



Annual Report

2024-25

LANGUAGE  LEARNING LAB

TO EVERY **TEACHER, STUDENT, AND PARENT**

Your voices, participation, and
progress are the soul of this program.



thank you!
for being part of this journey!

Acknowledgements

The Language Learning Lab (LLL) would not have been possible without the belief, effort, and collaboration of many champions of education.

Strategic Mentor

Mr. Gurcharan Das

Mentor – Project Bolo English

Guided the program's vision with unwavering belief in language as a tool for empowerment.

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- Mr. Rajesh Malhotra (Sai Nath Public School)
- Mr. Rajesh Gupta (Surya Model School)
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- Mr. Vikas Jhunjhunwala (Sunshine School)
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Table of Contents

I. Executive Summary	05
II. The Problem & Context	06
III. LLL: Building English Proficiency	07
IV: Key Highlights	08
V. Project Bolo English	11
VI. Need Analysis	13
VII. Bringing Together the Stakeholders	14
VIII. LLL Implementation Timeline	16
IX. Methodology	18
X. Analysis	21
XI. Impact Assessment Insights	56
XII. Activities Undertaken	62
XIII. Innovations	68
XIV. Conclusion	70

I. Executive Summary

The Language Learning Lab (LLL) under the Bolo English Project by Centre for Civil Society is a technology-enabled, school-integrated program designed to improve spoken English proficiency among students in Budget Private Schools (BPS). In a country as linguistically diverse as India, English has long been a language of aspiration closely tied to social mobility, economic access, and academic advancement. For parents from underserved communities, English-medium education is not simply a preference, but a necessity. Yet, despite the promise of English instruction, many BPS lack the necessary infrastructure, trained teachers, and contextual learning tools to deliver effective spoken English education.

To address this gap, the LLL initiative was launched in April 2024 as a pilot across six Budget Private Schools in the Delhi NCR region. The program combines structured App-based learning, regular teacher training, and community engagement to create a holistic and scalable environment where English is not just taught as a subject, but lived as a skill. By embedding language learning into the daily school ecosystem and supporting it through digital tools and ongoing mentorship, the initiative aims to transform how spoken English is acquired and practiced in resource-constrained settings.



II. The Problem and Context

English in India occupies a unique space, it is both a colonial legacy and a modern bridge to opportunity. It is the language of formal employment, higher education, and digital communication. For millions of first-generation learners, especially in low-income communities, fluency in English symbolizes entry into a more connected and aspirational world. However, this aspiration is often met with structural limitations, particularly within Budget Private Schools. These schools serve a significant population of students from underserved communities and are often the only viable alternative to underperforming government schools. Despite being labeled “English-medium,” most BPS struggle to provide quality spoken English instruction due to a lack of trained faculty, inadequate pedagogical support, and limited classroom resources.



While elite schools and some government-aided institutions have begun integrating language labs and multimedia tools to support English acquisition, such interventions remain largely absent in low-fee private schools. These schools prioritize science or computer labs when resources are available, leaving language education dependent on outdated rote-learning methods. At the same time, BPS possess untapped potential. Run by entrepreneurial school leaders and driven by parental demand, these schools have shown a willingness to innovate when given the right tools and training. Their flexible governance models, smaller school sizes, and closer engagement with parents make them uniquely positioned to adopt scalable interventions that deliver tangible learning outcomes. In this context, the Language Learning Lab seeks to respond to a critical yet overlooked challenge: how to meaningfully build English-speaking skills among children who need it the most, in schools that are ready for change but lack the means to act.

III. The Language Learning Lab (LLL): Building English Proficiency Through Tech-Integrated Classrooms

The Language Learning Lab (LLL) is a targeted intervention aimed at enhancing English-speaking abilities among students in Budget Private Schools by embedding language learning into daily school routines. By combining technology, pedagogy, and community involvement, LLL moves beyond treating English as a subject to be memorized - it becomes a lived experience. Students interact with English through hearing, speaking, and practicing the language in ways that are repetitive, gamified, and grounded in real-life scenarios.

At the core of LLL is an adaptive, gamified mobile app that tailors content to each student's proficiency level, providing a personalized learning path. Students engage with the app during structured school hours, guided by teachers who receive monthly training on language facilitation strategies, app integration, and classroom techniques that promote conversational English.

To ensure the effectiveness of the intervention, the program includes regular assessments and progress monitoring, enabling data-driven adjustments to instruction. Recognizing the crucial role of families in a child's learning journey, LLL also actively engages parents - many of whom are non-English speakers - through simple orientation sessions and take-home tools, empowering them to support their children's learning at home.

This three-pronged model - student engagement, teacher enablement, and parental inclusion - ensures sustainability and systemic impact. Grounded in the belief that structured, consistent exposure to spoken English can dramatically improve comprehension, confidence, and communication skills, LLL addresses both the aspirations of students and the practical constraints of low-resource schools.

In the 2024 academic year, LLL was implemented across 6 schools in the Delhi NCR region, reaching over 3,000 students. Early feedback from the pilot phase has been strongly positive, with noticeable improvements in student confidence and classroom participation. As the program evolves, it offers a scalable blueprint for improving English proficiency in underserved education systems across India.

IV. Key Highlights



6
Budget Private
Schools in Delhi NCR



1 to 5
Grades
were covered



3,000+
students engaged



30+
teachers
trained



200+
parents
oriented



2 **learning Apps**
used (Freedom,
Duolingo)



3 **assessments conducted**
(Baseline, Endline, Impact)



Speaking Bees Competition
held (1 virtual, 2 offline)

