



National Education Policy 2020 is complying with the Sustainable Development Goals-4 (2030) to Restructure and Reorient the Education system in India- Critically examine the statement.

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Abstract

Education for everyone has always been an important component of the agenda for sustainable development (SDGs-4) . According to internationally, there is a rising acknowledgment of education for sustainable development (ESD) as an essential component of excellent education and a vital facilitator of sustainable development.SDG- 4 is intended to ensure inclusive and equitable quality education and to encourage lifelong learning opportunities for everyone, and it includes seven objectives and three methods of implementation. One of the most prominent goals of the SDG is to provide learners with high-quality education (SDG 4). This paper aims to look at the perspectives of the Sustainable Development Goals improvised to provide quality education.

Keywords: Sustainable Development Goal(SDG),Quality education ,Right of education,Equality

Introduction

Sustainable development Goal is about quality education and is among the 17 Sustainable Development Goals established by United Nations in September 2015.It ensure inclusive and quality education and promote life long opportunities for all. The Sustainable Development Objectives (SDGs) are therefore an integral part of the country's lengthy culture and legacy, and the goals largely represent India's development ambition. India had a major influence in formulating the goals for sustainable development (SDGs). In India, significant advances have been made in initializing basic education, with improvements in female enrolment and completion rates in both secondary and tertiary institutions. At the national level, the youth literacy rate was 94 percent for men and 92 percent for women. The gross enrollment ratio for men and girls in elementary school was 100%. The new National Learning and Development Policy Objective (2020) places a special focus on the development of each individual's creative potential. It is founded on the premise that schooling must develop not just intellectual capabilities, but also interpersonal, ethical, and psychological abilities and inclinations. Sarva Shiksha Abhiyan (SSA), the administration's flagship program, aims to provide ubiquitous quality education to all Indians, Ensuring comprehensive and high-quality education for everyone underlines the conviction that e-learning is one of the most potent and well-tested engines for long-term development. This objective seeks to ensure that all girls and boys finish elementary and secondary schools and have fair access to effective vocational training by 2030, as well as to eradicate gender and income gaps and achieve universal access to a quality higher education. Furthermore, it promotes lifelong learning opportunities to acquire significant adult literacy and numeracy, as well as the construction and renovation of current education facilities that are children, handicapped, and gender-inclusive .

The Indian government has taken the necessary efforts to guarantee the successful execution of SDG 4. The government of India is committed to ensuring the proper execution of SDG 4 and ensuring that, the government has taken some initiatives like National Literacy Mission, Kala Sanskriti Vikas Yojana, National Scheme for Incentive to Female Child for Secondary Education, Scholarship for College, and University Students, National Fellowship and Scholarship for Tertiary Education of ST Students, SWAYAM (Study Webs of Active – Learning for Young Aspiring Minds) Project. Specific SDGs have a wide scope to cover the following: Adjusted Net Enrolment Ratio (ANER) in elementary education average yearly dropout rate in secondary education , Gross Enrollment Ratio (GER) in Higher Secondary , Number of students in class 8 attaining at least a minimum competency level in terms of nationally specified learning outcomes to be reached by the students at the end of the year, Gross Enrollment Ratio (GER) in Tertiary Education, Proportion of people with disabilities aged 15 and older who have completed secondary school, Gender Parity Index (GPI) for Tertiary Education, percentage of individuals 15 years or above who are illiterate, the proportion of schools that have access to decent amenities (electricity, drinking water), Proportion of qualified teachers at secondary schools, Secondary Pupil-to-Teacher Ratio (PTR). India has made great headway toward executing the “Education for All” plan . Several important programs and initiatives like Sarva Shiksha Avyan were established as a basic right to provide obligatory elementary schooling for all children aged 6 to 14 years. Programs such as Sarva Shiksha Abhiyan (SSA) and Right to Education

(RTE) have provided a much-needed push to India's educational sector . Even, the country's enrolment rates in elementary education have considerably improved.

