

TITLE: QUALITY EDUCATION - INCLUSIVITY, INNOVATION AND FEASIBILITY



Name of the Mentor: Bincy. C.C, Assistant Professor, Department of Social Work, Rajagiri College of Social Sciences (Autonomous)

Name of the students: Ms. Hamda Amanulla & Ms. Risva, BSW, Department of Social Work, Rajagiri College of Social Sciences (Autonomous)



Summit Organizers



RCSS
RAJAGIRI COLLEGE OF
SOCIAL SCIENCES
(AUTONOMOUS)

**Rajagiri College of Social Sciences (Autonomous)
Rajagiri P.O., Kalamassery**

ACKNOWLEDGEMENT

We thank the Lord Almighty to have given us the opportunity and motivation to conduct this research on the fourth global goal for Sustainable Development – Quality Education, with the title, ‘**Quality Education - Inclusivity, Innovation And Feasibility**’. We extend our sincere gratitude to our mentor Sr. Bincy C C, for her guidance and support throughout the study. We also thank all the participants who’ve taken their time out to cooperate with the research and pen down their views on the same. We also thank our parents and friends for their constant wholehearted support.

1. Abstract:

The study aims to understand the 4th goal of the United Nations - Sustainable Development Goals focussing on quality education. The sustainable development goals formulated by the UN agency create an umbrella under which the various facets in the provision of Quality Education are met. It is a platform to bring about change by enhancing the capabilities of human capital. Outwardly, the policy formulation may seem to have been an instrumental means to check and support quality education. However, the key elements of quality education, the rendering of vocational training, the need for installing advanced educational facilities, and access to education are primary gaps that need to be addressed. The study aimed to bring to conscience the contemporary inequities and inequalities in connection with education and access to the same. The study targets to understand and analyze the feasibility and accessibility of the innovative academic advancements that have been developed. 57 samples were collected along these lines for the analysis of the study. The data of the study were collected using both qualitative and quantitative research strategies incorporating one open-ended and four close-ended questions within the questionnaire distributed.

The subject of quality education and its exercise tries to create a stable and sufficient administrative reform to formulate societies aligning with need-based activities to eradicate the inequities present in the contemporary education system. This paper suggests some initial directions for helping professionals to address inequalities efficiently and promote quality education and well-being amongst societies.

KEYWORDS: quality education, sustainable development goals, targets, inequities, inequalities, access to education.

2. Introduction:

“The right to quality education is, I believe, the perfect path to bridge the gap between different cultures and to reconcile various civilizations. Without such a right, the values of liberty, justice, and equality will have no meaning. Ignorance is by far the biggest danger and threat to humankind”.

-Moza Bint Nasser

Education is the most substantive element in understanding the world. It gives the power to have a greater world view with regards to the ideals of knowledge, acquisition of knowledge, and implementation of the processed knowledge. The United Nations has carefully drafted its resolution in order to bring about equity in knowledge dissemination among the world community. It is to

be noted that education- a basic need, still rests as a question that needs to be properly deciphered among several groups in the world.

It's been almost 8 years since the nations of the world adopted 'Transforming Our World: The 2030 Agenda for Sustainable Development' – the most ambitious agenda which contains 17 sustainable development goals (SDGs) and 169 targets in the UN General Assembly on 25 September 2015.

SDGs envisaged a world in which every country enjoys sustained, inclusive, and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all-natural resources – from air to land, from rivers, lakes, and aquifers to oceans and seas – are sustainable. One in which democracy, good governance, and the rule of law as well as enabling quality education and environment at national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger.

It is important to improve the human capital to make informed decisions in all walks of life to not leave anyone behind in the continuing progress in the human spectrum. This includes activities that lead to breakage from the vicious cycle of intergenerational poverty. Thus, investment in human development requires an

exceptional focus on education. The Millennium Development Goals emphasized increasing student enrolment in schools and colleges, the SDGs placed a relevant focus on improving the quality of education and learning outcomes. The movement in the approach towards school education from input to outcome-based interventions and executive activities has placed the educational sector on a new level. While SDG 4 focuses on equity, inclusion, and quality of education, it also aims to construct and elevate the existing or install new education facilities that are sensitive and that cater to the needs of children and persons with disabilities.

