



Sustainable Development Goals with Respect to Education Policy and Implementations in India.

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ABSTRACT:

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” — (Malcolm X university of York).

Only education has the power to create the future of the upcoming society. It has become more and more inevitable and a part of human life. When we discuss education, we go beyond what is allowed. It is not readily accessible to everyone in the world at the same time. In the past, education was considered a noble pursuit and exclusively available to the royal family and their followers. However, by the middle of the 17th century, education began to be awarded based on race or a classification of many highly esteemed ethnic groups in that specific region. The professors and notable people who have promoted the value of education around the world have had a significant influence. Later in the 20th century, the fruit of education has reached the nooks and crannies of society. Only one-third of the population has an education, while others were affected at the primary and secondary levels alone. Despite this, the complete population is not covered. While several international groups have stepped up to end the uneven status, very few have succeeded in eradicating the disparity in the distribution of education among the populations. The SDGs 4 have created a pathway for humans to advance their education to the next level. Its sole goal is to give everyone access to high-quality education, not a lot of it. This research aims to examine the effects of international measurements on SDG's 4 and national policy implementations with respect to the education development, with a special address to the Indian education policies measurements.

Keywords: education, SDG's, empowerment, quality, goals, policy.

INTRODUCTION

Education is one of the finest methods for people to get out of poverty and get involved in their communities. A key component of sustainable development is high-quality education. After the implementation of MDG's (millennium development goals 2000-2015) with member nations, much progress has been made in achieving the global primary education target. Globally, the percentage of children who do not attend school has dropped by almost half, and in 2015, the overall enrolment rate in emerging regions was 91%. Additionally, the proportion of girls who are literate and enrolled in school has increased significantly. While all of these achievements are remarkable, development has also been challenging in a number of developing regions due to severe poverty, armed conflicts, and other crises. The fact that everyone now has access to high-quality education supports the notion that it is one of the most dependable and efficient forces behind sustainable development.

In addition to offering a thorough framework for attaining inclusive and equitable high-quality education for all, Sustainable development goals 4 of 2030, establishes specific goals to address the obstacles in the way of achieving quality education for all. SDG 4 welcomes the focus it places on learning outcomes and high-quality education, going beyond enrolment figures. This Guide delves into the ways in which the law can contribute significantly to the achievement of SDG 4. Till 2030, all children's will possess had free primary and secondary education due to our goal. It also aims to deliver high-quality higher education, eradicate gender and wealth bias, and provide over all equal access to reasonable vocational training.

NEED FOR SUSTAINABLE DEVELOPMENT IN EDUCATION: A GLANCE.

It seeks to balance our economy, environment, and social needs in order to guarantee wellness for both the present & future generations. "Sustainable development is the process of addressing current needs without endangering the capacity of future generations to address their own." is a common definition for this idea. In simpler terms, our economy is represented by one portion, our environment by another, and our society by the third. The stool will topple over if one section is longer or shorter than the other. For our world to be stable and affluent, we must ensure that these three factors are in balance.

Goals of Sustainable Development

In order to combine economic, social, and environmental aspects, the United Nations General Assembly established the Sustainable Development Goals in 2015. Elimination of poverty, reaching zero hunger, fostering health & wellbeing, offering high-quality of education, guaranteeing gender equal treatment, supplying water, sanitization, advancing reasonably priced and clean energy are among the primary objectives. Economic growth and decent work are also essential; the least developed nations should aim for a 7% annual GDP growth rate. Economic growth and social well-being depend on industry, innovation, and infrastructure development. Reducing inequality is crucial to reaching sustainable development objectives. Planning for sustainable human settlement requires sustainable cities and communities. Decoupling economic growth from environmental deterioration and improving resource efficiency is the essential to sustainable consumption and productivity.