Significance of Sustainable development goals (SDG-4)

Sustainable development goals seem to be at the foundation of modern global government schemes focused on making the globe a fairer place to live . These SDGs are particularly dedicated to promoting sustainable development and also will act as a protracted sustainability roadmap. Specifically, the SDGs are more inclusive and effective than their forerunners, the Millennium development goals. All agreed United Nations members created a blueprint for bringing prosperity to the globe and ensuring its preservation. The framework is currently known as the Sustainable Development Goals (SDGs). These SDGs are a rallying cry for both rich and developing countries to take urgent action to forge global cooperation. These SDGs targets a variety of challenges, including poverty, quality education, gender equality, economic growth, and climate change .To achieve sustainable development by 2030, all countries must commit to putting global goals into action . The United Nations has formed a department to give considerable support to nations to help them achieve sustainability. In this research, our main focus is on exploring the insights of SDG 4. We also aim to look at the current state of SDG 4 implementation and accomplishment. Further, we are committed to analyzing varied crucial initiatives taken by the Indian government for achieving the goals of SDG 4.

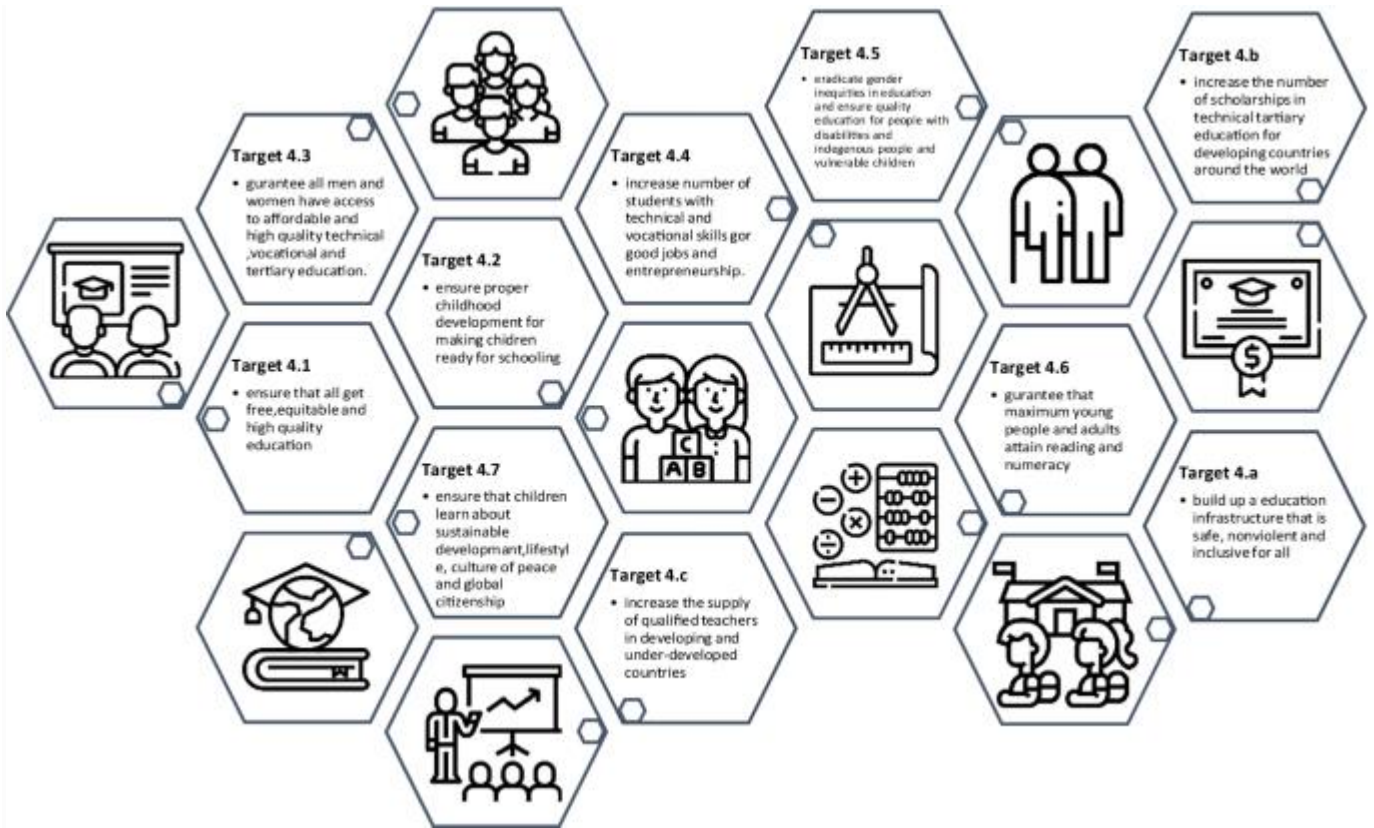
Education for everyone has always been an important component of the agenda for sustainable development . According to internationally, there is a rising acknowledgment of education for sustainable development (ESD) as an essential component of excellent education and a vital facilitator of sustainable development.