325 students, 105 parents,
36 teachers, 6 leaders interviewed

150+ 
students
participated in
Speaking Bee



+72%
improvement in
Reading Fluency

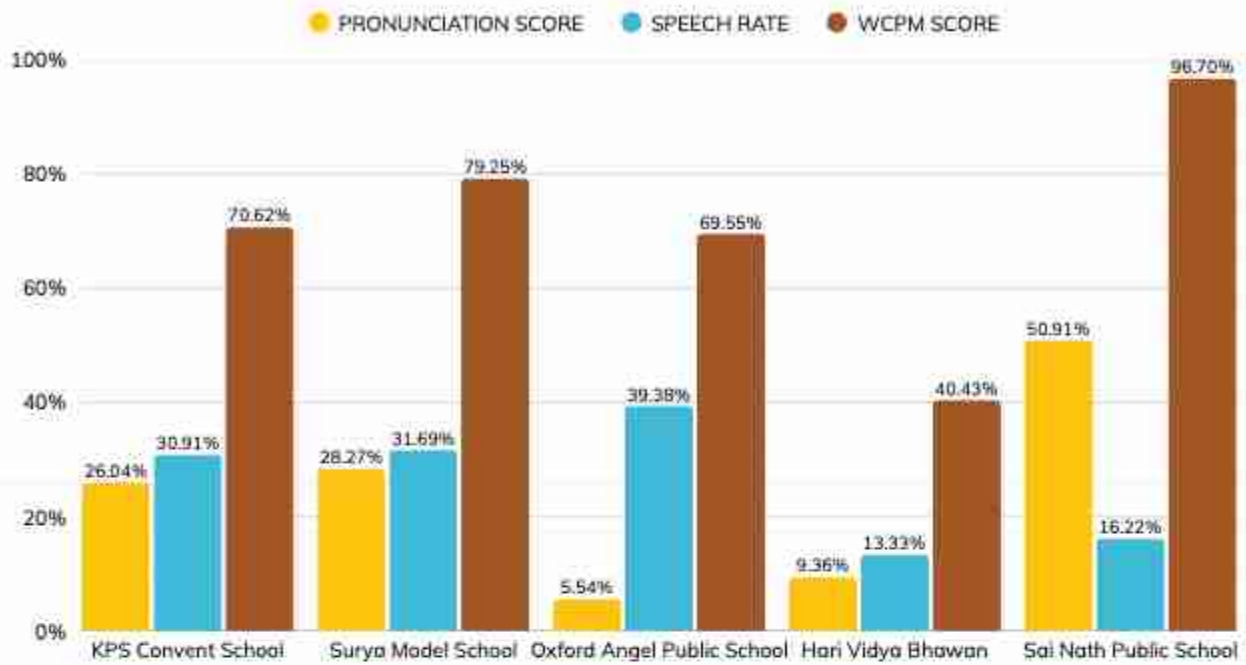


+27%
improvement in
Speech Rate

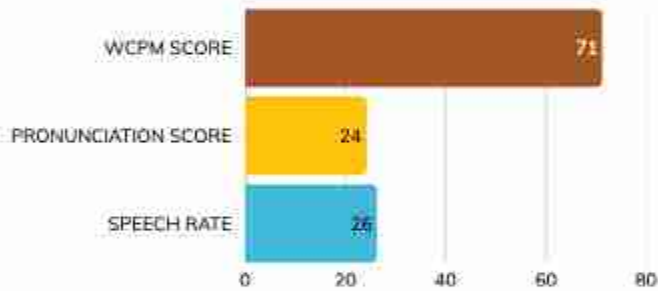


+24%
improvement in
Pronunciation
Accuracy

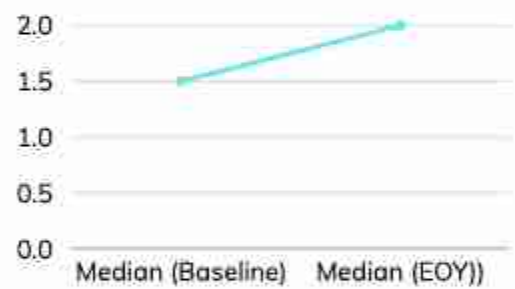




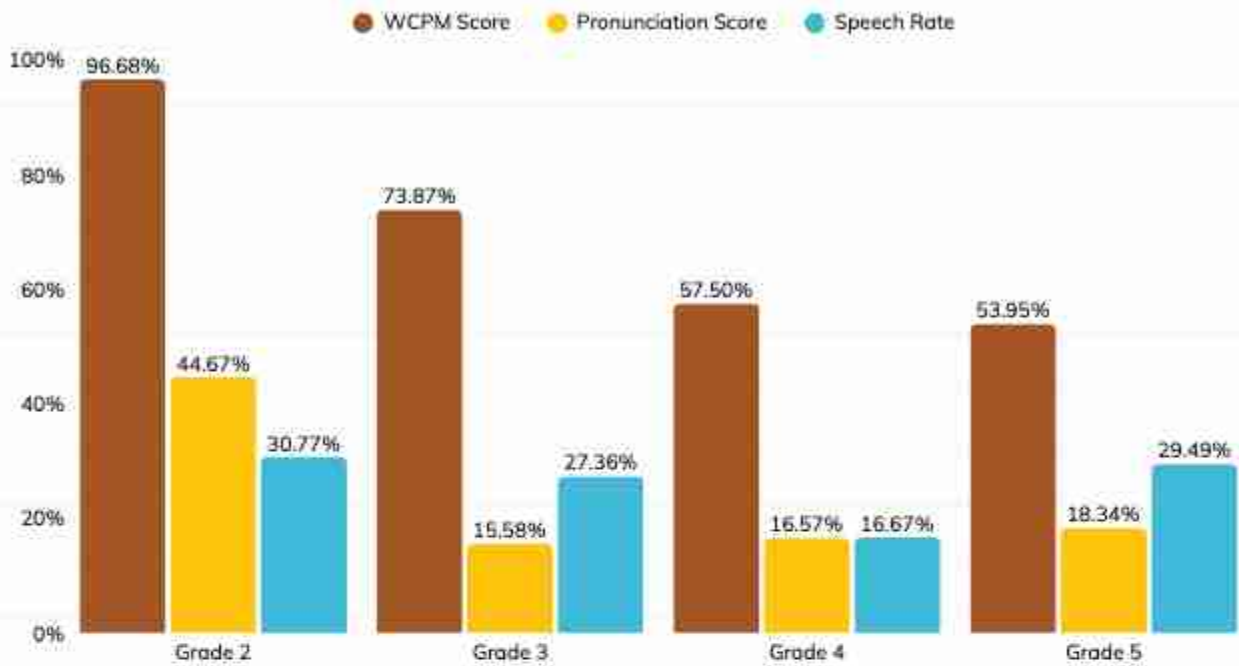
Percentage Improvement



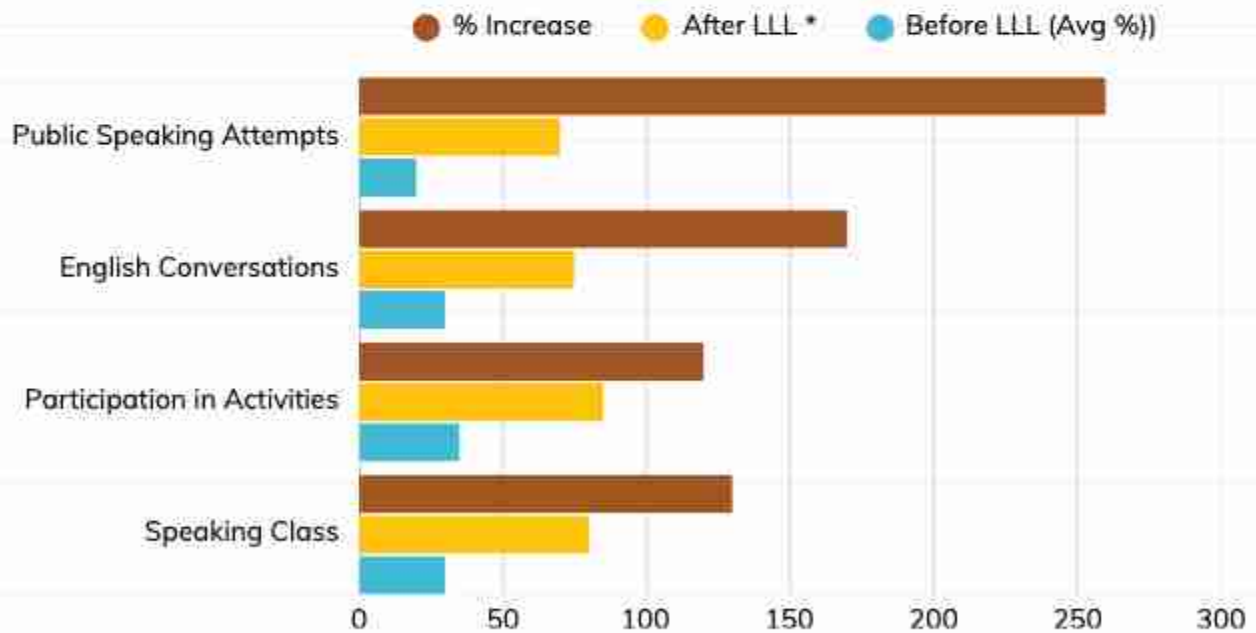
Duolingo



Percentage Improvement Across Grades (All Schools)



Skill Gains Before and After LLL Intervention



V. Project Bolo English



Project Bolo English, initiated in July 2020 by the Centre for Civil Society (CCS), is a transformative program aimed at enhancing English reading and speaking skills among students in Budget Private Schools (BPS) across India. Recognizing the pivotal role of English proficiency in unlocking economic opportunities and fostering social mobility, the project focuses on empowering both teachers and students in low-cost private schools. In its initial phase (2020–2023), amidst the challenges posed by the COVID-19 pandemic, Bolo English promoted self-learning among students through mobile applications, providing free, year-long access to renowned apps with customized spoken English content. This approach leveraged the influence of teachers, schools, and parents to facilitate learning.

The 2023–24 phase marked a strategic shift towards strengthening teacher capacities. Over 5,000 teachers from low-cost private schools received training to enhance their English language instruction skills, potentially improving the English-speaking abilities of approximately 2.5 lakh students.

The training program included:



**Weekly online classes
(1–2 hours)**



**Regular reading and
speaking assignments**



**Fortnightly digital
masterclasses/workshops
(1–2 hours)**



**Certificates of
completion for
participants**





CCS collaborated with Stones2Milestones (S2M), an EdTech company with a 14-year track record in enhancing teacher capacity building. S2M's initiatives have impacted over 1 million children and 7,500+ schools globally, incorporating innovative programs like Amrit Vidyalaya and a pioneering reading initiative recognized by CBSE.

Project Bolo English is supported by prominent philanthropic organizations, including the Michael & Susan Dell Foundation, Procter & Gamble Shiksha Initiative, and The Rising Tide Foundation (Switzerland). Dr. Gurcharan Das, a noted author and former Managing Director of Procter & Gamble Global, serves as the project's mentor, providing strategic guidance and vision.

To celebrate the achievements of teachers and schools, CCS hosted the **"Bolo English Awards 2024"** on March 18, 2024, in New Delhi. The event brought together educators, school leaders, influencers, and thought leaders from across the country to honor outstanding contributions to English language education in BPS. The agenda included discussions on the project's impact, challenges in private schooling, and strategies for teacher upskilling.

VI. Need Analysis

English continues to hold a unique place in India's education and employment landscape. For families across socio-economic groups, especially those from underserved communities, the ability to speak English is not just about language, it also represents access to better schooling, higher education, and upward mobility. Budget Private Schools (BPS) have emerged as a popular choice for such families, largely because they promise English-medium education at a low cost.

However, these schools face a growing credibility gap. While the medium of instruction may be labeled as English, students often struggle with basic comprehension and speaking skills. The problem isn't a lack of intent, but a lack of structured support. Schools and families alike are trying to deliver on the promise of English, but are working with limited tools and capacity.

The key challenges identified include:

- **Minimal exposure to spoken English:** Students rarely hear or use English outside of textbooks.
- **Gaps in teaching capacity:** Teachers often lack training in spoken English instruction and may themselves be non-fluent.
- **Limited infrastructure:** Traditional language labs are expensive and logistically out of reach for BPS.
- **Parent-school disconnect:** Parents expect English fluency but can't support learning at home, and often feel excluded from their child's progress.
- **One-size-fits-all teaching methods:** Students enter school with vastly different levels of English exposure, but teaching tends to follow a uniform path.

At the same time, BPS are uniquely positioned to take up focused, low-cost innovations. Many of them are run by entrepreneurial school leaders who are open to experimentation and responsive to parent demands. These schools:

- Are nimble and more flexible than government institutions.
- Have high parent engagement, creating a built-in demand for improvement.
- Are willing to integrate digital tools, provided they are easy to use and demonstrate visible benefits.

All of this pointed to the need for a solution that was not just about teaching English, but about building the environment and ecosystem for children to use English regularly, with support from their schools, teachers, and families. The Language Learning Lab was developed to meet this very gap: a tech-enabled, low-cost, adaptive learning program that could be embedded into BPS routines and scaled across different contexts.

VII. Bringing Together the Stakeholders to Find an Innovative Solution

The success of the Language Learning Lab rests not just on the strength of its design, but on the collective will and collaboration of the ecosystem surrounding the child. From the outset, the program has intentionally involved students, parents, teachers, and school leaders recognizing that no single stakeholder can improve learning outcomes in isolation. Each group plays a vital role in ensuring that English learning is not a disconnected academic goal, but a shared journey embedded in the child's daily life.

Students are, of course, at the heart of the initiative. The app-based format is tailored to meet them where they are through gamified, adaptive tools that respond to their individual pace and learning levels.

Teachers have been engaged as key facilitators, not passive implementers. In most Budget Private Schools, teachers themselves are navigating their own English language challenges. The teacher training sessions are designed not only to build technical familiarity with the app, but also to strengthen teacher confidence in guiding spoken English instruction. Teachers are encouraged to integrate English conversations into routine classroom interactions, creating more immersive and authentic language exposure for students.

School leaders have been pivotal in championing the program within their institutions. Their commitment has translated into dedicated time blocks for app usage, support for teacher participation in trainings, and openness to experimentation and feedback. Given the entrepreneurial nature of many BPS founders, school leaders have been quick to recognize the competitive advantage that improved English outcomes can bring, not just for student development, but for the school's reputation and parent satisfaction.

Parents, though often not English speakers themselves, are included through simple orientation sessions. These sessions equip them with tools to support their children at home, such as picture-based tracking sheets or conversation prompts in their native language. By positioning parents as allies rather than outsiders to the learning process, LLL bridges the often overlooked home-school gap in language learning.

