

Quality Education and Impact on Sustainable Development Goals

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Abstract

Education is a narration of lifelong learning and entails history of international priority. Education is not an end in itself but a means to an end. It serves as a medium of implementing SDGs through literacy, awareness, and a unified process of broadcasting information for its propagation and expansion. To ensure fulfillment of this right, we must provide universal access to inclusive, and equitable quality education and learning, thus, 'leaving no one behind'. Education aims at the development of the human personality, and promotes mutual understanding, tolerance, friendship and peace. It is applied knowledge to understand contexts and gain insights. Considering the need of the hour and the importance of education in sustainable development, this paper delves into the factors affecting quality education with a statistical outcome of the study. As per the United Nations, quality education lays the framework to ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all. Quality education greatly impacts the efficacy of learning potential for empowering human capital. SDG 4 supports the reduction of disparities and inequities in education, both in terms of access and quality. It recognises the need to provide quality education for all, especially vulnerable population, including the poor, children living in rural areas, persons with disabilities, indigenous community and refugees. The objective of this study is to understand the critical importance of quality education and its transformative effects on other SDGs.

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INTRODUCTION

Education is a process of lifelong learning and entails history of international priority. The right to education was first enshrined in the Universal Declaration of Human Rights in 1948. Improving education and ensuring a high standard of education for all have been key global goals, and integral parts of the Sustainable Development Goals (SDGs). As per United

as the Millennium Development Goals (MDGs). It offers an ambitious vision for achieving sustainable development in the global world.

The envisaged goals aim to eradicate poverty, fight inequalities and tackle climate change for future generations. Education plays a critical and foundational role in shaping the various SDGs, as mentioned below:



Fig. 1: SDGs by the United Nations

Nations Security General (UNSG), high-quality education, life-long learning and the capacity of teachers are the key factors in empowering youth as an engine for change. Education gives people the knowledge and the skills to contribute to society, and foster tolerance.

NEED AND SIGNIFICANCE

The United Nations 2030 Agenda for the SDGs was launched in 2015

Education is not an end in itself but a means to an end. It serves as a medium of implementing SDGs through literacy, awareness, and a unified process of broadcasting information for its propagation and expansion. Primary education is recognised as a catalyst in meeting the developmental challenges of today. Governments and the international community increasingly focus on the needs of their citizens. It is crucial to

impress on the marginalised and the disadvantaged, whilst considering the minorities and the weaker section to empower them with the knowledge, and skills required in the world today.

As per the Human Development Index (HDI) 2021 issued by the United Nations, India ranked 132 out of 191 countries. The slippage on overall well-being and healthcare (SDG 3), quality of life, and attainment of basic schooling call for greater investment in human development. Emphasis needs to be put on provisioning of systems and mechanisms of healthcare, and school facilities in the rural areas. HDI is a composite index based on three parameters, i.e., life expectancy, mean years of schooling and average income. It is important to prioritise human resources, people and their capabilities, for assessing the development of a nation. Education ensures sustenance of basic facilities like food grains (SDG 2), clean drinking water and a hygienic environment (SDG 3, 6). This implies that education is an ingrained factor in the most primitive, fundamental, and essential of human life and its sustenance. It naturally correlates with the progressive development and evolution of human resources.

The 2030 Agenda for Sustainable Development is universal, holistic, indivisible and inclusive. It is imperative to 'leave no one behind'. The achievement of SDG 4 plays a central role in building a sustainable and inclusive society. 'Quality

Education' naturally becomes the underlying goal that steers and guides the achievement of other goals. This will ensure learners acquire the knowledge and skills needed to promote sustainability through Education for Sustainable Development (ESD) and sustainable lifestyles, human rights, gender equality (SDG 5), promotion of art, and inculcating a culture of peace, non-violence (SDG 16) and global citizenship towards an inclusive world order.

EDUCATION IN SUSTAINABLE DEVELOPMENT (ESD)

Education is an important means of implementation of sustainable development and provides mediation between economic, social, and environmental development that can be harmonised and integrated with the pursuit of sustaining human life. This goes beyond education being named as a single SDG, thus, requiring a better understanding of the role of education as a cross-cutting means to strengthen the intricacies and accomplishment of other goals. A broadened understanding of education creates a strong mechanism for supporting social learning, which enables synergy between education and other critical elements of achieving a sustainable environment. Providing a progressive environment in education helps in identifying key attributes for boosting lifelong learning, professional career

development, community learning, and public participation (SDG 8, 11).

