IMPACT ASSESSMENT OF SBIF ILM: ELEVATE PROGRAM

SUBMITTED BY

Socioven Global Private Limited

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Executive Summary:

The One Billion Literate Foundation (OBLF) is dedicated to improving English language skills among primary school children, particularly in rural and under-resourced communities in India. Through a collaborative initiative with the State Bank of India (SBI) Foundation, OBLF has sought to enhance English proficiency in learners in government primary schools in Anekal Taluk by addressing gaps in teacher availability, training local community women as teachers, integrating contextualized educational technologies, leveraging a mix of digital resources and traditional pedagogical methods.

About the Elevate Program

The Elevate program aims to address English language proficiency gaps in 1000 learners in government primary schools by addressing teacher availability gaps and training semi-educated local women to become English language teachers. The program enables extensive training in English language skills and teaching methodologies, develops highly contextualized activity-based learning products, and creates sustainable community-based educational resources while also fostering socio-economic empowerment for the women involved.

Key Findings and Results

The impact of the Elevate program was measured across four primary domains of language proficiency for the students—listening, reading, writing, and speaking—through baseline and endline assessments, primarily aligned with the Common European Framework of Reference (CEFR). For the teachers, the main components for training induced outcomes were- English Language Proficiency, Pedagogical competence, and Professionalism

1. **Student-centric outcomes:**

   1. Overall CEFR Improvement:
   - 74.93% of students demonstrated some level of positive change in CEFR scores, with the greatest progress seen in lower grades. The average CEFR improvement across all grades was 56.97%, with younger students in Grades 1 and 2 showing the most significant growth.
   2. Domain-Specific Proficiency:
   - Listening: 66.56% of students showed improvement, with the highest gains in Grades 1 and 2. The program's tablet-based learning component yielded positive listening score changes, especially among students in Grades 4 and 5.
   - Reading: Positive changes were observed in 59.78% of students, with younger students benefiting the most. Older students in Grades 5 to 7 experienced a plateau in reading gains.
   - Writing: Over 63% of students improved their writing scores, and students using the tablet-based learning tool exhibited greater gains compared to their non-tablet counterparts.

- Speaking: All grades showed improvement in speaking skills, with Grades 1 and 2 exhibiting the largest increases. Tablet-based learning had a moderate impact, especially in facilitating high and moderate positive changes in speaking scores among Grade 4 students.

2. **Teacher-centric outcomes:**

- Teacher Proficiency and Pedagogy: The program showed notable increases in English language proficiency levels and pedagogical skills among the teachers. Teachers at higher CEFR levels (B2) promoted consistent moderate gains in students, while those at lower CEFR levels (A1, A2) were more effective in foundational skill building.
- Impact of Pedagogical Scores: Teachers with higher pedagogy scores correlated with improved student outcomes, particularly in reading and writing.

3. **Ed-Tech related outcomes:**

- Listening Skills: The tablet-based learning intervention significantly supported improvements in listening skills, especially among students in Grades 4 and 5. The data showed that 59% of students using tablets demonstrated positive changes in listening scores, compared to 50.68% of non-tablet students.
- Reading Skills: Positive trends were observed in reading, particularly for younger students. In Grade 5, for example, 8.19% of tablet-based students achieved high positive changes in reading scores compared to only 5.5% of non-tablet students
- Writing Skills: Writing skills were also improved because of tablet-based learning. More than 63% of students overall showed improvements in writing scores, with a marked advantage among those using tablets.
- Speaking Skills: Tablet-based learning had a notable impact on speaking skills as well, with Grade 4 students in the program achieving a higher frequency of moderate and high positive changes compared to non-tablet students.

Limitations of the Study

- Data Gaps: For some students, baseline or endline CEFR data were unavailable, impacting the completeness of the analysis.

- Variability in Teacher Proficiency: Differences in teacher CEFR levels occasionally led to inconsistent student outcomes, especially in reading.

The study underscores the potential of community-based educational programs in improving foundational English proficiency in government school settings, highlighting areas for further improvement in teacher training and digital learning integration.

1. About Socioven Global

Socioven Global Private Limited is a development consulting firm committed to supporting for-impact organizations in accelerating their impact. The vision is to support organizations to increase effectiveness, deepen the impact, and promote the sustainability of various development programs. Our team comprises experienced professionals from the not-for-profit sector with a wealth of implementation experience. We apply our collective knowledge to strengthen the ability of NGOs/INGOs/government to achieve breakthrough results. Leveraging our extensive expertise and experience across disciplines, our core capabilities include strategy development, monitoring and evaluation, program design, and knowledge management. The team at Socioven is a cross-sectional team – with specialization in evaluation design, gender-based evaluations, quantitative and qualitative analysis, dissemination for actions and stakeholder management. The small team provides ability to be agile while ensuring tighter quality control to produce the needed outputs.

Some of our previous work engagements with a diverse range of organisations are as follows–

A. Baseline assessment of Development Alternatives' "Equality 4 Change" program in Jhansi, where Socioven conducted a baseline study using a mixed-methods approach to identify how to strengthen the SHGs, VO and CLF to engage in green enterprises.
B. Evaluation of Action Against Hunger's 1000 days programme in Maharashtra and Madhya Pradesh, which involved an interim assessment using a quasi-experimental design to provide insights on the outcomes and impact that the program had on pregnant and lactating mothers in these states.
C. Baseline assessments of AAH's 1000 days programme in Sanand and Ankleshwar districts in Gujarat, where Socioven supported them in data collection, evaluation and reporting.
D. Impact assessment of NAB Foundation's My Pad My Right program, where Socioven was involved in conducting an endline assessment of the program.

2. Introduction

English is a key driver for social mobility in India, and English education from grade one to twelve enables millions of students across government schools divided by varying levels of stigma (based on parental income groups) to position themselves better professionally and academically.

Recognized as an international language, English operates as a reservoir of opportunities apart from widening the knowledge base for all sections and strata of societies that prove to be highly beneficial both on a personal level as well as national growth in a globalized world.

English teaching in government schools is seen as a means of raising students' social standing and increasing their employability and competitiveness in higher education. English instruction in these schools is not without its difficulties. Numerous institutions struggle with a lack of funding, students' differing levels of ability, and a severe lack of certified English teachers. These challenges frequently impede regular and efficient learning, resulting in disparities in educational equity. In order to address these problems, officials have implemented measures that prioritize early and continuous exposure to English as well as specialized teacher training programs.

Despite these obstacles, learning English promotes inclusion by giving students from different backgrounds access to information and communication resources outside of their mother tongues. Government schools seek to equip students with the English language skills they need to interact effectively and cope with job requirements that are becoming more and more modern as time goes. By doing this, English instruction in Indian government schools contributes to the development of a generation that can meet the expectations of a society that is becoming increasingly globalized.

I.   Challenges in English Education in Government Schools

In India, government schools face major challenges when it comes to teaching English, which affects student involvement and proficiency. Many teachers' fluency and effectiveness as teachers are limited by a lack of proper training and exposure to English. Interactive, hands-on learning is further limited by inadequate infrastructure, such as language labs and instructional aids. The emphasis on the requirements of each individual student is diminished by high teacher workloads, which are frequently caused by high student-teacher ratios. English exposure outside of school is restricted by socioeconomic restrictions, especially for students from underprivileged homes. Additionally, inconsistent curricula and low parental support contribute to reduced language retention, making it challenging for students to gain proficiency in English (Pavithra, 2023; Rahaman, 2020).

1. **Limited Proficiency of Teachers:**
   Due to a lack of exposure and training, many teachers at government schools are not proficient in English language. Teachers frequently find it difficult to properly engage students when they lack sufficient language competency and modern teaching techniques, which results in a learning environment that prioritizes memorization over practical language use

2. **Insufficient Facilities:**
   Many government schools lack basic amenities like audio-visual teaching aids, technology-enabled classrooms, and language labs. This has a detrimental effect on students' learning since it restricts teachers' capacity to provide dynamic and interesting language classes.

3. **A heavy workload for teachers:**
   Teachers are unable to concentrate on the requirements of each individual student because they frequently oversee huge classes, handle administrative responsibilities, and cope with a lack of support staff.
4. **Socioeconomic Barriers**
   Many students from low-income families lack exposure to English outside school. This economic disadvantage results in limited practice and familiarity, creating a significant gap in language development compared to peers with more resources (Pavithra, 2023).
5. **Inconsistent Curriculum:**
   Variability in English language syllabi across states leads to inconsistencies in language acquisition. This disparity confuses students and reduces continuity, making it difficult to ensure uniform language proficiency (Rahaman, 2020).
6. **Poor Parental Support:**
   With low parental literacy levels, especially in English, students have limited support at home. Parents often cannot reinforce language learning, which is crucial for practice and retention (Pavithra, 2023).

II. Context of *Anekal* Block

The percentage of students enrolled in government schools in Karnataka has increased to 77.7%, demonstrating a notable change in educational patterns in the wake of the pandemic (Indian Express, 2021). With an overall literacy rate of 80.65% and a population that is primarily rural (68.1%), *Anekal Taluka* stands to gain a great deal from this improvement. To improve language proficiency and give pupils greater prospects for future career and socioeconomic success, English-medium instruction was introduced in government schools (Census Hub India, 2011).

Despite these promising advancements, problems still exist. With 29% of children not having consistent access to cell phones, the digital gap is still a major issue that makes it difficult for them to use digital learning tools efficiently (Indian Express, 2021). Furthermore, the increase in reliance on private tuition, which went from 8.4% to 20.5%, emphasizes how difficult it is still for many families to pay for their kids' extra education (Indian Express, 2021). To guarantee that the increases in enrollment result in better educational achievements, these issues must be resolved. Karnataka can set the stage for a more competent and equitable future generation by concentrating on improving English language instruction in government schools, especially in places like Anekal.

III. Rationale for the Programme

The Elevate program directly addresses the gap in English education by focusing on empowering semi-educated community women to become English teachers. This strategy

not only tackles the educational needs of the region but also provides women with employment opportunities, improving household incomes and reducing gender inequality (Project Elevate-SBI Clo). By training local women to become proficient teachers, the program creates a sustainable model of educational improvement that benefits both students and teachers.

The Elevate program incorporates innovative approaches such as gamified learning and regular assessments. These methodologies have shown significant promise, with endline assessments revealing a 44.5% improvement in students' English proficiency (Project Elevate-SBI Clo). Additionally, the regular teacher training sessions ensure that teachers are continuously improving their pedagogical skills. The use of teaching aids, such as digital tools and structured lesson plans, has contributed to more engaging classroom environments, leading to better educational outcomes.

IV.   Literature Review and Past Interventions

The research on Karnataka's government schools highlights serious issues such gender inequality, subpar teacher quality, and inadequate facilities. Regional disparities in educational access and quality are highlighted by studies by Sharma and Chakrabarty. Vyasulu and Vani highlight differences in human development metrics, while Jayanthi's research focuses on structural obstacles impacting girls' schooling. With barely 15% of schools achieving standards, there are serious compliance problems with the Right to Education (RTE) Act. Notwithstanding these conclusions, there are still gaps in current data, stakeholder qualitative insights, and the role of technology in education, which calls for more study to implement successful educational changes in the area.