SDG 4 is intended to ensure inclusive and equitable quality education and to encourage lifelong learning opportunities for everyone, and it includes seven objectives and three methods of implementation. Even though the goals were formed through a lengthy consultation process led by member countries, civil society, educators, unions, intergovernmental agencies, regional organizations, the private sector, research organizations, and endowments were all engaged . Later, the Higher Education Sustainability Initiative (HESI) was established as a collaboration of several sponsoring UN entities such as UNESCO, UN-DESA, UNEP, Global Compact, and UNU, to galvanize commitments from higher academic institutions to instruct and promote research on sustainable development . This involves greening campuses and assisting with regional sustainable practices. GAP and HESI seek to assist universities in developing sustainability plans in collaboration with the larger community, as well as assisting institutions in implementing sustainability into academic activities, administration, strategy, and management. The details of SDG 4 and its components are explained in the subsequent paragraphs.

Aims and objectives

The goal of this research is to assess the Indian government's attempts to fulfill the Sustainable Development Goals for Education (SDG 4), particularly in the time frame 2030. In addition, we want to achieve the following objectives:

- I. Analyzing the perspectives of Sustainable Development Goals for Education (SDG 4).
- II. Investigate the current state and the accomplishments of the Indian government initiatives taken to implement SDG 4.
- III. Apply an association rule mining algorithm to extract the pattern of association among different indicators of SDG 4 (Case study on Indian scenario)
- This SDG 4 contains seven objectives that address gender inequality in education, dropout rates in elementary, secondary, and higher education, and developing opportunities for the disadvantaged class, such as individuals from scheduled castes, indigenous people, and people with disabilities, among others. It also includes three sub-objectives that can help accomplish the seven targets listed in SDG 4.
- Similarly, the Indian government has launched a slew of activities aimed at highlighting and achieving SDG 4 goals. SWAYAM and DIKSHA among other attempts, have shown to be ineffective in the present pandemic scenario .
- Several scholars have emphasized the necessity of eliminating gender disparities in education. Women are graduating at a greater rate and with higher marks. The government of India has created scholarship programs such as UDAAN, to improve the spirit of women and encourage them to pursue technical and vocational education. Scholarships have a significant influence on students since it has been seen that students who get scholarships are more inclined to engage in academic pursuits. Furthermore, because most scholarships are merit-based, it motivates students to study properly. After reviewing all of this research, we can conclude that the significance of Sustainable Development Goals is limitless. However, it should be noted that several obstacles must be overcome to attain sustainability.



Sustainable Development Goal (SDG) 4 and its components for education

THE TARGETS

Everyone can help to make sure that we meet the Global Goals. Use these ten targets to create action to ensure quality education.



TARGET 4.1

FREE PRIMARY AND SECONDARY EDUCATION

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



TARGET 4.2

EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

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



TARGET 4.3

EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

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



TARGET 4.4

INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

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



TARGET 4.5

ELIMINATE ALL DISCRIMINATION IN EDUCATION

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



TARGET 4.6

UNIVERSAL LITERACY AND NUMERACY

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



TARGET 4.7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

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



TARGET 4.8

BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.



TARGET 4.9

EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.



TARGET 4.A

INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

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

Conclusion :

Worldwide nations are engaged in making education better, and available to every citizen of their respective countries. SDG 4 under the Sustainability development program is motivated to provide quality education by removing the barriers of poverty, funding, costly education, discrimination, and unavailability of resources. India is no longer behind in making the needful changes in its education system; the timely release of the national education policies is among such initiatives. The current study is only limited to the SDG4 objective and goals, whereas for a need of sustainable environment around us then the evaluation of all the sustainable goals yields equal importance.

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