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## Improving educational standards in Bakshi ka Talab: A study of quality education in Basic Schools

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### Abstract

Every child possesses the potential to excel academically when provided with appropriate guidance, learning resources, and a supportive environment, irrespective of socio-economic background. This study examines a structured educational intervention aimed at improving the quality of education in basic schools (pre-primary to Class VIII) of Bakshi Ka Talab Block, Lucknow, Uttar Pradesh. Implemented in collaboration with the Basic Education Department, the project focused on teacher capacity building, provision of learning resources, continuous monitoring, and community participation within a defined timeframe. The findings indicate noticeable improvements in learning outcomes, classroom practices, and parental engagement, thereby reinforcing the role of systemic support in enhancing educational standards in rural and semi-urban regions.

**Keywords:** Quality Education, Socio-economic Development, Educational Interventions, Teacher Training, Inclusive Education, Elementary Education

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### Introduction

Education plays a decisive role in shaping human capabilities and promoting socio-economic development. While children from economically advantaged families often receive early academic exposure and continuous learning support, those from underprivileged backgrounds frequently face barriers such as poor infrastructure, limited learning materials, and lack of academic guidance. These disparities are evident in blocks like Bakshi Ka Talab, where enrollment levels are high but learning outcomes remain unsatisfactory. This study focuses on strengthening educational quality in government basic schools by addressing gaps in pedagogy, resources, and community involvement.

### Learning quality crisis in bakshi ka talab block

Bakshi Ka Talab Block comprises 303 government basic schools, with nearly 98% enrollment at the primary level. Despite this, learning outcomes indicate a severe quality deficit:

- Nearly 50% of Class V students are unable to read a simple paragraph in Hindi.
- Around 70% of Class V students cannot solve basic division problems.
- A majority of students have limited or no exposure to practical science activities.
- Many children aged 4–5 years in Anganwadi centers lack foundational cognitive skills such as picture matching and concept recognition.

These indicators reflect a critical need for targeted interventions focusing on early learning, teacher support, and instructional quality.

### Review of related literature

Quality education is a cornerstone of sustainable national development. Mondal and Majumder (2019) <sup>[2]</sup> argue that systematic reforms and monitoring mechanisms are essential for improving learning outcomes in Indian schools. Govender (2003) <sup>[5]</sup> highlights the importance of institutional support, continuous teacher training, and accountability mechanisms for the successful implementation of quality education programs. Studies on Total Quality Management (TQM) in education emphasize collaboration, feedback, and learner-centered practices as key drivers of improvement.

### Objectives of the study

- To assess the existing quality of education in basic schools of Bakshi Ka Talab Block.
- To implement supportive academic and administrative interventions.
- To evaluate the impact of these interventions on student learning outcomes and teaching practices.

### 5. Hypothesis

Supportive educational interventions including teacher training, provision of learning resources, and community engagement significantly improve student achievement and overall quality of education in basic schools.

## Methodology

The study adopted a descriptive and intervention-based research design. Data were collected through secondary records, baseline assessments, classroom observations, and periodic academic reviews.

## Stages of Implementation

- **Stage I:** Block Resource Persons (BRPs) conducted school visits, established rapport with teachers and head teachers, organized monthly review meetings, and distributed teaching-learning materials.
- **Stage II:** Academic Resource Persons (ARPs) were assigned to clusters of five schools, prioritizing academically weaker institutions.
- **Stage III:** Introduction of low-cost, activity-based learning materials to enhance student engagement and comprehension.

## Implementation strategy

- **Monthly Academic Reviews:** Continuous assessment of student progress and remedial instruction for slow learners.
- **Teacher Training Programs:** Capacity building in child-centered pedagogy, classroom management, and subject-specific strategies.
- **Community Participation:** Regular parent-teacher meetings and awareness drives to ensure attendance and accountability.
- **Monitoring and Reporting:** Quarterly progress reports shared with parents and education authorities.

## 8. Data analysis and interpretation

**Table 1:** Baseline and Post-Intervention Learning Outcomes

Learning Indicator	Baseline Status (%)	Post-Intervention Status (%)
Class V students able to read Hindi paragraph	30	75
Class V students solving basic division	30	65
Students exposed to science experiments	20	60
Preschool children with basic cognitive skills	35	70

## Interpretation

The data reveal a substantial improvement across all learning indicators following the intervention. The most notable gains were observed in reading proficiency and numeracy skills, reflecting the effectiveness of structured teacher support and regular monitoring. Improved exposure to experiential learning also enhanced students' interest and conceptual understanding.

## Learning outcomes achieved

- **Preschool (Ages 3–5):** Improved school readiness, language development, and basic cognitive skills.
- **Grades I–III:** Enhanced reading fluency, Basic English comprehension, and arithmetic operations.
- **Grades IV–VIII:** Improved problem-solving skills, reading comprehension, scientific inquiry, and written expression.

## Conclusion

The study demonstrates that focused academic support, teacher empowerment, and community involvement can significantly enhance educational standards in basic schools. The Bakshi Ka Talab intervention underscores the importance of collaborative and data-driven approaches in addressing learning deficits among underprivileged populations. The model can be replicated in similar educationally backward regions to ensure equitable access to quality education.

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