The Global Education First Initiative (GEFI) was launched in 2012 to renew and strengthen international efforts to reach global education goals. It reflected the importance of education sustainably and inclusively. As per the International Commission on Education, 'education' is the principal means to foster a deeper and harmonious form of human development, and thereby reduces poverty (SDG 1), exclusion, ignorance, oppression and war (SDG 16). Right to Education and continued schooling has a direct correlation to the Gross Domestic Product (GDP) of a country. Education contributes to the improvement in health services, well-being of individuals, prevention of diseases (SDG 3) and social equality (SDG 10). It has a positive influence on health (SDG 2) than either income or employment.

Education emphasises total development of an individual in one's capacity, capability and potential. It enlightens humanity and enables people to be aware of their rights and duties. It helps people secure employment, and command recognition and appreciation. The scheme of Integrated Education for Disabled Children (IEDC) was launched in 1974 to provide educational opportunities for the disabled to facilitate their retention and integration in the system. A number of barriers debar the special community from the basic

needs, including rehabilitation, medical assistance, support services, employment, etc. By providing special education we can empower the special community through an assisted, inclusive and a skill-based approach.

The concept of human rights and security, justice, equality, and liberty are considered the foundation of any vibrant democratic system (SDG 5, 16). However, the rights of the disabled community over the period have not been respected; rather socially and economically deprived have remained far away from the developmental priority. It will take a multi-pronged approach for the disabled to realise their full potential. Employment of special skill, potential, and abilities will maximise their contribution to society and the community as a whole. Strengthening curative health care, ensuring inclusion in education and increasing the participation of the disabled community (SDG 3, 4, 11) by the Government will be an essential step in achieving sustainability. This conducive environment leads to accelerated, inclusive and a resilient environment.

SDG 4 supports the reduction of disparities and inequities in education, both in terms of access and quality. It recognises the need to provide quality education for all, especially for vulnerable population including the poor, children living in rural areas, persons with disabilities, indigenous community and refugees. The goal is of critical importance

because of its transformative effects on other SDGs. Sustainable development will take place if every child continues to receive quality education throughout the lifetime. The aim of ESD is responsible thinking and acting. Once children are empowered with tools to develop the potential, they ought to be more productive in order to pay back to the society and the community (SDG 11) to the best of their ability. Education, thus, enables upward socio-economic mobility in life. Quality learning opportunities and skill development programmes must be provided from early childhood through adolescence.

Education is a public good. States must protect, respect, and fulfill the right to education. It is an inclusive process of public policy formulation and implementation. Various stakeholders like society, teachers, educators, and communities have a direct bearing on realising the right to Quality Education. The role of the State is essential in setting and regulating standards, and norms to ensure compliance with quality and bear industry accreditation, and recognise appropriate affiliations for various schools, colleges and universities.

Quality Education commences from Early Childhood and Education (ECE) and pays importance in primary education that has a lasting ramification in shaping the young minds. National Education Policy (NEP) 2020 has laid weightage on the relevance of primary education.

As a result of the pandemic, there was a lack of basic knowledge and foundational skills in primary children. Quality education fosters creativity and knowledge. It focuses special attention on the acquisition of foundational skills of literacy and numeracy, as well as analytical, problem-solving, and other cognitive, interpersonal and social skills. National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat will set the base and empower children to rebuild what was lost, and ensure a positive impact on education systems, communities and the nation (SDG 8, 11, 16).

The ambition of this goal is to build a world that facilitates the realisation of the full potential in each child. It is the call of the world to heal the present state and the society, be just to the environment, and think and work towards the betterment of future generations. Sustainability will fabricate a just, tolerant, and an inclusive world. A vision of inclusive 'quality education' focuses on the idea of education for all, particularly groups that are considered vulnerable and deprived of the basic rights. It is imperative to understand the role of education and lifelong learning opportunities for all as the main drivers of sustainable development. With education alone, we can spread a progressive and inclusive environment of learning, and create avenues for a sustainable,

equitable and peaceful world, and a strong world order (SDG 16).

In the rural and suburban sector, *Panchayats* have a credible and transformative role in achieving quality education. They will have to be participative, informed and democratic. Access to integrated technology, affordable education and employment prospects will boost rural productivity. Governance at the grass roots level will need to be decentralised and citizen-driven through community-based institutions.

