

QUALITY OF EDUCATION AND SUSTAINABLE DEVELOPMENT GOAL ONE- LINKAGES

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Abstract

Poverty is widely viewed as one of the most serious issues confronting not only individuals and communities, but also the nation as a whole. Education is widely recognized as the tool that lays the groundwork for the growth of people, communities, and the nation as a whole. Lack of education, lack of employment prospects, natural calamities and disasters, borrowing of loans, health care and medicine, geographical isolation, ignorance, migration, criminal and violent activities, and discriminatory treatment of girls and women are some of the key reasons of poverty. The acquisition of education makes a substantial contribution to reducing poverty. The paper mainly focused on the relation between quality of education and the first Sustainable Development Goal that is Poverty. The main dynamics of poverty along with the ways through which education affects poverty is discussed. Education is considered as very crucial in alleviating poverty. Hence the role of education in wiping of poverty is clearly stated. Later paper examined the aspect of how, whom and what to capacitate along with the major challenges in Capacity Building and strategies for expanding access. There are various state sponsored schemes related to poverty alleviation. Some of them are stated in the paper like Kudumbasree, Vidyakaranam, Ayyankali Urban Employment Guarantee, Rebuilt Kerala, Ardram and Nava Kerala Mission. Finally, paper concluded by giving various suggestions and recommendation in maintaining quality of education in reduction of poverty.

Key words: Quality education, Sustainable Development Goals, Poverty, Primary education, Secondary education

Introduction

Education is the discipline concerned with ways of teaching and learning in schools or school-like institutions in contrast to different nonformal and informal techniques of socialization. Education's major purpose is to foster a person's entire development. It's also the source of its obvious benefits for a richer and happier life. Education has the power to benefit the entire society. It seeks to produce a society where people are aware of their rights and responsibilities. Education is a learning and cultural process. Quality education emphasizes each individual's social, emotional, mental, physical and cognitive development, independent of gender, color, ethnicity, socio economic background, or geographical location. Three critical pillars support a successful education: assuring access to qualified teachers; offering quality learning resources and professional development; and, as a result, establishing safe and supportive learning environments. It also provides the outcomes needed for people, communities, and societies to prosper. It allows schools to align and integrate fully with their communities and access a spread of services across sectors designed to support the academic development of their students.

The 2030 Agenda for Sustainable Development, which comprises 17 Sustainable Development Goals, was endorsed by the United Nations General Assembly in September 2015. (SDGs). The new Agenda focuses on a holistic approach to attaining sustainable development for all, based on the principle of "leaving no one behind". The Sustainable Development Goals are a framework for a better, more sustainable future for everyone. The major worldwide concerns addressed in the goals include, inequality, climate change, environmental degradation, peace, and justice.

Many of the Sustainable Development Goals require education to be achieved (SDGs). Quality education enables people to escape the cycle of poverty; it aids in the reduction of inequities and the attainment of gender equality; it enables people to live a healthier and more sustainable existence; and it is critical in the promotion of tolerance and peaceful societies. The incorporation of SDGs into vocational education aids people in developing the knowledge, skills, values, and behaviours required to meet the challenges of the twenty-first century. Organizations that operate on a global and local scale require high-quality education. Education is a fundamental human right that all individuals, public and private entities, governments, and civil society should address. As a result, businesses can direct their actions to contribute to global education, provide training for their staff to improve their qualifications, and support or participate in local education efforts. Globalisation entails a more international scope of employment, which necessitates a deeper grasp of education and long-term global concerns. As a result, organisations can sponsor international programmes that focus on quality education and must commit to global education in the various contexts involved.

Education may be a source of innovation for businesses, allowing them to gain access to new markets or alliances while also boosting their leadership. To address these issues, a qualified staff is required. All employees should have access to lifelong training opportunities to upgrade their abilities. Organizations can design a social responsibility strategy to empower local populations at the local level, while also considering moral ideals. This strategy could involve forming local partnerships to promote inclusive quality education opportunities for all, either through the introduction of programmes (such as internships, work-study programmes, traineeships, etc.) or by supporting local initiatives that address this issue.