V.   Government Schemes and Policy Support

While several government schemes, such as the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan, aim to improve rural education, they often fail to address the critical issue of teacher capacity-building. These schemes primarily focus on infrastructure and access, but without well-trained teachers, the quality of education remains subpar. The Elevate program fills this gap by providing comprehensive training for teachers, aligning with broader national goals to improve literacy and educational quality

The program also complements initiatives focused on digital literacy, such as Digital India, by integrating technology into the classroom. By using gamified learning tools and interactive teaching methods, the program ensures that students receive a modern education that is relevant to the current demands of the workforce

3. About the Program

Through Project Elevate, which is being carried out by the One Billion Literates Foundation (OBLF) in partnership with the SBI Foundation, more than 2,000 kids in government schools in rural Karnataka are improving their English literacy. Through the integration of gamified learning tools and structured curricular materials, the program has greatly improved students' academic achievement, speaking confidence, and language comprehension. Through dynamic classroom exercises and interactive, tablet-based activities, the program creates a fun and effective learning environment that makes learning English interesting and accessible. To guarantee steady progression in speaking, writing, listening, and reading skills, regular assessments monitor students' progress and modify the course materials.

The program also places a strong emphasis on teacher development and engagement, providing intense training in digital skills, classroom management, and curriculum delivery to 60 community teachers with only a high level of education. By taking part in monthly workshops on pedagogy, technology, and socioemotional skills, these educators are able to enhance their own language skills and create a pleasant classroom environment. Teachers develop professionally and acquire confidence through mentoring and in-class coaching, which raises the standard of English instruction for pupils. Furthermore, working together with OBLF trainers creates a community of support for these teachers, enabling them to become respected and successful leaders in their local schools.

4. Study Methodology

I.   Research Design

This study employs a thorough quantitative analysis that includes overall pre- and post-intervention assessments to evaluate the Elevate Program's impact on English language proficiency in government schools in Anekal Taluka. The methodology was chosen to measure both measurable academic outcomes and the broader educational impact of the program.

Therefore, this study was primarily undertaken with an aim to measure and understand the impact of the interventions over a period of one year on the student learning outcomes. The other research questions that are part of the scope of work include:

1. To evaluate the impact of teacher training on student language proficiency: Analyze how increasing investment in teacher training and development contributes to an upward shift in student proficiency, specifically in English language skills.
2. To assess the role of curriculum advancements in improving learner outcomes: Investigate the effect of standards-based, level-appropriate curriculum enhancements, supported by educational technologies, on student learning and comprehension across various language skills.

3. To measure the relationship between teacher proficiency and student performance in rural schools: Determine the direct correlation between improved teacher capability and the overall language proficiency scores of students, with a focus on English as a subject.
4. What is the relationship between teacher training and teacher effectiveness?

II.   Participants

The study includes two primary participant groups: 1000 students from Grades 1 to 7 across 32 schools and 20 teachers trained through the Elevate program. These teachers, largely women from the local community, received comprehensive English language and pedagogy training tailored to address educational needs in under-resourced settings.

III.   Datasets used for analysis

Data was compiled using the datasets from previous baseline and endline assessments aimed at measuring improvements in English language skills across listening, reading, writing, and speaking domains. The assessment process was twofold:

1. **Student Assessments**: Data was consolidated from the results of baseline and endline tests that had evaluated students' progress over the intervention period. The tests, designed to align with the Common European Framework of Reference (CEFR), assessed grade-wise progress across all language domains. There are four components to this– Listening, reading, writing and speaking. Each one of these components had a set of activities against which the students were scored making a total of 9 activities–

   Listening, reading and writing: Each of these components include two activities with 5 grade points each. The final score for each is calculated by adding the grades secured in the two activities and converting them into a 25-point scale.

   Speaking: This component includes three activities with 10 points grading scale for each activity. The final score for speaking is calculating by adding the points secured in each activity and converting them into a 25-point scale.

2. **Teacher Assessments**: Teachers' proficiency and pedagogy were evaluated using the CEFR-aligned English Language Proficiency (ELP) test scores, pedagogy scores calculated using a custom rubric developed by OBLF and professionalism scores calculated during the process of training.

   Teacher English Language Proficiency (ELP) levels:

   As per the metrics designed under the program, the level of English language proficiency among the teachers is represented on a scale band that comprises different levels. Each level, beginning from pre-A1 level and culminating at B2 level shows the lowest to the highest range and each teacher is evaluated against four distinct learning parameters– Listening, reading, writing and speaking. For this evaluation, teacher ELP levels were

calculated by scoring against a test administered at the beginning of the program (baseline) and at the end of the program (endline). However, the level of the test administered for the endline evaluation was changed and its difficulty level was improved and therefore a direct comparison between the two was not recommended.

The following figure shows the levels of CEFR levels that can be scored through the test in the arrangement of the lowest level being at the bottom and the highest level on the top–
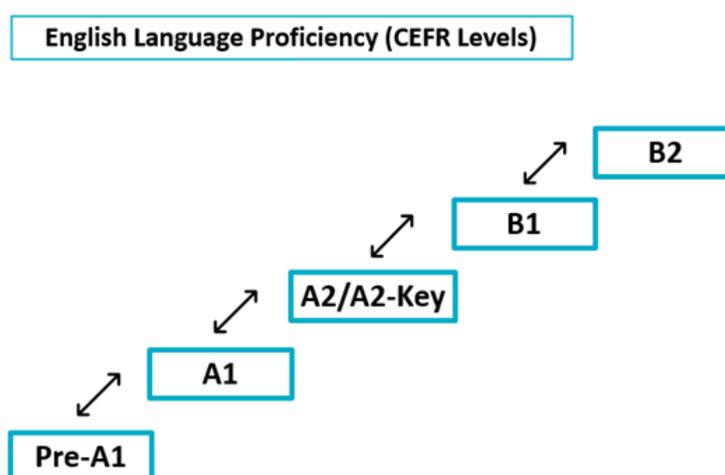
Figure 1: English Language Proficiency (CEFR Levels)

The ELP levels of a total of 20 teachers from the SBI program and 14 teachers who were not enrolled into the SBI program have been evaluated for this study across the baseline and the endline to identify whether the program has had a more proclaimed impact on the teaching outcomes for teachers or not.

Teacher Pedagogy Scores:

The OBLF under the ELEVATE program has developed a unique pedagogy rubric to assess and score teachers on actual classroom teaching. Under this rubric there are two specific domains on which the teachers receive extensive training– Classroom culture and instructional planning. While the former focuses on building a safe, supportive, and rigorous learning environment, the latter places emphasis on designing research-based, rigorous lesson plans for diverse student populations. Under each of these, there are a different set of markers and the teachers are scored for each of those on a band of 1-4.

The following figure shows the scale of marking for pedagogy scores among teachers while the complete rubric along with the parameters has been shared as part of the annexures–
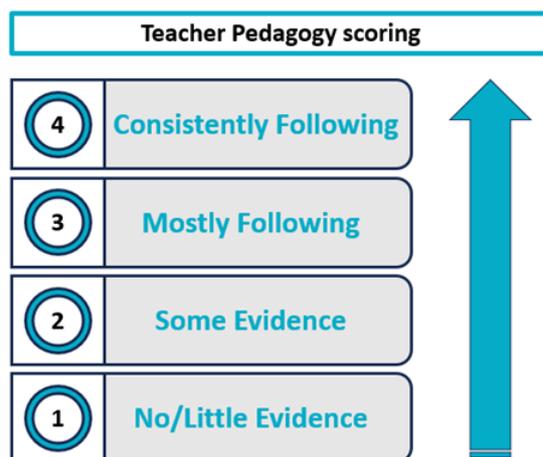
Figure 2: Teacher pedagogy scoring

Teacher Professionalism:

Professionalism rating reflects the overall reception and engagement of teachers during the training program and largely covers parameters like participation in training, openness to feedback, punctuality, problem solving attitude, etc. This shows how the teachers have fared through the duration of the training and to see the factors that have contributed to the improvement in their teaching effectiveness and overall professional growth.

The scoring process for this parameter is very rigorous and each teacher under the program is evaluated based on a review and feedback system that comprises multiple levels and stakeholders. The teacher is not only evaluated by the trainers who have trained them but also by the supervisor(s) who have overlooked their entire training process. Other than this, the teachers are also evaluated by their peers, who act as coaches and give their own unique point of view on how performance can be improved.

IV.   Data Analysis

The analysis of quantitative data focused on comparing baseline and endline scores for both students and teachers. Paired sample comparisons were made to observe shifts in scores, with frequency distribution and cross-tabulations to detect significant differences pre- and post-intervention. Grade-wise score comparisons allowed for subgroup analysis to determine specific program impacts on varied demographic groups. Furthermore, the analysis included a comparative study of learning impact outcomes between students that had received ed-tech intervention (SOLVE students) against those who did not receive such an intervention.

5. Outcomes for the students

As part of the English Proficiency Enhancement Programme supported by the SBI Foundation, One Billion Literate Foundation (OBLF) has been working with 20 teachers and 1,000 students across various government schools in Anekal Taluk, Karnataka. The programme's main objective is to elevate English proficiency among students. To achieve this, OBLF employs a multifaceted approach, integrating curriculum enhancement, ed-tech solutions, specialized pedagogy, and comprehensive teacher training.
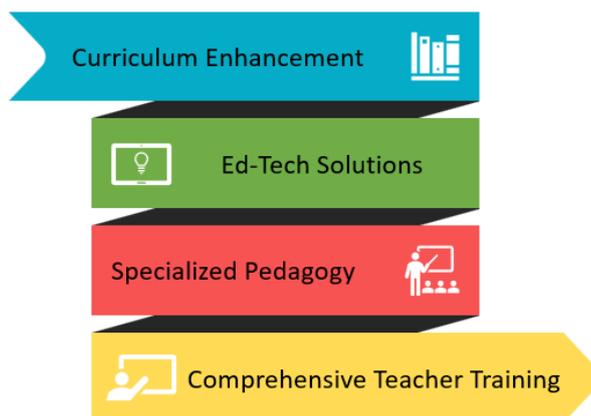
Figure 3: OBLF's Approach

These interventions aim to improve students' foundational skills in English—listening, speaking, reading, and writing—while also fostering a sustainable learning environment through capacity building and resource optimization for teachers. The evaluation is designed to measure the effectiveness of these interventions over a one-year period. This analysis, which covers data of 1000 students in grades 1 to 7, across 32 schools, of which 23 schools received intervention under the SBI program while 9 schools did not. The analysis further provides valuable insights into the programme's impact on English proficiency, with a particular focus on listening, reading, writing, and speaking skills as reflected in the baseline and endline assessments.

