

CHALLENGES AND PROPOSED SOLUTIONS FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS 2030: CONTRIBUTION OF EDUCATION

Dr. Mandira Gupta¹ and Ms. Anuradha Daheriya²

Principal, Institute of Vocational Studies (GGSIPU), New Delhi

Assistant Professor, Institute of Vocational Studies (GGSIPU), New Delhi

ABSTRACT

Providing quality education to all plays a central role for socio-economic development of a country. As a signatory to the Sustainable Development Goals, India has committed to ensuring inclusive and quality education to all children by 2030. This includes collaborative efforts in sharing the experience and expertise in diversified areas such as universal mass education, higher and professional education, open and distance education with special emphasis on quality and gender equality. India has made substantial progress in implementing Education for All. Several programmes and policies have been initiated to provide free and compulsory education to all children in the age group of six to fourteen years with initiatives such as Sarva Siksha Abhiyan and Right to Education. To meet the changing dynamics regarding quality education, innovation and research, New Education Policy 2020 aims to make India a knowledge hub by equipping its students with skill development and up gradation including vocational training and focus on technology. Economic survey of India 2019-20 also emphasizes role of education on entrepreneurship, stating that "literacy and education in the district foster local entrepreneurship significantly". The paper discusses various goals for Sustainable Development and in particular related to education including various programmes and initiatives by Govt. to achieve the targets and their status. This paper also discusses various challenges being faced for implementation including the desired learning outcomes and proposes few solutions to overcome the challenges. As compared to the aging population worldwide, India has an added advantage with its young population, with an average age of 29 years, which can be harnessed with an improvement in health, education, and skill development.

Keywords: Sustainable Development Goals (SDGs), Technical and Vocational Education and Training (TVET), Education for Sustainable Development (ESD), Global Citizenship Education (GCED), Central Sector Schemes (CSS), Skill development

SUSTAINABLE DEVELOPMENT GOALS:

The United Nations General Assembly adopted the universal, integrated, and transformative 2030 Agenda for Sustainable Development, along with a set of 17 Sustainable Development Goals and 169 associated targets on 25 September 2015. These goals are indivisible and encompass economic, social, and environmental dimensions.

- Goal 1: End poverty in all its forms everywhere
- Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 6: Ensure availability and sustainable management of water and sanitation for all
- Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all
- Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all
- Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10: Reduce inequality within and among countries
- Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 13: Take urgent action to combat climate change and its impacts

Dr. Anjali has worked as an Assistant Professor in the Department of Education, Aligarh Muslim University, Aligarh. I have Master's Degree in triple field Master of Education, English and Hindi. I had a rich and vast experience guiding M.Ed. and M.A. Education students. I have worked as a counsellor and Resource person with various educational institutions and Projects. I have also worked for the Distance Education by Maulana Azad National Urdu University, New Delhi. I have successfully guided two Ph.D.'s in the field of Education and published articles in various National and International Journals.



Dr. Anjali is working as Assistant Professor at Institute of Vocational Studies, Guru Nanak College of Education, New Delhi. She has earlier worked at Guru Nanak College of Education, New Delhi and Lingaya's Lalita Devi Institute of Management and Sciences. She has contributed articles in various Journals and Magazines. Ms. Dabheriya is pursuing Ph.D. in Education from School of Education, DAVV, Indore. She qualified UGC-NET (April, 2018) and has been awarded B.Ed. from Department of Education (CIE), University of Delhi and M.Sc. in Microbiology from Department of Microbiology UTD, Indore.



Abstract

Information and Communication Technologies play a critical role in every field such as education, medicine, agriculture, and industries. It is imperative to provide access to digital resources to the larger populations to achieve SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). The Digital divide is the gap which exists between individuals who have access to modern information and communication technologies and those who lack access. Different types of Digital divide such as Gender divide, Social divide, and Universal access divide influence our efforts in accessing the internet. The inability to access internet or digital technology can increase existing social exclusion. Some of the important causes of the digital divide are education, income level, geographical restrictions, digital literacy, and flexible information and communication technologies (ICTs).

Digital divide can play an important role to bridge the gap. Various implemented projects in different countries like One Laptop per Child (OLPC) program, Wi-Fi Partnerships, and Digital Literacy Programs highlight the importance of different approaches to handle challenges and benefits from opportunities in different areas. The paper emphasizes need for collaborative efforts from Governments, Academia, and NGOs to ensure accessibility of digital education for enabling the realization of SDGs. Digital Divide, Sustainable Development Goals (SDGs), Digital Literacy, Flexibility, Information and Communication Technologies (ICTs).

In today's era, Information and Communication Technologies play a critical role in every field such as education, agriculture, and industries. It is imperative to provide access to digital resources to the larger populations to achieve SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). Inequality to access of ICTs, which is digital divide, is a major challenge. For digital transformation, high quality and reliable digital connectivity is important. The education section of the National Education Policy 2020 addresses the Digital divide with special focus on Indian Languages to reach to the teachers and learners.