SDG 1: End poverty in all its forms everywhere

Poverty is a multifaceted phenomenon. Poverty is caused by a variety of economic, social, gender, and other factors. Poverty has an impact on women's health, access to education, water and sanitation, quality of life, catastrophe vulnerability, and is manifested in widespread inequities. As a result, this subject incorporates many goals (SDGs 1,2,3,4,5,6,7,8,10,11,13, and 15). Poverty and unemployment are intertwined issues that require a strategic approach. Investment in human capital is essential in order to ensure long-term employment and reduce poverty. Poverty-free Panchayat is the theme chosen for generating local-level targets and indicators, which encompasses several Sustainable Development Goals, including Goals 1, 2, and 8. Furthermore, work on the Theme is inextricably linked to ensuring that the Panchayat achieves the precise reflections of Goal 2 of Zero Hunger. The focus on building poverty-free Panchayats at the local level is not taken to imply a lack of money, and as a result, one is classed as BPL. Poverty is evident in its impact on various parts of family life, as well as the fact that people might fall into

or return to poverty as a result of various life circumstances. As a result, poverty has multiple dimensions and causes. If a Panchayat wants to address the issue and become a poverty-free Panchayat, it must create avenues for individuals who are below the poverty line to increase their income, as well as guarantee that safety nets and social protection are in place. As a result, in order to become a poverty-free Panchayat, these are also important factors that the Panchayat should consider. The 2030 Agenda recognizes that ending poverty in all of its forms and dimensions, including severe poverty, is the most pressing global challenge and a prerequisite for long-term development.

"End poverty in all its forms everywhere," says the first Sustainable Development Goal. Its seven related goals include ending extreme poverty for all people everywhere, halving the proportion of men, women, and children of all ages living in poverty, implementing nationwide socially appropriate safety systems and processes for all, including floors, and achieving substantial coverage of the poor and vulnerable by 2030. Some of the major priority actions on poverty eradication includes:

- Increasing access to sustainable livelihoods, business possibilities, and productive resources
- Ensuring that everyone has access to essential social services;
- Creating social protection mechanisms to assist individuals who are unable to maintain themselves;
- Empowering low-income people and their organizations
- Addressing poverty's disproportionate impact on women;
- Collaborating with interested donors and recipients to enhance ODA allocations to poverty reduction; and
- Increasing international cooperation in the fight against poverty

Dynamics of poverty

The poor are not a single population with a particular financial problem; poverty has numerous facets, including shorter lifespan, illiteracy, social marginalization, and a lack of monetary resources to better family situations. Furthermore, these aspects might overlap in unexpected ways, resulting in men and women having differing perspectives on poverty. Human poverty and economic poverty appear to be linked. For example, some small farm households might sustain reasonable incomes until they become ill and vulnerable due to a lack of effective access to health services caused by great distances, terrible roads, or local service shortages. Others are dealing with the loss of planned farm revenue due to drought or flood, and are looking for alternative crops to sow or new sources of income. Poverty can be structural at times. Hunger, insufficient wealth, powerlessness, poor education, and disease consistently exclude a sector of the population from full national and social involvement.

Quality of education and SDG

Education is the foundation for ending poverty and achieving economic prosperity. It is the foundation upon which much of the citizens' economic and social well-being is constructed. Education is the key to boosting economic efficiency and social consistency by raising the labor

force's worth and efficiency, and therefore lifting the poor out of poverty. It improves a country's total productivity and intellectual flexibility, allowing it to compete in a global market defined by rapidly changing technologies and manufacturing methods. Education is known as the great equalizer because it may provide access to employment, resources, and skills that can help a person not only survive, but thrive. This is why a universally acknowledged answer to poverty is quality education. Many of the additional issues that might make people, families, and even entire communities vulnerable to the cycle of poverty can be addressed via education. A good education improves a child's social, emotional, cognitive, and communication skills development. They learn information and skills as well, and frequently at a better level than individuals who do not go to school. They can then put these abilities to work to increase their earnings and construct successful lives. According to UNESCO, an estimated 171 million people could escape extreme poverty if all children in low-income nations had only basic reading skills (nothing else). Reduction of global poverty by more than half is possible if all adults completed secondary education. This is why one of the United Nations' Sustainable Development Goals for 2030 is to achieve quality education.