NEP 2020 restructures the educational ecosystem from pre-primary to higher education, vocational education of skills, and propagation of research. It works on the working dogma of access, quality, equity and affordability, thus, reducing inequalities (SDG 10). The holistic approach of NEP is being implemented by restructuring courses, curriculum and pedagogy. As universities become more multidisciplinary with equal access to all, an added effort to ensure cross-disciplinary and interdisciplinary teaching, and research will go a long way in improving quality of higher education. Once the gross enrolment ratio pushes for higher education, it encourages employment (SDG 8). Towards this, regulation and accreditation by the Higher Education Commission of India (HECI) will play a pivotal role in shaping quality, trade, and standards (SDG 9).

Bridging the cultural gap within the Indian society by propagation of regional languages is one of the envisaged roles of NEP 2020. Regional languages remain the mainstay of communication, especially in the local society. However, in vernacular and verbal dialect, it has often not got its due recognition, appreciation, and credit towards its usage and comprehension in education. Can the recently proposed Bhasha Kendras bring the change for further propagating quality education in realising the aim in rural India? Can we cultivate quality in languages and thus bring in unity and cultural diversity (SDG 10)? Will propagation of regional languages in India help achieve quality education?

COVID-19 pandemic is not only a global health crisis, rather has touched all aspects of our lives. It has ironically revealed the fragility of our interdependence with nature. The prolonged lockdown with complete closure of schools in many countries forced the Governments to close the schools and colleges, adversely affecting education. This caused a major threat to lifelong learning and continued education. As per UNICEF, over 70 per cent of 10 yearolds do not have the FLN skills post-COVID induced school closures and the impact of COVID-19 is expected to drive up this learning poverty 12, i.e., the share of 10 years old who cannot read a primary text in lower and middle-income nations. A national campaign with whole-hearted

commitment through transformative curriculum and process of teaching, and learning will allow stakeholders to get involved in the nationwide exercise.

Quality education is essential for the skill ecosystem. The outcome of education is validation and recognition of skill and training. Quality assurance and recent linkages with the National Skill Qualitative Framework (NSQF) provides an opportunity to citizens to qualify for credit-based education and work alongside. It is enshrined worldwide as professional education and is carried out in affiliation with central recognised universities as part of vertical mobility schemes. National Skill Development Corporation (NSDC) has taken major initiatives in the skilling sector and in the conduct of World Skills Competitions in various domains of technical trades including architecture, media, designing, transport, robotics, electronics, etc. Sector Skill Councils propagates training of skills in technical trades.

RESEARCH QUESTIONS

1. What impact does quality education have on Sustainable Development Goals (SDGs)?
2. What steps have been taken to provide free, equitable and quality education in India?
3. What are the reasons for primary children lacking in Foundational Literacy and Numeracy?

METHODOLOGY

A survey on quality education and its impact on SDGs were carried out. A total of 418 respondents, through Google Forms, hailing from the education industry, policy makers, members of educational universities, institutions and schools, academicians, research scholars, teachers and members of faculty responded. The responses were analysed to understand the importance of the goal and its impact, and as an important ingredient in sustainable development. Using Microsoft Excel, statistical results have been given for better understanding the facts and responses. The survey further shows the impact of lifelong learning in perspective to achievement of the national aim and inter-linkages with other SDGs towards empowering youth in India, and the greater good of achieving sustainable development.

ANALYSIS OF DATA, MAJOR FINDINGS AND DISCUSSION

As per the survey, 87.1 per cent of the respondents are aware of SDGs enumerated by the United Nations, thus, giving a fair insight to the awareness on the subject among the target group, with 97.8 per cent of the respondents agreed to quality education as an important ingredient in the overall attainment of SDGs and 91.9 per cent of the respondents opined that all people in the world must have access to quality and affordable education to achieve sustainable development.

Do you think Quality Education is an important ingredient in the overall attainment of SDGs?

418 responses

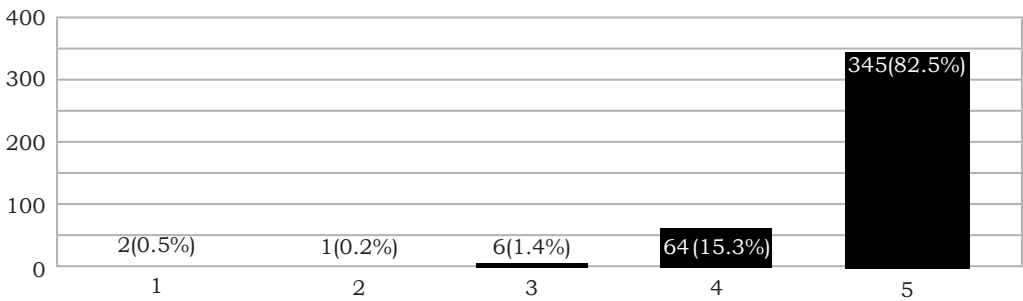


Fig. 2: Graph representing the percentage of respondents towards quality Education is an important ingredient education in attainment of SDGs