The Digital divide is the gap which exists between individuals who have access to modern information and communication technologies and those who lack access. Different types of Digital divide or digital inequality such as Gender divide, Social divide, and Universal access divide influence our efforts in accessing the internet. The digital divide can lead to social exclusion. The inability to access internet or digital technology can increase existing social exclusion.

Environmental Education in India: Challenges and Opportunities

Dr. Fozia Roohi
Faculty,
Institute of Vocational Studies,
Delhi

Dr. Mandira Gupta
Principal,
Institute of Vocational Studies,
Delhi

ABSTRACT

It is well known phenomena that human activities affect environment significantly and pose serious consequences for future generations. Environment education has a noteworthy role in making the youth conscious about their environment, adopting green social behaviour and thus responding to the environment crises. Recognizing the importance and need of environment education, India has initiated several efforts including making the environment education compulsory at all level of education. Presently, environmental conditions are changing adversely and all living beings are suffering from the negative consequences of environmental pollution and climate changes, hence, there is a need to reorient the curriculum of environment education for making it more attractive and responsive to the local environmental issues. Moreover, various policies are also needed to be restructured for sensitizing the people, especially school and college level students about the issues related to environment management.

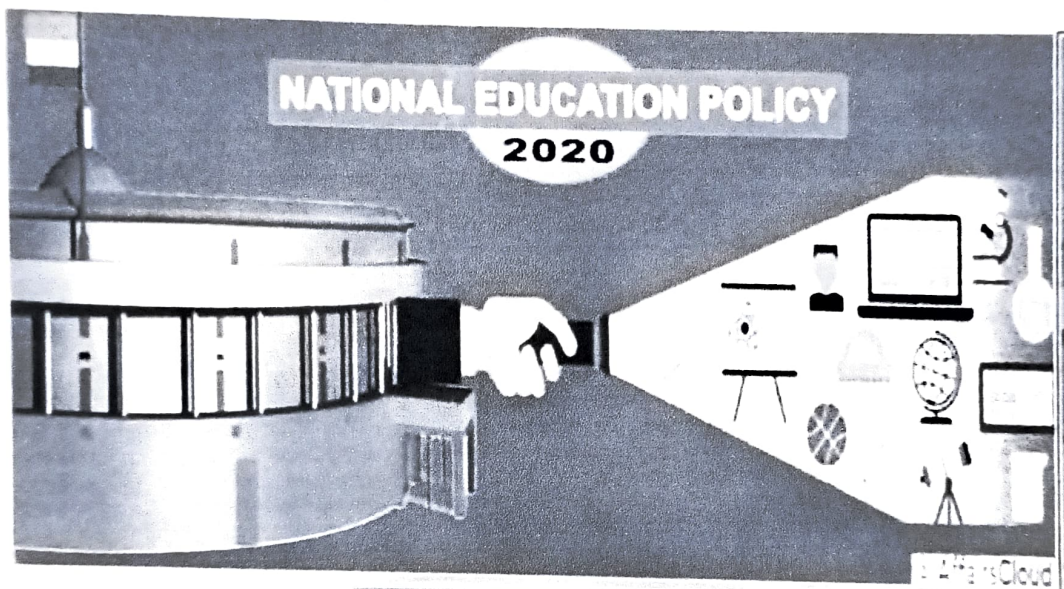
Keywords: Environmental Education, Challenges, Opportunities, Indian Curriculum.

INTRODUCTION

Environment education is a rapidly emerging and dynamic concept of education, which requires a new vision of empowering people about their nature and their role in conservation initiatives. It is now widely acknowledged that the EE is one of the effective conservation tools, which can play an important role in changing the behaviour of individuals. Environmental education establishes a green social behaviour among the citizens, especially

PROCEEDINGS OF NATIONAL CONFERENCE ON

**“NEP 2020: A Transformative Educational Policy for
Aspirational India”**



July 22, 2023

**Organized By
Internal Quality Assurance Cell**



NAAC ACCREDITED

SANT HARI DASS COLLEGE OF HIGHER EDUCATION
Affiliated to G.G.S.I.P. University, Dwarka, New Delhi
Opp. AirForce Station, Bani Camp, Najafgarh, New Delhi – 110043

“NEP 2020: A Transformative Educational Policy for Aspirational India”