This holistic, ecosystem-based approach ensures that students, regardless of their baseline proficiency, receive layered and consistent support. For those needing minimal intervention, the LLL strengthens existing skills and boosts confidence. For those needing more intensive support, the app acts as a remedial and responsive tutor, while trained teachers and engaged parents provide the human scaffolding necessary for success. By investing in the capacity of each stakeholder, the Language Learning Lab is creating a shared ecosystem of responsibility where English is not just a subject to be taught, but a language to be lived, supported, and sustained by the entire school community.



VIII. LLL Implementation Timeline (August 2024 – March 2025)

The first year of LLL implementation was structured in four main phases:

August
2024

Planning & Setup

Program design finalization, teacher training (30+ teachers), and parent orientation (200+ parents). **120 tablets** were distributed to the six participating schools.

September
2024

Student Registration & Baseline Assessment

1,500+ students registered. Baseline assessments were conducted to evaluate vocabulary, grammar, comprehension, and spoken fluency. Sunshine School adopted an experimental-control design.

September
– October
2024

Program Launch

Guided Pathway (GP) sessions launched across all schools, utilizing the Freedom and Duolingo apps for structured, daily practice.

September
2024 -
March
2025

Monitoring the implementation of the program

Real-time dashboards and monthly monitoring informed iterative adjustments. Regular check-ins with school leaders ensured alignment and problem-solving.

January-
February
2025

Endline Assessments conducted

The endline assessment measured spoken English proficiency through Reading Fluency, Pronunciation Accuracy, and Speech Rate.

February
2025

Comprehension & Speaking Assessment conducted

It tested students' comprehension, phonics, and vocabulary to gauge their understanding of the Guided Path.

February-
March
2025

Impact Assessment conducted

Engagement with students, teachers, school leaders, and parents through surveys and focus group discussions. It documented shifts in spoken English skills, classroom practices, and home language use across the six pilot schools.



IX. Program Methodology

The Language Learning Lab relies on a blended learning model, combining in-app instruction with offline reinforcement from trained teachers. Two distinct apps were used based on contextual fit:



A. Freedom (Piloted in 5 Schools)

Freedom is a structured English learning platform aligned with school curricula. It offers:

- Grade-specific content focused on reading, speaking, and comprehension.
- Gamified features such as points, badges, and timed activities to boost motivation.
- Daily Guided Pathways, where students follow short lesson plans built for their proficiency level.
- App-based analytics that allow teachers and school leaders to track progress in real time.



B. Duolingo (Piloted in 1 School – Sunshine School)

Duolingo was chosen for its AI-driven adaptive learning model, making it ideal for personalization. The setup at Sunshine School involved:

- Two cohorts: an experimental group using Duolingo and a control group following the standard English curriculum.
- Daily personalized practice focused on grammar, vocabulary, fluency, and pronunciation.
- Clear unit-based progress tracking to evaluate student trajectories.

C. Key Learning Domains Targeted

Across both interventions, the following core skills were prioritized:

- Listening and Comprehension – building an ear for English through stories and spoken content.
- Reading Fluency – improving vocabulary, sentence construction, and meaning extraction.
- Spoken Confidence – encouraging sentence formation, pronunciation accuracy, and oral fluency.
- Self-paced Mastery – empowering students to engage with English learning outside rigid curriculum constraints.

Baseline Assessment

The baseline assessments conducted in September 2024 were designed to evaluate students' foundational English proficiency prior to full-scale implementation of the Language Learning Lab. The assessments offered a critical reference point against which endline progress could be measured.

A. Objectives of the Baseline Assessment

- Identify students' current levels in reading, vocabulary, grammar, and spoken fluency.
- Customize learning pathways within the Freedom and Duolingo apps based on actual proficiency.
- Inform teacher training and monitoring efforts by identifying school- and grade-level strengths and gaps.
- Establish a control benchmark (in the case of Sunshine School) to compare the impact of intervention versus traditional methods.

B. Assessment Design

Freedom Schools (5 Schools)

Students across Grades 2 to 5 were assessed on:

1. **Section 1 (Max 30 Marks):** Vocabulary, grammar, reading comprehension.
2. **Section 2 (Max 10 Marks):** Spoken fluency, pronunciation, and verbal expression.

Duolingo School (Sunshine School)

Used the Teach For India (TFI) tool to assess:

1. Vocabulary and grammar basics
2. Spoken fluency and pronunciation
3. Listening comprehension

Endline Assessment

Freedom Schools (5 Schools)

A Fluency Assessment across 5 schools was conducted by the Freedom team in January 2025. Key areas that were focused on are:

1. Words Correct Per Minute (WCPM)
2. Pronunciation Score
3. Speech Rate (Syllables Per Second)

These indicators provide a holistic view of each child's reading ability and verbal communication skills.

National Benchmarks for Reference:

Indicator	National Median Benchmark
Reading Fluency (WCPM)	Varies by grade: 72 (Grade 1) to 114 (Grade 5)
Pronunciation Score	Ideal: 9.0 or higher
Speech Rate	Minimum benchmark: 2.5 words per second

These benchmarks provide the national context against which we evaluate student performance and identify areas for intervention.

Duolingo School

The intervention aimed to improve spoken English skills using Duolingo's CEFR-aligned levels, monitored from the initial assessment to the endline evaluation conducted in March 2025.

The assessment was conducted using a standardized rubric evaluating key language domains such as grammar, vocabulary, fluency, and pronunciation. Students were assessed at both the start and end of the academic year to measure progress. Median scores were used to track overall improvement in language proficiency.

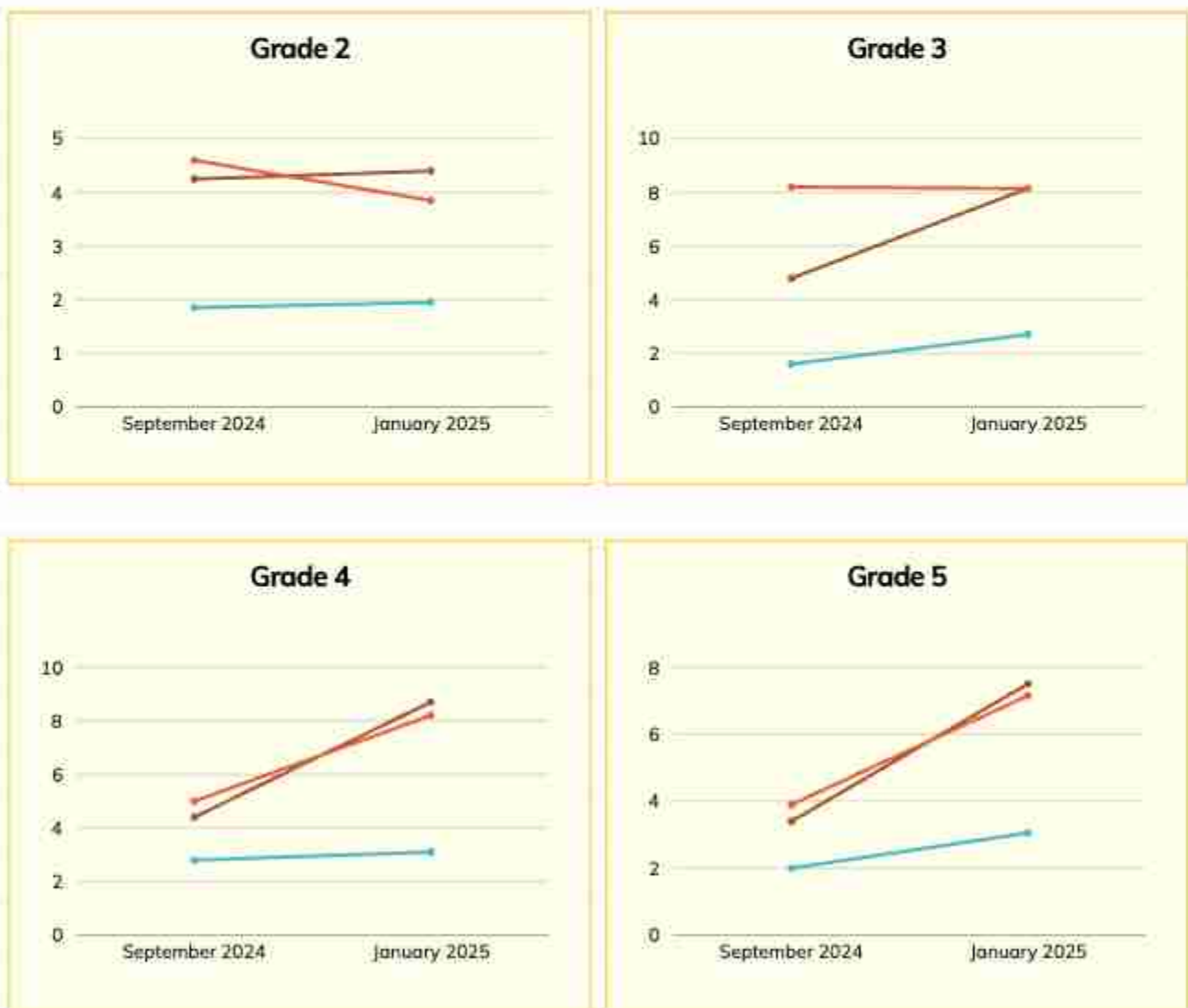
X. Analysis

Schools Using Freedom App



1. KPS Convent

Grade-Wise Changes



Key Insights:

The assessment data from KPS Convent School, spanning from September 2024 to January 2025 reveals a consistent upward trajectory in spoken English proficiency among students from Grades 2 to 5. Evaluated across three indicators - Words Correct Per Minute (WCPM), Pronunciation Accuracy, and Speech Rate, the results demonstrate meaningful progress in reading fluency, clarity of speech, and verbal pacing over the course of the school year.