India played a crucial role in shaping the Sustainable Development Goals (SDGs). This has meant that the nation's development goals are replicated in the SDGs. As a result, India had committed to achieving the SDGs before they were completely crystallized. Following significant success in increasing enrolment rates, the focus has shifted to enhancing education quality and outcomes. Consistent technological progress also necessitates that students be prepared with transferable skills.

In the global sphere that we are a part of, education is treated with utmost grace. It is not just a skill but also an achievement to develop conscience and virtue of the functioning of the world. It offers power and strength to the less privileged to live a life of dignity and to develop a

model for the delivery of their voice. Education escalates the standards and statuses of humankind and generates a ladder for greater social mobility. Unfortunately, the review of this escalation is a burning issue. Often, it is put in front of our eyes about how insufficient certain mechanisms and structures of education are. But little did we know about the group of people who find minimal access to be of greater joy than maximum utilization.

There are contexts to be referred to while analyzing the need to look at the various facets of education. Education of contemporary times is not just a discourse but also an exercise for improved and practical sustenance. The inequity and impartiality in giving education is also a nodal area of concern. The core aspect of the failure of the structures to maintain the rational and emotional connectedness to one another is the primary reason behind this lack of access.

Important dimensions of education with regards to understanding society and understanding the self-have also need to be included as a scope for education. It is to be noted, for example, that improper sex education may totally deteriorate the cycle of living when the binaries or otherwise stop to think and invariable discern to actions of brutality and conservatism while failing to understand the emotional, physical, and mental strains that the gender at question may have to suffer. This calls for the need to consolidate and scientifically render sex education and throw

sufficient light upon body positivity and equality through the sessions.

The study thereby seeks to review the understanding and effectiveness of quality education for all. The disparity and discrimination and its elimination is a prime area of focus. Through the study, a case is made for the inclusion of sex education in the ambit of SDG4.

The Encyclopaedia of the UN Sustainable Development Goals exhaustively addresses the SDGs in a coordinated manner. It envelops 17 volumes, each dedicated to one of the 17 SDGs. This volume tends to SDG 4, to be specific "Guarantee comprehensive and impartial quality instruction and advance long-lasting learning openings for all" and contains the depiction of the scope of terms, to permit a superior agreement and encourage information (Boeren, E, 2019).

According to the UN, the characterized targets are:

Guarantee that all young ladies and young men complete free, impartial, and quality essential and optional instruction prompting significant and compelling learning results.

Guarantee that all young ladies and young men approach quality youth improvement, care, and pre-essential instruction so they are prepared for essential schooling.

Guarantee equivalent access for all ladies and men to moderate and quality

specialized, professional, and tertiary schooling, including college.

Considerably increase the quantity of youth and grown-ups who have applicable abilities, including specialized and professional abilities, for business, respectable positions, and business ventures.

Dispose of sexual orientation differences in instruction and guarantee equivalent admittance to all degrees of schooling and professional preparation for the defenseless, incorporating people with disabilities, native people groups, and kids in weak circumstances.

Guarantee that all young and a significant extent of grown-ups, the two people, accomplish education and numeracy.

Guarantee that all students secure the information and abilities expected to advance reasonable turn of events, including, among others, through training for a supportable turn of events and feasible ways of life, common liberties, sex equity, advancement of a culture of harmony and peacefulness, worldwide citizenship and enthusiasm for social variety and of culture's commitment to manageable turn of events.

Assemble and overhaul instruction offices that are kid, inability, and sexual orientation delicate and give protected, peaceful,

comprehensive, and compelling learning conditions for all.

Considerably growing universally the number of grants accessible to agricultural nations, specifically least created nations, little island creating states and African nations, for enlistment in advanced education, including professional preparation and data and interchanges innovation, specialized, designing and logical projects, in created nations and other non-industrial nations.