INDEX

S. NO.	PARTICULAR	AUTHOR	PAGE NO.
1.	INNOVATIVE PEDAGOGY: TRANSFORMING TEACHING LEARNING PRACTICES	DR. INDU SHARMA, (HOD, DEPARTMENT OF EDUCATION), JAGANNATH UNIVERSITY Ms. ANJALI, (M.ED. STUDENT)	1
2.	INNOVATIVE PEDAGOGY, REFORMS IN CURRICULUM AND TRANSFORMING TEACHING AS ENJOYABLE LEARNING IN LIGHT OF NEP 2020	DR. SHIKHA RANJAN, (ASSOCIATE PROFESSOR, GIAST)	8
3.	FLEXIBILITY IN NATIONAL EDUCATION POLICY 2020	MS. ANJU RANI, (ASST. PROF., RCIT)	12
4.	ROLE OF HIGHER EDUCATION INSTITUTIONS IN AWARENESS PROGRAMME FOR CASHLESS TRANSACTION IN INDIA: A CASE OF VITTIYA SAKSHARTAABHIYAN	MRS. SUDESH KUMARI, (ASSISTANT PROFESSOR, BM COLLEGE OF EDUCATION, FARRUKH NAGAR, GURUGRAM, HARYANA)	17
5.	INNOVATIVE ENGLISH PEDAGOGY: CHALLENGES AND REMEDIES	1. MS. BHARTI KUMARI; (ASST. PROF., KIRAS), 2. MS. HIMANI SINGH (ASST. PROF., KIRAS)	21
6.	INNOVATIONS IN JOURNALISM EDUCATION: PROSPECTS AND CHALLENGES	1 MR. SAUD MOHD. KHALID (NEWS ANCOR) 2 MS. BHARTI KUMARI (ASST. PROF., KIRAS)	26
7.	INCULCATING VALUES IN STUDENTS THROUGH CO-SCHOLASTIC ACTIVITIES	MS. KANCHAN TIWARI (PGT, PSYCHOLOGY, GREATER NOIDA WORLD SCHOOL, GREATER NOIDA, U.P.)	31
8.	CHALLENGES AND ISSUES IN NATIONAL EDUCATIONAL POLICY	DR. JONI DEVI (ASST. PROF., SHDCHE)	37
9.	EXPLORATORY PEDAGOGY : TRANSFORMING 21ST CENTURY CLASSROOM	MS. KHUSHBOO (ASST. PROF., SHDCHE)	41
10.	VALUE BASED EDUCATION :- AN INTEGRAL PART OF NEP 2020	MS. SHIVITI YAGI, (ASST. PROF., SHDCHE)	45
11.	NATIONAL EDUCATION POLICY- 2020: HIGHLIGHTING MEANING AND PURPOSE OF VALUE BASED EDUCATION	DR. MANDIRA GUPTA (PRINCIPAL, INSTITUTE OF VOCATIONAL STUDIES) DR. FOZIA ROOHI (LECTURER, INSTITUTE OF VOCATIONAL STUDIES)	50

National Education Policy- 2020: Highlighting Meaning and Purpose of Value based Education

Dr. Mandira Gupta¹
Dr. Fozia Roohi²

Abstract

A good human being should possess moral ethics and values. It is essential for creating a humane and growing society. Hence, NEP 2020 advocates value- based education as an integral part of education system in India. Value based education places an emphasis on helping students develop their personalities so they can shape their future and deal with challenges with ease. It shapes children to effectively carry out their social, moral, and democratic responsibilities while becoming sensitive to changing circumstances. Present paper is throwing light on significance of value- based education, new structure of Indian education proposed by NEP 2020 and the ways for introducing traditional values in today's education system.

Keywords: Values, Value- based education, NEP 2020, Structure of Education

Introduction

According to ancient Indian philosophy, artha (economic values of wealth), kama (psychological values of pleasure), dharma (moral values) and moksha (liberation) are four core values for better life. Right living is reached only through value education which only stands against cardinal sins. Values are virtues, ideals and qualities on which our actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed. If knowledge is left without being tempered by values and morals, the power generated by such knowledge would only be disastrous and catastrophic in its effects. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all domains. The philosophical foundations of India need to be further strengthened. Hence, the goals and functions of formal education need to be readdressed and value education should provide a strong base of such education.

In order to inculcate the values in education focus shall be given to:

- Holistic development of young personality in its physical, mental, emotional, and spiritual aspects.
- Inculcating good manners, discipline, responsibility and cooperative citizenship.
- Developing respect for individual and society.
- Inculcating a spirit of patriotism and national integration.
- Developing a democratic way of thinking and living.
- Developing tolerance towards and understanding of different religious faiths.
- Developing a sense of human brotherhood at social, national, and international levels.
- Enabling young personality to make moral decision on the basis of sound moral principles.

Significance of Value based Education

- **Preserving Culture and Traditions:** Value education plays a crucial role in preserving and passing down the traditional values, customs and ethical principles from one generation to another.

1. Principal, Institute of Vocational Studies

2. Assistant Professor, Institute of Vocational Studies