



18. Assure Inclusive, Equitable, High-Quality Education and Encourage Opportunities for Lifelong Learning for Everyone

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Abstract

In this way food is necessary for our physical development, similarly a quality education is necessary for our personality development. Education is a fundamental human right and drives long-term progress. Quality education equips individuals, societies, and economies with the knowledge, skills, and values necessary for personal fulfillment and societal growth. A student should always have the desire for good education and continuous learning. A democratic and sustainable society cannot exist without education, which fosters human growth and the formation of engaged citizens. Even today when we are in the 21st century, our schools and colleges do not provide a quality education and we are not encouraged to learn throughout life. In this study teachers have a multifaceted role in inclusive education, where they must come up with strategies to advance students academic performance as well as other important aspects of their total development, particularly their socio-emotional and physical growth. Sustainable Development Goal 4 (SDG 4), Title of this goal is “Quality Education” this goal aims to reduce education inequalities and disparities, and to provide quality education for all, especially vulnerable population. Importance of the equitable, inclusive and quality education identifies and attempts to eliminate barriers, promotes a sense of belonging lays the foundation for success and better learning outcomes for all learners. Aim of this study to identify the potential of the learners. Progress, one of the most effective ways for people to escape poverty and become fully involved in their communities is via education. One of the most effective strategies for ending the cycle of poverty has been shown to be educating girls in particular. Girls who receive an education are more likely to be employed and earn more money.

Keywords: Encourage, Lifelong Learning, Opportunities, Quality Education

Introduction

Education is the most powerful weapon we can use to change the world and for self-enlightenment. Quality education has always been a major concern throughout education history. Ancient civilizations such as Greece, Rome, and China prioritized moral principles, critical thinking, and societal cohesiveness in their education systems Tedla & Kilango, (2022). Higher



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education has helped India overcome poverty and underdevelopment since its independence. It has played a key role in promoting social mobility in patriarchal societies, as well as economic prosperity and national development. Development on the other. The founding fathers have always emphasized the importance of Despite limited resources, tertiary education continues. It was regarded as the most significant describes social, economic, and political transformations. India prioritized equitable access to education shortly after independence. Recently, the attention has switched to improving the quality of higher education institutions to better align with market needs. India aims to become a knowledge hub by providing learners with the most recent knowledge skills and Competencies that are appropriate for a more complex, unpredictable, and The world is interdependent. It demands instilling not only the cardinal values of mind and heart. However, it is also important to provide the appropriate foundation and aptitude. Today, higher education in India is not Not only does it contribute to economic progress and national development, but it has also grown into a billion-dollar corporation in its own right, therefore quality is important. (Gupta and Patil, 2010). India gives proper emphasis to Enhancing fair access to education shortly after independence. Recently, its focus has switched to quality in higher education institutions to make them more suitable for the market. The economy in the aftermath of globalization and technological advancements. India aims to Become a knowledge hub. From ancient times to the digital era, from International Organizations to Ministries of Education, from philosophers and academics to practitioners, from headmasters to teachers, parents, and students, various psychological theories, pedagogies, and instructional approaches have been used. to the actual application in the classroom, as well as the actual learning process going place in each individual's view, the emphasis appears to be on the quality of education. The discourse the debate over quality appears to be ongoing. Different perspectives, and the uniqueness of the the learning process, the non-visible and thus non-measurable variables that influence learning and the already overcomplicated concept of quality is further complex by the limitless options for learning. more. The subject of the ingredients of "Quality Education" is still open for debate and being redefined. The definition of "Quality Education" is continually expanding to reflect the changing realities of classrooms, education, society, and the world. Malala Yousafzai, a co-recipient of the Nobel Peace Prize in 2014, mentioned stated that she wants "to see every child getting Quality Education" and "education has gone from being a right to being a crime," referring to the hazards that children can face in a select countries. Going to school. In the digital era, there are countries and schools that provide their students with most recent methodologies and infrastructures, and may travel around the world as a member of their school education program. On the other hand, at the UN General Assembly's 70th session in September 2015, leaders established the Sustainable Development Goals (SDGs) to drive global transformation. These SDGs, often known as global goals, build on the plan established by The Millennium Development Goals (MDGs) aim to eliminate all forms of poverty and focus even