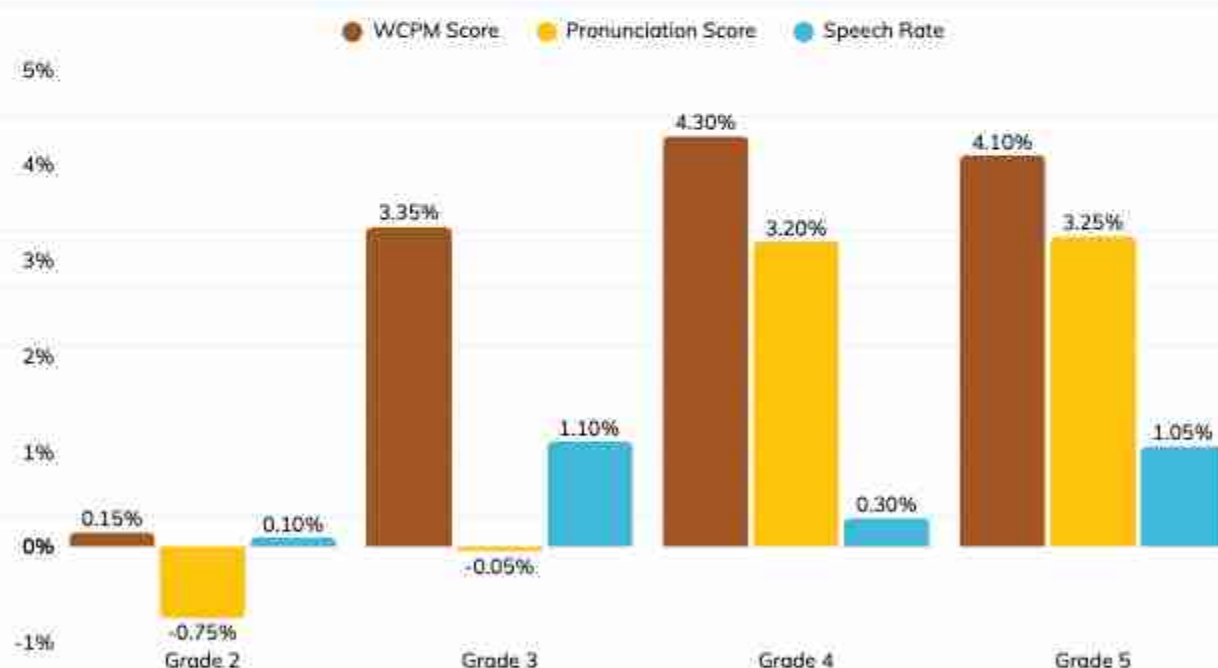
In Grade 2, there was a modest increase in reading fluency, with the WCPM score rising slightly from 4.25 in September to 4.4 in January. The speech rate also improved marginally, moving from 1.85 to 1.95. Interestingly, while fluency and speed showed gains, the pronunciation score declined from 4.6 to 3.85. This dip may suggest that as students focused on reading more quickly, some clarity in articulation was compromised. The results indicate early-stage learners are progressing steadily but may benefit from more targeted support in balancing fluency with pronunciation.

Grade 3 students showed remarkable improvement across all three indicators. WCPM almost doubled from 4.8 to 8.15, indicating a significant leap in fluency. Their pronunciation score remained consistently high, slightly dipping from 8.2 to 8.15, which is statistically negligible and demonstrates sustained accuracy even with faster reading. The speech rate surged from 1.6 to 2.7, reflecting a developing confidence and fluency in oral delivery. This cohort's progress points to Grade 3 as a pivotal stage for foundational spoken English development, where both speed and clarity begin to mature simultaneously.

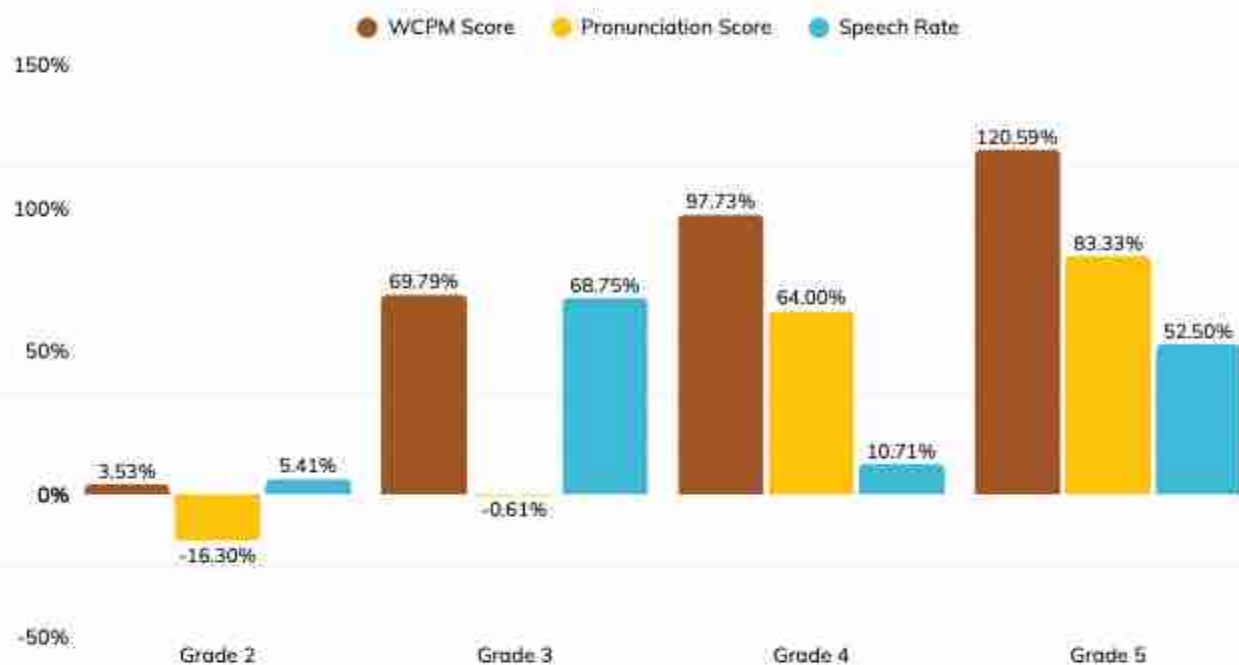
In Grade 4, the data shows a similar trend of strong improvement. Students' WCPM increased from 4.4 to 8.7, suggesting a doubling in fluency over the term. Pronunciation scores jumped from 5 to 8.2, a significant gain that points to improvements in articulation and clarity. The speech rate also rose from 2.8 to 3.1, indicating that students were not only reading more accurately but also at a pace that aligns with natural speech. These results suggest that with consistent instruction, students in upper primary grades are capable of catching up quickly and attaining advanced proficiency levels.

Grade 5 students also showed strong gains, albeit from a lower starting point in September. Their WCPM increased from 3.4 to 7.5, and pronunciation scores rose from 3.9 to 7.15. The speech rate jumped from 2.0 to 3.05. These improvements reflect both enhanced fluency and articulation over the term. The initial lower scores could be attributed to a lack of prior exposure or support, but the sharp rise indicates a successful catch-up during the school year. This reinforces the idea that even older students in primary school can make substantial strides in oral proficiency when given the right inputs. Overall, the January 2025 data reflects a convergence across grades, with students in Grades 3 to 5 reaching comparable levels of fluency and pronunciation accuracy. Grade 2 students are also progressing, although at a slower pace, highlighting the need for age-appropriate interventions that emphasize clarity as much as speed. The steady improvements across all indicators suggest that instructional strategies deployed during the year were effective, and that spoken English proficiency can be significantly improved within a short period when supported by targeted pedagogical approaches.

Absolute Change Across Grades



Absolute Change Across Grades



Key Insights:

The change data for KPS Convent School between September 2024 and January 2025 further substantiates the notable progress in spoken English proficiency observed across Grades 2 to 5. Evaluated through both absolute and percentage changes in Words Correct Per Minute (WCPM), Pronunciation Accuracy, and Speech Rate, this analysis reveals not only the scale of improvement but also the nuances in how students at different levels responded to instruction.

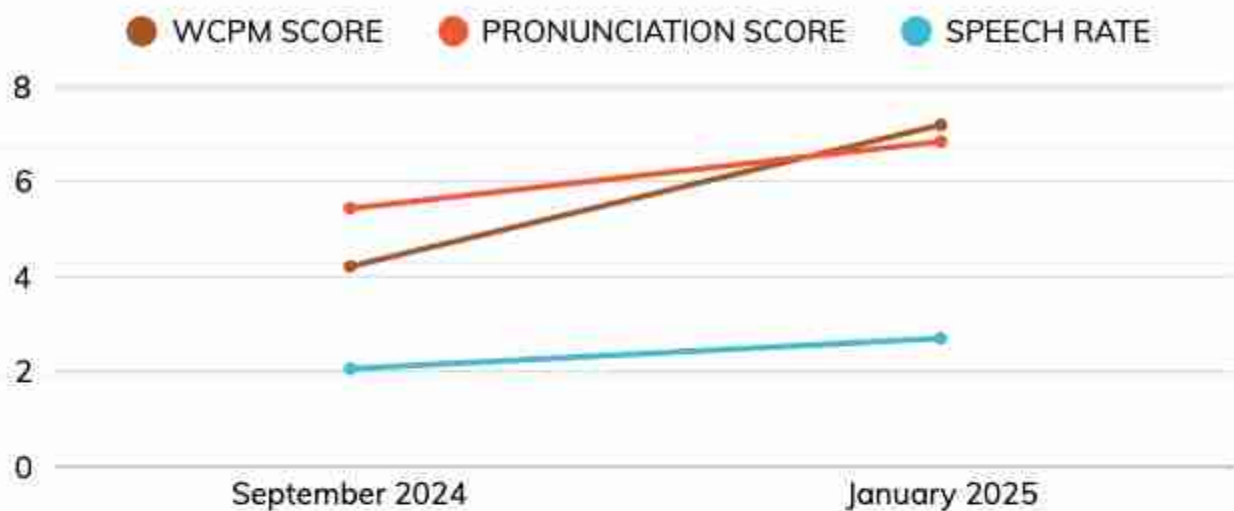
In Grade 2, the improvements were modest but meaningful. WCPM increased by 0.15 words, translating to a 3.53% gain. The speech rate also saw a slight rise of 0.1, which corresponds to a 5.41% improvement. However, pronunciation accuracy declined by 0.75 points, or 16.3%. This suggests that while younger students began to read marginally faster and with better pacing, they may have sacrificed some clarity in the process. It highlights the importance of reinforcing articulation alongside fluency in the early grades, where foundational language skills are still developing.