The below stated are some of the ways through which education affects poverty:

- Education and economic growth are interconnected: Because education is intimately tied to economic progress, it is the best way out of poverty.
- Increased earnings are aided by education: Another way education might help people escape poverty is through increasing their earnings. Poverty is frequently defined as a lack of sufficient earnings, and having a good, or even a basic education might help to ease such issues. Education is critical in raising the skill level of the populace in order to accomplish the aim of widespread economic prosperity. More education translates into more valuable talents and, as a result, more revenue. Surely, the most effective and direct way to create economic stability for those living in extreme poverty is through comprehensive basic education.
- Universal quality education for all fights inequality: Individuals can benefit from high-quality education, and society can benefit from it as well. Inequality helps poverty thrive. Physical ability, religion, color, and caste are only a few examples of structural barriers that reinforce marginalization that already affects the poorest people. Education is a fundamental human right for all people, and it can be used to overcome some of the systemic hurdles that keep some groups of people behind.
- Maternal and Infant mortality rates are linked to education: When it comes to women, education implies better mothers and children. Women with higher levels of education have fewer children and have them later in life. This usually results in improved outcomes for both the woman and her children, including safer pregnancies and healthier babies. It is possible to lower the incidence of maternal health issues by ensuring that girls receive more education.
- Stunting rates are also reduced by education: As multiple studies linking education to lower stunting rates have revealed, children benefit from more educated mothers. Stunting is one of the side effects of malnutrition and is connected to a number of developmental

disorders in children whose growth — and potential — is stunted due to a lack of nutrients in their first few years. The Mid-Day Meal Program is one of the most important initiatives of the Indian government to encourage children to attend school and participate in the learning process without having to worry about their meals. The Program/Scheme was founded on the belief that "children cannot concentrate on learning if they are forced to sit in class with empty stomachs." Enrollment, attendance, and retention of primary school students are all improved as a result of the program's holistic approach.

- **Education Promotes Personal Development:** Basic education is one of the most important aspects of personal growth. It not only eliminates poverty, but also enhances quality of life, resulting in widespread social benefits for both individuals and society. Individuals can gain the full benefits of education on their personal growth, allowing them to reach their full potential. Economic security gained through education can lead to people turning to ever new ideas to boost their salaries, allowing the national economy to pick up speed. Furthermore, educated households are better able to assess life's reality and, as a result, make better judgments in critical areas such as family planning etc.

Why education is crucial to achieving SDG-1?

Education contributes to poverty reduction because an educated population can make informed decisions about equal rights, economic and natural resources, and providing basic services to all men and women, such as land and property ownership and control, inheritance, appropriate new technologies, and financial services.

1. Early Childhood Care and Education

The goal at this level is to improve learners' awareness of themselves and their local environment. They learn and encourage values such as empathy, compassion, and sharing through engaging and interacting with classmates.

2. Primary Education

Learners are exposed to the various ideas of poverty and the real-life consequences of living in poverty at this level. Simultaneously, kids learn about ways to change this condition and identify acts that aid poverty reduction efforts. While doing so they gain confidence in the concept that extreme poverty can be erased during their lifetimes.

3. Secondary Education

Learners are introduced to essential concepts such as sustainable development, equity, and scarcity, as well as the links between gender and resource access and livelihoods at this level. These connections are created while comprehending and applying concepts acquired in the classroom to the real world, by collaboratively devising practical solutions to the causes and consequences of poverty. Simultaneously, students grow aware of present society's variety and develop the important capacity to fight prejudices.

How, Whom, and What to capacitate?

Capacity building in the community is necessary for quality education. To achieve excellent education, we must carefully equip specific individuals and institutions, such as teachers, students,

parents, elected representatives, and others. Infrastructure, such as school buildings, roads, and libraries, must also be strengthened.

How to capacitate?

- One-time cash assistance to help fill vacancies: A one-time, five-year catch-up award to each school for the purpose of filling full-time faculty vacancies and inducting adjunct and visiting professors.
- Faculty Induction Program: Under UGC and MHRD, organize Faculty Induction Programs for newly hired Assistant Professors (within the previous 5-6 years).
- Develop a strategy for continuing faculty capacity development: Organize refresher training sessions for professors to continue their professional growth and leadership development programmes similar to the Leadership for Academicians Program (LEAP). Develop professional standards for professors in higher education institutions encompassing 100 disciplines at a cost of Rs.10 lakh per field, and update the current career route to include a tenure track that leads to leadership positions. Creating a pool of 1000 pedagogical experts with three weeks of international training at a cost of \$20,000 per professor.
- Instill professionalism in teachers and provide opportunities for them to create and implement a variety of instructional and evaluation approaches: Under the National Mission on Teachers and Teaching, establish a National Academy and 100 new Centres of Excellence/Teaching-Learning Centres.
- Survey of Student Satisfaction: NAAC conducts a periodic student satisfaction survey. Institutions with a 2.0 or higher accreditation Create a National Tutoring Program.