more on Inequality and climate change. In contrast to the MDGs, the SDGs are planned to extend the duty and loci for action globally by ensuring that all countries, whether poor or Rich and middle-income people engage in activities that enhance long-term prosperity for all. To encourage increased participation of all countries in these activities, a deliberative process involving the 193 Member States of At the UN General Assembly's 70th session in September 2015, leaders established the Sustainable Development Goals (SDGs) to drive global transformation. These SDGs, often known as global goals, build on the plan established by The Millennium Development Goals (MDGs) aim to eliminate all forms of poverty and focus even more on Inequality and climate change. In contrast to the MDGs, the SDGs are planned to extend the duty and loci for action globally by ensuring that all countries, whether poor or the United Nations, and many specialists and representatives of organizations. The study included participants from many sectors of civil society. Casey and Asamoah (2016) identify examples of practices of adult education that are far removed from what they perceive to be the predominant development of human capital model of lifelong learning for economic objectives. Casey and Asamoah's (2016) field study of non-formal learning sites in rural Ghana identified resilient humanistic conceptions and practices of non-formal adult education, which they argue fostered transformation, development and human flourishing in ways that are relevant and practical for implementing SDG 4.

Review of literature

Research indicates that students who have parents who prioritize learning, are time-conscious, informed, and supportive of their education outperform their peers on standardized exams. Confident parents also participate in school. events to help their children develop into caring, exceptional adults. So, parental support is vitally needed for the children' development and the school's success. Khaki, (2006)

Furthermore, high-quality education promotes economic growth and development. in this study indicates that investing in education leads to increased productivity, creativity, and entrepreneurship, all of which generate economic development. (Hastuti et al., 2020; Kapinga, 2017; Khaki, 2006).

Quality education may minimize income disparity, increase social mobility, and promote sustainable. Access to decent education is unequal in many locations around the world because of Poverty, discrimination, conflict, and a lack of resources are all possible explanations. The quality of education Overcrowded classrooms, outmoded curricula, undertrained teachers, and Lack of infrastructure and technology. Furthermore, the emphasis on standardized testing and high-stakes assessments can impair learners' overall development and promote inequity and social exclusion. Junior, M. et al. (2017).



Modern technologies, such as ICT and AI, can improve educational quality. Quality education requires innovative thinking. The introduction of artificial intelligence has brought about technological innovation. Artificial intelligence is a huge boon to the education sector. Artificial intelligence and other technologies innovations such as app-based learning, virtual learning, and augmented reality are employed for the objective is educational. With the use of these tools, the current teaching learning experiences can be enhanced with more adaptive and individualized learning pedagogies. These will allow for two-way communication and individual attention. The pupils' education quality needs to be improved. But only the aforementioned Methods will not be useful, but an integrated mechanism is required. Katiry, T. (2024).

Objective

1. To choose what degree does students are satisfied.
2. To promote quality education and career oriented courses.
3. To provide courses and quality education for future perspective.

Methodology

The present study is of qualitative nature. The information of this article has been collected from primary sources. The data was collected from the departments of Lalit Narayan Mithila University Darbhanga, Bihar. Data was taken from the students and teachers. The data was collected with the source of self-structure questionnaire schedule. The sample of the study was 50 students and teachers. The second phase was to evaluate literature and articles on quality education. The final phase was to develop findings from the inquiry and provide solutions to the identified challenges.

