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Challenges and Opportunities in NEP-2020 & UNSDG 4

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Abstract

Education is a fundamental human right that gives people the knowledge and skills they need to better their probability of finding employment, decrease poverty, and overall well-being. (Seema A. Patil, 2022). For the improvement of society, the idea of sustainable development is equally essential. In order to accomplish sustainable development all across the world, the Sustainable Development Goals 2030 were established. The 2030 Agenda for Sustainable Development, which consists of a total of 17 goals, one of them, of which Goal No. 4 which places quality education that focuses only on educational quality making sure that everyone has access to inclusive and equal education opportunities. The National Education Policy 2020 (NEP 2020) is a blueprint for a new India that aims to reform the educational system. This policy was approved on July 29, 2020, by Indian cabinet. The NEP 2020 is also in the line of Goal 4 of the United Nations Sustainable Development Goals (UNSDG 2030), which clearly believes quality education is the base of sustainable development. The study focuses on the role of NEP 2020 for achieving quality education, challenges and opportunities that facing after implementation and also analysis how quality education is foundation for achieving every goal of Sustainable Development 2030.

Keywords: Fundamental human rights, sustainable development, quality education.

1. Introduction

The National Education Policy (NEP) 2020 and the Sustainable improvement Development Goal (SDG) 4 offers a roadmap for improving the tremendous and accessibility of education in India and world-wide. A literature overview of the NEP 2020 and SDG 4 reveals challenges and opportunities in the implementation of these policies.

Education has always been the change agent in the globe. What occurs within the classrooms is reflected in society. It isn't always vice-versa. The difference, the intervention that we wish to make has to begin from the educational ring itself. So, right here we're to speak about SDGs and education. It's been established as a fact that

sustainable development (SD) is required in every human interest. As a result, manageability incorporates the complexity of social, monetary, and environmental, so that people should live with equivalent freedoms and duties and the financial system could permit a truthful dissemination of abundance to cover essential necessities and upgrading the utilization of assets, regarding all types of survival and protecting biodiversity.

Most of the goals of MDGs which were conceptualised in 2000 as a set of eight global goals on diverse dimensions of development aimed at building a global partnership for development are inherent in the newly adopted Sustainable Development Goals (SDGs) in 2015. Significant progress

has been made in universalizing primary education, but much remains to be done.

At the UN Sustainable Development Summit held in September 2015, more than 150 world leaders adopted the new 2030 Agenda for Sustainable Development Goals which are an inter-governmentally agreed set of seventeen goals and 169 targets relating to sustainable development issues. (Beena Pandey, 2018).

The United Nation’s Sustainable Development Goals (SDGs) are a universal call to attain a sustainable future and equality, human rights, and justice for all; the 2030 Agenda for Sustainable Development offers a shared strategy for peace and prosperity for all and our planet, now and into the future. The SDGs set up a blueprint for global citizens to work together to construct a better world.

The concept of sustainable development was described by the 1987 Bruntland Commission Report as “development that

meets the needs of the existing without compromising the potential of future generations to satisfy their own desires.” There are four dimensions to sustainable development – society, environment, culture, and economy. Sustainability is a paradigm for thinking about the future in which environmental, societal, and economic considerations are balanced in the pursuit of enhanced quality of life.

Today, the Division for Sustainable Development Goals (DSDG) (Fig.1) plays a key role in the evaluation of UN system-wide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda, a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals.



Figure 1: Sustainable development goals

2. National Education Policy- 2020

The National Education Policy 2020 (NEP 2020) is a blueprint for a new India that aims to reform the educational system. This policy was approved on July 29, 2020, by Indian cabinet. The NEP 2020 is also in the line of Goal 4 of the United Nations Sustainable Development Goals (UNSDG 2030), which clearly believes quality education is the base of sustainable development.

The National Education Policy 2020 (INDIA) has mentioned the SDGs and has given a call to align education in India to these goals. Education for Sustainable Development (ESD) is a new educational paradigm that allows Universities to lead and respond to social needs towards a more sustainable life. The ESD is a global preparedness and complex phenomena in relation to the effects of human activity on the environment, society and economy in spatial (global, regional and local) and temporal dimensions (learn from the past, act in the present and anticipate the future). (Gonzalo Fernández-Sánchez, María Olga Bernaldo, 2014)

The UN has declared the decade of 2020-2030 as the 'decade for action'. However, it is also starting as the decade of resilience as the world is shaken up by the pandemic. In an unprecedented move, the government has decided to make a bold and transformative statement with the release of the New Education Policy. The NEP 2020 says:

"This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, including SDG4, while building upon India's traditions and value systems."

– Education Policy of India 2020.

The National Education Plan seems to favor education that is all-encompassing and based on inquiry, curiosity, discovery, discussion, and analysis. Additionally, it contributes: Education accessibility, equity, quality, affordability, and accountability This policy, which is in line with the Sustainable Development Goals of the 2030 Agenda, aims to transform India into a vibrant knowledge society and a global knowledge superpower by making school and college education more holistic, flexible, and multidisciplinary. It also aims to meet the needs of the 21st century and bring out each student's unique abilities. (PARVEEN SHARMA, 2022).

3. NEP and the Role of Teacher

The Kothari Commission framed the National Education Policy in 1966. It said, "Of all the factors that influence the quality of education and its contribution to national development, the quality, competence, and character of our teachers are undoubtedly the most significant." Fifty-six years later, their viewpoint still holds true, and the future of our nation still lies in the hands of our teachers.

The new education policy 2020 promises to bring about several sweeping reforms concerning teachers that significance of high-quality teacher education is emphasized, in order to encourage bright and talented young minds to enter the teaching profession, it aims to initiate a number of systemic reforms.