Considerably increase the stockpile of qualified educators, including through worldwide participation for instructor preparing in agricultural nations, particularly least created nations and little island creating states.

Scientific data reveals that lack of access to quality early childhood development, care, and pre-primary schooling leads to impairments in the development of crucial areas of the brain and related deleterious impacts on intellectual, psychological, and emotional processing. Various government schemes, such as the Integrated Child Development Services (ICDS) Scheme, provide a package of services for children aged 0 to 6, pregnant women, and lactating mothers, including supplementary nutrition, pre-school non-formal education, nutrition, health and sex education,

immunization, health check-ups, and referral services.

Consistent efforts are also made in imparting accessible, affordable, and quality education by expanding the formal base of higher education, with a particular focus on technical, professional, and vocational education or non-formal means of education. The enrolment in higher education is estimated to be 37.4 million, with 19.2 million boys and 18.2 million girls in total. Girls constitute 48.6 percent of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 26.3 percent, for the 18-23 years of age group. GER for the male population is 26.3 percent, and for females, it is 26.4 percent. For Scheduled Castes, the corresponding figure is 23 percent; for Scheduled Tribes, it is 17.2 percent.

Development of Skills and Economic growth and development has become a major factor in defining the quality of education, and enhancing the employability of young through skill development is a major priority. The goal of incorporating and engaging in skill-based training into the academic cycle of universities is to close the gap between industry and academics.

Another important need is providing conducive educational facilities that are child, disabled, and gender-sensitive. Promotion of educational facilities that are sensitive to the needs of disabled children would ensure an inclusive learning environment for all.

The point of Transitioning to Quality Education is to give flexible encounters and new information on the psychological, emotional, and social issues that are significant for advancing manageable advancement informal and non-formal instruction.

The current focal point of training strategies around the planet on working with benchmarks, markers, and targets point is to build information on possible techniques to meet the fourth United Nations Sustainable Development Goal (SDG 4), which takes a stab at quality schooling. The SDGs structure is part of the United Nations (UN) "2030 Agenda for Sustainable Development", which was collectively received in 2015 by all UN Member States as a "strategy for individuals, planet, and success". Design and office hypothesis structure a significant beginning stage of this article, permitting the ten focuses inside SDG 4 to be isolated and seen from miniature, meso, and large-scale level viewpoints. This examination investigates the possibility that arriving at the SDG 4 targets is an obligation divided between people, instruction and preparing establishments, and managing governments.

3. Methodology:

Sustainable Development Goals (SDGs) are the formulation that stimulates the practical implementation of various efforts to the attainment of the targets and it stems from the cause and guides towards the successful intervention of the

problem at stake. The study seeks to check the feasibility and utility of the academic innovations and advancements brought about in contemporary times. The targets of the Sustainable Development Goals of the United Nation are in close connection with education as the nodal area of engagement has been emphasized. The aspects of study with regards to reaching out to the effects of vocational training, advanced education and learning facilities, professional and practical discourse is clearly an important spectrum of in-depth analysis through the research practice and outcome. The study is conducted to understand and analyze the level of quality education delivered.

The study on ‘Quality education - Inclusivity, Innovation, and Feasibility’ has been conducted among 57 participants forming the sample size from various parts of the world. The participant group falls from people belonging to various walks of life under the generic spectrum of education and allied fields. The study comprises both a qualitative and quantitative analysis focusing on the parameters set for the study.

The major objective of the study was to find out the practical utility of skill training and vocational training amongst the larger student group. It also intended to bring out a piece of in-depth knowledge about the social inequities and inequalities suffered by the genders outlying the access to education. And hence, the inquiry focused in this paper is on feasible, impartial, and

unbiased knowledge systems and sex education and the questionnaire which included both qualitative and quantitative also focused on analyzing these above said parameters.

