

Summary of key Activities (October 08 till March 09)

Parrho Punjab (PP) is the flagship primary education project in Punjab and has strong support from senior state level officials. In the last 6 months since actual program started on ground, PP has succeeded in:

- Creating a strong and active group of individuals within the government system at the district and block level, including PP District Coordinators (PPDCs) and Block Master Trainers (BMTs), among others, who work outside of but as far as possible in coordination with the regular government structures responsible for primary education (DEOs, DIETs etc).
- Training all 42,000 primary teachers in the Pratham methodology.
- Producing and distributing supplementary TLM to every school in the state.
- Creating and implementing mechanisms to monitor progress, including a school register where the progress of individual children is recorded and daily diaries where PP staffs record school visits and other activities pertaining to PP.

Parrho Punjab: Background

Primary education in Punjab faces fewer infrastructural constraints than in many states in India. During the academic year 2006-07 the average number of teachers per primary school was 4.1; average student-teacher ratio was 32; and the majority of schools had toilets and drinking water.¹

However, available data suggests that children in primary classes are not obtaining a strong foundation in basic language and arithmetic skills. ASER data show that in 2007, nearly half of all Std. 3 children in rural Punjab could not read a Std. 1 level text; nearly half of all Std. 5 children could not solve a 3-digit by 1-digit division problem.² A baseline study of learning levels in all government primary schools conducted by teachers in August 2008 showed even poorer learning outcomes. Given that a large percentage of children in the state attend private, rather than government, schools, this means that children from poor families are likely to learn less than those from families who can afford private school fees.

¹ DISE, State Report Cards 2006-2007

² Annual Status of Education Report 2007

In order to address this situation, in April 2008 the Government of Punjab and Pratham Mumbai Education Initiative entered into an Agreement to implement a state wide learning enhancement programme for primary education, known as Parrho Punjab.

Programme objectives

The goal of Parrho Punjab is to ensure **that every child studying in government primary schools in Std I, II, III acquires reading, writing and basic arithmetic skills.**

The programme has the following specific objectives:

- To encourage local initiative of the school system and the community to improve the learning levels of children of Punjab.
- To bring about large scale improvement in the quality of reading and arithmetic levels of primary school-goers through training of teachers, distribution of supplementary reading material among children and tight monitoring of school transactions and by holding the teachers accountable for their work.

In order to accomplish these objectives, Parrho Punjab is structured into four main components:

- Creation of appropriate content for children for use in PP
- Training of teachers to help them achieve the goals of PP
- Ensuring appropriate implementation through effective monitoring of PP
- MIS-based data management and processes for PP.

To achieve desired results, last six months of the program were crucial, so lot of efforts happened during this period In October; Baseline data was entered and printed out in the form of state and district report cards. Besides learning levels, the state report card also included general school data of teacher and child enrollment. This block wise school data was distributed to all district education officers and Pratham personnel for them to understand their areas education status. Back in the field, Pratham organized 3 day block master level trainings in 2 districts of the state. Later these BMT's trained the teachers in Angrezi A to Z program. The content of Parrho Punjab material kit was finalized and given for printing. This kit included a new story book, 2 para card sets, muharni card, banner of goals and activities both for language and maths. The material was specifically designed for children to understand their classroom syllabus in a more fun environment. Pratham Punjab geared up its field staff to assist and conduct the mid test activities in the districts. For the same, a new testing tool booklet was prepared, printed and distributed to all BMT's. Realizing the need to make the accountability more efficient and transparent, Pratham Punjab introduced number of steps in its financial operations ranging from new salary timeline to reporting in new formats.

November month was time for mid evaluation of the program, so mid test was conducted and formats filled and collected from schools during first two weeks of the months. While testing was conducted by BMT's, format collection from cluster schools was done by Pratham teams at cluster and Block level. As teacher trainings were to be conducted later, BMT trainings were planned within this month. These trainings were conducted by clubbing two districts each in two phases. Pratham conducted a one day training for super master trainers who went ahead to train BMT's at second level. Pratham collected its 50 schools random mid test data from the field. English material kit was distributed to both districts covered under this pilot project. Two day PDC training was organized for regular revision and update training of new material use. This training was residential and also involved 2-3 good PBC's from every district.