Sample was selected by snow-ball technique. This study aims to highlight the timeless values and principles of Quality Education and provide effective classroom techniques for implementation in schools. Discussions about the transfer of responsibility for enhancing quality education. From the world or national level to the school or individual level, establishing the Educational discourse also raises a unique problem about how excellence is defined and interpreted in classroom methods. To this goal, this article tries to shed light on the ideas of eight great Thinkers and six learning theories related to "Quality Education". Analysis of some prominent The epistemologies of intellectuals and learning theories are significant to larger global discourses and Policies that codify pedagogy through national policy and finance.

Analysis



In this study data was collected with the help of interview schedule. Total number of respondent was taken 50. The data was collected from different departments of Lalit Narayan Mithila University Darbhanga, Bihar. The questionnaire schedule distributed to the respondents and asked them questions related to quality education and learning environment. In this study mainly focused on quality education and lifelong learning environment for necessary for career growth.

Result and discussion

These study main objectives to provide quality education for all learners. A learning environment is a department can be a place where people can learn and grow, and it can include the physical space, resources, and programs that support learning. A positive learning environment can help people feel more confident and motivate. Strong health, and supporting psychosocial experiences all contribute to high-quality classroom performance. Benson (1977) found that children who are in good physical, social, and mental health do better academically. A positive early upbringing, lays the groundwork for future academic success, especially during the first three years. A balanced diet rich in whole foods can help children develop normally. As an example, Children in good health have lower absenteeism rates and sustain a continuous teaching-learning process. Process in the classroom. Students can succeed in class, extracurricular, and curricular activities, by committing to regular attendance. Healthy students and high-quality education have a strong correlation. The necessity of a curriculum that meets current and future demands is emphasized by including culturally responsive teaching approaches that foster critical thinking and relate classroom content to real-world contexts. This dynamic method connects with students' interests, experiences, and social needs, leading to increased engagement and meaningful learning opportunities. Furthermore, the evaluation highlighted the importance of proper infrastructure and resources, as well as their role in establishing favorable learning settings. Bridging systemic inequities through equitable resource allocation, strategic infrastructure development, and technological integration is critical to empowering students and assuring better educational outcomes.

1. Respondents according to gender

Figure: 1

n=50

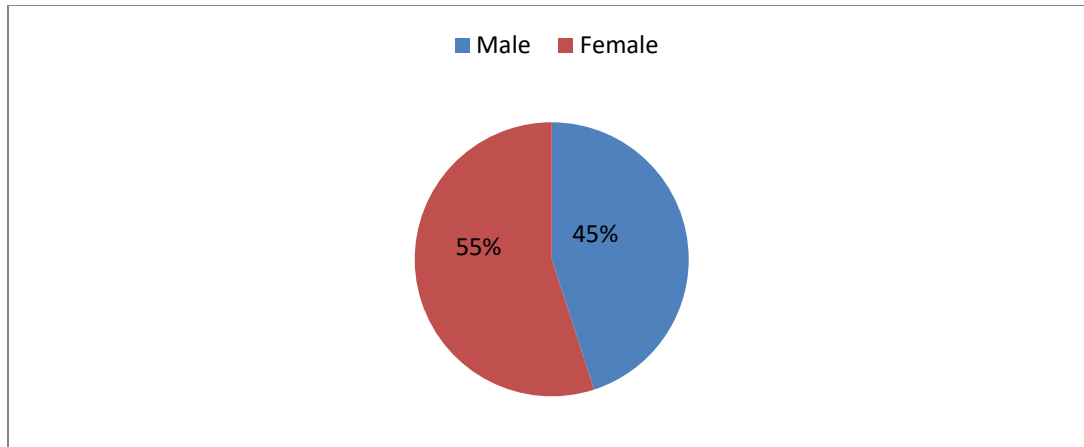


Figure 1 shows that total number of the respondents. Out of 50 respondents 55 percentage respondents was female and 45 percentage respondents was male. This figure also represent that the maximum number of respondents was female.

1.Voting for the quality education provide by the LNMU

Table: 1

n=50

Voting for the qualities	No of respondents %
Excellent	15 (30)
good	28 (56)
fair	5 (10)
Not good	2 (4)

Table 1 shows that total number of respondents were voted through questionnaire schedule. The data reveals that out of maximum number of respondents voting for good (56%) followed by excellent (30%), fair (10%) and not good (4%).