4. Review of Literature

Anon (2021) studied "New Education Policy 2020: A Comparative Analysis with Existing National Policy of Education 1986" discovered Quality, affordability, equity, access, and accountability are all part of the New Education Policy's remit. These distinctions between 1986's "New Policy

Education" and 2020's "New Policy Education". NEP 2020 emerged as a result of an Endeavour to identify the problems with the previous strategy. 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.

Kumar (2021) studied "New Education Policy (NEP) 2020: A Roadmap for India 2.0" Research has shown, the comprehensive restructuring of India's education system to address the 21st century's difficulties and also recommended that The current educational and governmental systems needs gradual improvement in order to attain this NEP-2020.

"Analysis of Indian New Education Policy for Higher Education System Historical to Modern Approach" discovered 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. Since ancient times, India has had a strong emphasis on higher education. A large part of India's education system has been influenced by British thought while the country was a slave to the colonial power.

Dr. Kirti Dahiya (2022), in his study he identifies, though Covid-19 has put a long-lasting effect on the education sector, Countries are putting their efforts to attain the goal of education for all till the targeted year 2030. Since the field of education is interlinked, the Nations have to work together to attain the Goal. The Policy seeks to have an inclusive education for all children and to ensure that there is no inequality or discrimination against any student. NEP not only aims at giving quality

education but also seeks the development of skills in an individual.

Edukemy Team (2023), National Education Policy- is in conformity with Sustainable Development Goals 2030- intends to restructure and reorient the education system in India mentioning the complying and challenges in the system of education. Also suggests that the success of NEP is possible if the importance of cogitative development with the right implementation of the NEP it can be apt to say that New India's nation building will happen with the transformed education.

Sunita (2022), in her studies she identifies 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 and also mentions NEP 2020 believes that the quality of teacher education, recruiting, deployment, service conditions, and teacher empowerment and implies for educators: In order to attract the smartest and brightest students, especially those living in underserved rural regions.

Elmassah, S., Biltagy, M., & Gamal, D. (2022) This study aims to introduce a framework for HEIs' sustainable development assessment. Such a framework guides HEIs and educational leaders to support their countries' commitments to achieving the SDGs. Quality education is the fourth of the sustainable development goals (SDGs), and one of the targets related to this is to ensure that by 2030 all learners acquire the knowledge and skills needed to promote SD.

Adhikari, D. R., & Shrestha, P. (2022). This study is to explore knowledge management (KM) initiatives for achieving sustainable development goal (SDG) 4.7 and to investigate enablers and barriers to insert KM to prepare higher education institutions (HEIs) ready to contribute to SDGs'

performance. At the end, this paper provides a practical perspective of KM initiatives for higher education for sustainable development (HESD).

5. Objectives of the Study

- To analyse the importance of NEP-2020 compare with UNSDG-4.
- To identify the challenges and opportunities after implementation NEP- 2020.

6. Statement of Problem

- The implementation of NEP 2020 and SDG 4 is facing several challenges, including bureaucratic hurdles, lack of awareness, and resistance to change. The state needs to address these challenges to ensure effective implementation of these policies.
- Teacher training and capacity building are essential for ensuring quality education, but there is still a lack of emphasis on these areas in the state. The implementation of NEP 2020 and SDG 4 can help address this issue, but the state needs to ensure effective implementation.

7. Challenges of NEP-2020

- **Inadequate funding:** One of the significant challenges in implementing NEP 2020 and SDG 4 is the lack of adequate funding. India's expenditure on education is below the global average, and the allocation of funds for education is inadequate to achieve the goals set by NEP 2020 and SDG 4.
- **Quality of education:** The quality of education provided in India is a significant challenge. The NEP 2020 aims to provide a holistic and

multidisciplinary education, but the quality of education is still a concern.

- **Access to education:** While NEP 2020 and SDG 4 aim to improve access to education, there is still a significant gap in access to education, particularly in rural areas and among marginalized communities.
- **Teacher training and capacity building:** Teacher training and capacity building are essential for ensuring quality education, but there is still a lack of emphasis on these areas in India.

8. Opportunities

- **Integration of technology:** NEP 2020 and SDG 4 recognize the potential of technology in improving education. The integration of technology can improve access to education, quality of education, and teacher training.
- **Multilingual education:** NEP 2020 emphasizes the importance of multilingual education, which can help preserve India's linguistic diversity and promote inclusivity.
- **Flexibility in curriculum:** The NEP 2020 allows for flexibility in the curriculum, which can encourage innovation and creativity in education.
- **Emphasis on early childhood education:** NEP 2020 recognizes the importance of early childhood education and aims to provide universal access to early childhood education.

9. Conclusion

In conclusion, the NEP 2020 and SDG 4 provide a framework for improving the quality and accessibility of education in India and worldwide. Education for

sustainable development through effective education policy, is the key to bring sustainable development and is a game changer tool and also it maintains a balance between economic growth and environmental preservation. Education can bring required changes in the attitude, behaviour and skills among the school community who can become ultimate future problem solver and decision makers. The National Policy on Education in India was drafted in 1986 and revised in 1992. Since then, a number of modifications in educational policy have periodically taken place in accordance with requirements of the changing world.

However, the implementation of NEP 2020 is facing several challenges that need to be addressed, such as inadequate funding, quality of education, access to education, teacher training, and challenges in implementation. Apart from that the state has several opportunities, such as the integration of technology, multilingual education, flexibility in curriculum, and emphasis on early childhood education, which can help overcome these challenges and improve the state's education system.

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