Grade	No of Students	Percentage
1	105	10.50%
2	158	15.80%
3	195	19.50%
4	195	19.50%
5	168	16.80%
6	106	10.60%
7	73	7.30%
Total	**1000**	**100%**

Table 1: Sample of students and their respective grades
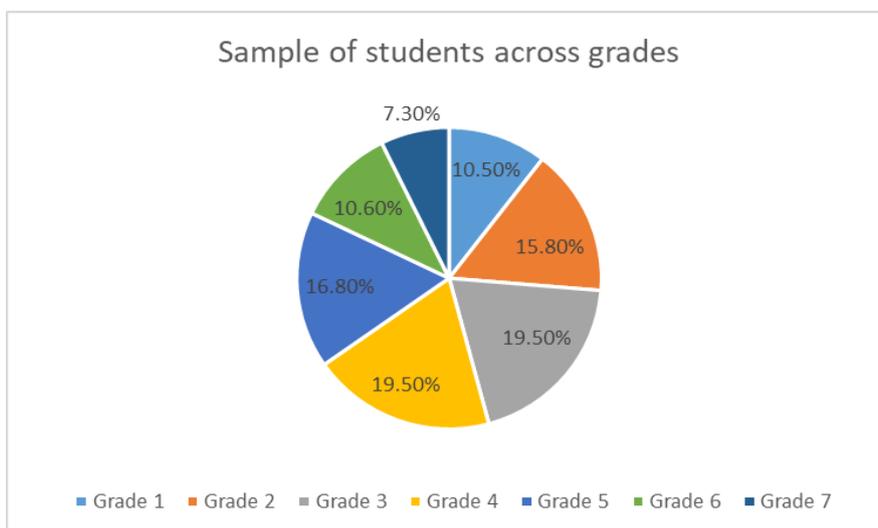
Figure 4: Sample of students across grades

I. Overall Change in Student CEFR Score

The data on changes in student CEFR scores indicates an overall positive trend, with a substantial majority of students demonstrating improvement in their scores. In total, 74.93% of students achieved some level of positive change, reflecting the effectiveness of the educational interventions in enhancing language proficiency.

Range	Percentage
High Positive Change (>60%)	5.48%
Moderate Positive Change (30% to 60%)	21.07%
Low Positive Change (1% to 29%)	48.38%
No Change (0)	1.61%
Mild Negative Change (-1% to -10%)	11.82%
Negative Change (-11% to -25%)	10.21%
Severe Negative Change (< -25%)	1.39%

Table 2: Overall change in CEFR levels

A significant portion of students, 48.38%, exhibited Low Positive Change, indicating a small but positive shift in their CEFR scores, suggesting incremental progress for nearly half of the group. Notably, 21.07% of students achieved a Moderate Positive Change (30% to 60%), reflecting more substantial progress. Additionally, 5.48% experienced High Positive Change, with improvements exceeding 60%, which highlights a small group of students who made remarkable advancements in their language proficiency.

On the other hand, 11.82% of students displayed a Mild Negative Change, with a decrease between -1% and -10%, indicating minor setbacks in CEFR scores. A further 10.21% experienced Negative Change, suggesting moderate declines in language proficiency. Severe Negative Change, observed in 1.39% of students, represents a significant drop in scores, pointing to challenges faced by a small subset of students in maintaining or improving their CEFR levels. Only 1.61% of students showed No Change, implying stability without any noticeable improvement or decline.

A. Grade wise Change in Student CEFR Score:

The data reveals significant improvements in overall student CEFR scores from baseline to endline across different grades. There is a 56.97% improvement across all grades, with the average score increasing from 20.13 to 31.60. This pattern suggests that lower-grade students with initially lower scores showed the most improvement, likely due to effective intervention, while higher-grade students with stronger starting scores displayed steady but more modest gains.

Grade 1 students show the most remarkable increase, with a 1516.65% change, as their average score jumped from 1.14 at baseline to 18.36 at endline. This dramatic growth suggests that students in Grade 1, who initially had very low scores, benefited substantially from targeted interventions or learning support. In Grade 2, students also displayed a strong improvement of 126.78%, moving from a baseline score of 10.91 to an endline score of 24.74. This substantial growth highlights the effectiveness of the learning strategies used for this group.

Grade	Average of Total CEFR Score Baseline	Average of Total CEFR Score Endline	%age Change
1	1.14	18.36	1516.65
2	10.91	24.74	126.78
3	16.84	32.15	90.92
4	23.94	33.95	41.82
5	25.76	36.08	40.04
6	29.75	37.45	25.87
7	32.56	38.96	19.65
Grand Total	**20.13**	**31.60**	56.97

Table 3: Grade-wise change in student CEFR levels

In higher grades, the percentage improvements become more moderate. Grade 3 students, for example, experienced a 90.92% increase, with scores rising from 16.84 to 32.15. Grades 4 and 5 show similar progress, with improvements of 41.82% and 40.04%, respectively, indicating steady growth for these moderately scoring students.

For Grades 6 and 7, we observe the smallest percentage gains—25.87% for Grade 6 and 19.65% for Grade 7. These students had the highest baseline scores (29.75 and 32.56), which naturally limits the potential for large percentage growth. Nonetheless, they still made progress, advancing towards higher achievement levels.

Score Group	Grade 4		Grade 5	
	Non-tablet-based learning Student (%)	Tablet-based learning Student (%)	Non-Tablet-based learning Students (%)	Tablet-based learning Students (%)
High Negative -10 to -21.5)	6.06 %	12.22%	5.5%	4.91%
Moderate Negative (-0.5 to -10)	19.19%	18.88%	13.33%	11.47%
No change (0)	1.01%	7.77%	1.1 %	9.83%
Low Positive (0.5 to20)	50.50%	35.55%	61.11%	52.45%
Moderate Positive Change (20.5 to 40)	22.22%	20%	18.88%	13.11%
High Positive Change (40.5 to 52)	1.01%	5.5%	0	8.19%

Table 4: Overall impact outcome - tablet-based learning vs non-tablet-based learning students

B. Overall impact outcome – Comparison between Ed-Tech and non-Ed-Tech students

The analysis of CEFR scores for Grade 4 and Grade 5 students reveals a general positive impact of the tablet-based learning or ed tech intervention. Across both grades, students who received the e intervention tended to achieve higher positive changes in CEFR scores and showed lower rates of score declines compared to those who did not receive the intervention. This trend suggests that the tablet-based learning may have been beneficial in supporting students' language skill development, particularly by helping more students experience positive score growth and mitigating declines.

In Grade 4, a larger proportion of tablet-based learning students (61.11%) fell within the Low Positive Change range compared to non-tablet-based learning students (50.50%). This suggests that the tablet-based learning intervention supported a notable portion of students in achieving modest score gains. Additionally, only 13.33% of tablet-based learning students experienced negative changes (High and Moderate Negative), whereas non-tablet-based learning students had a combined 25.25% in these negative categories, indicating that tablet-based learning students were less likely to experience declines.

In Grade 5, similar trends appeared, with tablet-based learning students showing a higher percentage in the Low Positive Change category (52.45%) compared to non-tablet-based learning students (35.55%). Notably, 8.19% of tablet-based learning students achieved High Positive Change compared to only 5.5% of non-tablet-based learning students, suggesting that tablet-based learning students were more likely to achieve significant score improvements. Moreover, the percentage of tablet-based learning students in the Moderate Negative Change group was lower (11.47%) than that of non-tablet-based learning students (18.88%), reinforcing the trend that tablet-based learning students experienced fewer declines.

Overall, the data points to a favourable influence of the tablet-based learning intervention, with students in both grades showing greater score improvement and reduced negative changes, suggesting that the intervention may have effectively supported students' progress in CEFR scores.

II. Listening

The listening component is a vital aspect of the students' English language assessment and serves as an essential marker of their overall proficiency. This skill was evaluated through a test administered before the programme began (baseline) in 2023 and after the one-year intervention (endline) in 2024. Out of a total of nine activities in listening, two were designed to assess the listening skills (Activity 1 and Activity 3). Each student's performance was measured on a score scale with a maximum score of **10** and a minimum of **0**, allowing for a comparative analysis of improvements between the two assessments.

66.56% of students have shown a positive change in their listening scores when compared to their baseline scores. This group, which experienced improvements, is spread across two key intervals:

- 31.67% of students showed a slight to moderate improvement in their scores, falling within the 0 to 2 range.

- 29.42% of students demonstrated more substantial improvements, with their scores ranging from 2.5 to 5.

Range	Percentage of Students
(-7) to (-3.5)	5.04%
(-3) to (-0.5)	16.38%
0 to (2)	31.67%
(2.5) to (5)	29.42%
(5.5) to (10)	17.49%

Table 5:Difference between Baseline and Endline Scores (listening)
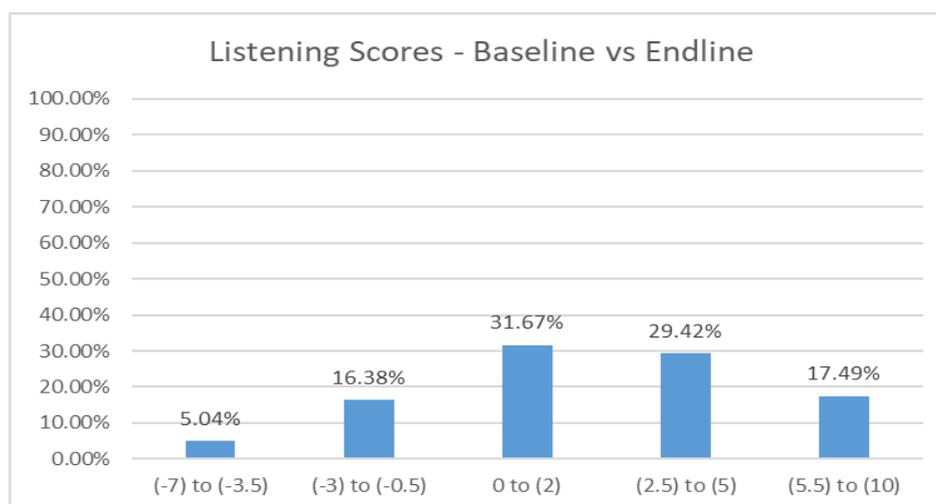
Figure 5: Listening Scores - Baseline vs. Endline

Additionally, 17.49% of students made significant progress, with improvements between 5.5 and 10 in their listening scores. This highlights that most students have benefited from the listening activities, with noticeable gains. In contrast, 10.97% of students saw no change in their listening scores, remaining at a baseline level of 0. The remaining 21.42% of students experienced a decline, with 5.04% seeing a considerable drop (scores between -7 and -3.5) and 16.38% showing smaller negative shifts (ranging from -3 to -0.5).

These findings suggest that the interventions had a predominantly positive impact on listening skills for most students, though a small percentage experienced either no improvement or a decline.

A. Grade-wise Average Baseline and Endline Scores:

The grade-wise average baseline and endline listening scores reveal a clear pattern of improvement across all grades, suggesting that the program has had a positive impact on students' listening skills. In particular, lower grades like Grade 1 and Grade 2 show the most dramatic increases in scores from baseline to endline, with Grade 1 rising from 0.28 to 3.87 and Grade 2 from 2.36 to 5.17. This indicates that younger students are experiencing substantial growth in foundational listening skills, possibly due to their receptiveness to new language acquisition. As we progress to higher grades, the improvements are still significant but less pronounced. For instance, Grade 6 improved from 6.26 to 7.24 and Grade 7 from 6.71 to 8.16, suggesting that older students may have already developed basic listening proficiency and therefore show more incremental gains.

