A review of NEP 2020 & sustainable development

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Abstract

Knowledge and skills gained through education enhance job opportunities, lower poverty levels, and boost health and well-being, making education a basic human right. Education policy is the means through which a society may attain the standard of education that is the bedrock of every progressive movement. Equally crucial to progress in society is the idea of sustainable development. Sustainable development is an approach to minimizing negative environmental impacts caused by human activity. The concept of sustainable development is based on the assumption that present societies must provide for its members' needs without jeopardizing the capacity of future generations to do the same. The Sustainable Development Goals 2030 were formed with the intention of achieving global sustainable development by the year 2030. Goal 4 of the Sustainable Development Agenda 2030 aims to "provide inclusive and equitable educational opportunities for everyone." Goal No. 4 in particular places a strong emphasis on educational quality, with the aim of providing all people with access to high-standards education and encouraging them to continue their education throughout their lives. The current government in India has adopted the National Education Policy (NEP-2020) after thirty years. This policy aims to improve the country's educational system and foster long-term growth. For a better India, follow the plan laid forth in NEP 2020, the National Education Policy of 2020. The Indian government gave its approval to this plan on July 29, 2020. Goal 4 of the United Nations Sustainable Development Goals (UNSDG 2030) aligns with the NEP 2020 because it recognizes that a solid foundation in education is necessary for long-term progress toward those goals. With the help of NEP 2020, every person in the nation will be better equipped to contribute to the country's success. India's progress toward the Sustainable Development Goals (SDGs) would be facilitated by a comprehensive modernization of the country's educational system from pre-primary to higher education, including curriculum reform and institutional reform.

Keywords: Sustainable Development, National Education Policy, United Nations, Sustainability, Quality Education

Introduction

In order to realize the full potential of each individual, create a more fair and equitable society, and advance a nation's progress, education is vital. India's continuous rise and worldwide leadership in areas such as economic development, social fairness and equality, scientific progress, national integration, and cultural preservation depend on the country's ability to provide its citizens with access to high-quality education. For the sake of the person, the community, the nation, and the globe, our country's great skills and resources should be developed and maximized via universal high-quality education. Over the next decade, India will have the world's largest youth population, and the success of the nation will depend on whether or not it is able to offer its young people with access to high-quality educational opportunities.

The dissemination of information is evolving at a breakneck pace. Many unskilled jobs around the world may be taken over by machines as a result of various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, while the demand for a skilled workforce, especially involving mathematics, computer science, and data science, in addition to multidisciplinary abilities across the sciences, social sciences, and humanities, will grow. There will be a significant shift in how we meet the world's energy, water, food, and sanitation needs as a result of climate change, increasing pollution, and depleting natural resources; this, in turn, will necessitate new skilled labor, particularly in biology, chemistry, physics, agriculture, climate science, and the social sciences. The increasing frequency and severity of epidemics and pandemics, together with the ensuing challenges in societal organization, highlight the need of interdisciplinary education and training. As India continues its rise to the ranks of the world's industrialized nations and the top three economies, there will be a greater need for the arts and humanities.

In fact, it is becoming more crucial that youngsters not just study, but learn how to learn, due to the rapidly evolving work environment and global ecology. Therefore, the focus of education should shift away from rote memorization and towards developing higher-order skills such as analytical reasoning, problem-solving, creativity, interdisciplinary thinking, and the ability to quickly and effectively assimilate new information. Education must change in order to be more

immersive, comprehensive, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptable, and, of course, fun. To make education better-rounded, helpful, and rewarding for the student, the curriculum should incorporate fundamental arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values in addition to science and mathematics. In addition to preparing students for successful careers, education should help them develop morally, intellectually, emotionally, and socially.

Significant changes are needed across the board, from preschool to university, to close the achievement gap between what is now being offered and what is needed.

By 2040, India's education system should be world-class, providing all students, regardless of their family's socioeconomic status, with access to a first-rate education. The primary goal of this, the first national education strategy of the 21st century, is to meet the many and pressing needs of our country's rapid expansion. To achieve the aspirational objectives of 21st century education, particularly SDG4, while building upon India's traditions and values, this Policy recommends a redesign and overhaul of the whole education framework, including its regulation and governance. The National Education Policy prioritizes the cultivation of each student's unique creative abilities. It's predicated on the idea that students need to acquire not just the rudimentary skills of reading and writing but also the more complex ones of critical thinking and problem solving via formal schooling.