Whom to capacitate?

- Head teachers: The function of the Head Teacher in providing successful leadership in the school is also closely tied to the quality of education given by the school. The head teachers can effectively play a leadership role in numerous areas like administration, academic supervision and motivation of teachers, discipline, effective management of existing facilities in the school and effective liaison with local community. In the higher level along with head teachers Assistant Educational Officer, District Educational Officer, Deputy Director and Director of Public Instructions
- Functioning of PTA, School Managing Committees and Alumniees
- Asha workers, Youth clubs, Kudumbasree members

What to capacitate?

In case of what to capacitate the major areas that has to concentrated to improve the quality of education which can lead to reduction in poverty includes the effective and efficient functioning of educational institutions, medium of instruction, ensuring community participation, transportation facilities, telecommunication, mid-day meal programme, providing study materials and uniform,

monitoring academic dropouts, and also the infrastructure facilities in schools like libraries, laboratories, playground, assembly hall, drinking water, sanitation etc

Major Challenges in Capacity building

- Access to higher education is unequal, and vulnerable student populations lack proper academic support: Economic, social, geographic, and regional inequities in access to higher education remain, according to empirical research. Higher education institutions and systems must recognize and adapt to fulfil the needs of different student groups.
- Students' failure to accomplish desired learning results and instructors' inability to produce credible teaching outcomes: Students' inability to meet programme prerequisites and, as a result, their failure to attain anticipated outcomes is common. Teachers are unable to produce intended teaching results due to a lack of induction and training opportunities.
- Lack of global standards of excellence in Indian higher education institutions: This has a direct influence on India's ability to reap the demographic dividend and works as a barrier to HEIs being included in top global rankings.
- Inadequate compliance by higher education institutions and stakeholders in implementing reforms and regulations to ensure efficiency and transparency: The lack of autonomy of high-performing institutions to pursue quality on their own, as well as the opaque process by which universities select VCs/Deans/Registrars/FOs, are two obvious examples of this.
- Lack of enough ability of existing accrediting organizations to guarantee that all higher education institutions participate in the accreditation process: NAAC and NBA are now grappling with the issue of insufficient capacity to bring all HEIs into the accreditation framework.
- Lack of an overarching financing organization to encourage research and innovation has resulted in insufficient funding for research and innovation, as well as a low volume of high-quality research output.
- There is a lack of convergence between higher education and the skill ecosystem: higher education accounts for only 4% of skill training, whereas MSDE accounts for 58%. The MSDE has also avoided involvement in higher education.
- Learning with MOOCs is now a unilateral process in which learning is totally dependent on the quality of time and effort put by each individual student throughout a MOOC. Limited efforts were made to recruit overseas students and showcase the excellence of Indian HEIs on a global scale: India ranks third in the world in terms of international students seeking higher education. However, India is ranked 26th among the top locations for foreign student mobility internationally.
- Insufficient investments in higher education as a percentage of GDP: The government spends only 2.7 percent of GDP on higher education, compared to the Kothari Commission's recommendation of 6%. MOOCs also have challenges with developing the components of skills and practice.

Strategies for Expanding Access

- Access to vulnerable communities (SC/ST) should be improved.
- Increase accessibility to serve underprivileged communities.
- Increase the Gross Enrolment Ratio (GER) using ODL:
- Improve general higher education access:
- Create mechanisms for curriculum modification and renewal, as well as the
- implementation of effective pedagogies and assessment practices:
- Faculty capacity building and ongoing professional growth
- Enhance academic infrastructure and foster technology-enabled learning environments.
- Periodic Evaluation and Monitoring:
- government and regulatory bodies to strengthen sectoral governance
- Institutional Internal Governance should be improved.
- Create a Mentoring Program for Non-Accredited Higher Education Institutions
- Increase the capacity of current accrediting organizations

State sponsored scheme related to poverty alleviation

The various state schemes related to poverty alleviation are stated below. They are:

Kudumbasree

The State Poverty Eradication Mission (SPEM) of Kerala is implementing the Kudumbashree poverty eradication and women empowerment initiative. In Malayalam, the name Kudumbashree means "prosperity of the family." The term refers to both the Kudumbashree Community Network and the Kudumbashree Mission.

Vidyakiranam

Kerala's Department of Social Justice has launched a scholarship programme for children with differently-abled parents. Each student category will get a scholarship under this programme. This scholarship will be given to 25 youngsters from all of Kerala's districts for a period of ten months. Only pupils who are economically disadvantaged will get funds under the Vidyakiranam Scheme. It should be mentioned that in order to qualify for this award, one or both parents must be handicapped.