4. Findings:

The study mainly draws findings on the question of the existence of a practical knowledge system and the promotion of sex education in schools. It has also focused on analyzing whether the current education system is impartial and biased or not. The majority of the respondents disagree with the statement that schools provide practical knowledge to children i.e. 80.7 percent of them. Only a minority of the respondents agreed to the statement i.e. 19.2 percent of them. The study also points out that the majority of the respondents disagree 73.6 of them state that children are not receiving sex education at school. Only a handful of them states that children are receiving sex education i.e. 26.3 percent of them. Respondents also opine that children are receiving impartial and unbiased knowledge i.e. 82.4 percent of them. Only 17.5 percent of them disagree that children are not receiving impartial and unbiased knowledge at schools.

5. Analysis

The data collected with regard to the study quality education “Quality education - inclusivity, innovation and feasibility” contains

socio-demographic details of the respondents including the age, gender, type of family in which they live in and level of income. The study mainly focuses on three objectives including the respondent's response with regard to practical knowledge at schools, implementation of sex education, and provision of impartial and unbiased knowledge.

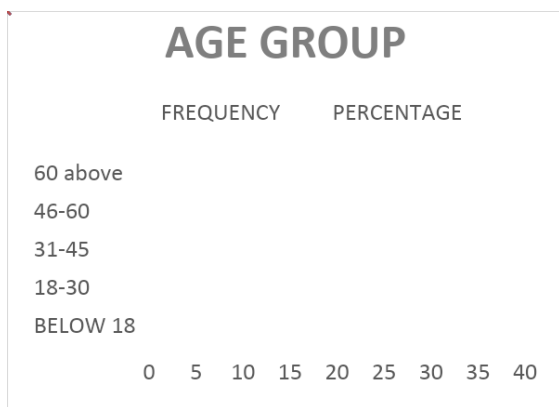


Figure 1. The age group of the respondents

Figure 1 depicts the age group of the respondents. Most of the respondents belonged to the age range 31-45 years i.e. (36.8 %). 29.8 percent of the respondents belonged to the age category 18-30. 21 percent of the respondents belonged to the age category 46-60. Only 5.2 percent of the respondents belonged to the age category below 18 and (7 %) belonged to the age category above 60.

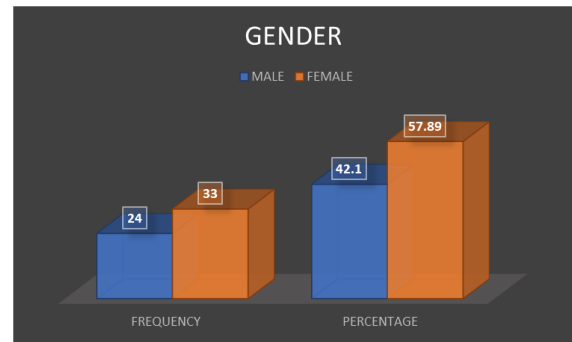


Figure 2. Gender of the respondents

Figure 2 shows the gender of the respondents. The majority of the respondents belonged to the female category i.e. 57.8 percent. 42.1 percent of the respondents belonged to the male category

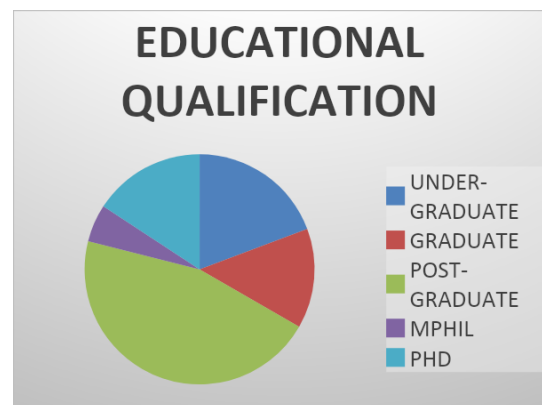


Figure 3. Educational Qualification of the respondents

Figure 3 depicts the educational qualification of the respondents. Most of the respondents had a postgraduate degree i.e. 46 percent of them. 19 % percent of the respondents were pursuing graduation and 14 percent completed graduation. 16 percent of the respondents had Ph.D. and 5 percent of them had MPhil.