Source: Data collected by investigator

While defining ‘quality education’ in perspective to the national aim, the respondents opined the following as essentials to achieve the goal:

- The initial step and a key factor in the process of nation building.
- Helps in nation’s representation in the world’s scenario with a positive impact on nation’s development.
- Underlying principles of working environment, synergies between national and global values, ethics around creation, fosters international mindedness. Inculcates scientific temperament, cultural bonding, moral values and moral strength, and ensure progressive attainment of values regardless of class and status.
- Ensures concerted approach towards education by screening pseudo intellectuals and people with biases.
- Achieves standard and established competence.
- Caters to the needs of mother nature by enriching citizens with the functioning of the universe in balance and harmony.
- Reduces poverty being a vertical steer to development.
- Lifelong learning with a scientific temper rooted with human values.
- Enables thinking, invokes empathy, power to engage, and empowers citizens to tackle future challenges.
- Access to free, accessible, affordable and liberal education, with a practical, research and demand based approach
- Promotes civic sense with vocational and economic comfort.
- Foundation on which the edifice of development stands.

- Holistic development of body, mind, and soul and all-round personality encompassing physical, mental, emotional and cognitive aspects regardless of gender, race, ethnicity, socio-economic status. Quest for knowledge and promote higher education, with a focus on research, language, employable skills through creative and innovative teaching techniques, enhance individual well-being, sustainable, balanced livelihood and overall growth.
- Opens the world of opportunities, making it possible for everyone to contribute to a progressive and a healthy society. It helps eradicate diseases of discrimination, nepotism, inequality and brain drain.
- Encourages intellectual enlightenment, aesthetic bloom, moral soundness and spiritual development.
- Fosters tolerance, and contributes to peaceful and democratic society.
- Ensures curbs on child labour, abuse and violence.
- Integrated development of appropriate knowledge skills and character for a devoted progressive personality.
- Generation of revenue and judicious utilisation of wealth.
- Fosters social care.

Economic development forms the bedrock for growth and prosperity of a nation, and is a pre-requisite for sustainable development. The 88.9 per cent of respondents felt economic development is a precursor for sustainability. Thus, there is a strong correlation between decent work and economic growth, i.e., impact of SDG 8 in achieving SDGs. And, than 94.7 per cent of the respondents felt improving people's health and opportunities for a good life will contribute to sustainable development.

Economic development is necessary for sustainable development

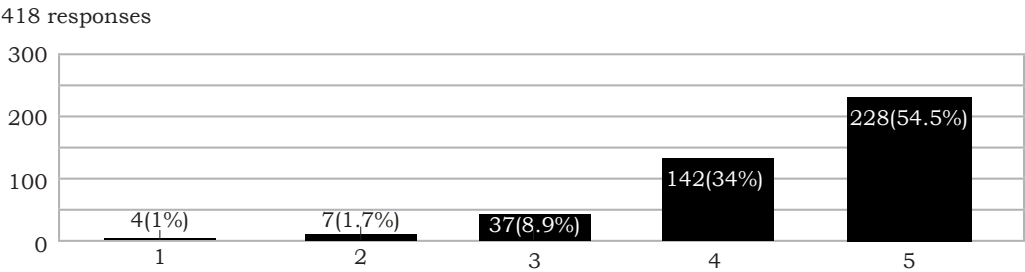


Fig. 3: Graph representing the percentage of respondents who believe that economic development is necessary for sustainable development

Source: Data collected by investigator

Improving people’s health and opportunities for a good life contribute to sustainable development

418 responses

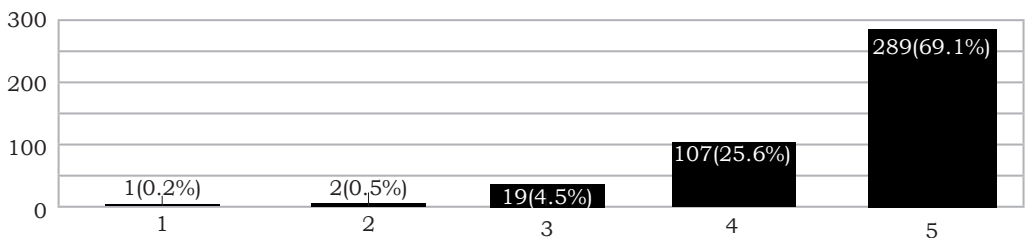


Fig. 4: Graph representing the percentage of respondents who believe that people’s health and opportunities for good life contribute to sustainable development

Source : Data collected by investigator

Another aspect of diplomacy and mediation is seen as a key role in conflict resolution through justice and peaceful means, i.e., SDG 16. 85.9 per cent of the respondents agreed that a peaceful culture and climate needs to be adopted where conflicts are resolved through international relations and diplomacy, being necessary for sustainability.