Grade 3 demonstrated a more balanced and encouraging trend. WCPM surged by 3.35 words, a nearly 70% increase - indicative of a major leap in reading fluency. The pronunciation score held steady, with only a negligible decline of 0.05 points or 0.61%, which could be considered statistically insignificant. Meanwhile, the speech rate improved by 1.1 points, marking a 68.75% increase. These numbers reinforce that Grade 3 students benefitted significantly from the instruction, improving their fluency and speed without compromising clarity, and positioning this grade level as a key turning point in language acquisition.

Grade 4 stood out for its exceptional progress across all three indicators. The WCPM increase of 4.3 words represented a 97.73% gain, while the pronunciation score rose by 3.2 points, a 64% improvement. The speech rate also improved moderately by 0.3 points, or 10.71%. These results suggest that students in this grade not only became more fluent but also significantly clearer in their speech. The relatively smaller gain in speech rate may reflect a stabilizing pace as fluency and pronunciation became more balanced and mature. Grade 5 showed the most dramatic overall improvement, particularly considering the low baseline scores in September. WCPM jumped by 4.1 words - an increase of 120.59%, while pronunciation accuracy climbed by 3.25 points, translating to an 83.33% gain. The speech rate also rose significantly by 1.05 points, marking a 52.5% improvement. These results indicate that older primary students were able to make substantial gains in a short period, likely due to greater cognitive maturity and a more focused effort to catch up. The data also dispels the notion that fluency development is limited to early grades, underscoring the potential for accelerated growth when structured support is provided, even at later stages.

Overall, while each grade demonstrated gains, the depth and nature of those gains varied. Younger students in Grade 2 showed only incremental progress, coupled with some regression in pronunciation, suggesting the need for more targeted and developmentally appropriate interventions. In contrast, Grades 3 through 5 not only improved fluency and speed but also made significant strides in clarity. The percentage gains in Grade 5, in particular, suggest that interventions late in the primary years can be highly effective in closing learning gaps and preparing students for higher-level communication tasks. This analysis reinforces the importance of differentiated strategies that account for age, baseline proficiency, and the specific challenges students face at each developmental stage.

School Average



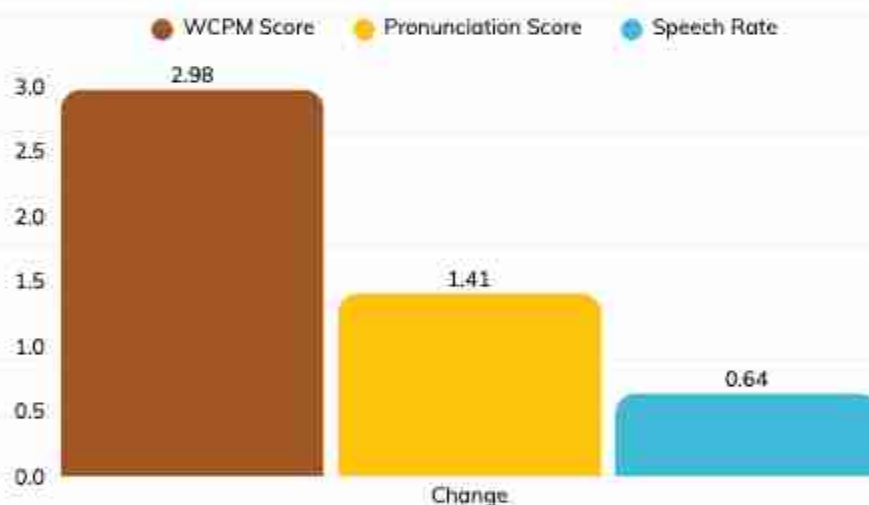
Key Insights:

The aggregated data for KPS Convent School across all grades presents a clear picture of school-wide progress in spoken English proficiency between September 2024 and January 2025. The average scores across the three key indicators demonstrate meaningful and measurable gains over the course of the term, reflecting both the effectiveness of the instructional strategies employed and the responsiveness of students across grade levels. In September 2024, the average WCPM across all grades stood at 4.21, indicating a relatively low baseline in reading fluency. By January 2025, this figure had increased significantly to 7.19, marking an impressive improvement in students' ability to read text fluently. This nearly 71% jump in WCPM suggests that students not only became more comfortable with decoding words but also gained confidence in verbal expression. Pronunciation Accuracy also improved markedly over the same period. The average score rose from 5.43 in September to 6.84 in January, pointing to clearer and more accurate articulation. This gain suggests that, alongside reading more fluently, students were also learning to enunciate words more precisely - a critical component of oral communication skills, particularly in a second-language learning context.

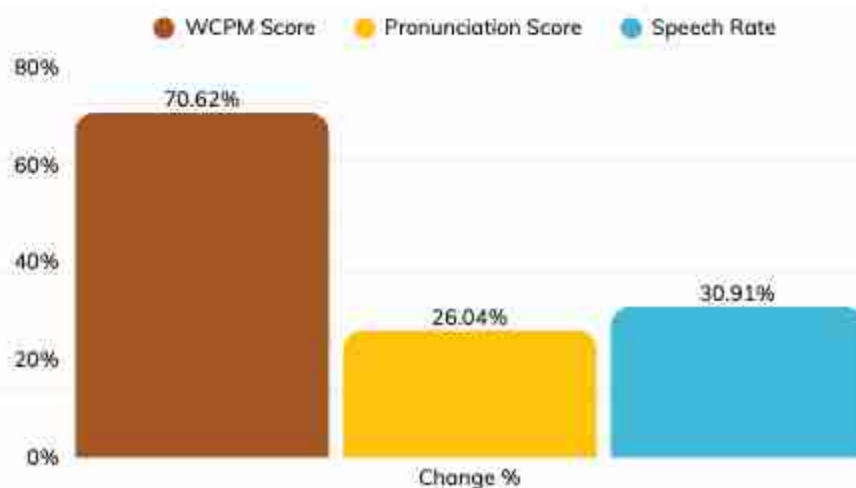
The average speech rate increased from 2.06 to 2.70, showing that students began to speak more fluidly and with greater ease. While a faster speech rate is not always indicative of better performance, in this context it complements the gains in fluency and pronunciation, suggesting a more natural and confident oral delivery overall.

Together, these results reflect a strong trajectory of growth in spoken English across the school. The simultaneous rise in fluency, clarity, and pace indicates that the school's language learning interventions were effective in fostering holistic improvements, not just in reading but in verbal communication as a whole. This consistent upward trend across all metrics signals that KPS Convent School is on the right track in equipping its students with the foundational language skills necessary for academic success and broader communicative competence.

Absolute Change (School-level)



Percentage Change (School-level)



Key Insights:

The overall change data for KPS Convent School provides a consolidated view of progress in spoken English proficiency from September 2024 to January 2025. When averaged across all grades, the data reveals a compelling narrative of school-wide improvement in reading fluency, pronunciation accuracy, and speech rate - underscoring the effectiveness of the teaching strategies implemented during this period.

Students, on average, improved their Words Correct Per Minute (WCPM) by 2.98 points, which translates to a 70.62% increase. This substantial rise indicates a significant boost in reading fluency, suggesting that students became more confident and adept at decoding and articulating written text aloud. Such a marked gain in fluency within a span of just a few months points to successful classroom interventions, likely involving focused reading practice and structured oral language activities.

Pronunciation accuracy saw an improvement of 1.41 points, reflecting a 26.04% increase from the baseline. This gain implies that students were not only reading faster but also with greater clarity and correctness in their articulation. While the percentage increase in pronunciation is more modest compared to fluency, it is nonetheless a meaningful development, particularly since clarity in spoken English often requires more sustained and deliberate practice.

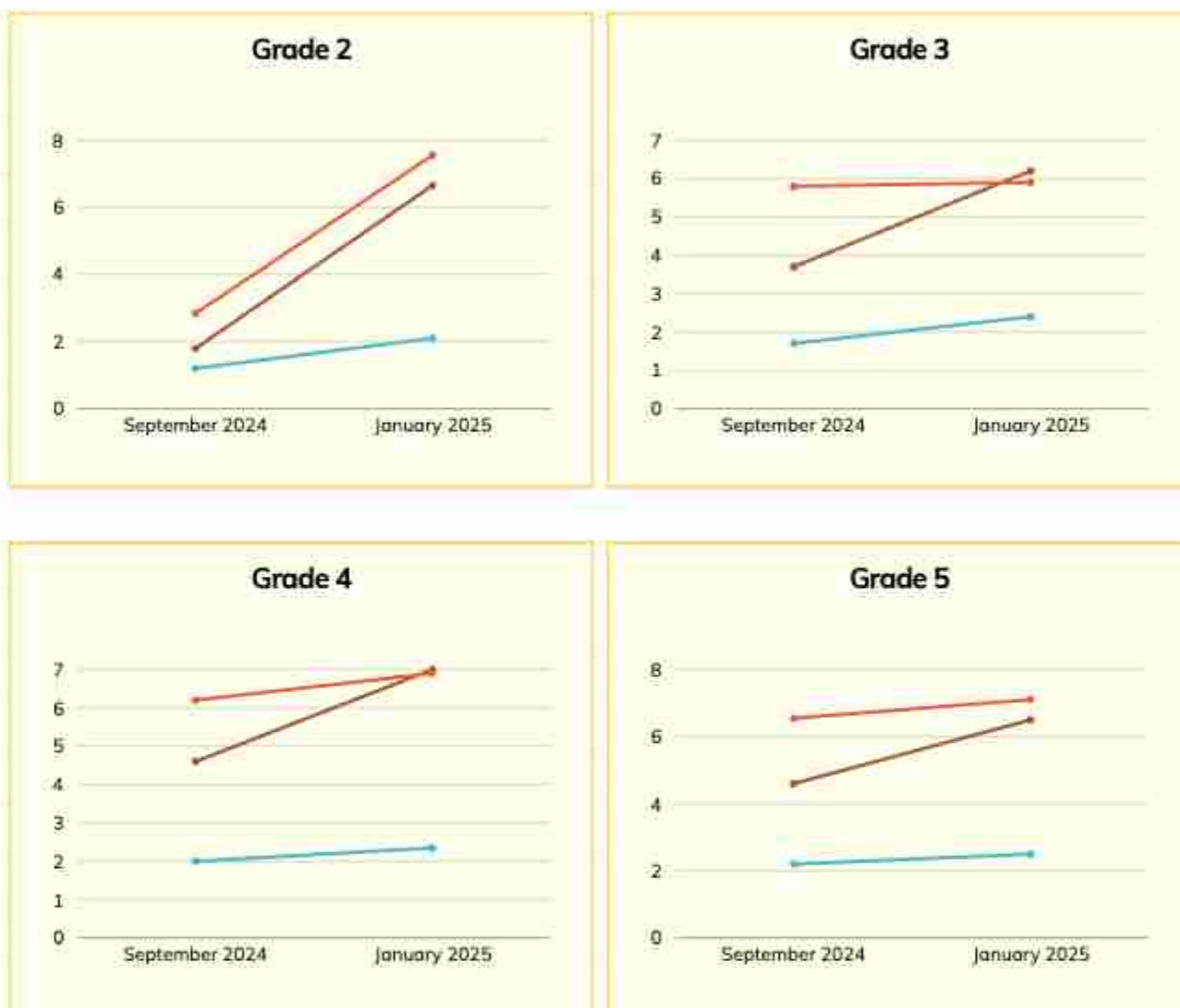
Speech rate also improved by 0.64 points, which represents a 30.91% increase. This shift indicates that students became more comfortable with the pacing of their speech, moving closer to a natural rhythm. When viewed alongside gains in WCPM and pronunciation, the increased speech rate reflects not hurried speech, but rather a more fluent and confident delivery.