Grade	Average Baseline Score	Average Endline Score	% Change
1	0.28	3.87	1282%
2	2.36	5.17	119%
3	3.58	6.01	68%
4	4.92	6.32	28%
5	5.42	6.75	25%
6	6.26	7.24	16%
7	6.71	8.16	22%

Table 6: Change in average baseline and endline score across grades
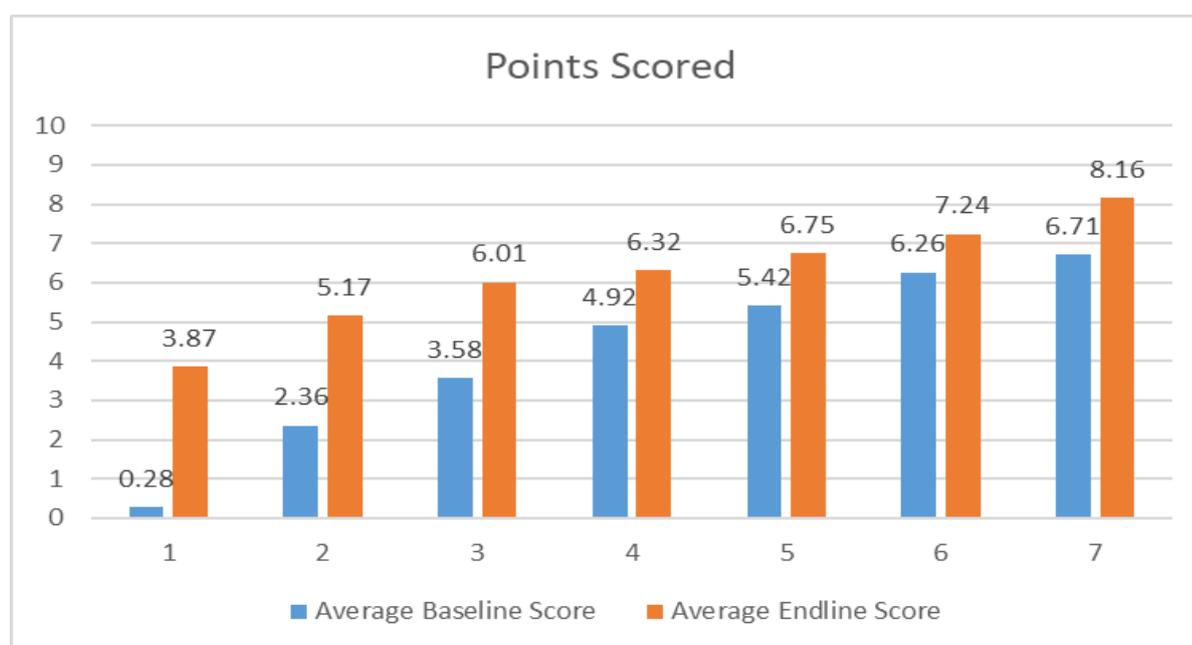
Figure 6: Average baseline and endline points scored (listening)

Furthermore, the baseline scores themselves increase steadily from Grade 1 (0.28) to Grade 7 (6.71), which suggests that students in higher grades begin with better listening skills, likely due to their accumulated exposure to English over time. This steady improvement in baseline scores by grade supports the idea that language exposure is building a foundational level of listening proficiency across age groups. Meanwhile, the endline scores reflect the program's effectiveness in further enhancing listening skills, with students across all grades moving closer to achieving proficiency. Grades 6 and 7, with endline scores of 7.24 and 8.16, respectively, demonstrate relatively high listening proficiency, approaching upper-intermediate or advanced levels. The data highlights the program's success in fostering listening skill development, especially in the early grades, where students benefit from foundational support.

B. Impact of tablet-based learning program on Listening Scores

The evaluation of the tablet-based learning program aims to assess the impact of this gamified, in-class learning solution on students' learning outcomes. Designed as an interactive, technology-driven intervention, the tablet-based learning program was implemented across grades 4 and 5, with 151 students participating in the initiative. This evaluation analysed pre- and post-intervention data to determine whether the program has made a measurable difference in students' academic performance, particularly in listening skills, as compared to those who did not receive this ed-tech support.

Across both grades, 50.68% of non-tablet-based learning students showed some level of positive change (moderate or high), compared to 59.00% of tablet-based learning students. This indicates that, on average, tablet-based learning students experienced greater positive score changes than their non-tablet-based learning counterparts, suggesting a beneficial impact of the tablet-based learning program on listening skill improvement.

In Grade 4, 47.77% of tablet-based learning students exhibited positive score gains, slightly higher than the 46.46% of non-tablet-based learning students. notably, 23.33% of tablet-based learning students achieved high positive changes compared to 17.17% in the non-tablet-based learning group, indicating that the tablet-based learning intervention may be helping students reach higher performance levels. furthermore, fewer tablet-based learning students experienced negative changes (30.00%) compared to non-tablet-based learning students (42.42%), which points to the program's role in reducing score declines.

Score Group	Grade 4		Grade 5	
	Non-tablet-based learning Student (%)	Non-tablet-based learning Student (%)	Tablet-based learning Students (%)	Tablet-based learning Students (%)
High Negative (-6 to -3)	8.08%	8.08%	11.1%	9.84%
Moderate Negative (-2.5 to -0.5)	34.34%	34.34%	28.88%	19.68%
No change (0)	11.11%	11.11%	16.67%	11.48%
Moderate Positive Change (0.5 to 2)	29.29%	29.29%	12.23%	22.96%
High Positive Change (>3)	17.17%	17.17%	31.12%	36.04%

Table 7: Tablet-based learning and Non-Tablet-based learning score comparison in 4th and 5th grade students

Grade 5 results are even more promising, with 59.00% of tablet-based learning students showing positive changes, outpacing the 43.35% in the non-tablet-based learning group. Among high achievers, 36.04% of tablet-based learning students reached significant score improvements, compared to 31.12% of non-tablet-based learning students. Additionally, only 19.68% of tablet-based learning students experienced negative changes, as opposed to 29.75% in the non-tablet-based learning group, suggesting a stabilizing effect of the intervention in this grade. Overall, while Grade 4 students may still be adjusting to the new tools, Grade 5 students are demonstrating stronger gains and fewer declines.

C. Changes in Student Scores against Teacher CEFR Levels:

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized framework used to measure language proficiency across various skills such as listening, speaking, reading, and writing. It consists of six levels: A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper-Intermediate), C1 (Advanced), and C2 (Proficient). The below table represents changes in students' listening scores relative to the CEFR levels of the teachers who taught them.

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized framework used to measure language proficiency across various skills such as listening, speaking, reading, and writing. It consists of six levels: A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper-Intermediate), C1 (Advanced), and C2 (Proficient). The below table represents changes in students' listening scores relative to the CEFR levels   of the teachers who taught them.

The analysis of teacher CEFR levels in relation to student listening score changes highlight varying impacts based on teacher proficiency. B2-level teachers drive the most consistent, moderate improvements, with 55.56% of their students achieving low positive changes (0.5 to 3 points). This suggests that higher-level teachers effectively support steady gains in listening skills.

Listening Score/ CEFR Levels	A1	A2	B1	B2
Severe Negative Change (< -5)	0.00%	1.10%	1.26%	0.00%
Negative Change (-5 to -2)	18.52%	10.41%	10.78%	11.12%
Mild Negative Change (-1.5 to -0.5)	0.00%	2.10%	12.86%	16.67%
No Change (0)	7.41%	9.31%	12.32%	5.56%
Low Positive Change (0.5 to 3)	33.33%	34.83%	29.43%	55.56
Moderate Positive Change (3.5 to 6.5)	33.33%	30.33%	28.18%	5.56
High Positive Change (7 to 10)	7.41	6.02%	2.53%	0.00%

Table 8: Listening score change against teacher CEFR levels

In contrast, A1 and A2-level teachers are associated with more varied results, with 33.33% (A1) and 30.33% (A2) of their students achieving moderate positive changes (3.5 to 6.5 points). These foundational-level teachers also have the highest proportions of students making high positive gains (7 to 10 points), indicating that they sometimes drive more substantial improvements, likely due to their focus on fundamental skills. Negative changes are relatively low across all CEFR levels, but B1-level teachers have a higher proportion of students with no change in scores (12.32%), suggesting a stabilizing effect. Overall, B2-level teachers facilitate steady growth, while A1 and A2 teachers show mixed results, with some students making significant gains. This suggests that advanced-level teachers promote consistent progress, whereas foundational-level teachers may sometimes drive larger gains in listening skills.

D. Changes in Student Scores against Teacher Pedagogy Scores:

The teacher pedagogy scores and their corresponding average student listening scores reveal an inconsistent relationship between teaching quality and student listening performance. Generally, higher pedagogy scores might be expected to correlate with higher average listening scores, as improved teaching practices should positively impact students' learning. However, in this case, the relationship appears to be non-linear and lacks a clear upward trend. For example, teachers with pedagogy scores of 1.2 and 2.2 have relatively high listening scores of 3.33 and 3.53, respectively, suggesting that some effective teaching practices are indeed associated with better listening outcomes for students. Yet, at other points, such as pedagogy scores of 1.4 and 2.6, the average listening scores drop to 1.44 and 1.19, respectively, indicating that a higher pedagogy score does not consistently result in improved student listening performance.

Teacher Pedagogy Scores	1.1	1.2	1.3	1.4	1.8	1.9	2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.9
Average	1.98	3.33	2.25	1.44	1.13	2.36	1.27	-0.11	3.53	3.34	1.76	2.95	1.19	1.07	2.13

Table 9:Listening outcomes against teacher pedagogy scores

The negative listening score at a pedagogy score of 2.1 (−0.11) suggests that some teaching practices might be misaligned with students' needs or possibly ineffective in fostering listening skills. While some teaching practices associated with higher pedagogy scores show positive outcomes, the overall relationship is complex and variable. This suggests that not all higher pedagogy scores translate directly to better student listening skills.

III.   Reading:

Students' reading was evaluated through a test administered before the programme began (baseline) and after the one-year intervention (endline). Out of a total of nine activities, two were designed to assess the listening skills (Activity 2 and Activity 4). Each student's performance was measured on a score scale with a maximum score of **10** and a minimum of **0**, allowing for a comparative analysis of improvements between the two assessments.

A. Grade-wise Average Baseline and Endline Scores:

The analysis of reading scores from baseline to endline across Grades 1 to 7 reveals significant trends in student performance. Overall, there is a clear improvement in reading proficiency among younger students, particularly from Grade 1 to Grade 4. The most substantial progress was seen in Grade 1, where the average score increased from 0.25 to 2.95, indicating that the interventions were highly effective at building foundational reading skills. Similar positive changes were observed in Grade 2, with scores rising from 2.84 to 4.21, and in Grade 3, where the average improved from 4.29 to 5.56. However, the gains began to level off in Grade 4, with a smaller increase from 5.65 to 5.85, suggesting that reading improvements might start to plateau as students advance to higher grades.

Grade	Average of Reading Baseline	Average of Reading Endline	% Change
1	0.25	2.95	1080%
2	2.84	4.21	48%
3	4.29	5.56	30%
4	5.65	5.85	4%
5	6.28	6.10	-3%
6	6.79	6.33	-7%
7	7.59	6.77	-11%

Table 10: Grade-wise change in reading outcomes

From Grade 5 onwards, the data shows a decline in reading scores, indicating potential challenges in sustaining the progress achieved in earlier grades. In Grade 5, the average dropped slightly from 6.28 to 6.10, while Grade 6 saw a more pronounced decrease from

6.79 to 6.33. The most significant decline was in Grade 7, where scores fell from 7.59 to 6.77, suggesting that the current interventions may be less effective for older students or that other factors are impacting their reading performance.