SDGs have inter-linkages and correlation towards achievement of sustainable development. However, respondents when asked about the three most significant and underlying SDGs that the world needs to witness today, good health and well-being (SDG 3), no poverty (SDG 1) and zero hunger (SDG 2) accounted for the major factors

A culture where conflict are resolved peacefully through discussion is necessary for sustainable development

418 responses

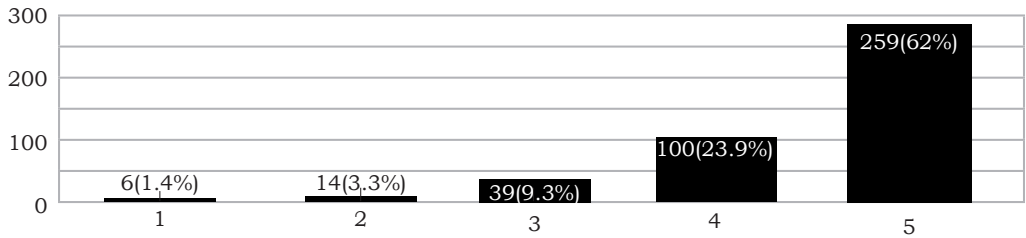


Fig. 5: Graph representing the percentage of respondents who believe that conflict are resolved peacefully through discussion is necessary for sustainable development

Source : Data collected by investigator

followed by gender equality (SDG 5), and decent work and economic growth (SDG 8) as contributing factors. This shows that primitive and conventional needs for survival including food, medicines and financial support are still pre-requisites for affording education in India, thus, affirming Maslow's theory of needs.

Recently, India slipped its ranking of Human Development Index (HDI) in 2020 and 2021, despite a fast-growing economy. 96.7 per cent of the respondents strongly felt that the nation still

needs to progress on providing basic facilities of healthcare and schooling. Others attributed modernisation of basic educational infrastructure with competent faculty, effective implementation and conscious endeavour to continue efforts in various schemes initiated by the Government to empower HDI. This is a result of policy choices made by the country over time, including investment in health and education. HDI is based on Gross National Income (GNI), life expectancy at birth, mean years of schooling, and expected years of schooling.

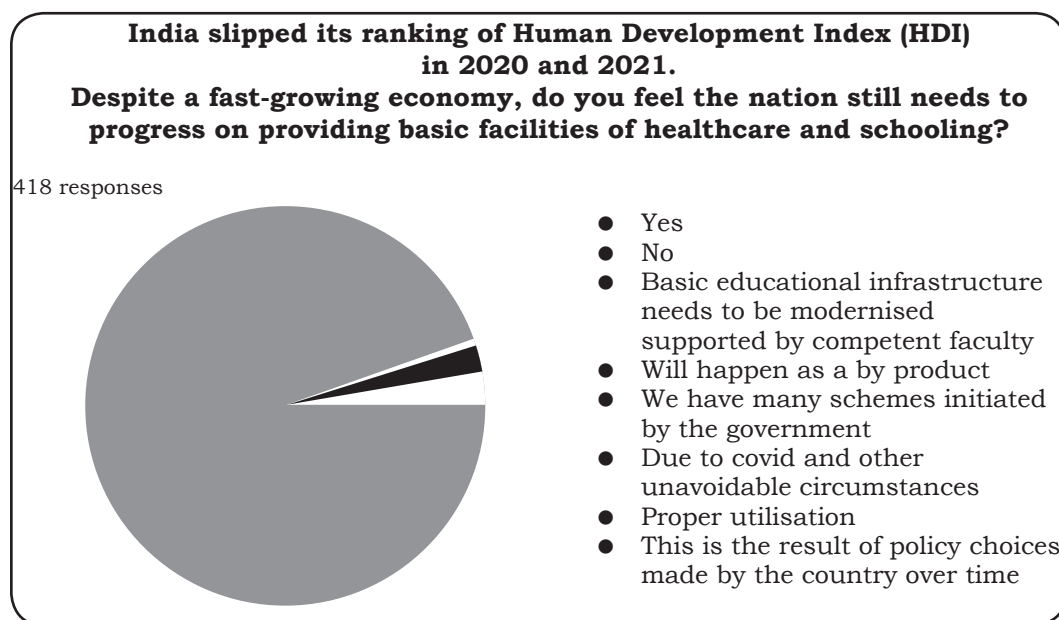


Fig. 6: Pie-chart representing respondent's attitudes towards nation's need to progress on providing basic facilities of health and schooling

Source: Data collected by investigator

Providing basic health care and education will not suffice. The 52.4 per cent of the respondents felt that older generations preferred good health and well-being (SDG 3), quality education (SDG 4), and biodiversity and life on land (SDG 15), whereas younger generation preferred the burning issues of the world and prioritised climate action (SDG 13) over the basic necessities.