Taken together, the data tells a story of comprehensive improvement across key dimensions of spoken English. The most significant leap was observed in reading fluency, followed by notable gains in pacing and pronunciation. These trends suggest that students were not only learning to read more quickly but were also improving in clarity and flow - critical competencies for effective communication. The school-wide gains reinforce the value of systematic spoken English instruction and demonstrate the potential for measurable progress within a single academic term.

2. Surya Model School



Grade-Wise Changes



Key Insights:

Between September 2024 and January 2025, students at Surya Model School exhibited clear progress in their spoken English skills across all grades, with notable gains in reading fluency, pronunciation, and speech rate.

Grade 2 students showed remarkable improvement, with their WCPM score increasing from 1.8 to 6.65, which more than tripled their reading fluency. Their pronunciation score also saw a significant rise, from 2.85 to 7.55, indicating much clearer and more confident speech. Speech rate doubled from 1.2 to 2.1, reflecting a substantial increase in speaking pace and fluency.

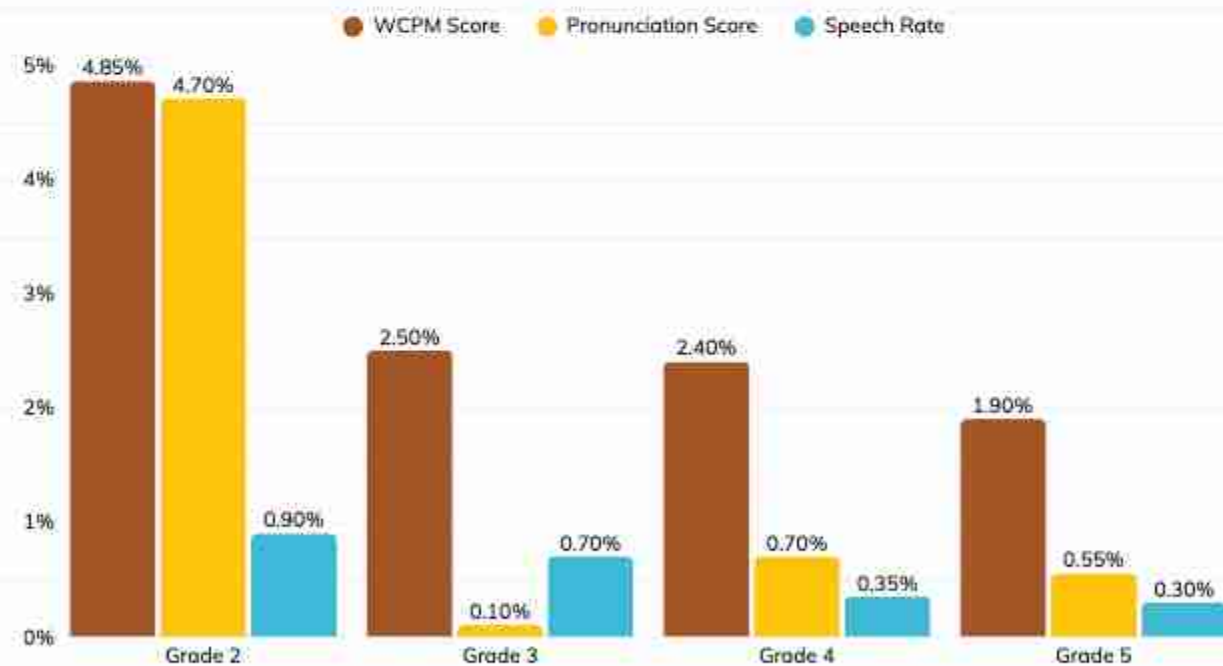
Grade 3 students improved their WCPM score from 3.7 to 6.2, marking a solid advancement in fluency. Their pronunciation scores remained relatively stable, moving slightly from 5.8 to 5.9, while speech rate increased from 1.7 to 2.4, indicating greater confidence in pacing their speech.

In Grade 4, students' WCPM scores grew from 4.6 to 7.0, showing steady gains in reading fluency. Pronunciation improved from 6.2 to 6.9, while speech rate saw a modest rise from 2.0 to 2.35, reflecting improved clarity and smoother delivery.

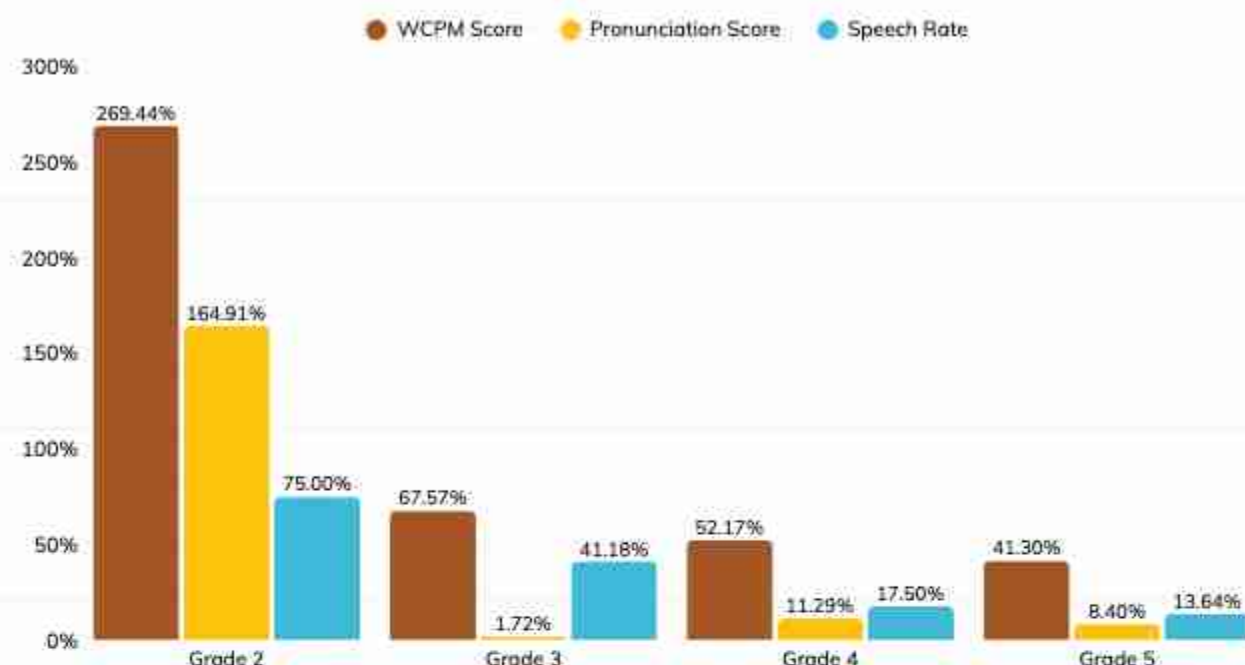
Grade 5 students showed an increase in WCPM from 4.6 to 6.5, with their pronunciation score improving from 6.55 to 7.1. Speech rate also increased from 2.2 to 2.5, indicating more fluent and confident oral expression.

Overall, Surya Model School students demonstrated significant progress in reading fluency, clearer pronunciation, and faster, more natural speech across all grades over the assessment period.

Absolute Change Across Grades



Percentage Change Across Grades



Key Insights:

Surya Model School students made varied progress across different grades in their spoken English skills, as reflected in their WCPM scores, pronunciation, and speech rate.

Grade 2 students showed exceptional growth, with their WCPM score increasing by 4.85 points, a striking 269.44% improvement. Their pronunciation scores also jumped significantly by 4.7 points, marking a 164.91% increase. Speech rate improved by 0.9 points, or 75%, demonstrating substantial strides in fluency and confidence in speaking.

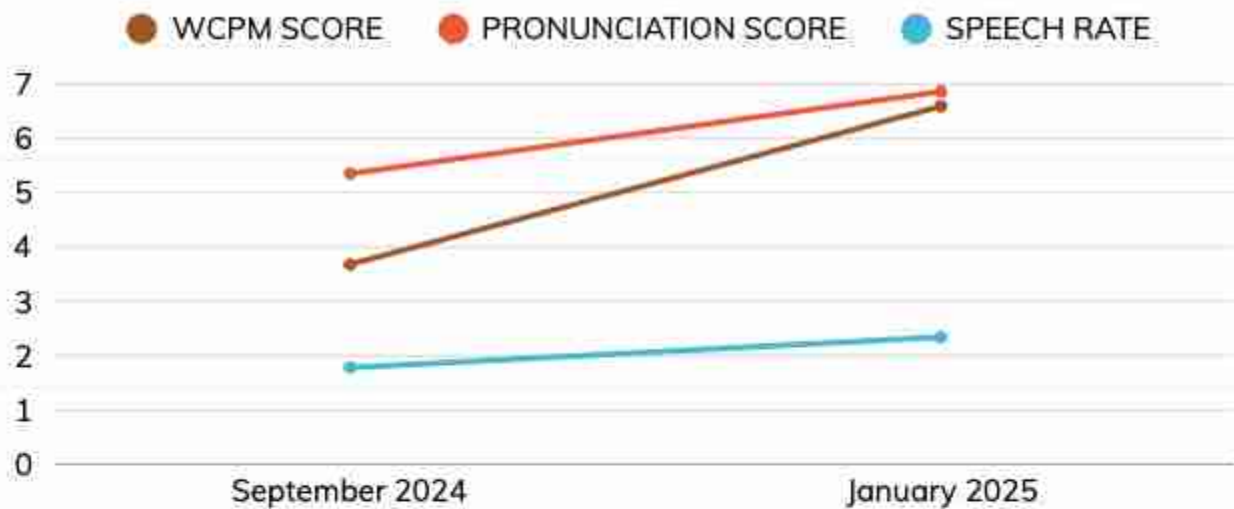
Grade 3 students experienced moderate improvements, with a 2.5 point increase in WCPM score, equating to a 67.57% gain. Pronunciation remained nearly steady with a slight 0.1 point (1.72%) rise, while speech rate grew by 0.7 points or 41.18%, indicating faster and more fluid speech.