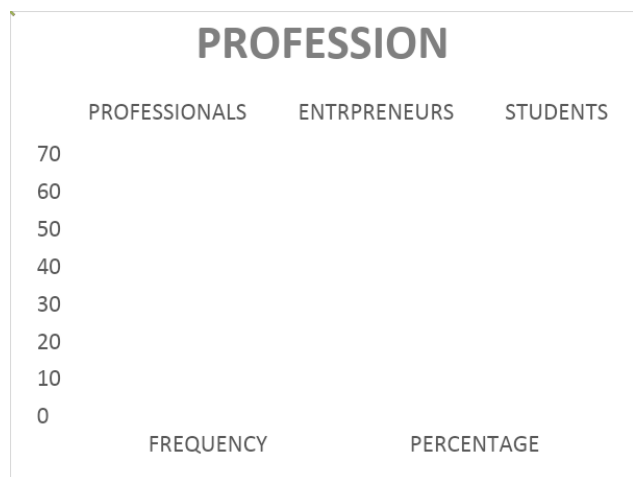


Figure 4. The profession of the respondents

Figure 4 gives a clear picture of the profession of the respondents. The profession of the respondents was classified into three categories including professional workers, entrepreneurs, and students. 64.9 percent of the respondents had professional work, 14 percent among the respondents were entrepreneurs and 21 percent of the respondents belonged to the student community.

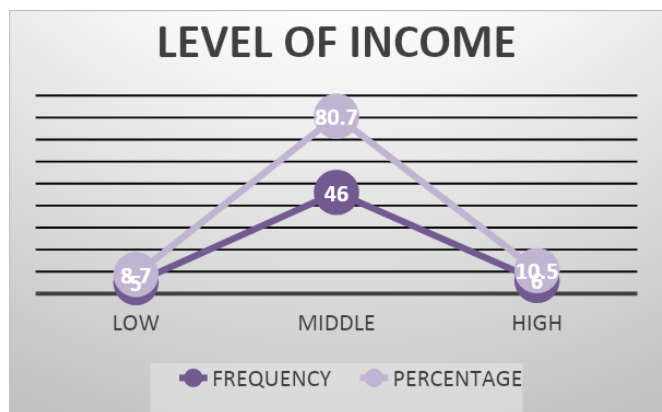


Figure 5. Level of Income

Figure 5 shows the level of income of the respondents. The majority of the respondents belonged to the Middle level of family income i.e.

80.7 percent of them. 8.7 percent of them had very low family income and 10.5 percent of them had a high level of family income.

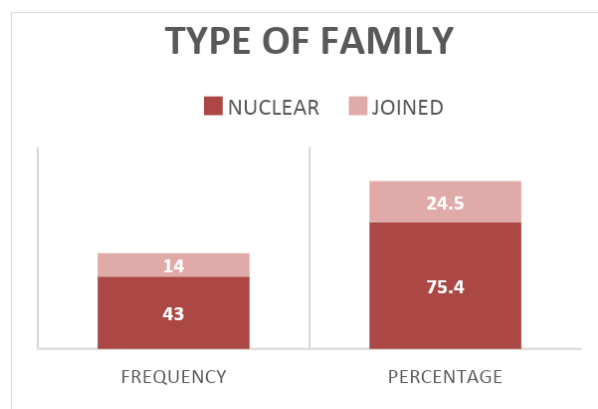


Figure 6. Type of Family

Figure 6 shows the type of family from which the respondents hailed. The majority of the participants hailed from a nuclear type of family i.e. 75.4 percent and 24.5 percent of the respondents hailed from joint type of family.

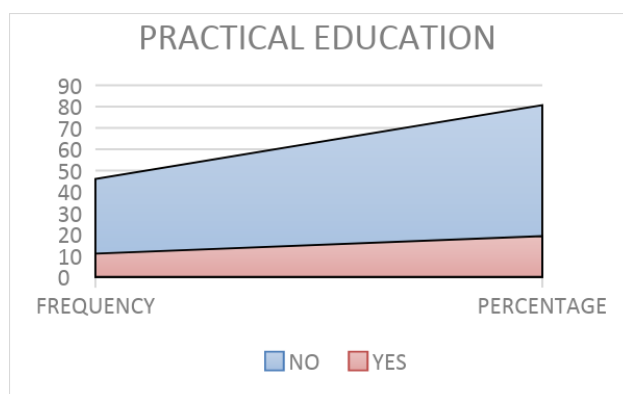


Figure 7. Practical Education

Figure 7 gives us insights into how much respondents agree that children nowadays are receiving practical education. The majority of the respondents disagree i.e. 80.7 percent of them.

