REVIEW ARTICLE

Indian education through a G20 lens-Ensuring continuity of sustainable development

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Abstract

Beginning with a global inquiry for increasing technology-enabled learning and education, this article analyses Indian education policy responses in G20 nations. Educators and students in India are generally well-prepared to use best practices in tech-related education. Therefore, the G20 partnership must think about how to best encourage the development of educational systems and practices that are robust, efficient, equitable, and adaptive in order to better respond to and lessen the effects of current and future crises (United Nations 2020a; Reimers and Schleicher 2020). In this context, it is currently necessary to make provisions to improve access to the technology infrastructures for remote education within and outside the G20 countries. Additionally, to facilitate safer and more fluid transitions to remote modes of EduTech during school education in India is disrupted, educators, students, and parents require help and direction. Finally, the G20 must immediately look into more sustainable growth models in case the education sector experiences long-term difficulties.

Keywords: Indian education, G20, NEP 2020, Sustainable development etc.

Introduction

The group of twenty (G20) is an intergovernmental organization that brings together some of the top economies in the world to coordinate policy and tackle the planet's biggest problems. Argentina, Australia, Brazil, Canada, China, Czech Republic, Denmark, Finland, France, Germany, Greece, Italy, Japan, Mexico, Republic of Korea, Russian Federation, Saudi Arabia, South Africa, Turkey, United Kingdom, United States, and the European Union are the other members of the G20. The G20 exercise is fully participated in by guest nations on invitation from the Presidency each year. Several international and regional organizations will also participate in the G20 under the Indian Presidency in 2023, ensuring that the conference reflects a diverse cross-section of the world's nations. The preceding 17 G20 Presidency terms produced important outcomes, including guaranteeing macroeconomic stability, streamlining international taxation, reducing countries' debt burdens, and many more. These accomplishments will help us in the future as we build on them. But as India takes on this significant role, I wonder if the G20 can still advance. Can we trigger a profound revolution in thinking that will benefit all of humanity?

India's current G20 leadership will put greater emphasis on basic literacy and numeracy skills. According to a G20 agenda document, the Ministry of Education, which will chair the Education Working Group (EdWG), intends to host four of these meetings during the event, followed by a summit of education ministers of participating nations between January and June 2023. The underlying themes and priority areas that have been finalized for discussion in the EdWG meetings during G20 Presidency include ensuring fundamental literacy and numeracy, particularly in the context of blended learning, making tech-enabled learning more inclusive, qualitative, and collaborative at every level, building capacities, promoting life-long learning in the context of the "Future of Work," strengthening research, and promoting innovation through richer collaboration. The discussion will also focus on innovative strategies used

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by G20 nations to address some of the most urgent issues related to demographic trends, such as the grey economy, the multi-generational workforce, the environment (green economy), and technological advancements (IR 4.0, IR5.0). While one of the main seminars will be in Bhubaneswar, several sessions will be hybrid events conducted in Jodhpur. The fundamental skills of literacy and mathematics are the capacity of a youngster to read and answer simple mathematical problems. The National Education Policy, 2020 of India, likewise includes it as one of its central themes.

The world's foundational learning has not translated into actual learning, despite the fact that access to schools has increased over the past few decades. According to a renowned media site, it is predicted that by 2030, 43% of children in lower-income countries will still be learning in poverty. This means that a significant portion of children in these nations will not be able to read or comprehend simple text by the age of 10. "Prior to the main seminar, the working group will offer two webinars on the major trends influencing the future of work and basic skills and lifelong learning in the context of future employment. Knowledge papers based on the conversations in these webinars will be created, "according to the agenda document. The discussions during the four meetings will be centred on achieving goals, including exchanging methods and actions needed to "strengthen the human and institutional capacity" for delivering "future skills" through skilling, reskilling, upskilling, and encouraging life-long learning. The statement stated that one of the meeting's major outputs was a road-map for the G20 nations that would enable human-centric, inter-generational, and anticipatory policy responses.

According to News18, it also intends to achieve the sharing of flexible pathways to lifelong learning that results in the development of a workforce that is "future-ready" and gainfully employed. Along with the fundamentals, social and emotional competence and well-being form a solid basis for additional education and growth.A lack of essential literacy and numeracy skills makes it harder for students to catch up in upper grades, which causes important learning gaps and raises the likelihood that kids will quit school completely. As a result, strategies for achieving universal fundamental reading and numeracy must be redesigned, just as India is doing under the guidance of its National Education Policy (NEP) 2020.