2. Rating according to courses by the respondents

Figure: 2

n=50

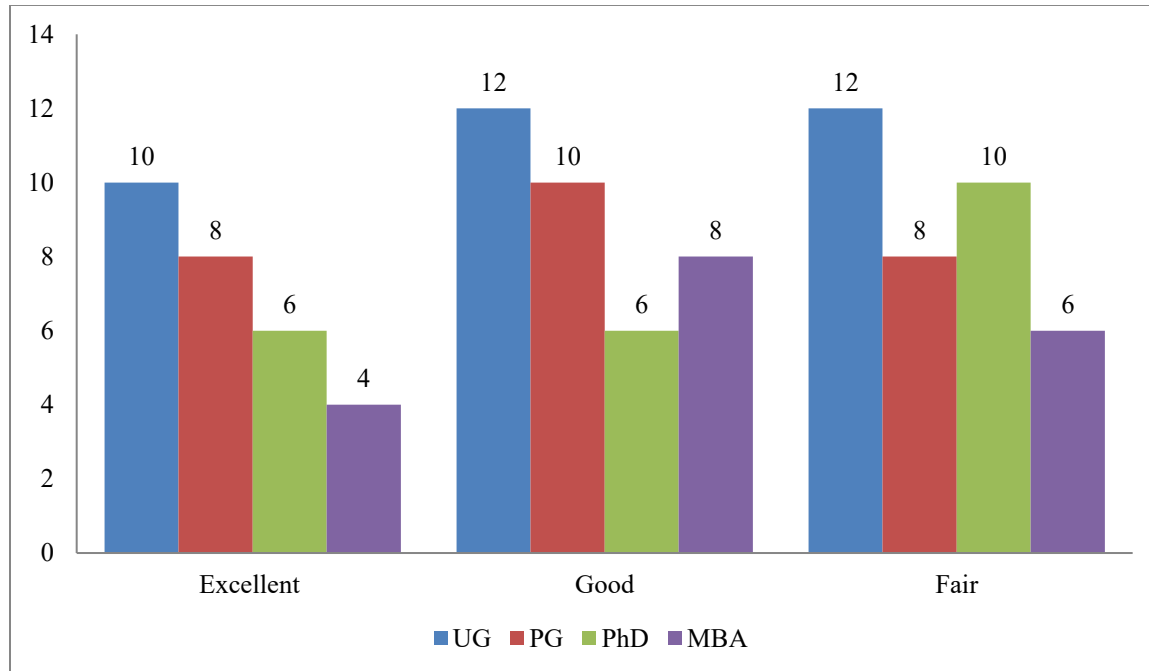


Figure 2 shows that rating given by the respondents out of total respondents 10 percentage respondents were rating excellent for UG courses. Followed by PG 8 percentages, PhD 6 percentages and MBA 4 percentages. Similarly good rating given by the respondents for UG 12 percentages, followed by PG 10 percentages, MBA 8 percentages and PhD 6 percentages. The rating fair given by the respondents 12 percentages UG, followed by PhD 10 percentages, PG 8 percentages and MBA 6 percentages.

3. Overview percentages of the respondent's perspective on quality education

Table: 2

n=50

Overview on quality education	No of respondents %
Strong agree	20 (40)
Agree	16 (32)
Neutral	10 (20)
Disagree	3 (6)
Strong disagree	1 (2)
No response	0 (0)

Table 2 represented that overview of the respondent's perspective on quality education. Maximum numbers of respondents were rating for strong agree (40%). Followed by agree (32%), neutral (20%), disagree (6%) and strong disagree (2%).