In Grade 4, the WCPM score increased by 2.4 points (52.17%), and pronunciation improved modestly by 0.7 points (11.29%). Speech rate saw a smaller increase of 0.35 points, or 17.5%, reflecting gradual but steady progress in speech delivery.

Grade 5 students recorded gains as well, with a 1.9 point rise in WCPM score, a 41.3% increase. Pronunciation increased by 0.55 points (8.4%), while speech rate grew by 0.3 points or 13.64%. Though the improvements were more modest compared to lower grades, they still represent meaningful advancement in fluency and clarity.

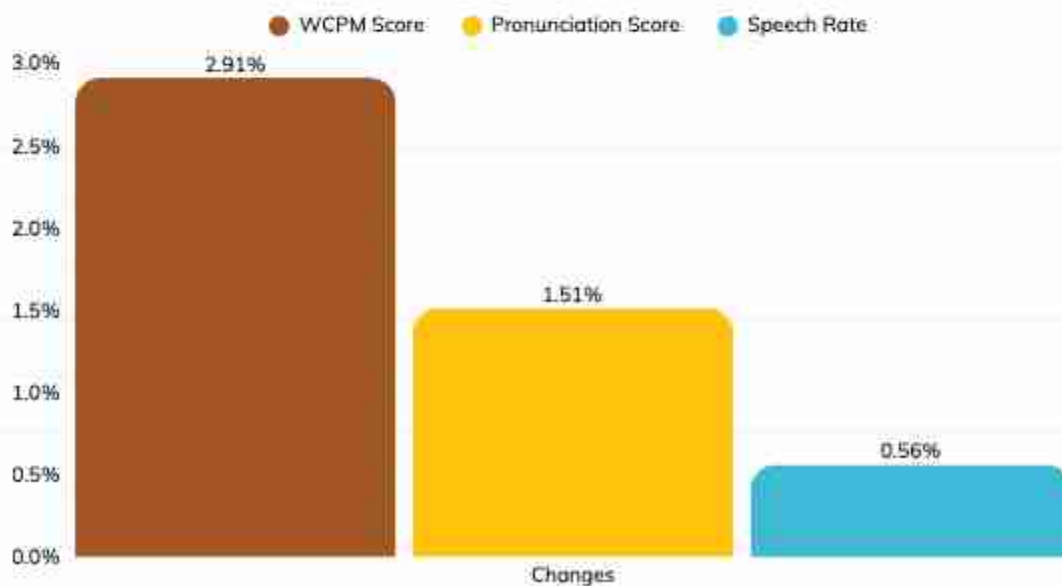
Overall, the data highlights that while all grades made progress, the younger students in Grade 2 showed the most dramatic percentage improvements in fluency, pronunciation, and speech rate, indicating strong developmental gains in their spoken English skills over the assessment period.

School Average

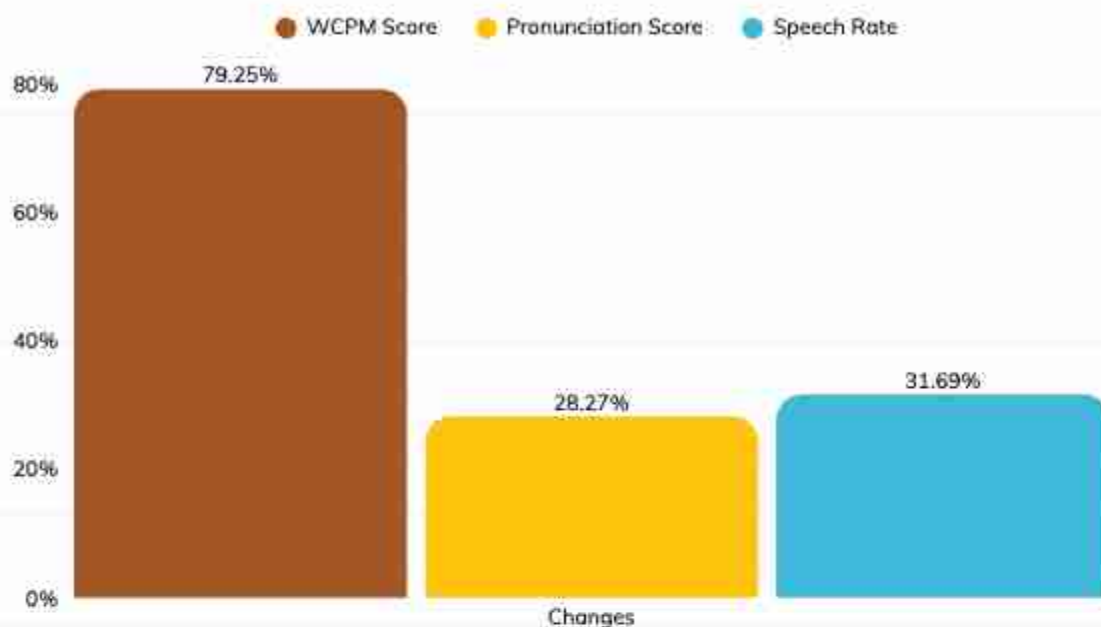


Students across all grades at Surya Model School showed marked improvement in their spoken English skills. The average WCPM (Words Correct Per Minute) score increased from 3.68 to 6.59, reflecting a significant boost in reading fluency and accuracy. Pronunciation scores also improved notably, rising from 5.35 to 6.86, indicating clearer and more precise articulation by the students. Additionally, the speech rate saw an increase from 1.78 to 2.34, suggesting that students became more confident and fluid in their speech delivery. Overall, these gains illustrate meaningful progress in both the speed and clarity of spoken English among the students over the assessment period.

Absolute Change (School-level)



Percentage Change (School-level)



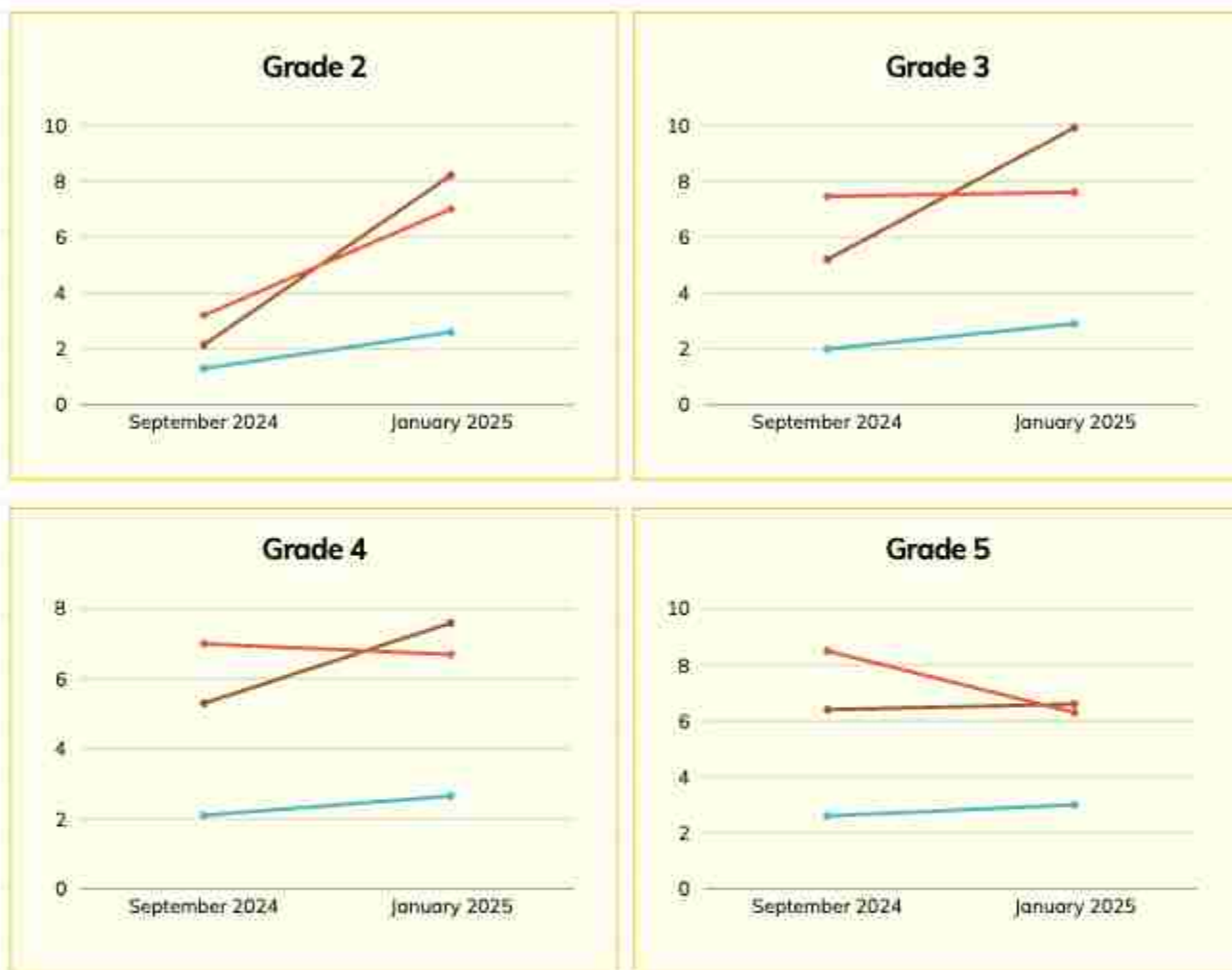
Key Insights:

Over the assessment period, Surya Model School demonstrated substantial progress in all three key areas of spoken English proficiency. The WCPM score increased by 2.91 points, which translates to a significant 79.25% improvement, reflecting enhanced reading fluency and accuracy. Pronunciation scores also rose by 1.51 points, a 28.27% increase, indicating clearer and more confident articulation among students. Additionally, the speech rate improved by 0.56 points, marking a 31.69% growth, which shows students became more fluent and comfortable with their pace of speaking. These improvements collectively highlight the school's effective efforts in strengthening students' overall communication skills during this period.

