NEW EDUCATIONAL POLICY AND SUSTAINABLE DEVELOPMENT

Mr. G. Krishna Kumar
Scholar, Dept. of Journalism, Osmania University, Hyderabad.

Introduction
Education is an important and indispensable part of life in any civilization. India has the history of a system of education since Vedic times. Vedic education dates back to 320 BC and established a unique system of teacher- disciple system. The object of Vedas was to contemplate and realize Athman (God). Vedic education was restricted to a section of society. Simultaneously there were crafts like the jobs of goldsmiths, blacksmiths, carpentry, weaving, pottery etc which wren basically family based occupations. The main occupation of the common populace was however agriculture and rearing of animals to some extent. People used to acquire a great amount of skill and knowledge in their jobs as also traditional ecological knowledge. Buddhism brought on is own kind of education with the great distinction that Buddhist teachings were open to all and not restricted to a section of society. Muslim rule brought in its own educational system in the form of madras. British rule In India ushered in a different of education in that primary, secondary and higher education were introduced by British. The educational systems have been under constant review and revision to cope up with the needs of the contemporary society. After India got independence thee were concerted efforts to eradicate illiteracy and t have good base of skilled labor. At the same time vast strides were made in higher education with establishment if institutions of higher learning like IITs, universities etc. At the same time there has been awareness of the importance of education globally and development of concepts such as intentional development education, education for sustainable development and global citizenship education. One of the major policy decisions in India has been announcement of National Education Policy 2020.Then present paper seeks to address the questions – What are the highlights of the New Educational Policy 2020? Does the National Education policy, 2020 contribute to sustainable in the country? What are the limitations of the policy?.

Goals of Education
According to Durkheim the aim of public education is not a matter of training workers for the factory or accountants for the warehouse; but citizens for society. Feinberg links education to shared moral understandings required to sustain and reproduce liberal, pluralist democracies. Nodding considers that a 'morally defensible aim for education should be to encourage the growth of competent, caring, loving, and lovable people and Cochran-Smith emphasizes on 'social responsibility, social change, and social justice' as key goals of education.

Research Methodology
A review of literature was done. A questionnaire was developed and a survey was conducted using the questionnaire. Convenience sampling method was followed for the survey. The data obtained was analyzed and the findings and conclusions were finalized.

Evolving the Policy 2020
The Ministry of Human Resource Development constituted a Committee chaired by Dr K. Kasturirangan, in June 2017, for preparing the National Education Policy[i]. The Committee submitted its report on May 31, 2019. The National Policy on Education was formulated based on recommendations of the committee. The policy covers education in urban as well as rural areas and elementary and higher education. The policy stresses on development of the creative potential of each

student.The policy mentions certain principles, such as – Flexibility; No hard separations between subjects, curricular and extra-curricular activities; Multi-disciplinary education; Conceptual understanding; Critical thinking; Ethical Values; Teachers as the heart of the learning process; The strong public education system etc. The policy seeks to address the challenges of - Quality; Affordability; Equity; and Accountability. Some scholars hailed the policy and others criticized it. The present study attempts to examine whether the policy can lead to education for sustained development. The discussion of sustainable development has often been confusing. Some writers envisage sustainability of the natural resource base. Others are concerned with present or future levels of production and consumption. There are differences of opinion over the way in which sustainable development might be achieved. The present paper brings out the need to examine the different dimensions of sustainability and to consider whether the National Education Policy 2020 would help to achieve them and the degree to which global solutions can be applied or available. The research methodology includes an exhaustive literature survey and interviews with education experts and analysis and interpretation of data so obtained.

Orientation of the new policy
The policy considers that providing universal access to quality education essential to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is also considered to be "the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world". . India is estimated to have the highest population of young people in the world over the next decade, and the country's ability to provide high-quality educational opportunities to them would determine the future of the country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development was adopted by India in 2015. It seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The policy notes the various dramatic scientific and technological advances, for example, the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide are likely to be be taken over by machines, At the same time need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. Due to factors like climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs This will result in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will warrant collaborative research in infectious disease management and development of vaccines. The resultant social issues heighten the need for multidisciplinary learning. It is also foreseen that there will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. At is essential that children not only learn, but more importantly learn how to learn. It I considered that education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must be developed to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-

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based, flexible, and enjoyable. There is also insistence on basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values.

Review of literature
The following articles are considered relevant to the present study.

The impact of development education and education for sustainable development interventions: a synthesis of the research
The Sustainable Development Goals stipulated by the United Nations seek that all learners will have the knowledge and skills needed to promote sustainable development. Development education, education for sustainable development and global citizenship education are deliberate educational interventions and these address global justice and sustainability issues. The objective of this paper is to examine the impact of intentional development education, education for sustainable development and global citizenship education. The scholars reviewed 243 abstracts against specific inclusion criteria: 127 from Scopus, 101 from ERIC, and 15 from EBSCO. Of those abstracts, 99 met inclusion criteria and there was double review, which excluded further studies. Of the final 44 papers included for review, 26 focused on education for sustainable development or environmental educational themes, 12 were global orientated in content, either through development education or global citizenship, and six were intercultural educational interventions. This paper provides an overview of measures of assessment of learning used, review the evidence of the impact on learners, and address some methodological and pedagogical questions arising from the review.

