NEP 2020 and Sustainable Development of Education in India: A Comprehensive Review

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Abstract

When the Indian government unveiled "the National Education Policy (NEP) 2020", almost every segment of society welcomed the announcement. After 1986, the education policy underwent a significant shift. Because of this, everyone saw this government decision as an optimistic and constructive move that not only signals a significant shift in the area of education but was also deemed suitable to address the difficulties posed by the present global educational system. In this study, review the various literature's work on NEP and sustainable development of Indian education. It concluded that the NEP 2020 marks a transformative shift in India's education system, aiming to empower students with knowledge, skills, and human values essential for addressing present and future societal challenges. By integrating digitalization, vocational education, interdisciplinary learning, and emerging technologies such as AI, 3D printing, and biotechnology, the policy enhances employability and fosters innovation. NEP 2020 also promotes flexibility in curriculum, multilingualism, and continuous assessment reforms, ensuring a holistic and skill-based learning approach.

Keywords: National Education Policy 2020 (NEP 2020), Indian education system, Digitalization, Vocational education, Sustainable development goals (SDGs), etc.

1 Introduction

In a growing nation like India, education is essential, particularly higher education, since it fosters the growth of human capital. India's higher education sector has expanded significantly since the country's independence. Through the dissemination of advanced skills and competency, it promotes national

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growth [1]. Globalisation, faculty support, research development, the number of undergraduate degree exits, and curriculum integration with flexibility are all factors to consider. In India, these are a few of the elements that influence the quality of education. To begin with, since post-secondary education institutions often coordinate access based on geographic location, students who are geographically challenged may have certain challenges when it comes to pursuing further education and earning an advanced degree [2]. Second, a lot of schools lack the resources and innovations necessary to draw in and keep students who are interested in the newest developments in education. Even the educational services of career placement and counselling are of extremely poor quality. The majority of colleges and universities lack research and innovation, which exacerbates this issue [3]. Another factor contributing to the issue is the higher education institutions' misdirected leadership and lack of management skills. However, the social structure has been defined by time-wasting and ineffectual committees as well as a weak regulatory framework that impedes curricular reform. Together, these factors show that improving the quality of higher education in India is fraught with difficulties [4].

National Education Policy (NEP) 2020 and Sustainable Development

The National Education Policy (NEP) 2020 was established with the goal of updating the nation's educational system, including its governance and regulations, in order to create a new system that addresses the SDGs and the 21st-century educational vision. It also emphasises upholding India's rich traditions and values [5]. The NEP (2020) policy may meet its objectives and aims on time if it is applied methodically. In light of accomplishing SDG 4, "Quality Education," which calls for universal access to inclusive and equitable education, this education policy has a more comprehensive and inclusive vision for the educational system, but one of its primary goals is "Education for Sustainable Development (ESD)" [6]. The goal of NEP (2020) is to provide full and integrated environmental education that covers a variety of topics related to climate change, waste management, environmental preservation, and sustainable development and living. NEP places particular emphasis on training that may educate educators about environmental sustainability and sustainable development [7]. Additionally, it mandated that environmental education be taught in schools. NEP (2020) aims to advance education in a manner that will create long-term jobs and strengthen the national economy. Therefore, this policy is very compatible with SDG-4 and the 2030 Agenda for Sustainable Development. By strengthening each student's individual capacities and making school and college education more comprehensive, adaptable, and interdisciplinary in accordance with the demands of the twenty-first century, it also seeks to turn India into a thriving knowledge society and worldwide knowledge powerhouse [8].

Enhancing Vocational Education and Training

Developing a trained workforce that can meet the needs of the changing economy is the goal of NEP 2020, which places a strong emphasis on integrating vocational education from an early age. This is consistent with SDG 4's objective of significantly raising the proportion of people and children with the necessary skills for employment, respectable occupations, and entrepreneurship [9]. The National Skill Development Mission and the "Skill India" campaign are excellent examples of this kind of effort. The mission offers courses that are in line with industry standards in an effort to provide millions of young

people in India vocational training. Students are equipped for work in their chosen professions and get practical experience thanks to the program's partnerships with other institutions and companies [7].

Leveraging Technology for Education

NEP 2020's emphasis on technology integration in education is reflected in initiatives like the "Diksha" platform, a creative step towards achieving SDG 4's goal of significantly increasing the number of qualified teachers and the adoption of "information and communications technology (ICT)" for education [10]. Across grades and courses, "Diksha" is a nationwide digital infrastructure for educators that provides tools for professional development, learning, and instruction. The platform enhances the quality of education by giving instructors access to a vast array of learning resources and technologies, which supports their ongoing professional development [11].

2   Literature Review

(Murali Korada, 2023) [12] A pool of educators who will mould the future generation is created via teacher education. All programs for teacher education must be held at composite multidisciplinary institutions as it requires interdisciplinary inputs and instruction in both high-quality subject and pedagogy. To reflect a truly global citizen, the Policy aims to develop knowledge, abilities, beliefs, and dispositions that encourage responsible commitment to human rights, sustainable development and living, and global well-being. It also aims to instill in the students a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds. But at the same time, smooth coordination and integration across all educational levels and institutions are also required.