OBLF has been working on improving reading skills to counter the additional challenge of learning loss that has been caused due to the defunct teaching methodology of rote learning among students in these schools. It had been observed that while the students had demonstrated higher grades, the learning levels had dropped significantly resulting in a higher gap to grade disadvantage. With the younger grades, OBLF has been able to build foundational literacy in reading and that shows in a higher percentage change at these grades. Furthermore, the higher grades experience a plateau effect and therefore the baseline numbers are already higher for higher grades.

Range	Percentage
High Positive Change (>5)	8.72
Low Positive Change (0.01 to 2)	18.7
Moderate Positive Change (2.01 to 5)	21.08
Negative Change (<0)	36.26
No Change (0)	15.27

Table 11: Difference between baseline and endline reading scores

A total of 59.78% of students have shown a positive change in their reading scores, indicating that the interventions have had a beneficial impact for a significant proportion of learners. Within this group, 18.70% of students experienced a low positive change (between 0.01 to 2), while 21.08% saw a moderate positive change (between 2.01 to 5). Additionally, 8.72% of students achieved a high positive change (greater than 5), reflecting substantial improvements in their reading abilities.

On the other hand, 15.27% of students showed no change in their reading scores, suggesting that while they may have maintained their level of proficiency, the interventions did not lead to measurable progress for these individuals. Furthermore, 36.26% of students experienced a decline in their scores, highlighting a significant portion who faced challenges in maintaining or improving their reading proficiency.

B. Impact of tablet-based learning program on Reading Scores

Across all students, the tablet-based learning intervention yielded diverse impacts on reading achievement. 3.97% of students achieved high positive changes (greater than 5), indicating a modest proportion of significant reading gains. 13.90% experienced moderate positive changes (between 2.01 and 5), suggesting a meaningful improvement for these students. Low positive changes (0.01 to 2) were observed in 9.27% of students, showing that a smaller yet consistent group made modest gains. 19.21% of students showed no change, suggesting that for a portion of the student population, the intervention-maintained performance levels. Notably, 44.03% of students experienced negative changes, pointing to areas where the program might need adjustments to minimize declines.

For students in Grade 4, 7.07% achieved high positive changes (greater than 5), higher than the 3.97% observed in Grade 5, indicating a more substantial impact of the tablet-based learning intervention in driving significant gains in reading for Grade 4 students. Additionally, 24.24% of Grade 4 students experienced moderate positive changes (between 2.01 and 5), significantly more than the 13.90% seen in Grade 5, highlighting a stronger improvement for Grade 4 within this range.

Change	Grade 4		Grade 5	
	Non-Tablet-based learning (%)	Tablet-based learning Students (%)	Non-Tablet-based learning (%)	Tablet-based learning Students (%)
High Positive Change (>5)	7.07	8.88	0	9.84
Low Positive Change (0.01 to 2)	17.17	12.23	10	8.20
Moderate Positive Change (2.01 to 5)	24.24	18.89	15.56	11.48
Negative Change (<0)	41.38	41.22	47.78	40.99
No Change (0)	10.1	17.78	16. 67	22.95

Table 12: Change in reading outcomes - comparison between tablet-based learning and non-tablet-based learning grade 4th and grade 5th students

In terms of low positive changes (0.01 to 2), Grade 4 showed 17.17%, while Grade 5 was similar at 9.27%, reflecting a generally consistent effect for modest gains across both grades. A larger proportion of Grade 5 students (19.21%) showed no change in their reading scores compared to 10.10% in Grade 4, suggesting a slightly stronger effect of the intervention in stabilizing performance among Grade 5 students. Finally, 41.38% of Grade 4 students experienced negative changes, compared to 44.03% in Grade 5, indicating that the tablet-based learning program was somewhat more effective in reducing declines among grade 4 students.

Overall, the tablet-based learning intervention had a beneficial impact across both grades, with distinct outcomes. Grade 4 students achieved greater gains, particularly in high and moderate positive change categories, while Grade 5 students saw a slightly higher level of stability with fewer declines. This suggests that while the tablet-based learning program drove substantial improvements in Grade 4, it also effectively helped to maintain performance and reduce declines in Grade 5. Although the changes were small they were consistent and that in itself shows a positive outcome of the program.

C. Changes in Student Scores against Teacher CEFR Levels:

Teachers at lower proficiency levels, particularly A1 and A2, are generally associated with more positive changes in student reading scores, while higher proficiency levels, especially B2, show a higher incidence of negative changes. This suggests that the teaching strategies and language complexity employed by lower-level teachers may better support foundational reading skills, leading to steady or substantial improvements. Conversely, higher-level teachers may face challenges aligning their advanced instructional methods with the students' current abilities, potentially resulting in more negative outcomes.

Reading Score/ CEFR Levels	A1	A2	B1	B2
Severe Negative Change (< -5)	0.00%	2.40%	3.26%	11.11%
Negative Change (-5 to -2)	11.11%	19.52%	28.99%	44.44%
Mild Negative Change (-1.5 to -0.5)	11.11%	8.71%	7.07%	11.11%
No Change (0)	14.81%	13.51%	16.30%	16.67%
Low Positive Change (0.5 to 3)	51.85%	27.63%	27.54%	16.67%
Moderate Positive Change (3.5 to 6.5)	11.11%	16.52%	14.49%	0.00%
High Positive Change (7 to 10)	0.00%	11.71%	2.36%	0.00%

Table 13: Reading outcomes against teacher CEFR levels

In terms of negative changes, B2-level teachers have the highest proportion of students experiencing both severe declines (< -5) and broader negative shifts (-5 to -2), at 11.11% and 44.44% respectively. This may indicate that B2 teachers, due to their advanced proficiency, employ teaching methods that are too complex for students who require more foundational support. In contrast, A1-level teachers have no students in the severe negative category and only 11.11% with moderate negative changes, suggesting that the simpler, foundational instruction style of A1 teachers may be more accessible and effective in preventing score declines.

Positive changes in reading scores are most prevalent among students with A1 and A2 teachers. 51.85% of students with A1 teachers achieved low positive changes (0.5 to 3), suggesting that these teachers successfully support incremental reading improvements through foundational skill-building. A2 teachers, on the other hand, show strength in driving both low and high positive changes, with 27.63% of students achieving low gains and 11.71% achieving high gains (7 to 10). This indicates that A2-level teachers may effectively balance foundational support with slightly more advanced skills, leading to both steady improvements and occasional substantial growth in reading performance.

The moderate positive change range (3.5 to 6.5) is also significant for A2 and B1 teachers, with 16.52% of A2 and 14.49% of B1 students falling in this category, whereas no B2 students achieved moderate gains. This suggests that intermediate-level teachers (A2 and B1) are particularly effective at promoting moderate improvements, likely because their instructional methods provide a balance between foundational and intermediate skills. Overall, these findings imply that lower CEFR-level teachers (A1 and A2) are better suited to

support foundational reading growth, while higher proficiency teachers may need to adjust their approach to better meet the foundational needs of their students.

D. Changes in Student Scores against Teacher Pedagogy Scores:

The data on teacher pedagogy scores and their correlation with students' average reading score improvements reveal a mixed impact. Generally, it appears that higher pedagogy scores (a score closer to 2.5) are associated with greater positive gains in reading scores among students. For example, a teacher pedagogy score of 2.5 corresponds with an average reading improvement of 2.45 points, suggesting that certain effective teaching practices or methodologies contribute positively to student reading outcomes.

Teacher Pedagogy Scores	Average of Reading Difference
1.1	1.13
1.2	1.67
1.3	3.13
1.4	0.39
1.8	-0.57
1.9	1.60
2	1.02
2.1	-2.03
2.2	2.15
2.3	0.84
2.4	1.21
2.5	2.45
2.6	-1.43
2.7	-1.05
2.9	0.09
Grand Total	**0.62**

Table 14: Change in reading outcomes against teacher pedagogy scores

However, there are exceptions where higher pedagogy scores do not necessarily translate to improvements. Notably, pedagogy scores like 2.1, 2.6, and 2.7 show negative average reading differences, indicating a decline in student reading scores despite relatively high pedagogy ratings. The grand total average reading improvement across all scores is 0.62, which shows only a modest overall impact of pedagogy scores on reading improvements.

IV. Writing

Students' writing was evaluated through a test administered before the programme began (baseline) and after the one-year intervention (endline). Out of a total of nine activities, two were designed to assess the writing skills (Activity 4 and Activity 6). Each student's performance was measured on a score scale with a maximum score of 10 and a minimum of 0, allowing for a comparative analysis of improvements between the two assessments. The results presented in the following table demonstrate the changes in writing scores, reflecting

the direct impact of teacher proficiency levels and instructional methods on students' writing abilities.

A. Grade-wise Average Baseline and Endline Scores:

The data shows that, on average, students in lower grades began with lower baseline scores, reflecting their initial stages of reading development. Grades 1 to 3 saw substantial improvements, with Grade 3 showing the most notable average increase of 2.82 points, rising from a baseline score of 1.48 to an endline score of 4.30. This indicates that the interventions were particularly effective for younger students who were in the early stages of developing their reading skills. Grade 1 also demonstrated significant progress, with an increase of 1.42, which suggests that the foundational support provided at this level was successful in fostering initial reading abilities.

Grade	Average Baseline Score	Average Endline Score
1	0.12	1.54
2	0.56	2.44
3	1.48	4.30
4	2.31	4.42
5	2.99	4.76
6	4.17	5.64
7	5.15	5.89
Grand Total	**2.22**	**4.08**

Table 15: Grade-wise average baseline and endline writing scores

In higher grades (4 to 7), the improvements are more moderate but remain positive. There is a consistent trend of reading improvement across all grades, with earlier grades showing more significant leaps in progress. The consistent gains across all grades underscore the effectiveness of the reading interventions.

Change Bracket	Percentage of Students (%)
High Positive Change (>4)	17.23
Low Positive Change (0.01 to 2)	25.77
Moderate Positive Change (2.01 to 4)	20.18
Negative Change (<0)	14.78
No Change (0)	22.01

Table 16: Change in writing outcomes

Majority of students (63.18%) experienced positive improvements, with 25.78% falling into the "Low Positive Change" bracket (0.01 to 2). This indicates that most students showed modest gains in their writing skills. Additionally, 20.19% of students achieved "Moderate Positive Change" (2.01 to 4), and 17.23% saw "High Positive Change" (greater than 4), reflecting effective interventions that led to notable progress for a significant portion of learners.

22.01% of students showed no change in their scores, suggesting that while many improved, a substantial group did not experience any measurable growth. Furthermore, 14.79% of students had negative changes, indicating declines in writing performance. Overall, the data suggests a generally positive trend indicating a successful intervention.

B. Impact of tablet-based learning on Writing Scores

Across Grades 4 and 5 shows that the tablet-based learning intervention generally supported positive gains, with notable differences between the two grades. Both grades saw the highest proportion of students in the moderate positive change range (2.01 to 5), highlighting tablet-based learning's consistent role in promoting improvement. However, Grade 5 students showed a stronger tendency toward stability and fewer declines, whereas Grade 4 students benefited more from significant gains.

