Quality Education Program in Basic Schools of Bakshi Ka Talab Block, District Lucknow

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ABSTRACT

Every child has a potential to excel in his or her talent. If the children get attention, guidance and support right from their childhood, they can improve themselves, no matters from which social, educational or financial background they belong. This research project was to ensure children from the poorest families get quality education and reach their full of potential. In this project, a small team of teachers, in guidance of basic education department and few educationists, supported the teachers to provide quality education in schools, so that the achievement of the students can be improved in scheduled period of time. The main objective of the project was to establish an improved education system starting from the preschool to class 8 in basic schools of Bakshi Ka Talab, Lucknow, Uttar Pradesh, India.

INTRODUCTION

Every child can get the best education, can achieve his or her full potential and can be ready to face the world with confidence. Every child may have the same potential. This means, if right opportunity is given:

➢ Every child can acquire all the required skills in all the fundamental subjects.

➢ Every child can build on talent area he or she can excel at. One could be great at Mathematics and another at fine arts.

➢ Not every child can be a genius. But talent can be anywhere.

But the reality is different. The society has different strata. These strata are based on financial, educational and so many other types of backgrounds. These social belts provide facilities to their children differently. Different concepts have their different meanings and importance in these social belts. Education too has to face this challenge.

Children from an educated affluent family get all the facilities right from the childhood. They get guidance and support when they require or sometimes before their requirements.

Whereas the children in others belts of the society get their fundamental right of education hardly which is to be focused at its earliest. The children don't get any support from the family apart having possibilities to learn a lot. They have their own priorities in their lives.

Block's Learning Quality Crisis

Block has 303 govt schools. 98% of children in the Block join and attend primary education. But

➢ 50% children in 5th std cannot read a paragraph in Hindi.

➢ 70% children in 5th std cannot do simple division problems.

➢ Most children have never done or observe any science experiment in school.

➢ Many 4-year-olds in *aaganwadis* cannot match two identical pictures - something even 1-year-olds in middle class families easily do.

There is a serious learning quality crisis in the schools. The research is addressing this quality crisis with a 3-pronged strategy:

➢ Developing Educational Resources

➢ Improving Quality of Schools

➢ Building up Community Initiatives in Education

Literature Review

Quality education is a very essential factor for the economic and social development of a country which can be achieved by adopting innovative measures and developing unique systems which are flexible as well as accountable, which can adjust quickly to the changes to fulfill the need.

Mondal G.C. & Majumder P. have written about the challenges and research in quality education. They have given an Indian perspective in their paper.

S. Govender (2003) has found that lack of support from the education department as the most serious obstacle to implementing quality programmes at school. Hence, the support from the department and guidance is essential for the teachers to ensure quality education in schools.

Objective

To ensure quality education in basic schools of Bakshi ka talab Block, District Lucknow.

Hypothesis

A number of supportive activities will increase the achievement of the students and will ensure the quality education.

For this

➢ In the first stage, the program was expected to reach close to 25000 children in 70 Primary schools and 100 *aanganwadis* and 70 village communities.

➢ The main objective of this project was to ensure learning gains in children. To achieve this objective, the research envisions a number of supporting activities. The logic sequence that connects these activities to the main objective is illustrated in the flow chart in the next slide.
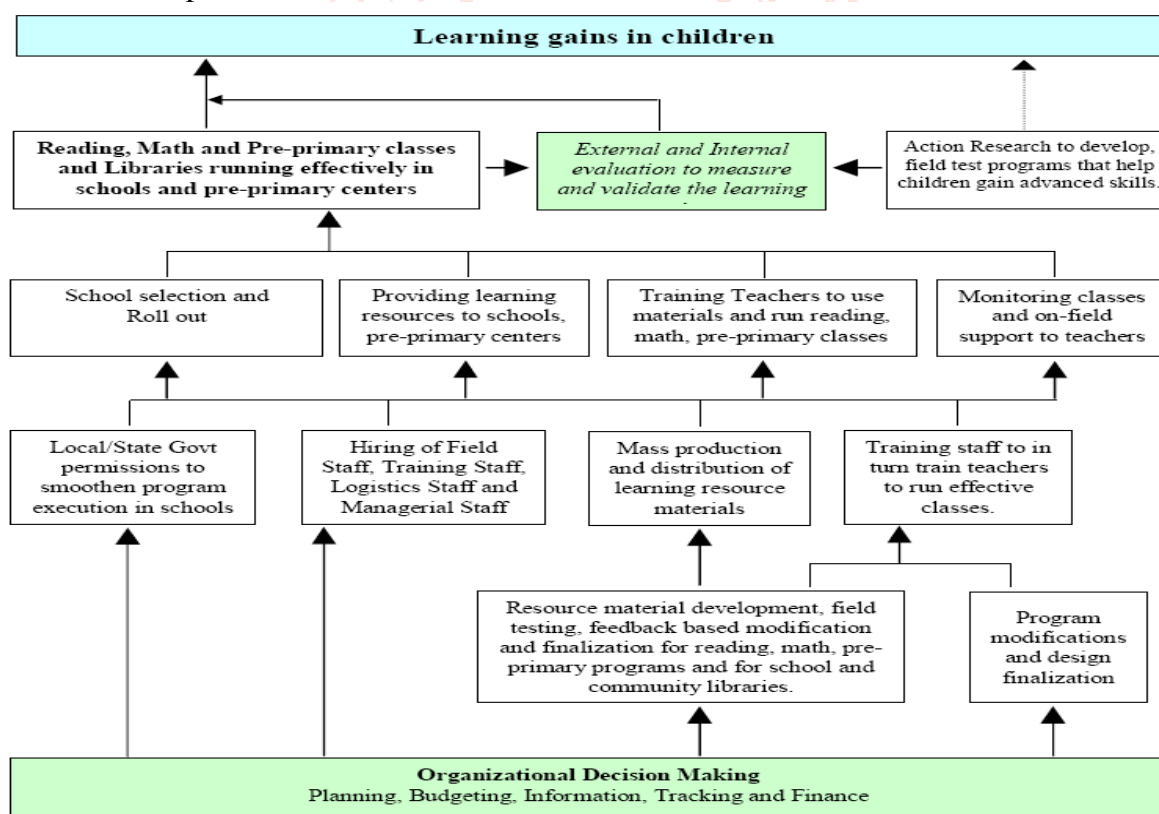
We had decided to roll out the program in stages. The first stage schools were identified in the first quarter and the roll out had begun by November, 2018. In July, we additionally also rolled out the program to all the second and third stage schools.