SDG 4 will ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all. The relevance of inclusive and equitable quality education, and lifelong learning opportunities for all is an integral part of the goal. This will help in improving quality of life and ensure sustainable development. The respondents opined the following impact of lifelong learning as a means to empower the youth in India:

1. Keep generations focused and aware of the role as citizens in nation building.
2. Allows demographic dividend to be enlightened and actualised.
3. The youth has exhumed the quintessential challenges for reinventing the future with a quest for lifelong learning.
4. The concept of learning throughout life goes beyond the traditional distinction between initial and continuing education.
5. Youthfulness is in practice a phase of thorough and whole

change, a transition in terms of physique and mentality, society and environment, and universality. The phase of youth transports one from one world to another. Youth are a layer of the society which has been the centre of focus of the remainder.

6. Paves the way for a balanced and sustained environment irrespective of age or qualification.
7. Helps youth to stay abreast with rapidly changing philosophies with a sense of mastery, impact and purpose.
8. The ability to reason empowers the critical role of learning to preserve and develop an independent thought in the learner.
9. Empowers the youth to renew self-motivation, recognition of personal interests and goals.
10. Self-motivated pursuit of knowledge for personal and professional skills.
11. Propels self-growth, self-esteem, self-exploration, self-confidence, self-esteem, self-belief and keep pace with the progressing society. It helps one to discover one's passion, boost creativity, reduce boredom, and makes life interesting and intriguing.
12. Education has a positive effect on brain cells and improves mental sharpness. Better mental health leads to longer life expectancy. No matter how strong or powerful we become, we make use of education and what we have learnt.

13. Make youth responsive with an endeavour to achieve SDGs and holistic development, growth, and improve the ecosystem.
 14. Meet the challenges of mental, emotional and physical problems.
 15. Helps in survival in the era of extreme transition.
 16. Helps in propagation of best practices.
 17. Helps in instilling values and leadership skills.
 18. Continuous process to keep the youth relevant, conscious and enhances learning responsibility.
 19. Quest and openness to learn irrespective of the field, and circumstances.
 20. Empowers children on a spiritual path rooted with nature, worship and self-exploration.
 21. Healthy education changes the perception and interpretation of information, and collaboration with others.
- COVID-19 had a detrimental impact on the education of children across the world. The prolonged lockdown with complete closure of schools in many countries forced the Governments to close schools and colleges, thereby adversely affecting education, causing a major threat to lifelong learning and continued education. While 52.1 per cent of the respondents agreed to the statement, 32.1 per cent were neutral.

The prolonged lockdown with completed closure of schools in many countries forced the Government to close schools and colleges, thereby adversely affecting Educational, causing a major threat to lifelong learning and continued education.

Do you agree with the above statement?

418 responses

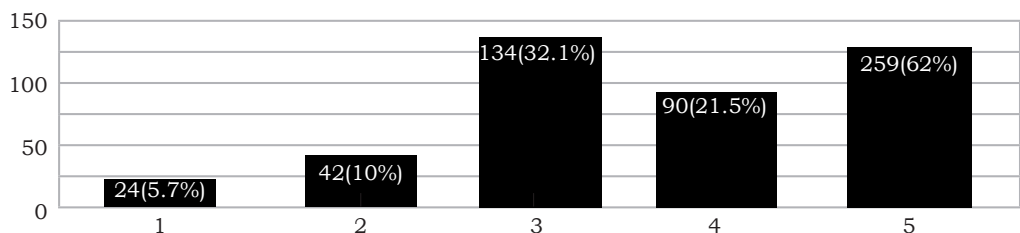


Fig. 7: Graph representing respondent's attitudes towards the given statement

Source: Data collected by investigator.

The 93.3 per cent respondents strongly felt that attainment of literacy, numeracy and basic skills drive the foundational aspect of educational transformation in India. Respondents further opined that skill development will lead to generation

of employment and further increase the quality of life. With wiser and prudent outlook towards the kind of action people take in their lives, this will eventually lead to educational transformation in India and break the vicious circle.