(Bhat, 2024) [13] A major turning point is the National Education Policy (NEP) 2020, which seeks to revitalise Indian education by implementing a more flexible and comprehensive learning environment that equips students for the challenges of the twenty-first century. The goal of the strategy is to rectify past inequalities and provide every student the resources they need to succeed in a world that is becoming more complicated by putting a fresh emphasis on early childhood care and education. The comprehensive, inclusive, and progressive strategy of NEP 2020 has the potential to completely transform education in the nation. NEP wants to equip the country's students to succeed in the global ecclesiastical environment by addressing important issues, embracing technology, and advocating for a flexible and learner-centric educational system.

(G. Mishra & Kumar, 2024) [14] The importance of sustainable development in higher education is acknowledged in the National Education Policy 2020. Achieving excellence in knowledge, abilities, and competences is the main goal of higher education. There are distinctions between efforts for social growth and social result, even though all Higher Education (HE) systems aim for excellence in research and instruction. In the context of "National Education Policy 2020 (NEP 2020)", the study's conclusions will also be pertinent and instructive for regulatory bodies and institutions of higher learning to review their current policy framework. The significance of the findings is further supported by the fact that the Indian educational system, especially higher education, is experiencing significant changes as a result of NEP 2020, which places a strong emphasis on social values and multidisciplinary education.

(Radha & Arumugam, 2023) [15] Higher education establishments in India may assist their students in acquiring the information, abilities, and attitudes necessary to support sustainable development both domestically and internationally by incorporating the SDGs into their operations and curriculum. Additionally, the article offers instances of Indian higher education establishments that have embraced the SDGs and integrated them into their operations and curriculum. The SDGs' incorporation into Indian higher education is anticipated to be further promoted by NEP 2020's connection with the goals.

(Sharma, 2024) [4] The old educational model has to alter, particularly in the modern world. Protecting job prospects and the state of the economy as a whole need this transformation. The breadth of the policy, multilingualism, curricular variety, changes in assessment, teacher training, and technology are all examples of the possible ramifications that the research looks at. It examines the difficulties encountered when putting the policy into practice and how to overcome them, including the problem of allocating resources, handling change-averseness, quality control, teacher shortages, closing the digital divide, and guaranteeing assistance for kids with a range of needs. With this research study, a thorough review of the literature yields insightful results about the challenges and opportunities of achieving NEP 2020.

(O. Mishra, 2024) [16] examines the National Education Policy's (NEP) revolutionary role in changing Indian higher education. This paper emphasises how the NEP aims to solve long-standing structural inadequacies while harmonising with modern educational paradigms by critically analysing the policy's goals, implementation difficulties, and expected results. This study clarifies the NEP's potential to transform educational landscapes, empower different stakeholders, and advance India towards a knowledge-driven future by analysing its characteristics, prospects, and problems.

(Pathak, 2022) [11] grow as individuals without skill development, which is a fundamental aspect of our everyday lives. global issues brought on by the COVID-19 pandemic. The introduction of NEP-2020 was completely unexpected since many educationists were not prepared for the changes that the report suggested. Although school and college education have been equally influenced by education policy, the primary emphasis of this article is on national educational policy and skill development. This essay also discusses the subtle aspects of new skill development and education policies and analyses their effects on the current educational system.

(Singh & Baghel, 2020) [10] Developing intelligent, imaginative, and well-rounded people should be the goal of high-quality higher education. It also helps children develop their moral and constitutional values, scientific temper, intellectual curiosity, and creativity, as well as their ability to study one or more specialised subjects in-depth. The general consensus that emerges is that the new system will allow students to grow and be creative, giving them the information and skills they need to succeed on a global scale. Additionally, the educational system will be more adaptable due to the many ways students might enter and depart.

3 Conclusion

NEP 2020 marks a transformative shift in India's education system, aiming to empower students with knowledge, skills, and human values essential for addressing present and future societal challenges. By

integrating digitalization, vocational education, interdisciplinary learning, and emerging technologies such as AI, 3D printing, and biotechnology, the policy enhances employability and fosters innovation. NEP 2020 also promotes flexibility in curriculum, multilingualism, and continuous assessment reforms, ensuring a holistic and skill-based learning approach. A strong emphasis on teacher training and professional development ensures educators are well-equipped to implement these reforms effectively. The policy prioritizes inclusive education, providing equal opportunities for all, including marginalized communities. Furthermore, by incorporating Sustainable Development Goals (SDGs) into the curriculum, NEP 2020 prepares students to contribute to global sustainability efforts. With a comprehensive and integrated approach, NEP 2020 is a roadmap for creating a resilient and future-ready education system. Its success lies in effective implementation, policy alignment, and continued investment in education infrastructure. By embracing these reforms, India can nurture a generation of skilled, adaptable, and socially responsible individuals, driving sustainable development both nationally and globally.

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