4. Satisfied by the respondents for quality education

Figure: 3

n=50

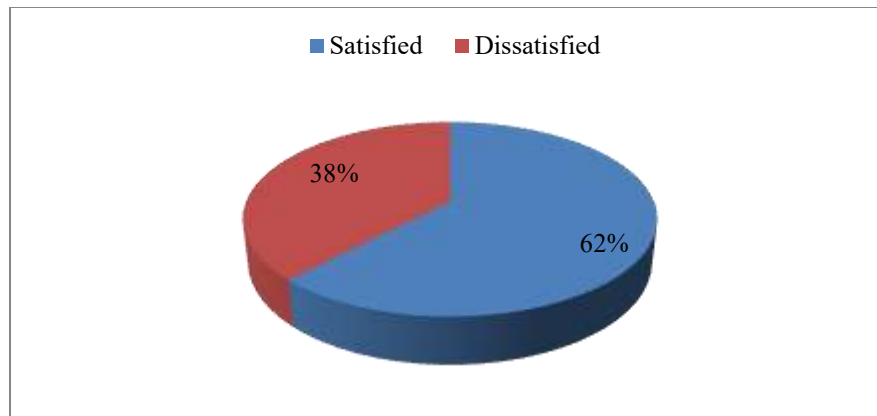


Figure 3 shows that total number of respondents. Many of them were satisfied for quality education. During data collection asking them and find that 62 percentages respondents was satisfied and 38 percentages were dissatisfied.

Finding

In this study conducted in university departments of Lalit Narayan Mithila University Darbhanga, Bihar. Main focused on the quality education and lifelong learning environment within the departments. The study shows that learning environment of the departments was good and quality education also is providing by the teachers/ faculties. During the study find that many students were satisfied by the courses opted by the students. As we know that the development of the country depends on how well the young will receive education. Therefore we all need quality education.

Conclusion

To summarize, the concept of 'components of quality education' encompasses access, relevance, equity, effectiveness, and sustainability. To excel in education, we must prioritize students diverse needs and promote social justice. Adopt modern teaching approaches while also ensuring equity. Collaborating to achieve these goals can establish More inclusive and equitable education system that prepares all pupils for success in the 21st century. Understanding great education allows us to understand the importance of ensuring that all students obtain a high-quality education that will prepare them for success in a constantly changing world. Collaboration is vital to address the challenges and possibilities in education and aspire to establish a fair, complete, and thriving society for future generations. The nation's education quality is defined by motivated students, supportive parents, qualified instructors, effective leaders, high-quality curricula, and abundant resources. The nation's education quality is defined by motivated students, supportive parents, qualified instructors, effective leaders, high-quality curricula, and abundant resources. If the TLS model of quality education is maintained, schools are more likely to be acknowledged for their superior academic performance. Instructors should understand. This paradigm well before initiating any new educational ventures to benefit students and the nation's future citizens. Today's children hold the key to the country's future. The importance of quality



instructors in maintaining high educational standards is emphasized, stressing the multifaceted character of teacher quality. Providing continuing support, mentorship, and training is crucial for developing and keeping high-quality teachers in educational institutions globally. This positively impacts students' academic attainment and learning experiences. The necessity of a curriculum that meets current and future demands is emphasized by including culturally responsive teaching approaches that foster critical thinking and relate classroom content to real-world contexts. This dynamic approach seeks to resonate with students' interests, experiences, and social needs, hence increasing engagement and providing relevant learning experiences. Furthermore, the evaluation highlighted the importance of proper infrastructure and resources, as well as their role in establishing favorable learning settings. Addressing systemic inequality through equitable resource allocation.

Future scope of this study

- The purpose of this study is to concentrate on the evaluation of quality education provided in tertiary institutions.
- The ideology of many developing countries in the recent years is to be self-sufficient and to produce products in their own industries.
- Therefore this lay down the foundation that quality education is a must in tertiary institutions for the exploration of alumni to the local industries production and management.
- This may help to grow an exporting country in many fields, producing experts capable of working on higher positions.
- Therefore this research is to find out to what degree does tertiary institutions takes effort to provide quality education.

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