The mid test which was conducted in the month of December was entered and shared at the state and district level. This data was shared in the form of state and district level report cards. This data was shared in a two day meeting with district coordinators at state level. Similarly data was shared with block primary education officers and block master trainers at district level. Internally pratham discussed the data with all district and block coordinators. December month was the month of teacher trainings in the state. Approximately 26,000* teachers were trained during this month. Teachers were trained on the agenda of new material kit for 4 days. Trainings were organized in such a way that no school was affected due to this exercise. These trainings were conducted by block master trainers who were trained by pratham trainers. Parrho Punjab material kit II was distributed at district level which included new story book, Para cards and currency notes. Simultaneously, preparations were started for material kit III which will include supplementary help on writing and math's. Internal joint review mission visits were organized in December during which the team visited 3 districts (Fatehgarh Sahib, Mansa and Ludhiana). The team randomly visited schools in these districts and held one day interview session in state capital where all important officials of SSA were interviewed. The state team also prepared 50 random midtest reports so that it helps in validating the government midtest report.

Month of January witnessed lot of Joint review mission activity in the state. Firstly it was Pratham's internal and later it was SSA one. The earlier JRM proved to be very useful as it helped state to gear up its field activities while the later provided us with an opportunity to showcase our field work. While first two rounds of teacher trainings were done in July

and December respectively, third round of trainings started from the month of January onwards. These trainings were different in a way because unlike previous trainings where teachers used to gather at block level, teachers were given trainings at school level by BMT's. The main idea behind promoting these kinds of trainings was to create a kind of peer pressure among teachers. Pratham Punjab presented the action plan for year 2009-2010 to the SSA during this month. This plan would be the basis of the MoU which possibly would be signed before March 31st 2009. The month of January saw a steep rise in field activity from the state team. The motive behind these extensive field visits besides monitoring was to meet block level and Pratham volunteers so as to galvanize them. Another objective was to identify good people at field level. ASER 08 results were discussed among the district people so as they could better understand the equation of education level of and around their districts. Content creation for Parrho Punjab kit III was discussed with SSA and the timeline was agreed. In general, the month of January was a month of field activities, teacher trainings and content creation activities.

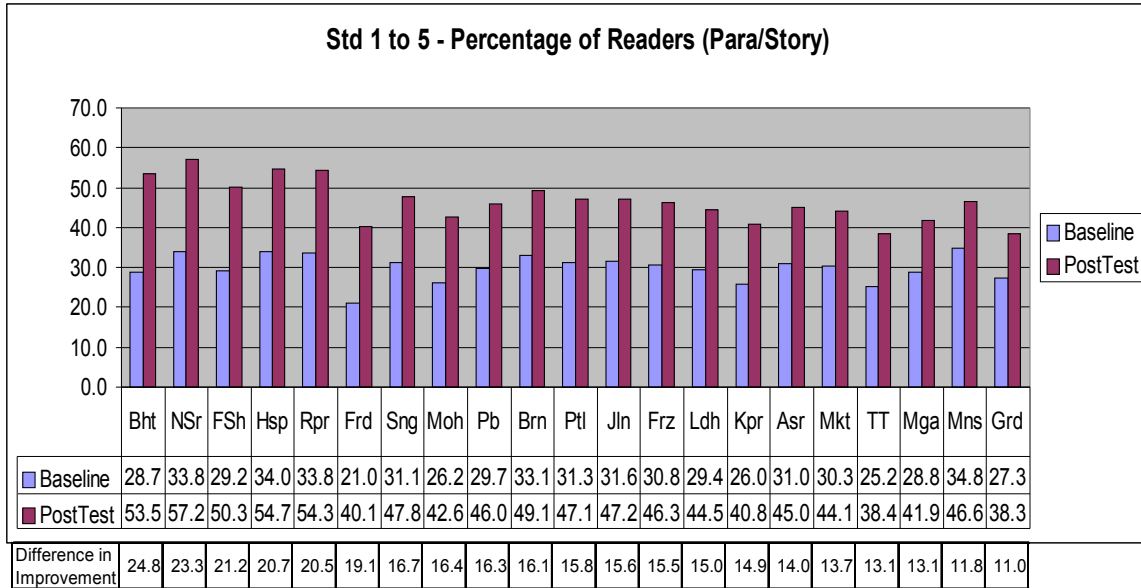
In February, Pratham - Hewlett Joint Review Mission organized during the month. Two external members from government and members from Hewlett foundation visited five districts across the state. The team studied and reviewed the work implementation on the field.