Only a minority of the respondents agree to the statement i.e. 19.2 percent.

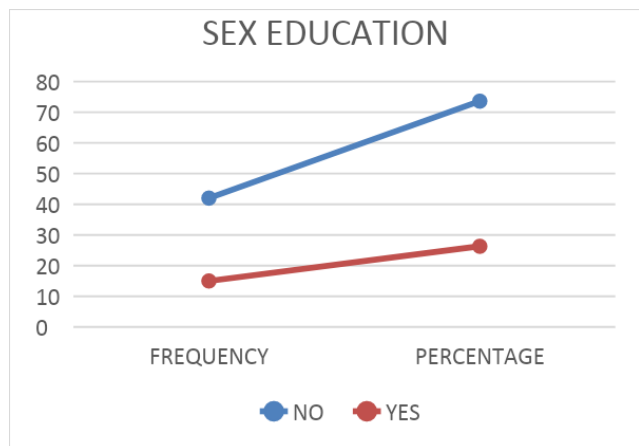


Figure 8. Sex Education

Figure 8 shows the response of the respondents with regard to the inclusion of sex education in the school curriculum. The majority of the respondents disagree. 73.6 percent state that children are not receiving sex education at school. 26.3 percent state that children are receiving sex education.

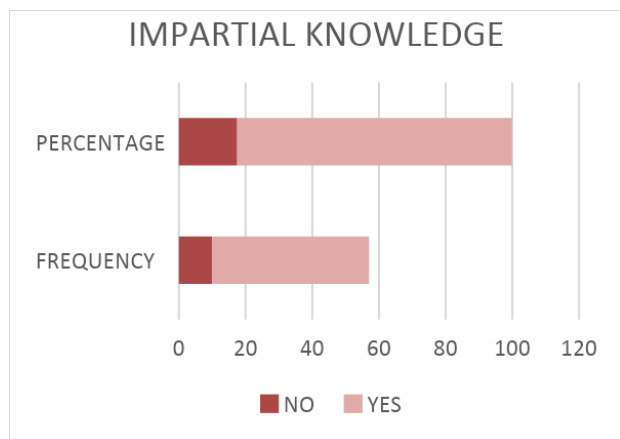


Figure 9. Impartial Knowledge

Figure 9 depicts the response of the respondents with regard to whether the children are receiving unbiased and impartial knowledge at schools. The

majority of the respondents agree to state that children are receiving impartial and unbiased knowledge i.e. 82.4 percent of them. 17.5 percent of them state that children are not receiving impartial and unbiased knowledge at schools.

6. Discussion:

The motive of the study was mainly to analyze the existing educational system and the quality of education that has been offered. It also suggests some initial directions for helping professionals to address inequalities efficiently and promote quality education and well-being amongst societies. The major findings of the study bring to light the need to put reformative practices to innovate, resolve and rethink contemporary problems and ways of looking at them.

The target needs to have a keen focus on quality education and the means to resolve the problems pertaining to access to education by all regardless of caste, creed, gender, and race. The majority of the respondents disagree with the statement that schools provide practical knowledge to children. The contemporary mechanism fails to recognize the grass root level problems and tries to mediate at higher ends. This creates a greater disparity between the haves and has not.