This Policy has been shaped in large part by the profound and enduring body of Indian culture's accumulated wisdom. In Indian thinking and philosophy, the pursuit of knowledge and truth (Satya) has long been seen as the pinnacle of human endeavour. Education in ancient India was meant to lead to self-actualization and freedom rather than just imparting information useful in the here and now or in the hereafter. Institutions like this in ancient India were centers of excellence in a wide range of academic disciplines, attracting students and faculty from all over the world. Numerous world-changing advancements have been made in fields as varied as mathematics, astronomy, metallurgy, medicine, surgery, civil engineering, architecture, shipbuilding and navigation, yoga, the fine arts, chess, and many others thanks to the education system in India. One such scholar was Aryabhatta. The globe has been profoundly impacted by Indian philosophy and culture. These priceless contributions to human history need to be cared for and maintained for future generations, but they also need to be studied, improved, and put to novel applications via our educational system. Education system improvements

should revolve on the classroom instructor. Because they have such a profound impact on their students' lives, our new education strategy must help restore teachers' status as society's most revered and indispensable professionals. The system must provide educators the tools and support they need to be successful in the classroom. The new education strategy has to embed fundamental approaches to quality control and accountability in the system while also attracting the most qualified candidates for teaching positions at all levels. The new strategy must ensure that all children, regardless of where they live, have access to a high-quality education, with special attention paid to those who have been historically excluded, disadvantaged, and underrepresented. The greatest way to promote economic and social mobility, inclusion, and equality is via education. As a result, initiatives are needed to guarantee that all students from these groups, although facing inherent challenges, have access to a wide range of specialized chances to participate and succeed in the educational system.

These components must be included with thought given to the national and international requirements of the country, as well as its unique cultural characteristics. For reasons of national pride, self-confidence, self-knowledge, collaboration, and integration, it is deemed essential to educate India's youth about the country's diverse social, cultural, and technical demands, its unique artistic, linguistic, and knowledge heritage, and its strong ethics.

NEP 2020- Everything that Teachers Should Know

In a nutshell, teachers are the lifeblood of the educational system. Without them, the equation would be flawed. NEP 2020 believes that the quality of teacher education, recruiting, deployment, service conditions, and teacher empowerment is not where it should be. The highest caliber of people need to be inspired to become educators by restoring the profession's former esteem and prestige. The National Education Policy (NEP) 2020 proposes a variety of measures to guarantee that educators get high-quality training and that their workplaces meet minimum standards. Take a peek at what NEP 2020 implies for educators: In order to attract the smartest and brightest students, especially those living in underserved rural regions, the government should provide a large number of merit-based scholarships for top-tier, four-year, integrated Bachelor of Education (B.Ed.) programs throughout the country. Educators will be financially compensated for accepting positions in underserved communities. Reduced teacher turnover will provide stability in both role models and classroom settings for pupils. Only in exceptional cases that have been carefully and systematically described by State/UT

administrations will transfers occur. In addition, transactions will be handled via a transparent online automated system. The Teacher Eligibility Tests (TETs) will be improved by include more relevant and up-to-date questions. More educators, from elementary school instructors on up, will be included in the TETs as well (Foundational, Preparatory, Middle, and Secondary). When choosing instructors for certain subjects, we will additionally assess how candidates fared on the relevant sections of the TET or NTA. In addition, more and more classroom observations and interviews are being included into the teacher recruiting process at schools and universities. This will assist make sure the applicant knows more than what they'd learn in a book, and instead has some experience with classroom management and methods.

These interviews would also be used to determine how confident and skilled candidates are in teaching in the local language, a crucial factor in ensuring that every school or educational complex has at least some instructors who can communicate with students in the local language and other commonly used regional languages.

• The availability of teacher sharing (in accordance with the grouping of schools chosen by State/UT administrations) will guarantee an appropriate number of instructors across disciplines.

• Schools and school districts will be encouraged to hire local, eminent individuals or experts as "master instructors" in a variety of subjects, including traditional local arts, vocational crafts, entrepreneurship, agriculture, and any other subject in which local expertise exists, for the benefit of students and to preserve and promote local knowledge and professions.

• Adequate and safe infrastructure shall be guaranteed to provide a safe, inclusive, and effective learning environment for instructors and students, including children of both genders and children with impairments. This includes things like running water, clean bathrooms, aesthetically pleasing environments, power, computers, the internet, libraries, sports and leisure facilities, and so on. In-service training will contain information on workplace safety, health, and environmental protection to ensure that all educators are aware of these requirements.

Additionally, the terms have been classified into numerous categories to reflect significant topics in the NEP. The keywords have been organized into 8 different categories for readability's sake. The first cluster contains of term development, National, employment, 21st century, empowerment, and GER. The strategy intends to equip the country for the 21st century

by boosting the GER to 50% which should result in employment and empowerment of its population. In other words, this is the NEP's stated goal.