By the time, March came Post test of Parrho Punjab was conducted across the state in order to evaluate the success of the program; data was collected and given for computerized entry. Along with SSA data collection, Pratham also conducted its internal random post test in all districts of the state. After the success of Parrho Punjab, SSA and Pratham did in principal agreed on continuing the partnership for year 2009-2010. The major new introduction to next year's plan was the English program. For this program state identified District Master Trainer's who would be the English resource persons in every educational block. These 216 people were trained by Pratham master trainers in Chandigarh (2 batches of 108 people each for 4 days). These DMT's would train BMT's and then finally the BMT's will train teachers. English kit was finalized and given for printing to SSA. In addition to these activities, Pratham Punjab organized a couple of trainings and trips for its own team as part of capacity building exercises.

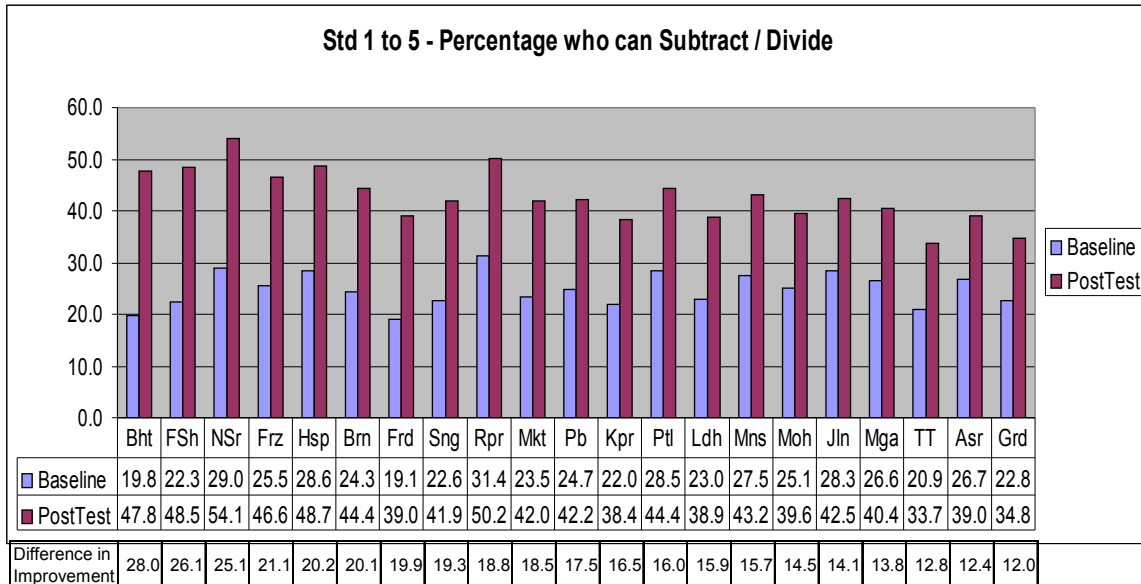
Meanwhile amidst all the above mentioned efforts, Parrho Punjab has been able to achieve below given results.

