are experiencing, this is reasonable. However, there is currently no clear plan for how such massive sums of financial resources may be supplemented. According to the National Education Policy, to achieve the objectives of the new policy, the country must increase public expenditure on education to 6 percent of GDP.

9. Conclusion:

To summaries, the NEP 2020 is a ground-breaking document in every meaning of the word. Among other things, the strategy seeks to address pedagogical challenges, structural imbalances, and broadening access, as well as to prepare learners for the workforce of the twenty-first century while satisfying the needs of the country's citizens. The National Education Plan (NEP) is tasked with the most difficult task of tackling numerous crises in the education system at the same time. Effective implementation of the plan is vital if India is to reap the benefits of demographic dividends while also capitalizing on the potential presented by a fast-expanding knowledge sector.

Despite the obstacles posed by the pandemic, the Centre has demonstrated a sense of urgency and a feeling of purpose by undertaking a series of activities in recent months, in recognition of its transformative potential. Several states have formally adopted the policy and many more that are in the process of doing so as well. The NEP, on the other hand, faces a difficult road ahead it. Given its scope and the level of complexity involved in its execution, particularly in terms of obtaining coordination and collaboration among multiple stakeholders at the state, district, and private sector levels, it is a challenging undertaking. Aside from that, one must contend with a lack of state capability, a scarcity of financial resources, and, perhaps most crucially, an education ecosystem that is a hindrance to the development of new ideas and creativity. However, the most difficult problem facing the NEP is achieving consensus and convincing states to take ownership of the first omnibus project since 1986. In short, the success of the NEP is heavily reliant on cooperative federalism and the willingness of states to take responsibility for the reforms.

10. Suggestions for Improvements:

For the betterment of overall education to reach out to the last section of society we need to take steps forward as follows:-

No matter if you intend to teach in an elementary, middle, or high school, you'll need an appropriate qualification for the position of a teacher. And for college or university teachers/professors NET or SET qualification should be mandatory. No other degree like Ph.D. or any other degree replaces SET/NET, as its syllabus and comprehensive nature can't become equal to SET/NET. Even those who have in service they have to be passed before retirement, otherwise freeze their pension and other benefits, as they are not qualified.

Current education is divided into different boards like ICSE, CBSE, and State Boards. Naturally, different syllabi and methods have been used accordingly. It creates disparities among students. In the end when they come together on a common platform they can get preference and importance as they got the opportunity to learn from the particular board. Again the current education is divided into different mediums like English medium, Semi English, Urdu, Hindi, and other native language mediums. So every student can't speak another language like English, as it is a global language. So this is very important to reduce Boards and Mediums immediately. Government has to take initiate only one board and only

one medium of instruction nationally. All the schools convert into any one medium and only one Board. This will help equitable education to all, and it will be a real egalitarian society. As mentioned in the Educational Sustainable Development Goal for 2030.

Education should become affordable, every can easily bare that expenses. So government should set an equal fee structure for every educational institute. Retired professors can supervise research students as a research guide. Research guides are in high demand because of the increased demand for Ph.D. degree holders. Retired professors with substantial research experience can be a valuable resource in solving this shortfall. Retired professors should be used as research consultants by institutions, according to some experts.

Interdisciplinary and multidisciplinary degrees get proper status and assurance for further education employability. The government ensures and promotes Interdisciplinary and multidisciplinary degrees. Fieldwork and Participatory research should be an essential component of all master's degrees, they should get practical knowledge of the field, Government has to start an internship program, and make it easily available to every student.

To expose students from the "tech generation" to online education, higher education institutions should adopt these technology-based methods: Classroom-based classes, online classes, and industry/vocational/skill-based online/classroom-based classes are all offered every week. MOOCs like SWAYAM/NPTEL/ODL, ODL, and so on are also offered every week. And before that Government should provide electricity and internet facilities to the rural area and every grass root level. Non-performers and outmoded human resources in the higher education system should be periodically removed following stringent policies and accountability procedures, whether they are employed by colleges, universities, or HE regulatory systems.

There should be Integrated National Digital Library (INDL) by issuing stringent directions to the National ISBN awarding agency and adding digital copies of all publications having ISSN numbers should be a priority for the National Digital Library, with free access.

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