The sustainable development a root cause for social development

Sustainable development in education is an essential tool for an attainment of sustainable world, focusing on knowledge, abilities, values, & actions to create a sustainable world. It emerged from environmental education, aiming to develop people's knowledge, attitudes and actions to protect their surroundings. It seeks to empower individuals to make choices and take action to improve living standards without putting the environment at jeopardy. Sustainable development can address issues like poverty alleviation, citizenship, peace, values, responsibility, democracy, governance, justice, human rights, gender bias, Biological diversity, the administration of natural resources, and corporate responsibility. Key characteristics for successful education sustainability is implementation include interdisciplinary and holistic curriculum embedding, sharing values and principles, promoting critical thinking, using various educational methods, allowing learners to participate in decision-making, addressing local and global issues, and looking to the future. The United Nations Decade of Education for Sustainable Development was adopted to promote ESD, with UNESCO was the major agency. The decade seeks to encourage behavioural changes to build a more sustainable future by incorporating developing more principles, attitudes, practices into all facets of education and learners friendly.

Later part of 2015-2030 the united nations have initiates the sustainable development goals as a next phase of MDG's. after the framing the sustainable development goals and same has been implemented by the various membered across the world, it has drastic change a country policies adaptation and even though it is little bit difficulties faced to implement the goals at large to cover free education policies with zero cost efficient to needy people and also maintain the literary rate from 2000-2015 merely 85% of people who is above 15 years and they are able read and write their own language and also completed their schooling level. After 2015-2024 World literacy rate for 2022 was **87.01%**, a **0.16% increase** from 2021. The ratio of literacy rate is always in increasing motion and peoples were well aware of the importance of education in their life. Therefore, the sustainable development goals on education policy is indeed for socially, economically, and environmental development of the state.

The SDG'S TO BE ATTAINED IN EDUCATION FIELD:

- Make ensure that all childrens irrespective of boys & girls were receive unpaid fair & high-quality primary & secondary education by 2030, that may result in learning efficient.
- Assist all boys & girls in having access to high-quality pre-primary education, care, early childhood development by 2030 in order to get them ready for primary school.
- Providing safe, non-violent, inclusive, and productive learning environments for all, educational buildings should be built and renovated with the requirements of children, individuals with disabilities, and gender in mind.

The SDG'S 4 focus to ensure exclusive & equal quality of education and promote life changing learning opportunities for all. This objective, which emphasizes both access and quality, aids in reducing inequality and inequities in education. This proclamation emphasises the necessity of providing all vulnerable groups with high-quality education including children's in poverty, remote areas, and persons with disabilities, indigenous people, and children who are refugees.

This goal is crucial because it has a revolutionary effect on the other SDGs. High-quality education for all children is crucial for sustainable development. Children who receive the tools they require to realise their full potential go on to become prosperous adults who will give back to their communities and break the cycle of poverty.

Socio-economic mobility upward is paved by education. Access to education and school attendance rates have significantly increased during the last decade, particularly for girls. Despite these improvements, 260 million children worldwide—nearly one-fifth of the world's population in that age range—were not enrolled in school in 2018. Furthermore, more than half of all kids and teens worldwide fall short of the baseline standards for reading and math proficiency.

INTERNATIONAL MEASUREMENTS ON SUSTAINABLE DEVELOPMENT:

UNICEF's contribution to the equity and inclusion SDGs, which aim to give every child access to high-quality learning opportunities and programs for skill development from their childhoods through adolescence. UNICEF works with governments worldwide to rise the quality & inclusively of schools.

UNICEF has made implementation with prior to the government:

- 1) Nationalization of SDG 4 global plans and measures,
- 2) Recommitment to education to recover losses and manage COVID-19 impacts;
- 3) Implementation of digital learning solutions;
- 4) Skills development;
- 5) Quality education for vulnerable children;
- 6) Improved access to education;
- 7) Focus on learning outcomes and SDG-focused learning.

In the year of 2030, nearly 84 million children and Youngers will be out of school and 300 million will lack basic numeracy and literacy skills. To achieve the Sustainable Development Goals, education must be free, affordable, and universally accessible. This includes reducing inequalities, promoting gender equality, and fostering tolerance. To achieve Goal 4, national investment in education financing, teacher increases, and digital transformation are essential. Although there has been progress towards the United Nations' 2030 education targets, more work is needed to solve enduring issues and guarantee that everyone has access to high-quality education, leaving no one behind. Primary school, secondary, and upper secondary school completion rates increased globally between 2015 - 2021.