In Grade 4, 6.06% of tablet-based learning students achieved high positive changes (>5) compared to 3.74% in the non-tablet-based learning group, indicating that tablet-based learning was effective in driving substantial writing gains. Moderate gains were also common, with tablet-based learning and non-tablet-based learning students achieving these gains at 32.22% and 36.36%, respectively. A smaller portion of Grade 4 tablet-based learning students experienced declines (9.84%) compared to non-tablet-based learning peers (14.14%), suggesting the intervention helped maintain or improve performance among those at risk of score drops.

Bracket	Grade 4		Grade 5	
	Non-Tablet-based learning (%)	Tablet-based learning Students (%)	Non-Tablet-based learning (%)	Tablet-based learning Students (%)
High Positive Change (>5)	6.06	20.10	3.74	16.72
Low Positive Change (0.01 to 2)	25.25	25.56	23.36	18.04
Moderate Positive Change (2.01 to 5)	36.36	32.22	39.43	37.72
Negative Change (<0)	14.14	6.67	19.45	9.84
No Change (0)	18.18	15.56	14.02	18.03

Table 17: Change in writing outcomes - comparison between tablet-based learning and non-tablet-based learning grade 4th and 5th students

Grade 5 saw more pronounced benefits from tablet-based learning, with 16.72% of tablet-based learning students achieving high positive gains, markedly higher than the 3.74% in the non-tablet-based learning group. While moderate positive changes were common for both tablet-based learning (37.72%) and non-tablet-based learning students (39.43%), the intervention significantly reduced declines, with only 9.84% of tablet-based learning students experiencing negative changes versus 19.45% of non-tablet-based learning

students. Additionally, more tablet-based learning students in grade 5 maintained stable scores, reflecting tablet-based learning's strong stabilizing effect. The tablet-based learning intervention demonstrated a positive impact in both grades, supporting substantial gains in Grade 4 and providing stability in Grade 5.

C. Changes in Student Scores against Teacher CEFR Levels:

Overall, B2-level teachers are associated with the highest proportion of students achieving low positive changes (0.5 to 3 points) at 66.67%, suggesting that advanced-level teachers tend to support steady, incremental improvements in writing skills. Meanwhile, A1-level teachers show a more balanced distribution of both low and moderate gains, with 44.44% of students achieving low positive changes and 18.52% achieving moderate positive changes (3.5 to 6.5 points). This pattern implies that A1-level instruction might be well-suited for foundational and gradual writing improvements.

In terms of negative changes, B1-level teachers show the highest rates of both negative changes (-5 to -2) at 9.78% and mild negative changes (-1.5 to -0.5) at 8.15%. This suggests that while B1 teachers may facilitate some progress in writing, a notable subset of students' experiences declines, possibly due to challenges in adapting intermediate-level instruction to students' needs. In contrast, A1-level teachers have the lowest rates of students experiencing negative changes overall, with only 3.7% in each of the severe, negative, and mild negative change categories, indicating a stabilising effect that prevents major declines in student writing scores.

Writing Score/ CEFR Levels	A1	A2	B1	B2
Severe Negative Change (< -5)	3.70%	0.00%	0.18%	0.22%
Negative Change (-5 to -2)	3.70%	5.11%	9.78%	5.56%
Mild Negative Change (-1.5 to -0.5)	3.70%	4.50%	8.15%	5.56%
No Change (0)	22.22%	23.72%	21.38%	11.11%
Low Positive Change (0.5 to 3)	44.44%	34.23%	38.59%	66.67%
Moderate Positive Change (3.5 to 6.5)	18.52%	16.52%	19.20%	5.56%
High Positive Change (7 to 10)	3.70%	15.92%	2.72%	5.56%

Table 18: Writing outcomes against teacher CEFR levels

The no change category shows a relatively consistent distribution across A1, A2, and B1 levels, with around 22-24% of students experiencing no change in writing scores, suggesting a stabilising effect across these levels. However, B2 teachers have a lower percentage of students in the no-change category at 11.11%, indicating that more students either improve or decline under advanced-level instruction. This could reflect a greater degree of variability in how students respond to the higher-level teaching methods used by B2 teachers.

For high positive changes (7 to 10 points), A2-level teachers stand out, with 15.92% of their students achieving substantial gains in writing, the highest among all CEFR levels. This suggests that A2 teachers may provide a strong balance of foundational and slightly advanced skills that supports significant progress. In comparison, A1, B1, and B2 teachers have smaller proportions of students achieving high positive gains, at 3.7%, 2.72%, and 5.56%, respectively. Overall, these findings suggest that while B2-level teachers drive steady, low-level improvements, A2-level teachers are particularly effective in facilitating substantial gains in writing. Lower-level teachers, especially A1, appear to play a key role in stabilizing and supporting foundational growth in writing skills.

D. Changes in Student Scores against Teacher Pedagogy Scores:

The analysis of teacher pedagogy scores reveals a clear relationship between the quality of teaching practices and improvements in student writing scores. Higher pedagogy scores generally correlate with greater gains in writing achievement. For instance, teachers with scores near the upper range, such as 2.9, are associated with an average improvement of 3.31 in student writing, and those with scores of 1.9 and 2.2 see similar gains of 4.04 and 2.86, respectively. This pattern suggests that when teachers demonstrate stronger instructional practices, as reflected in higher pedagogy scores, students tend to show more significant progress in their writing abilities. Effective teaching method appear to play a substantial role in fostering these improvements.

Teacher Pedagogy Scores	Average of Writing Difference
1.1	2.82
1.2	1.00
1.3	2.50
1.4	1.22
1.8	1.32
1.9	4.04
2	2.83
2.1	0.64
2.2	2.86
2.3	2.48
2.4	1.22
2.5	2.54
2.6	0.99
2.7	0.98
2.9	3.31
Grand Total	1.89

Table 19: Change in writing outcomes against teacher pedagogy scores

In contrast, lower pedagogy scores tend to align with smaller gains in student writing achievement. For example, scores in the lower range, such as 1.2 and 2.1, correspond to average writing gains of only 1.00 and 0.64, respectively. This indicates that less effective

teaching practices, as reflected in lower pedagogy scores, may result in limited student progress in writing. Teachers with lower scores may benefit from professional development or targeted support to enhance their instructional methods, potentially leading to better outcomes for their students.

Overall, the average writing improvement across all pedagogy scores is 1.89, reflecting moderate progress in writing. However, the variability in writing gains, from as low as 0.64 to as high as 4.04, highlights the significant impact that teaching quality can have on student performance. These findings underscore the importance of high-quality pedagogy in driving student achievement, suggesting that schools should invest in strengthening teaching practices to maximize student learning gains in writing.

V.   Speaking

Students' writing was evaluated through a test administered before the programme began (baseline) and after the one-year intervention (endline). Out of a total of nine activities, three were designed to assess the listening skills (Activity 7, Activity 8 and Activity 9). Each student's performance was measured on a score scale with a maximum score of 10 and a minimum of 0, allowing for a comparative analysis of improvements between the two assessments. The results presented in the following tables demonstrate the changes in speaking scores, reflecting the direct impact of teacher proficiency levels and instructional methods on students' speaking abilities.

E. Grade-wise Average Baseline and Endline Scores:

The data shows a huge positive shift in the student speaking scores. Starting with Grade 1, the baseline average was quite low at 0.48, but there was a substantial increase to 10.00 by the endline, showing a significant improvement of 9.52 points. This highlights the impact of the program on early learners, suggesting that even students starting with minimal skills can make considerable progress.

In Grade 2, the average baseline was 5.15, which rose to 12.91 at the endline, marking an improvement of 7.76 points. Grades 3 and 5 also exhibited similar positive trends, with Grade 3 improving from 7.49 to 16.29 (a difference of 8.80 points), and Grade 5 from 11.07 to 18.46 (an increase of 7.39 points). These figures suggest consistent progress across these grades, demonstrating that the program was effective in building foundational speaking skills.

Grade	Average Baseline	Average Endline
1	0.48	10.00
2	5.15	12.91
3	7.49	16.29
4	11.07	17.36
5	11.07	18.46
6	12.53	18.25
7	13.11	18.14
Grand Total	8.83	16.01

Table 20: Grade-wise average baseline and endline speaking outcome change

For higher grades, such as Grade 6 and Grade 7, the initial baseline scores were already higher, starting at 12.53 and 13.11, respectively. These grades showed improvements to 18.25 and 18.14, with Grade 6 achieving a 5.72-point increase and Grade 7 a 5.03-point increase. Although the absolute increase is smaller compared to lower grades, this could indicate that students who already have a strong foundation require more nuanced interventions for further improvements.

Bracket	Percentage of Students (%)
High Positive Change (> 15)	16.98
Low Positive Change (1 to 5)	23.33
Moderate Positive Change (6 to 15)	35.80
Negative Change (-5 to -1)	10.86
No Change (0)	7.84
Severe Negative Change (< -5)	5.16

Table 21: Change in speaking outcomes

The data indicates that the intervention was particularly effective for early learners, while students with higher initial proficiency also benefited, albeit at a more moderate rate. These findings underscore the success of the instructional methods and teacher support provided throughout the program.

F. Impact of tablet-based learning program on Speaking Scores

The tablet-based learning intervention demonstrated more pronounced benefits for Grade 4, helping a larger share of students achieve moderate to high positive changes. For Grade 5, the program's impact was comparable to non-tablet-based learning approaches, with a slight edge in reducing severe declines and maintaining stability.

In Grade 4, the tablet-based learning intervention showed a positive impact, with 47.72% of tablet-based learning students achieving moderate to high positive changes (6 points or more), compared to 55.55% of non-tablet-based learning students. While both groups benefitted from improvements, the tablet-based learning program helped a significant portion of students achieve meaningful gains. However, 26.46% of tablet-based learning students made low positive changes (1 to 5 points) compared to 27.27% of non-tablet-based

learning students, suggesting that the intervention's impact was more pronounced for moderate and high gains rather than for smaller, incremental improvements.

Bracket	Grade 4		Grade 5	
	Non-tablet-based learning	Tablet-based learning Students	Non-tablet-based learning	Tablet-based learning Students
High Positive Change (> 15)	19.19	15.34	17.78	16.39
Low Positive Change (1 to 5)	27.27	26.46	15.56	18.03
Moderate Negative Change (-7 to -1)	16.16	15.87	12.22	14.75
Moderate Positive Change (6 to 15)	36.36	32.38	45.56	37.70
No Change (0)	2.02	11.11	2.22	8.20
Severe Negative Change (< -7)	1.01	6.67	6.67	4.92

Table 22: Change in speaking outcomes - comparison between tablet-based learning and non-tablet-based learning grade 4 and grade 5 students

Additionally, 15.87% of Grade 4 tablet-based learning students experienced moderate negative changes (-7 to -1), which is slightly lower than the 16.16% observed in the non-tablet-based learning group. The program also helped in maintaining stability, with 11.11% of tablet-based learning students showing no change compared to only 2.02% in the non-tablet-based learning group. However, 6.67% of tablet-based learning students in Grade 4 experienced severe negative changes (< -7), which is higher than the 1.01% in the non-tablet-based learning group, indicating a need for further refinement to prevent severe declines.