Results

Reading (State Average improvement in Reading is 16.3%) while district wise is given below-



Maths (State Average improvement in Math's is 17.5%) while district wise is given below-



Reading Improvement-

Beginner level children in class 1st dropped from 76% to 32% (Baseline to Post test)

Story level children in class 5th increased from 46% to 70%.

PUNJAB	BASELINE							POST TEST						
	Total Tested Children	PERCENTAGE						Total Tested Children	PERCENTAGE					
		Beginner	NR 11-99	Addition	Subt	Division	Total		Beginner	NR 11-99	Addition	Subt	Division	Total
No. of Schools														
Std 1	250017	84.6	13.9	1.2	0.3	0.1	100	188916	63.1	28.4	6.6	1.7	0.2	100
Std 2	259993	52.3	31.8	12.1	3.6	0.2	100	192358	33.5	27.8	22.9	14.9	0.9	100
Std 3	273602	27.3	29.3	25.3	16.1	2.1	100	204958	15.5	17.3	22.9	33.6	10.7	100
Std 4	262878	13.7	20.1	25.7	29.0	11.6	100	198983	6.8	8.8	17.1	34.3	33.1	100
Std 5	247028	6.3	11.4	21.2	32.0	29.0	100	188195	2.8	3.8	11.3	28.8	53.3	100
Total	1293518	36.4	21.5	17.3	16.3	8.5	100	973410	24.2	17.3	16.3	22.9	19.4	100

Math's Improvement-

Beginner level children in class 1st dropped from 85% to 63%

Division level children in class 5th increased from 29th to 53%

General Results for Language in Punjab for all classes are given below –

General Results for Math's in Punjab for all classes are given below –

PUNJAB	BASELINE							POST TEST						
	Total Tested Children	PERCENTAGE						Total Tested Children	PERCENTAGE					
		Beginner	Letter	Word	Para	Story	Total		Beginner	Letter	Word	Para	Story	Total
No. of Schools														
Std 1	250017	76.5	19.6	3.6	0.2	0.1	100	188916	32.7	48.8	15.4	2.7	0.4	100
Std 2	259993	35.6	38.7	20.4	4.3	1.1	100	192358	13.1	37.3	28.5	14.8	6.4	100
Std 3	273602	15.5	29.8	29.3	16.0	9.4	100	204958	5.2	20.6	25.0	23.3	25.9	100
Std 4	262878	7.1	17.7	26.1	22.7	26.3	100	198983	2.2	10.3	17.1	21.3	49.2	100
Std 5	247028	3.0	9.4	18.3	22.8	46.5	100	188195	0.9	4.7	9.1	15.7	69.7	100
Total	1293518	27.2	23.3	19.8	13.3	16.5	100	973410	10.6	24.2	19.2	15.7	30.3	100

Reading Ability (Graph on next page)