However, this period's improvement has been noticeably slower than that of the previous 15 years. National education policy predict that by the conclusion of primary school, 67% of children will have mastered basic reading abilities, compared to 51% in 2015. In the year of 2030, an estimation of 300 million childrens and young adults will still lack basic reading and numeracy abilities and be illiterate. The 2002 Summit on Sustainable Development (WSSD). The Dakar Framework - Action on Education for All and MDG 2, which aims to exterminate gender bias in primary & secondary education by 2005 and at all educational bodies by 2015, were strengthened by the Johannesburg Plan of Implementation (JPOI). ESD is increasingly recognised as a key enabler of sustainable development and an essential part of high-quality education. The Muscat treaty, which was reached during the Global Education meeting in 2015, suggests ESD as one of the goals for the post-2015 agenda. The significance of actively integrating sustainable development into education and supporting education for sustainable development is also emphasised in the Future We Want result of the 2012 - United Nations Conference on Sustainable Development. The UN Decade of Education - Sustainable Development was introduced by UNESCO (2005) reinforcing the importance of education in fostering ideals that promote development and upgrading the development of sustainable societies.

IMPLEMENTATION OF SDG 4 IN INDIA

In India, our judicial activists were well – aware the importance and necessary implementation of education as a part of life. In general, the fulfilment of other rights is ensured by education, which is a fundamental human right. However, having access to educational facilities is simply one aspect of the right to education; another is having a high-quality education. Our Indian legislature has already implemented the Article 21- A of Indian Constitution ensures that children from 6 - 14 have the right to free & mandatory education by making an amendment in fundamental rights and Article 45 of the COI of 1950 states at the state is required to provide free and compulsory education for children up to the age of 14. It has mentioned the state should provide early childhood care and education for children under the age of 6 – 14 as a part of directive principles of state policy. Therefore, before the implementation of SDG's our Indian legislature has already enacted the RTE (Right to Education) Act 2002 was enacted to implement the Constitution (86th Amendment) Act, 2002, which is coded in Article 21-A to COI to uphold the future of younger generation. We works more than SDG to attain no of quantity plus quality education due to huge population. In India like country it is really hard to make such legislation and implement the same. But, India has successfully showed its creditability by increasing the pass out every year in an increasing motion compared to every academic year.

The SDGs which were followed in 2015, are now halfway towards being achieved by the global community by 2030. While India did well in certain SDG 4 or Quality Education for all, witnessed an increase between 2019 and 2020, accordance with the NITI Aayog's SDG India (2020–21). Higher secondary dropout rates and low learning competence at the school level are two major contributing elements to this reduction in score. The significance of two vital elements of education - teachers and funding - is shown by both measures. Improving the standards and inclusivity of education depends on these two factors. With around 1.5 million school & 9.5 million teachers, and over 250 million students from a varieties of socio-economic backgrounds enrolled in elementary and secondary education, India is one of the biggest educational tyre in the world (2021–2022). In India, only 69% of schools are government-run, despite the fact that 55% of pupils attend government schools. As of 2021, there were around 286 million school-age children in India, according to the Ministry of Education. This implies that there are roughly 36 million children who ought to be included in the system but are not currently enrolled in school. The decline in learning achievement among enrolled students is the other main issue.

NEP (NEW EDUCATION POLICY) 2020 IN INDIA:

- GOALS 2030, "to ensure inclusive and equitable quality education and promote opportunities for lifelong learning for all." The Indian education system has undergone substantial changes as a result of this policy, which prioritizes an equity in distribution exclusive quality, accessibility to all.

Advantages of NEP 2020 that align with SDG-4:

Flexibility and Holistic Approach: NEP 2020 seeks to create well-rounded people by promoting the integration of the arts, humanities, and sciences through a flexible, multidisciplinary curriculum. This aligns with the SDG's inclusivity and equity premise.