REVIEW OF LITERATURE

(Anon 2021) studied "New Education Policy 2020: A Comparative Analysis with Existing National Policy of Education 1986" discovered this, and on July 29, 2020, the Union Cabinet of India passed The NEP 2020. Ex-ISRO Chairman Dr. K Kasturirangan was appointed as the chairman of a committee that laid out the vision for India's new education system. Quality, affordability, equity, access, and accountability are all part of the New Education Policy's remit. As envisioned by NEP 2020, an educational system centered on India will help turn our country into a more just and dynamic one by delivering high-quality education to everyone. These distinctions between 1986's "New Policy Education" and 2020's "New Policy Education" are highlighted in this article. NEP 2020 emerged as a result of an endeavour to identify the problems with the previous strategy. There has also been a summary of the NEP 2020 highlights. A variety of sources have been used to gather the information ranging from academic publications to government websites. The only source of information used to write this piece is secondary data. However, despite the fact that NEP 2020 has new goals to be met by 2035, the attempts have been made to emphasize its virtues and shortcomings. How successful NEP 2020 will be in achieving its goals is one of the most important questions that must be answered.

Education has a huge impact on economic development and social advancement. More than a billion people need basic education, which is a huge undertaking. So, how will it be feasible to educate the Indian people? In what ways does the state play a role in society?

In this session, I'll discuss these issues, as well as others related to education in India. I propose public policy measures that will address concerns of quality, affordability, access, and diversity in education, with a special focus on the needs of the poor. To get things started, let's take a look at some common misconceptions and misconceptions about Indian education. Using the education systems in Kerala and West Bengal as examples, I argue for the benefits of private schools and minimal government control in the education sector to conclude, instead of relying on tried-and-true methods, I propose policy changes that would increase the effectiveness of public expenditures while also deregulating and liberalizing the education sector.

(Kumar 2021)studied "New Education Policy (NEP) 2020: A Roadmap for India 2.0" Research has shown how India's education system is to be revamped and laid out for a new generation of students under The National Education Policy 2020 (NEP 2020). As of July 29th, 2020, the Indian Cabinet has given its blessing to this plan. First, this article focuses on NEP 20020 and the India 2.0 vision for the comprehensive restructuring of India's education system to address the 21st century's difficulties. This is an exploratory research based on secondary data. The results are based on a comprehensive examination of the literature. For NEP 2020's primary goal, it was discovered that the number of students attending schools, from elementary to post-secondary to higher education would be increased by 2030. The current educational and governmental systems have been recommended for gradual improvement in order to attain this. When NEP is fully implemented, this study will be used as a foundation for future empirical research to examine its effects. Higher education in India is projected to take a major leap forward as a result of NEP 2020. The goal is to transform India into India 2.0, a global powerhouse poised to assume a leading role in the twenty-first century. Most of the text is quite forward-thinking, with a good grip on the present socioeconomic situation and a clear path to addressing future issues. It has the potential to make India a worldwide education leader by 2030 if done correctly.

(… and 2021 2021)studied "Analysis of Indian New Education Policy for Higher Education System Historical to Modern Approach" discovered this and In order for society and the economy to flourish, a well-thought-out educational system and policy are required. Since ancient times, India has dominated the sphere of education. Since ancient times, India has had a strong emphasis on higher education. In India's pre- and post-independent eras, a number of educational reforms were implemented. A large part of India's education system has been influenced by British thought while the country was a slave to the colonial power. After India gained its independence, schooling underwent many changes, but the Macaulay system was preserved. Changes are a natural rule of nature, and they must be beneficial to society, the nation, and the planet. As part of the approach, we will analyse the notion of national educational policy framework, emphasizing several portions of NEP 2020 linked to higher education, and comparing this new policy to the existing education policy. This research provides an overview of the educational system's history, numerous policies, and the advantages of new education policy in comparison to the current policy.

Conclusion

The NEP 2020 is also in the line of Goal 4 of the United Nations Sustainable Development Goals (SDG 2030), which clearly believes equal access to education is the base of sustainable development. By aliening SDG targets into NEP, the government has ensured the success of self-reliance campaign of the nation through providing equal education to all. NEP 2020 will strengthen all the citizens of the country by enhancing their skills and knowledge. Furthermore, it clearly talks about the complete overhauling of Indian educational system from pre-primary to higher education along with curricular reform to institutional reform in a phased manner, which will help India to achieve SDG objectives.

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