Review of Literature

"We got to work before the committee was even formed. Colleges and students' opinions were collected in December. We surveyed colleges to find out what activities they wanted to plan during the G20 period. Singh Y, VC of Delhi University (2022) said, "We have already planned a number of events based on the feedback they provided." The official added that debate competitions, street dramas,

and essay competitions have also been planned as part of the activities. "The university will conduct student exchange programs and is planning on signing MoUs with different universities throughout the year," the official said. The institution will emphasize the participation of foreign students in the events. He added that it intended to invite dignitaries from G20 nations to some of these activities. Focusing on the advantages that technology development and evidence-based policy may offer when it comes to enhancing access to healthcare and nutrition, according to Harsh Vardhan Shringla (2022), is crucial. "This model can be made universal at the G20. The world must embrace Digital India. Cross-border flows of capital and technology must be combined with goals for development and growth in a new technology order "said he. According to Mr. Shringla, India will work with its G20 partners to establish systems that would improve the ability to develop nations to deal with health crises like the COVID-19 pandemic and any upcoming pandemics. To provide a more inclusive response to health emergencies, we also need new approaches to intellectual property, innovation, and co-development of health technologies. The G20 members concur that sustainable finance is essential for the recovery of a "green, resilient, and inclusive global economy and the attainment of the 2030 Agenda for Sustainable Development," according to a news statement that also promoted the sustainable finance agenda. Members of the G20 talked about agreements made in February to ensure the implementation of the G20 Sustainable Finance Road-map, which included "developing a voluntary and non-binding framework for transition finance, increasing the credibility of financial institution commitments. Developing policy tools to enhance sustainable financial instruments with a focus on improving accessibility and affordability. "After the World Bank's underwhelming involvement at COP26, those monitoring the Bank and Fund's commitments to address climate change at this year's Spring Meetings will hope to see tangible results of this commitment in the upcoming months. (See *Observer* Winter 2021).

Findings And Discussion

At the G20 conference, DU will set up student exchange programs and sign MoUs with foreign colleges

The Delhi University is prepared to "internalization Indian education" by utilizing India's G20 leadership. By setting up student exchange programs, organizing conclaves, and signing MoUs with foreign colleges and institutes, the university intends to achieve this. Over 200 meetings are set to take place at 55 various sites across India, which last year on December 1 took the G20 chair. A meeting will be held in Delhi in September to conclude things. For students at the varsity to interact with their peers and delegates from G20 member nations, there will also be

a number of programs, including entrepreneurial conclaves, a Model UN, and a G20 Conclave, an official said. Yogesh Singh, vice chancellor of Delhi University (DU), told PTI that "there are numerous educational activities we would like to promote while India takes the chairmanship of the G20." "We have established a committee that is thinking through and developing a plan. We want to highlight our university," he continued.

Enhance Education Systems' Resilience For Fair And Sustainable Development: Education is a Fundamental Human Right and a Major Factor in Sustainable Development

It also serves as the cornerstone of just, egalitarian, and inclusive societies. By making education systems more resilient, nations can respond to the current difficulties of safely restarting schools and are better equipped to handle upcoming disasters. The demands of marginalized groups must be recognized and considered to "build back resilience" and reach all learners, as well as to guarantee that they receive high-quality, long-term education. In order to prevent further jeopardizing of their education, learners in urgent situations and extended crises should be emphasized. For vulnerable children, school health and nutrition programs-which include school meals, water and sanitation are crucial as well as a potent motivator, boosting enrolment and attendance (Mundy and Proulx, 2019).

Conclusion

Relatively few nations are keeping track of the usefulness and use of Edutech and blended learning modalities. Estimates nonetheless show varying levels of coverage: Online education, international cooperation, off-campus openings, and India's High-tech Industrial Revolution 4.0 & 5.0. To guarantee learning continues beyond the G20, sustainable development should build on experiences with the widespread use of technology. India intends to put into practise a "hybrid" or blended form of education delivery. For international leaders and the whole education community, preventing the learning crisis from turning into a generational disaster must be a key concern. This is the finest method to promote economic growth, sustainable development, enduring peace, and defending the rights of millions of students. We can rely on boundless motivation and untapped resources to restore education's fundamental ambitions in addition to its essential services. Governments in India and the international community must uphold moral standards and implement changes if children and youth are to recapture the promised future and all parties involved in education are to understand their respective roles in bringing it about.

Declaration

We also declare that there is no conflict of interest among authors, and all ethical guidelines have been followed during the recent study.

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