Successful globalization, education and sustainable development
This article brings out the role of education in 'successful globalization' and how this connects with agendas for sustainable development. Successful globalization' is defined as economic growth combined with equality and social peace. Japan and the East Asian tiger economies – South Korea and Taiwan – have been successful in the last decades in achieving rapid economic growth over long periods and relative income equality and social cohesion. This is due to several factors, including fortuitous geo-political circumstances and good timing. Also, education has played a major role. The article, based on a review of international and national research literatures, analyses how far China, India, Kenya and Sri Lanka have managed to develop their own forms of successful engagement with the global economy and what part education policy has played.

Results of Survey
1. Age

Age	Number
1-20	1
20-40	6
40-60	11
60-80	1
80-100	0

2. Gender

Gender	Number
Male	9
Female	11
Total	20

3. Occupation

Occupation	Number
Students	2
Asst. Prof	14
Other Employees	4

4. Q. Are you aware of the provisions of National Education Policy 2020?

Answer	Number	Percentage
Yes	17	85%
No	Nil	0%
Not certain	3	15%
Total	20	100%

5.Q. Do you consider that the National Education Policy 2020 will meet demands of education of 21st century?

Answer	Number	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

6. Q. "The National Educational Policy 2020 will develop professionals in a variety of fields from Agriculture to Artificial Intelligence." Do you agree with this statement?

ANSWER	Number	Percentage
Strongly disagree	Nil	0%
Disagree	1	5%
Neutral	5	25%
Agree	13	65%
Strongly agree	1	5%
Total	20	100%

7.Q. "Accreditation policy of higher education as envisaged in NEP 2020 will ensure Quality Assurance of Trainer/Faculty, Infrastructure; Program Design (Development and Delivery); Training Management System; Dimensions: Hardware, Software, Human ware / Skill ware). Do you agree with this statement?

ANSWER	Number	Percentage
Strongly disagree	Nil	
Disagree	1	5%
Neutral	4	20%
Agree	12	60%
Strongly agree	3	15%
Total	20	100%

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8. Q. The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure. Will this result in early childhood education being a part of formal education.

ANSWER	Number	Percentage
Yes	12	60%
No	3	15%
Not certain	5	25%
Total	20	100%

9. Q. The NEP 2020 lays emphasis on leveraging the advantage of technology and taping digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure. Do you consider that it is a feasible proposition taking into account the availability of proper set-up to support these tools and the costs?

ANSWER	Number	Percentage
Yes	15	75%
No	5	25%
Total	20	100%

10.Q.Do you think there is overemphasis on application of technology in educational methods to the detriment of human resources and expertise?
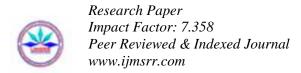
ANSWER	Number	Percentage
Yes	13	65%
No	7	35%
Total	20	100%

11.Q. Do you think that large scale participation of foreign universities in Indian educational system will be in sync with ethos and native culture of India?

ANSWER	Number	Percentage
Yes	13	65%
No	7	35%
Total	20	100%

12.Q. Will implementation of reforms stipulated in the National Education Policy 2020 lead to sustained development in India?

(a) Strongly no (b) No (c) Neutral (d) Strongly yes (e) Yes

ANSWER	Number	Percentage
Strongly no	Nil	0%
No	1	5%
Neutral	6	30%
Yes	11	55%
Strongly yes	2	10%
Total	20	100%

Findings of Survey

1. The survey covered men and women. The age group is 20 to 60 years. Majority of the participants (85%) are well versed with the policy of 2020.
2. Majority of the participants (90%) consider that the National Education Policy 2020 will meet demands of education of 21st century.
3. On the question that The National Educational Policy 2020 will develop professionals in a variety of fields from Agriculture to Artificial Intelligence rage -30%, majority response has been – Average – 65%.
4. On the question that higher education as envisaged in NEP 2020 will ensure Quality Assurance of Trainer/Faculty, Infrastructure; Program Design (Development and Delivery); Training Management System; Dimensions: Hardware, Software, and Human ware / Skill ware). Do you agree with this statement, majority response is – Average -60%.
5. On the issue of shift from 10+2 structure to 5+3+3+4 structure. Majority (*)%) welcome it,
6. Majority of the participants (75%) consider it a feasible proposition of leveraging the advantage of technology and taping digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools.
7. Majority of them (65%) consider that there is overemphasis on application of technology in educational methods to the detriment of human resources and expertise.
8. Majority of them (65%) consider that large scale participation of foreign universities in Indian educational system will be in sync with ethos and native culture of India.
9. Majority of them (55%) implementation of reforms stipulated in the National Education Policy 2020 lead to sustained development in India.

Conclusion

The NEP 2020 has been developed in keeping with the trends in education systems in the world. The objective is sustained development by providing quality education to students to meet the trends in the fields of technology and sustained development. The policy meets with positive response.

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[i] National Education Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.