Challenges to Quality Education

- The present education system lacks awareness and importance of the needs of the students.
- Innovative academic advancements are not necessarily incorporated in the current setting. This tends to lower the enhancement of quality education which would reduce the gap between access to education and urban-rural development standards.
- Despite several governmental efforts and progress achieved in the educational sector, various dimensions and challenges need to be addressed in the current scenario.
- Even though significant improvements in maternal and infant health care, several challenges lie in ensuring cognitive stimulation for children in Early Childhood Care and Education (ECCE).
- The National Policy on Education tries to bring about scientific temper. NEP also focuses to strengthen and expand the Anganwadi system to include a strong educational component which will be implemented by Ministries of Health & Family Welfare (MoHFW), Women & Child Development (MWCD), and Human Resource Development (MHRD) wherein MHRD will be in charge for developing the ECCE curriculum and pedagogy.
- There are various learning assessments pointing at the regional disparity in literacy and numeracy skills among children in primary schools. The data also suggests that a considerable proportion of children still need to accomplish the level of learning outcomes prescribed for their corresponding class. Overcoming these challenges requires attention to the development of the curriculum, training of the teachers to fully equip them to cater to the needs of the children, widened utility of technology, and active community participation.

The core point to be emphasized is with regards to how people are unaware of the inequities present in education and educational tools. The majority of the respondents agree to state that children are receiving impartial and unbiased knowledge i.e. 82.4 percent of them.

Students should go beyond the textbook to study complex topics based on real-world issues. Project-based classwork is more demanding than traditional book-based instruction, students utilize original documents and data, mastering principles covered in traditional courses but learning them in more meaningful ways. Studies should enable students to reach across traditional disciplines and explore their relationships. Integrated studies enable subjects to be investigated using many forms of knowledge and expression, as literacy skills are expanded beyond the traditional focus on

words and numbers to include graphics, color, music, and motion. Partnerships with a wide range of community organizations, including businesses, higher education, museums, and government agencies, provide critically needed materials, technology, and experiences for students and teachers. These groups expose students and teachers to the world of work through school-to-career programs and internships. Schools should enlist professionals to act as instructors and mentors for students.

7. Conclusion:

The overall study suggests the need for implementation of quality education including practical learning of various dimensions of life rather than mere textbook learning. These SDGs were set up to help all nations accomplish supportability being developed for their residents and should bring about an expansion in balance among residents. The accomplishment of the 169 focuses by every nation is no simple accomplishment given the intricacies installed in individuals and planet furthermore, the inconsistencies that exist between nations in the North, what's more, those in the South. Inconsistencies exist corresponding to financial force, profitability, and way of life, and mechanical turn of events, to give some examples. In the Global North, nations have more abundance and are consequently seen as prevalent in the dynamic interaction. Because of their abundance,

they are typically more focused on worldwide issues that look to undermine their force and impact corresponding to individuals, planet, and thriving. Nations in the Global South are more focused on quick confined requirements with respect to and decrease of destitution and a quest for the methods for securing financial strengthening for residents.

8. References:

Pandey, B. (n.d.). *Achieving SDG 4 in India:*

Moving from Quantity to Quality Education for All. 46.

Leal Filho, W., Azul, A. M., Brandli, L., Özuyar, P.

G., & Wall, T. (Eds.). (2020). *Quality Education.* Springer International Publishing.

<https://doi.org/10.1007/978-3-319-95870-5>

Teaching Methods in Science Subjects Promoting Sustainability. (2017). MDPI.

<https://doi.org/10.3390/books978-3-03842-651-6>

Boeren, E. (2019). Understanding Sustainable Development Goal (SDG) 4 on “quality education” from micro, meso, and macro perspectives. *International Review of Education*, 65(2), 277–294.

[https://doi.org/10.1007/s11159-019-09772-](https://doi.org/10.1007/s11159-019-09772-7)

[7](https://doi.org/10.1007/s11159-019-09772-7)

Transitioning to Quality Education. (2020). MDPI Books.

<https://www.mdpi.com/books/pdfview/editon/1226>

Quality Education. Walter Leal Filho., Springer. (2020).

<https://www.springer.com/gp/book/9783319958699>

Kent, P. G. (2020). Open Access and the Library. *Journal of the Australian Library and*

Information Association, 69(3), 417–418.

<https://doi.org/10.1080/24750158.2020.1796565>