Universal Access to Quality Education: NEP 2020 emphasises providing universal access to quality education, including early childhood care and education (ECCE), school education, and higher education.

Teacher Training and Professional Development: In order to improve teaching quality, the policy suggests intensive teacher training and ongoing professional development programs. This is in line with SDG-4's goal of raising educational standards.

Technology: NEP 2020 places a strong emphasis on using technology to increase learning generally and to increase access to education, particularly for underprivileged populations. This emphasis on technology aligns with the SDG-4's call for innovation in education.

Inclusivity and Equity: The policy aligns with SDG-4's objective of supporting inclusive and equitable education by including provisions for students with special needs, gender equality, and socioeconomically disadvantaged groups.

Notwithstanding, it is imperative to tackle certain obstacles and worries to guarantee that the NEP 2020 efficiently aids in the accomplishment of SDG-4:

- *Implementation and Resource Allocation:* To guarantee the success of the program, problems including a lack of infrastructure, insufficient money, and a teacher shortage must be resolved.
 - *Digital Divide:* Although the strategy stresses the use of technology in education, the current gap in digital literacy, especially among socioeconomically disadvantaged groups and in rural regions, may make it more difficult to apply technology-driven learning solutions fairly.
 - *Monitoring and Evaluation:* In order to gauge its success in reaching SDG-4, the NEP 2020 lacks a comprehensive monitoring and evaluation system.
- Recommendations planning for education Sustainability in India¹

To overcome the obstacles and accomplish sustainable development in India, a number of suggestions might be taken into account. Among the principal suggestions are:

1. **Invest more in education:** To support efforts for sustainable development, the government must invest more in education. This covers funding for curriculum development, teacher preparation, and infrastructure.
2. **Improve teacher preparation and capacity building:** India has a shortage of educated labourers with the necessary training. To improve capacity building for sustainable development, funding for teacher training and professional development is required.
3. **Encourage cooperation and coordination:** To achieve sustainable development through education planning, cooperation and coordination between many agencies, including the government, the corporate sector, and civil society, are essential.
4. **Promote inclusive education:** Access to education is limited, particularly for India's underprivileged people. Prioritising the inclusion of marginalised groups in education planning would help to guarantee that they have access to education that supports sustainable development.
5. **Increase public awareness and foster understanding:** In India, education planning should place a high priority on increasing public awareness and fostering understanding of sustainable development among Indian policymakers and the general public. Campaigns for education, awareness-raising initiatives, and policy advocacy can help accomplish.
7. **Encourage political will and commitment:** Long-term planning and political commitment are necessary for sustainable growth. For the purpose of attain education planning for sustainable development, the state must give sustainable development top priority and provide sufficient funding.

CONCLUSION:

There are a number of obstacles that India's education planning for sustainable development must overcome, but there were also a numbers of suggestions that are taken be note. Education planning can help India meet its sustainable development goals through boosting funding for education, improving teacher preparation and capacity building, encouraging cooperation and coordination, supporting inclusive education, incorporating sustainable development into the curriculum, creating political will and commitment, and raising awareness and understanding. Planning for education is a crucial part of an all-encompassing, integrated strategy that is needed to achieve sustainable development. Planning education for sustainable development can aid in raising awareness and empowering people.

However, there are a number of obstacles that India's education planning for sustainable development must overcome. These include a lack of funding, insufficient teacher preparation and capacity building, restricted educational opportunities for underprivileged populations, and a lack of knowledge and comprehension of the theories & practices of sustainable development. Raising political will & commitment, fostering inclusive education, integrating sustainable development into the curriculum, enhancing teacher training and capacity building, collaborating and coordinating across agencies, and

¹ <https://educationforallindia.com/education-planning-for-sustainable-development/>

increasing educational investment will all be necessary to overcome these obstacles. Therefore, India must prioritize education planning for sustainable development to attain SDG's and make sure a sustainable future for everyone.

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