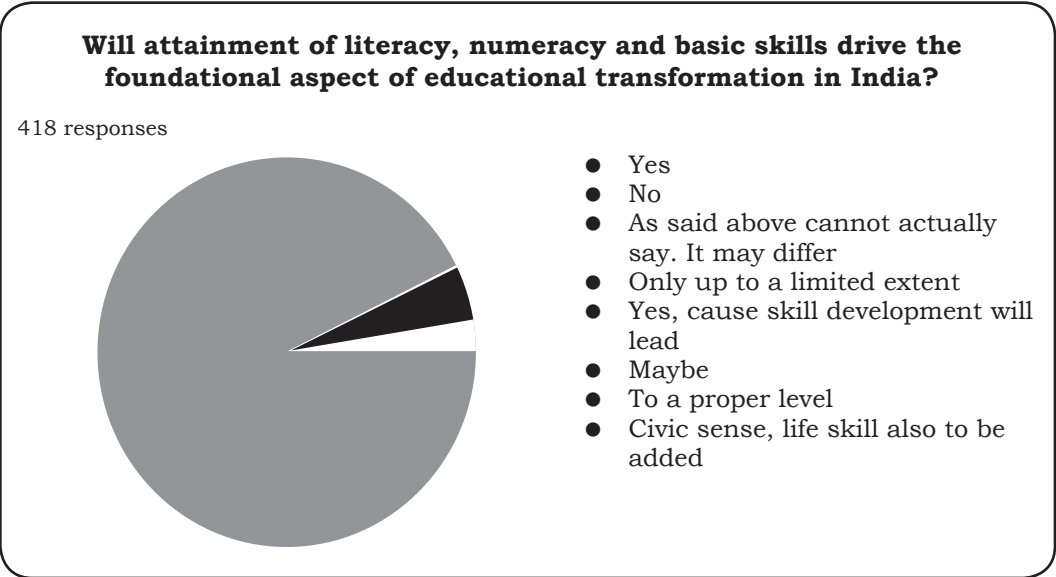


Fig. 8: Pie-chart representing respondent's attitudes towards the given statement

Source: Data collected by investigator

Foundational Literacy and Numeracy (FLN) has been projected in the National Education Policy 2020. The 68.2 per cent of the respondents felt that primary children lack FLN. The remaining opined that it varied among the economic strata by population, and is less in larger cities and towns, and more in villages and in children hailing from lower class. Others found a void in children those who missed the foundational literacy,

and the atmosphere provided to the children.

During the pandemic, governments across the world mandated COVID-19 appropriate behaviour imparted at all levels of society, even schools. Young children were taught the basic nuances of hygiene, sanitation and social distancing. Towards this, sensory automated water and sanitiser dispensers were installed in schools in addition to critical COVID-19