The roll out plan was executed in 3 main stages:
Stage: Each block resource persons (BRPs) were allotted 10 schools and they visited the schools, established a rapport with the teachers and head teacher. They also started attending the cluster level meetings organized every month and meeting the teachers in their respective cluster, if the teachers face any problem. They also supplied the study materials to each school and trained the teacher in the class on how to use the materials.

Stage 2: Each of the existing Academic resource person was given an additional 5 schools to cover. This phased roll out of schools allowed the RPs to select schools where teachers were already demanding the program or facing some problem in teaching.

Stage 3: We started providing simpler low-cost materials as part of our outreach strategy.

How children learn-
Learning at Home: Children learn by physically interaction. Input at home is sufficient

Kindergarten: Children learn by play and imitation. Critical but important period for their development**.**

Std 1-3: Children learn by absorption. A very critical period for building a strong foundation in language and arithmetic through activities**.**

Std 4-8: Children start abstract reasoning at this stage. This was the right time to introduce Mathematics and Science through experiment and puzzles. Group project helped in building self-esteem and peer bonding.

In this programme-

Early Start (KG): 2 hours of fun activities every day at the center, with toys and tools, ensure every child is ready for school.

Strong Foundation (Std.1-3): 3 hours class daily for std. 1-3 by a dedicated teacher provided individual attention and child wise monitoring. Activities ensured every child could read fluently and do arithmetic well.

Ready for Future (Std.4-8): Daily classes with experiments, puzzles and projects to ensured children develop interest and competency in Mathematics and Science.

Implementation Plans
- ➢ Monthly evaluation and continuous remedial classes were organized.
- ➢ In each basic school, 1 trained local teacher run separate classes for preschool and in class 1 to 8, teachers gave need-based training to provide quality education.
- ➢ With specially developed materials, method and skill charts, teachers track every child's progress and ensure all children achieve the require language and math, science and English competences. Children who are lagging behind are separately followed up and provided additional attention in remedial classes.
- ➢ Right from the start, we approached parents to contribute their involvement to ensure teachers

accountability and regular attendance by the children.

- ➢ Every quarter, a progress report card is sent to parents and parents meeting held to discuss their child progress. Village learning festivals were also organized where children show case their learning and talent**.**

Implementation-
Training materials and other study materials: Initial intensive training of teachers, supply of learning materials, every additional material and training provided by a very small group of teachers of the block.

Regular Classes:
Weekly visit to monitor the class quality and provide on-field training. Monthly review and feedback were given.

Evaluation: Base line Evaluation, monthly/quarterly student progress tracking, remedial action for those lagging, report card and parent meeting, yearly evaluation**.**

Result
Learning outcomes in Children
Preschool children (Age 3-5 years)-

Age-appropriate school readiness in language. Understanding and behavior.

Std. 1-3 Children (Age 6-8 years)

*****Language (Hindi):** Children read fluently, write simple sentence, comprehend passages and answer question based on it.

*****Language (English):** Children able to respond instruction and able to read simple words.

*****Mathematics:** Children able to do basic Arithmetic-Addition, Subtraction and simple multiplication.

Outcomes in Std. 4-8 Children (9–13-Year-old)

Language (Hindi): Children able to do comprehend un simplified text and write small stories.

Language (English): Children able to read paragraph and stories and converse in simple sentences.

Mathematics: Children able to do fraction, geometry, measurement and solve word problem.

Science: Children able to do experiment and understand basic concepts.

Conclusion
Different supportive activities increased the achievement of the students and ensured the quality education. Thus, we can conclude, if these types of focused programs can help the children from all the

social, economic or educational belts of the society. The need is the dedication, determination, planning and support of the teachers. The *guru* (the teacher*)* can provide the *gyaan* (the knowledge) in the society. The knowledge and skill development programs can ensure quality education in children. Sarv Shiksha Abhiyan has supported this goal.

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