Ayyankali Urban Employment Guarantee Scheme

The Ayyankali Urban Employment Guarantee Scheme (AUEGS) aims to improve people's livelihood stability in urban areas by guaranteeing a hundred days of paid employment in a financial year to a city household whose adult members agree to do unskilled manual labour. This also intends to build a solid, rights-based social safety net for residents in Kerala's metropolitan regions by providing a fall-back job source when other options are rare or insufficient.

Rebuild Kerala

Reconstruct Kerala is a State Government programme aiming at helping Kerala residents rebuild their lives following the floods. Any state's social, economic, and industrial growth requires high-quality, long-lasting road infrastructure. The government has established the Project Management Unit (PMU) for the rehabilitation of damaged road assets as part of the Rebuild Kerala Initiative.

Aardram

The Aardram Mission is one of four missions within the Kerala government's 'Nava Kerala Mission,' which strives to achieve the same targets at the grassroots level. It was established with the goal of totally transforming the public health system in the context of the United Nations' Sustainable Development Goals (SDGs) 2030. (UN). The core objective of Aardram Mission is SDG 3, 'Good Health and Well-Being.' Because Kerala's health situation differed from the rest of the country, it was necessary to redefine the SDGs in the context of the state, which Mission Aardram did in February 2017. As part of the SDGs, Kerala has set short-term objectives to be met by 2020 and long-term goals to be met by 2030. This was established by a number of professional groups that worked on Kerala's health challenges.

Nava Kerala Mission

The Nava Kerala Mission was started in November 2016 by the Pinarayi Vijayan-led Kerala government. With the support and participation of local self-governments, the programme aims to solve challenges in four critical socioeconomic sectors: health, education, agriculture, and housing.

Suggestions and recommendations

- Take steps to ensure that the Panchayat committee and other community volunteers have a thorough knowledge of the term "poor."
- Through ASHA workers, Anganwadi workers, and school teachers, disseminate information about various initiatives for the poor and disadvantaged.
- Facilitate SHG establishment, support, and training.
- Validate a list of people living with various deprivations based on socioeconomic caste census data to identify the poor.
- Create criteria to identify the poor, needy, and vulnerable.
- Launch participatory surveys to identify and analyse their needs.
- Ensure that the selection process/benefits are transparent.
- Bring together various agencies, their programmes and plans, as well as community organisations that can assist the Gram Panchayat.
- Facilitate PDS registration.
- Create a system to track the actions.
- To improve food security, work with financial institutions, various departments such as industry, power, animal husbandry, and agriculture, and resource agencies such as agriculture universities, colleges, and NGOs.

Conclusion

Poverty is seen as the most significant hindrance to the growth and development of not just individuals, but also communities and nations. Poverty is defined not just by a lack of money, health care, and education, but also by a lack of power and authority. Individuals are able to gain the competences and proficiency required to obtain empowerment possibilities and better meet livelihood prospects through the acquisition of education. It makes a substantial contribution to income generating. An educated person can improve his ability to boost his self-esteem. When learning about the importance of education in reducing poverty, the first and most important thing to remember is that education provides individuals with knowledge and information that allows them to recognize their duties to their families and communities. Individuals can gain the skills and talents required to do various tasks and activities in an appropriate manner through the acquisition of education.

Every individual has the right to an education. Individuals must enhance their skills and talents in order to understand lesson plans and academic concepts in order to obtain an education. The majority of poverty studies have discovered that there is a strong link between educational attainment and income generating. Educators at educational institutions must put teaching-learning methodologies and instructional strategies into action in an acceptable manner. On the other hand, it is critical for students to put the learning methods into reality in a well-organized manner that will allow them to attain the intended academic goals. Education as a human right is the value foundation upon which an investigation of how education might assist the poor, underprivileged, and marginalised elements of society in gaining greater opportunity to improve their living situations is undertaken.

Education contributes significantly to the development of the poor and economically disadvantaged sections of society by emphasizing individual well-being and independence, promoting changes in social, cultural, religious, political, and economic spheres, and indirectly influencing economic production. Education is regarded as an anti-poverty programme in many developing countries. Attention is paid towards development of the system of education. There are formulation of measures and implementation of policies and programmes that are rendering a significant contribution in augmenting the system of education.

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