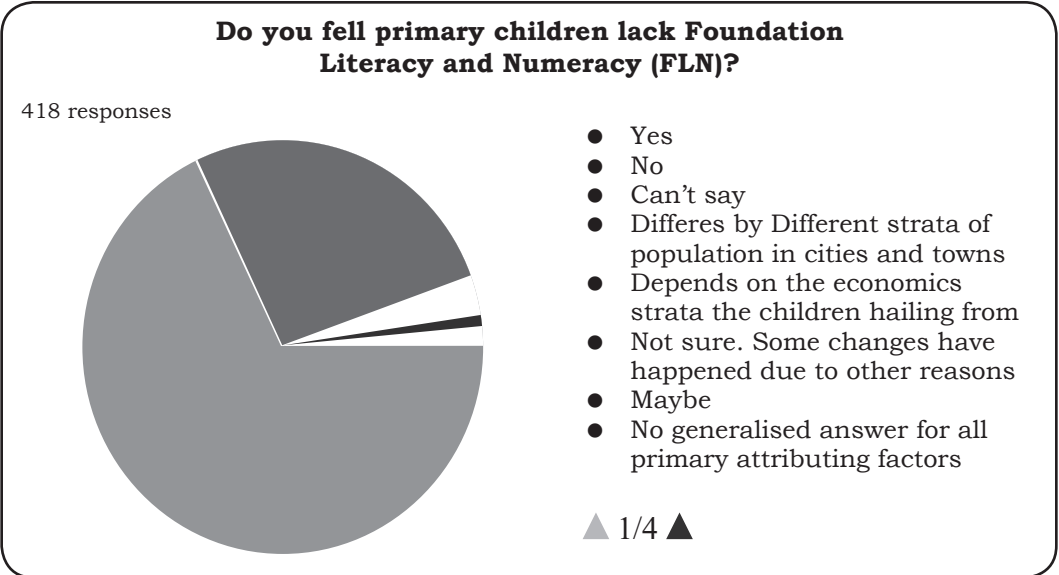


Fig. 9: Piechart representing respondent's attitudes towards the given statement

Source: Data collected by investigator

infrastructure. People were made aware and necessary education was given to students. However, only 64.8 per cent of the respondents felt that schools geared to critical COVID-19 infrastructure, and adequately spread awareness towards appropriate behavior in containing the pandemic, 25.8 per cent were neutral.

Another urgent aspect to be borne among the young children is the provisioning of a nutritional and balanced diet. Sadly, 20.3 per cent of the respondents felt parents did not understand the importance and need for providing a balanced diet for their wards. Further, 21.8 per cent of the respondents were unclear of the same, giving a clear insight of a highly important but neglected aspect of a child's dietary intake.

The respondents attributed the following parameters as the primary attributing factor having a bearing in achievement of quality education:

- Willingness of the governance and political bodies, institutional commitment, and strong administrative action (SDG 9,16).
- Public infrastructure and innovation (SDG 9).
- Government spending on education as a percentage of Gross Domestic Product.
- Jobs and economic growth (SDG 8).
- Free or subsidised education
- Population, social inequality, quota system, opportunities to all (SDG 10).

- Poverty, gender equality, economic conditions (SDG 1, 5), perception pattern, family background, etc.
- Training and standard of teachers.
- No poverty (SDG 1), zero hunger, good health and well-being (SDG 2, 3).
- Strong education system widens the prospects of opportunities, improves health (SDG 3), and bolsters the resilience of cities and communities (SDG 11).
- Parental background and education.
- Cultural development and awareness.
- The role of building necessary habits in 'action and reflection' achieving the same is primary and paramount.
- Providing scholarships to deserving students.
- Positive school climate.

CONCLUSION

Education serves as the foundation for achievement of SDGs. It serves as a pillar for human and economic development. Integration of education in sustainable development is vital and the benefits that education accrues will help in the achievement of the other SDGs. This effort requires a basic understanding of education, its impact on society that extends beyond the boundaries of formal education.

Concerted efforts by all stakeholders will create a robust and progressive public education system,

and boost the economy. Such a system will be responsive to the aspirations of the larger community and have a progressive discourse on learning methodologies. Children must continue to gain historical nuances of the cultural heritage. Cultural moorings are bedrock in imbibing the forgotten and displaced goal that needs a neonatal ingrain in the children today.

Swami Vivekananda quoted, "We want that education by which character is formed, strength of mind is increased, and intellect is expanded and by which one stand on one's own feet." Quality education must, therefore, meet the aspirations of the industry. Mechanisms will have to be put in place for effective financing for education, monitoring and reporting on SDG 4, analysing and documenting the qualitative, and transformative attributes of education. Efforts need to empower education as a means for sustainable development and its critical long-time impact for improving human interface, and enhancement of sustainable development into a single integrated and technological paradigm. As per Ziu Zhenmin, Under-Secretary General for Economic and Social Affairs at the United Nations, 'rapid population growth makes eradicating poverty, combating hunger and malnutrition, and increasing the coverage of health and education systems more difficult'. SDG 4 provides a standalone goal with an aim to ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all. It provides a basis for educational improvements in the global community and includes targets for implementation.

As per Honorable Union Minister of Education, and Minister of Skill Development and Entrepreneurship, the spirit of NEP 2020 will be reflected through FLN, role of digital technology in education, building capacities, and lifelong learning for the future of work and strengthening research collaboration. NIPUN Bharat, toy-based learning, 200 television channels, the National Education Technology Forum, and the National Credit Framework to the creation of skill labs with Artificial Intelligence and machine

learning, technological advancements in automation, the Education Working Group (EdWG) under G-20 will witness a wide spectrum of new ideas, learning and practices.

The world is one family, or *Vasudhaiva Kutumbakam*, is an exclaimed war cry to rekindle the fire within. As stated by Honorable Prime Minister Narendra Modi, the objective of the G20 summit is to sustain the foundations of 'healing, harmony and hope', being inclusive, ambitious, action-oriented, decisive. "One Earth, One Family, One Future", the exhorted theme for the G20 Summit, will only resonate and reverberate the dwindling bugles of 'Heal the World' and 'We are the World', the world needs to witness today.

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