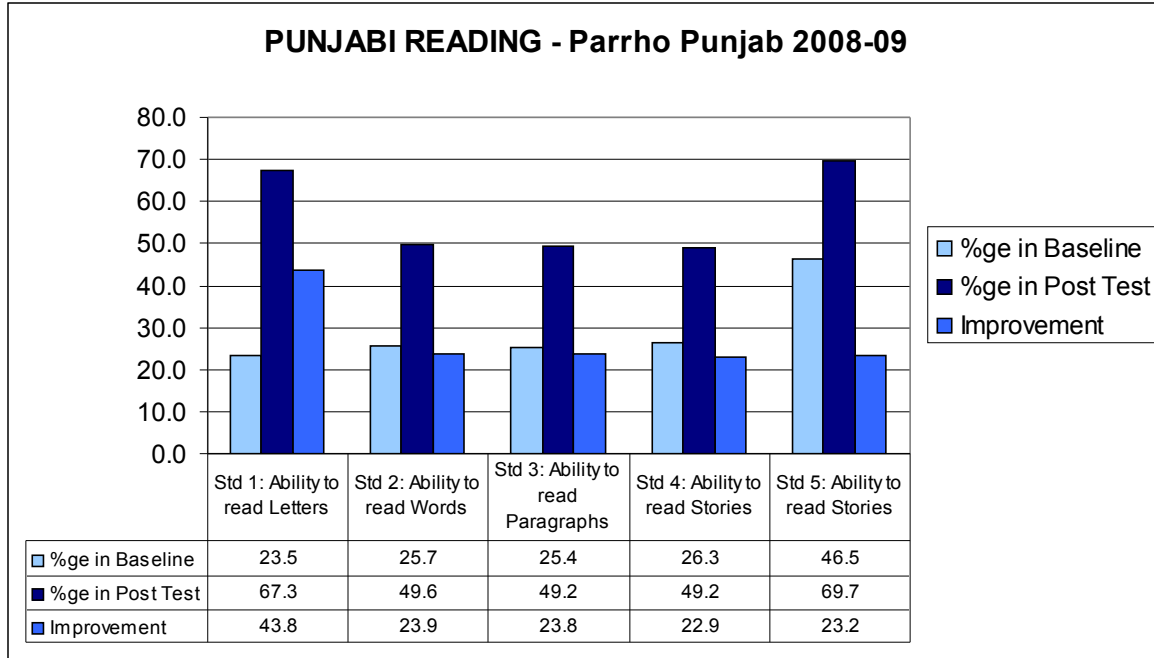
Class 1: Percentage of children who can read letters has increased from 23.5% to 67.3%, an increase of over 40 percentage points!

Class 2: There is close to 23 percentage points improvement in the ability to read words among children.

Class 3: Nearly 50% children are paragraph-readers; this is up from 25.4% in the baseline.

Class 4: These children have shown a 23 percentage point increase in their ability to read short stories.

Class 5: Well over two-thirds (nearly 70%) of the students in this class are fluent story readers.



Arithmetic Ability (Graph below)

Class 1: The Percentage of children who can recognize numbers doubled from only 15.4% to nearly 37%.

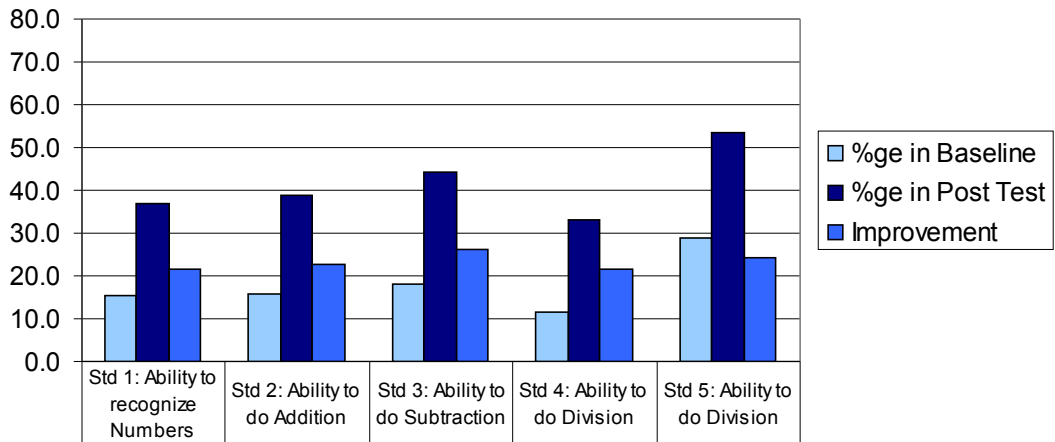
Class 2: The ability to do addition among these children increased by 22.8 percentage points, from 15.9% in the baseline to 38.7% in the post test.

Class 3: A huge jump of over 26 percentage points was seen in the ability to do subtraction sums with carry over.

Class 4: While only a third of the children can do division, this number is up from only 11% when the program began.

Class 5: Well over half of the students in this class can do three-digit division problems.

MATH - Parrho Punjab 2008-09



%ge in Baseline	15.4	15.9	18.1	11.6	29.0
%ge in Post Test	36.9	38.7	44.4	33.1	53.3
Improvement	21.5	22.8	26.2	21.5	24.3