In Grade 5, the trend was somewhat different. 54.09% of non-tablet-based learning students achieved moderate to high positive changes (6 points or more), compared to 54.09% in the tablet-based learning group, showing that the intervention had a comparable impact to non-tablet-based learning approaches in facilitating moderate gains. However, 18.03% of tablet-based learning students achieved low positive changes (1 to 5 points), slightly higher than the 15.56% in the non-tablet-based learning group, suggesting that for Grade 5, the tablet-based learning intervention might have contributed to more modest gains rather than substantial improvements.

Interestingly, 8.20% of Grade 5 tablet-based learning students experienced no change, significantly higher than the 2.22% in the non-tablet-based learning group, indicating tablet-based learning's stabilizing effect for a portion of students. Furthermore, tablet-based learning was slightly more effective in reducing severe negative changes, with only 4.92% of

tablet-based learning students experiencing severe declines compared to 6.67% of non-tablet-based learning students.

G. Changes in Student Scores against Teacher CEFR Levels:

B2-level teachers are most associated with moderate positive changes (5 to 9.9), with 55.55% of their students achieving this level of improvement. This suggests that higher proficiency teachers, particularly those at the B2 level, may provide a structured approach that promotes steady, moderate gains in speaking. However, B2-level teachers have the lowest percentage of students achieving low positive changes (0.1 to 4.9) at 11.11%, indicating that their approach may be less effective for incremental gains and more focused on achieving consistent, moderate progress.

A1-level teachers, on the other hand, show a more balanced distribution of positive changes. They have 37.03% of their students achieving moderate positive changes, like B2 but less concentrated. Additionally, 29.62% of A1 students experience low positive changes, and 14.81% achieve high positive changes (>10).

Speaking/ Teacher CEFR	A1	A2	B1	B2
High Positive Change (>10)	14.81%	32.43%	31.70%	27.77%
Moderate Positive Change (5 to 9.9)	37.03%	23.72%	20.83%	55.55%
Low Positive Change (0.1 to 4.9)	29.62%	25.22%	22.28%	11.11%
No Change (0)	14.81%	3.60%	7.60%	0.00%
Mild Negative Change (-0.1to -4.9)	3.70%	9.90%	11.95%	5.55%
Negative Change (-5 to -9.9)	0.00%	3.60%	3.98%	0.00%
Severe Negative Change (< -10)	0.00%	1.50%	1.63%	0.00%

Table 23: Speaking outcomes against teacher CEFR levels

A2 and B1-level teachers have notably high proportions of students achieving high positive changes, at 32.43% and 31.70% respectively. This suggests that intermediate-level teachers are effective in driving significant improvements in speaking skills, potentially due to a mix of foundational and more advanced techniques that push students toward substantial gains. However, A2 and B1 teachers also have relatively high rates of students experiencing mild negative changes, with 9.90% for A2 and 11.95% for B1.

Negative changes are generally low across all CEFR levels. However, B1-level teachers show a small proportion of students with severe negative changes (< -10) at 1.63% and negative changes (-5 to -9.9) at 3.98%, the highest among all levels. This suggests that while B1-level teachers can drive high positive changes, there is also a risk of more students struggling under their instruction compared to other levels. Overall, the analysis suggests that B2-level teachers are most effective for consistent moderate improvements, A1 teachers support a broad range of positive changes, and A2 and B1 teachers are effective at driving significant gains, though they may present challenges for a subset of students.

H. Changes in Student Scores against Teacher Pedagogy Scores:

The analysis of teacher pedagogy scores in relation to student speaking achievements reveals that certain instructional approaches are more effective in enhancing speaking skills. Scores like 1.4, 2, and 2.5 correspond to substantial gains in student speaking abilities, with differences of 12.33, 12.54, and 14.68, respectively. This indicates that teaching strategies associated with these scores have a strong positive impact on students' speaking performance. In contrast, scores such as 1.1, 1.2, 1.3, and 2.3 show a moderate improvement in speaking, with differences ranging from 8.00 to 10.48, still above the overall average but not as impactful as the top scores. On the lower end, pedagogy scores like 1.8 (1.37), 2.1 (4.24), 2.6 (2.70), and 2.9 (3.19) show smaller gains, suggesting that the teaching practices associated with these scores may be less effective in fostering speaking skills.

Teacher Pedagogy Scores	Average of Speaking Difference
1.1	10.48
1.2	8.00
1.3	8.06
1.4	12.33
1.8	1.37
1.9	5.40
2	12.54
2.1	4.24
2.2	7.25
2.3	9.23
2.4	6.58
2.5	14.68
2.6	2.70
2.7	6.28
2.9	3.19
Grand Total	7.12

Table 24: Speaking outcomes against teacher pedagogy scores

Overall, the grand total average improvement for speaking skills is 7.12, indicating a moderate overall impact of teacher pedagogy on speaking outcomes. This analysis suggests that certain pedagogical approaches have a stronger impact on speaking achievement and should be prioritised to maximise students' speaking development

6. Outcomes for the Teachers

One of the proclaimed objectives of the OBLF/SBI intervention program was to train women from within the community in Anekal Taluka to become teachers who are qualified to lead the education program in the school. Under the program, a total of 20 teachers received rigorous training to improve their English Language Proficiency, their levels of

professionalism and to adopt a unique pedagogy designed by OBLF to improve learning outcomes for students in grades 1-7.

Study findings:

Based on each of the above criteria, the performance of both categories of teachers i.e. the SBI sponsored teachers and the non-SBI sponsored teachers was evaluated in this study and following are the results of the evaluation according to each criterion–

A. Teacher English Language Proficiency (ELP):

For the better understanding of the ELP scoring, the endline scores (current scores) of the teachers were converted into percentages against a 100-percentile value. On an average, out of the 34 teachers evaluated for this study, the average percentage secured was 63.34%. What is interesting to note here is that the averages were the same for both the SBI sponsored teachers as well as the non-SBI sponsored teachers. The highest percentage secured was 81.25% and it was scored by a teacher from the SBI list, while the lowest percentage secured was 47% only and it was secured by a teacher from the non-SBI list. 50% (10 out of 20) teachers from the SBI category have scored above the average percentage, while 57.14% (8 out of 14) of the teachers from the non-SBI category have secured percentages above the average.

CEFR Percentage (range)	Number of teachers (N)	Percentage of teachers (%)
<=50	1	2.94%
51-60	8	23.53%
61-75	23	67.65%
>75	2	5.88%

Table 25: Percentile score of teachers on the endline ELP test

The above table shows the percentile scores of teachers on the test administered at the endline, which shows the current performance of the evaluated teachers. As can be observed, the highest percentage of teachers, i.e., 67.65% (23) have scored between 61% to 75%. Out of these, 15 teachers (65.22%) are from the SBI list while 8 teachers (34.78%) are from the non-SBI category.

The following table shows the current CEFR levels of teachers–

Level	Number (N)	Percentage
A1	1	3%
A2	12	35%
B1	20	59%
B2	1	3%
Total	34	100%

Table 26: Current CEFR levels of teachers

The highest percentages of teachers (58.82%) fall in the B1 level of English Language Proficiency, showing that a vast majority of these teachers have a mid-range proficiency level. The lowest population occurs at the highest (B1) and the lowest levels (A1) and interestingly while only one teacher has been able to attain the highest level, she belongs to the SBI list and the only teacher with the lowest score belongs to the non-SBI list. The below figure shows a category-wise breakup of the CEFR levels among teachers–
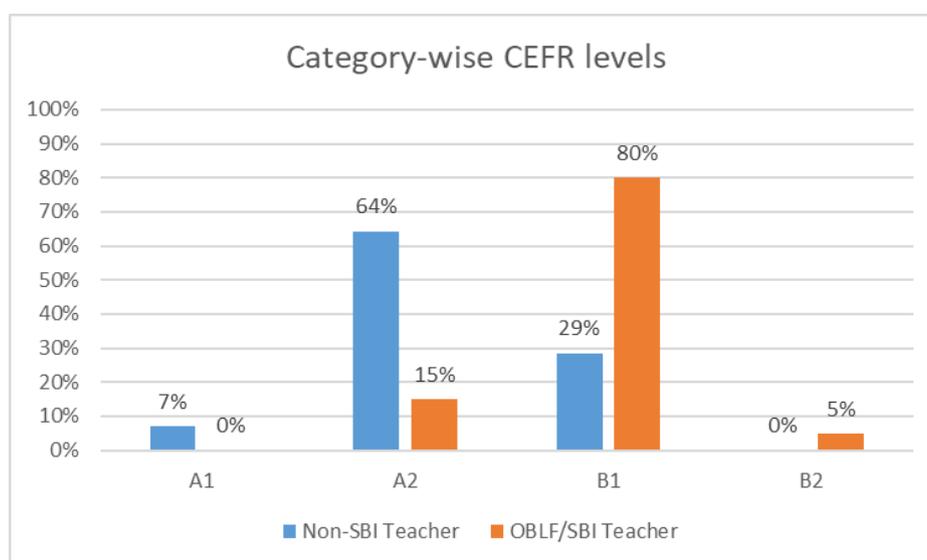

Figure 7: Category-wise CEFR levels of teachers

According to the above figure, a higher percentage of teachers from the non-SBI category (75%) have A2 levels, while a larger percentage of teachers from the SBI category (80%) have B1 levels, showing better performance among the SBI teachers.

Since a direct comparison could not be drawn between the CEFR levels of these teachers after the baseline test and an endline test, based on the current scores, a metric was drawn to show change. According to this metric, for the teachers scoring <=50%, no change was reflected in the CEFR levels, for teachers scoring between 51-75%, a single level increase was reflected and for teachers scoring above 75%, a two-level jump was shown.

For example, the teacher who scored 81.25%, her CEFR level at baseline was A2 and at the endline her CEFR level was recorded as B2. A total of 91.18% teachers across the two categories have witnessed a single level increase between the baseline and the endline. The below chart shows the change in CEFR levels of teachers from each category between baseline and endline results–
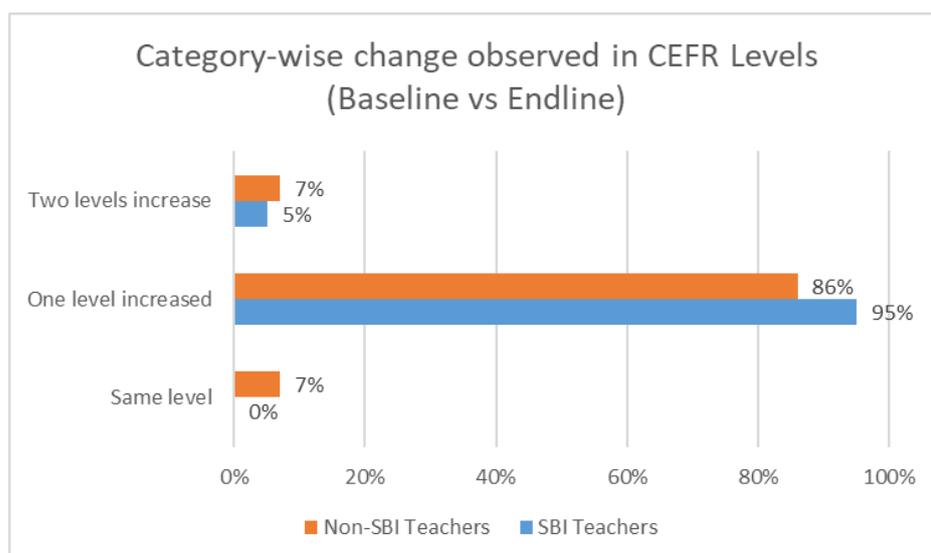
Figure 8: Category-wise change observed in CEFR levels (Baseline vs. Endline)

The chart shows that the percentage of teachers who observed a single level increase are higher among those part of the SBI program, with 95% teachers experiencing this uptick in CEFR levels. Moreover, about 7% of the teachers from the non-SBI category have witnessed no change, while there are no such teachers from the SBI list. Overall, the teachers have performed exceptionally well despite the difficulty of the test being much higher in the endline assessment.

B. Teacher Pedagogy Scores:

A total of 9 different indicator scores were combined and then their averages taken to calculate the average pedagogy score of each teacher. Each indicator was scored on a 5-point basis and therefore the averages fall in the same range. A comparison was drawn between the scores achieved in the baseline and the endline assessment to see whether there has been an improvement or not. One of the teachers from the SBI list was dropped for this analysis because of lack of scores in baseline and endline.

The below table shows the scoring patterns among the teachers evaluated for this study –

Score Range	Number	Percentage
1.1 - 1.8	6	18%
1.9 - 2.3	11	33%
2.4 - 2.9	16	48%

Table 27: Pedagogy scoring pattern among teachers

As can be seen from this table, the highest percentage of teachers have been reported to be in the highest ranges of pedagogy scores. Only 18% of the teachers were seen in the lower ranges with one teacher from the non-SBI category scoring as low as 1.1. Only one teacher has not been scored and therefore the totals are from 33 teachers. For the remaining 33 teachers, the overall average score at baseline was 1.51 and that at the endline was 2.21. A

positive change of roughly 0.70 points on average is seen on comparison between baseline and endline scores. While the non-SBI teachers have shown an increase of 0.57 points between baseline and endline, for the SBI sponsored teachers, this value is slightly higher at 0.79.

Score Range	Non-SBI (N)	Non-SBI (%)	SBI (N)	SBI (%)
1.1 - 1.8	4	29%	2	11%
1.9 - 2.3	6	43%	5	26%
2.4 - 2.9	4	29%	12	63%

Table 28: Category-wise teacher pedagogy scores

The above table shows a category-wise breakup of the pedagogy scores secured by the teachers. As can be seen from the table, in terms of lower and mid-ranges, the percentages are higher for non-SBI teachers. In terms of the high range, the percentages (63% vs 29%) are much higher among SBI listed teachers showing a positive impact of the training program on teachers' pedagogy levels.
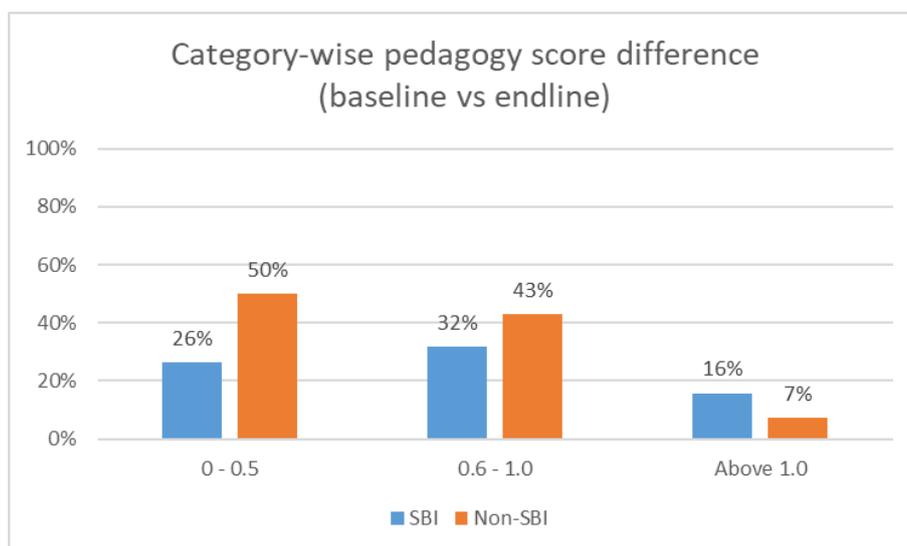

Figure 9: Category-wise pedagogy score difference

The above table shows the range of change in pedagogy scores between baseline and endline assessments for both the category of teachers. A higher percentage of non-SBI Teachers (50% against 26%) have witnessed a change of less than 0.5 points only, while a higher percentage of teachers from the SBI category (16% against 7%) have witnessed a change higher than 1 point between baseline and endline. An equal number of SBI and Non-SBI teachers fall in the mid-ranges of changes between 0.6 to 1.

For ease of evaluation in the study, these scores were converted into a 100-percentile range. The average overall percentage secured by the teachers is 56%. The average percentage secured by non-SBI teachers is less than this average and only at 52%, while the average score by SBI-listed teachers is slightly higher at 58%.
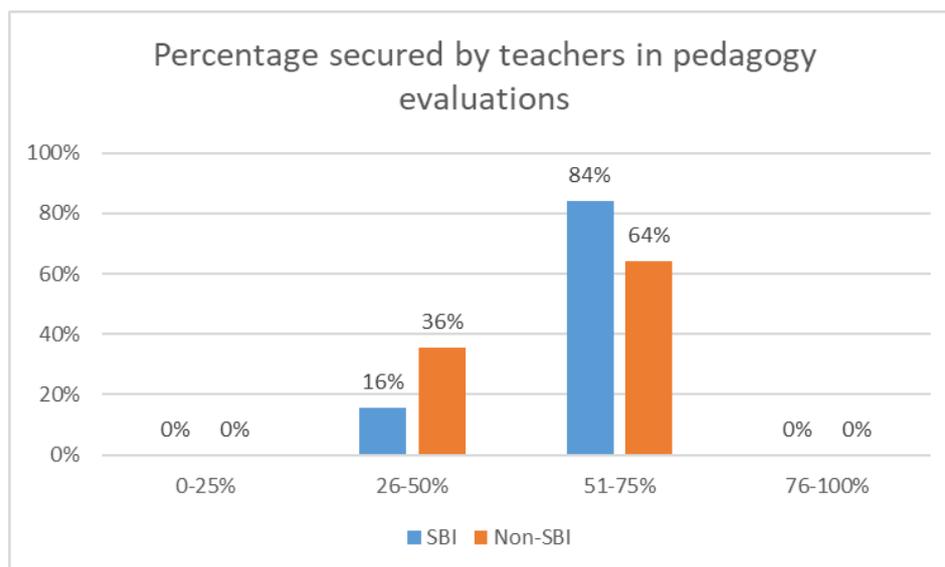
Figure 10: Percentage secured by teachers in pedagogy evaluations

The above figure shows the range of percentages secured by teachers across the categories. As can be observed from this figure, a higher percentage of teachers from the SBI list (84% against 64%) have managed to score in the high 51-75% percentiles.

C. Teacher Professionalism Scores:

All 34 teachers were scored for professionalism against a 100-score scale and the averages of the scores were calculated as final scores. Out of these 34 teachers, 3 teachers have scored the highest at 22 points, two of them from the non-SBI list. The lowest score is 8, scored by a teacher from the SBI list again. The overall average score is 17.32. The averages of teachers from the SBI list are slightly higher than this at 17.45, while the averages of teachers from the non-SBI list is slightly lower at 17.14.

Score Range	Number	Percentage
(<=15)	8	24%
(16 – 19)	17	50%
20 and above	9	26%

Table 29: Percentage of teachers against Professionalism scores

The above table shows the percentages of teachers falling under each scoring range. As can be seen from the table, almost half of the teachers (50%) are scoring in the mid-range of scores. Those scoring 20 or above are slightly higher (26%) than those scoring equal to or below the 15-point mark (24%). The figure below shows the category-wise disaggregated data of teachers' professionalism scores as measured across a range–
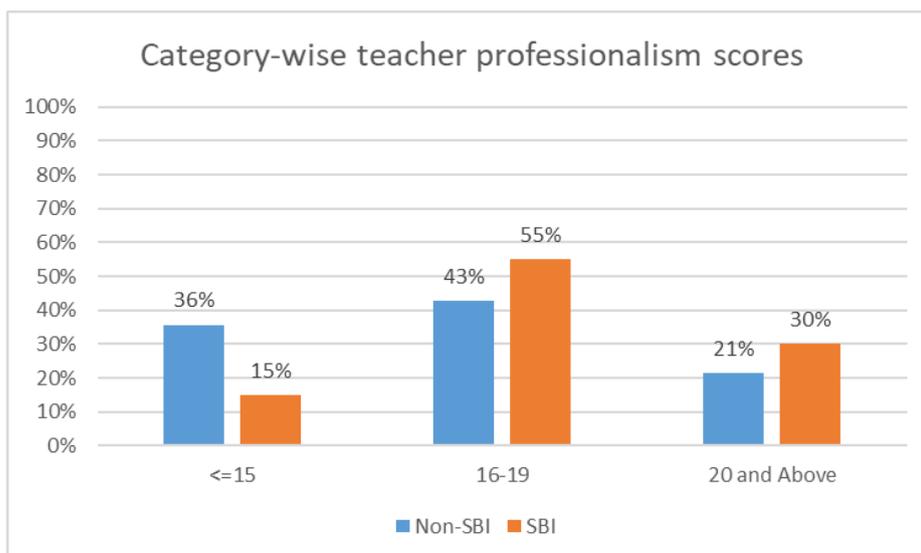
Figure 11: Category-wise teacher professionalism scores

As can be observed from the above figure, in the non-SBI category, 36% of the teachers reported to fall in the less than or equal to 15 range, while only 15% of the teachers from the SBI category are in this range. Even in the 20 and above range, the percentage of teachers from the SBI list is higher (30% against 21%). As observed, most of the teachers are in the mid-ranges but even there the higher percentages are reported among teachers from the SBI list (55% against 43%). This shows that training under the SBI program has had a positive impact on the levels of professionalism among the teachers.

7. Conclusion

In conclusion, the findings from this report underscore the positive impact of the Elevate program on English proficiency within government schools in Anekal Block. Through targeted teacher training, especially among local women, and the implementation of innovative methods like gamified learning, the program has addressed key challenges in English education, including teacher proficiency, resource limitations, and socioeconomic barriers. The program's results demonstrate significant improvements in students' listening, reading, writing, and speaking skills across grades, reflecting the value of continuous professional development for teachers and consistent support for students.

The Elevate program's integration with community-led models of instruction has not only improved educational outcomes but has also contributed to economic uplift by creating local employment opportunities. By empowering community members as educators, the program fosters a sustainable, inclusive, and scalable approach to education that aligns with national and global literacy standards. These outcomes suggest that with continued focus on teacher support, infrastructure, and community involvement, the Elevate program could serve as a model for improving educational quality in similar rural settings across India.