3. Oxford Angel Public School



Grade-Wise Changes



Key Insights:

The assessment data from Oxford Angel Public School reveals notable shifts in students' spoken English proficiency between September 2024 and January 2025. The evaluation offers a mixed yet revealing picture of progress and challenges at different grade levels.

In Grade 2, the improvement is both dramatic and consistent across all metrics. The WCPM score surged from 2.15 to 8.2, indicating that students more than tripled their reading fluency within a span of four months. Similarly, pronunciation accuracy improved from 3.2 to 7, while speech rate doubled from 1.3 to 2.6. These results suggest that the youngest learners in the cohort responded exceptionally well to instruction, gaining confidence, fluency, and clarity in their oral reading abilities. The dramatic rise across all indicators could reflect the effectiveness of early intervention strategies or the strong foundational emphasis in Grade 2.

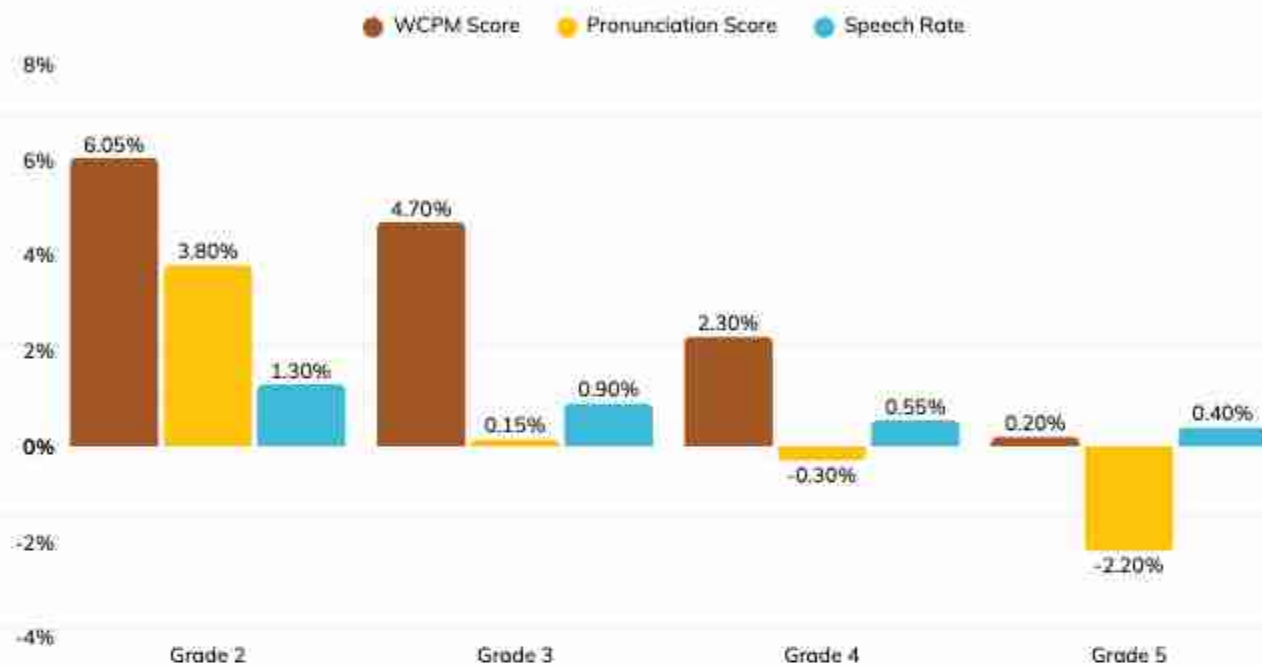
Grade 3 also showed strong performance, particularly in WCPM, which rose from 5.2 to 9.9. The speech rate improved from 2 to 2.9, reflecting a smoother delivery. Interestingly, pronunciation accuracy remained almost static, with only a slight increase from 7.45 to 7.6. This suggests that while students became faster and more fluent readers, their articulation may have plateaued, signaling the need for more targeted instruction in enunciation and sound clarity even as fluency improves.

In Grade 4, there was a nuanced shift. WCPM increased modestly from 5.3 to 7.6, and speech rate rose from 2.1 to 2.65, pointing to continued progress in fluency and pacing. However, pronunciation accuracy declined slightly from 7 to 6.7. This dip, though not drastic, highlights a trade-off that sometimes occurs when students focus on reading faster, potentially at the expense of clear articulation. The results suggest that Grade 4 learners might benefit from balanced exercises that reinforce both speed and clarity.

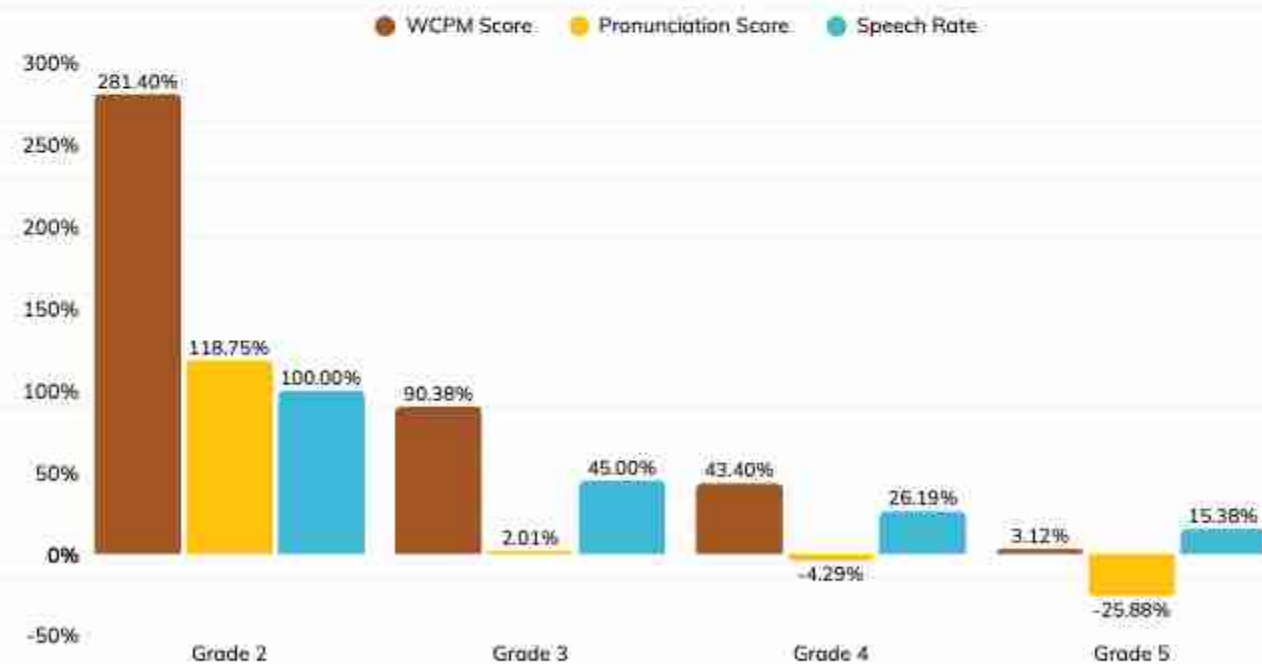
Grade 5 showed a different trend altogether. The WCPM score rose marginally from 6.4 to 6.6, suggesting limited progress in fluency. Pronunciation, on the other hand, declined from 8.5 to 6.3, indicating a significant drop in articulation accuracy. In contrast, the speech rate rose from 2.6 to 3, pointing to a faster but less clear mode of delivery. These findings may reflect a tendency among older students to prioritize speed over precision, or perhaps a decline in attention to pronunciation as reading becomes more automatic. It may also point to the need for renewed focus on quality over quantity in spoken English instruction at the upper primary level.

Overall, Oxford Angel Public School witnessed substantial gains in reading fluency and speech rate across most grades, with Grade 2 emerging as the most improved cohort. However, the divergence in pronunciation scores, particularly the regression in Grades 4 and 5, raises important questions about instructional balance. These findings underscore the importance of ensuring that gains in fluency do not come at the cost of clarity, especially as students progress to higher grades.

Absolute Change Across Grades



Percentage Change Across Grades



Key Insights:

The change metrics for Oxford Angel Public School between September 2024 and January 2025 offer a revealing snapshot of how spoken English proficiency has evolved across grades. The figures highlight both significant gains and areas of concern, particularly when contrasting improvements in fluency and speech rate with shifts in pronunciation accuracy.

Grade 2 students demonstrated the most dramatic growth across all three indicators. The WCPM score increased by 6.05 points - a staggering 281.40% jump - indicating that students who began with a very low fluency baseline experienced a transformative improvement in their ability to read aloud accurately and confidently. Pronunciation accuracy also rose by 3.8 points, more than doubling with a 118.75% increase. Likewise, the speech rate doubled from 1.3 to 2.6, reflecting a 100% rise. These gains signal a robust foundational shift among the youngest learners, suggesting that early-grade interventions have been particularly effective in building reading and oral skills from the ground up.

In Grade 3, the progress was also notable, particularly in WCPM, which rose by 4.7 points - a 90.38% increase - indicating strong growth in fluency. The speech rate rose by 0.9 points (a 45% increase), showing improved pacing. However, pronunciation accuracy remained nearly flat, with only a 0.15-point gain or 2.01% increase. This stagnation suggests that while students are becoming faster readers, their articulation may not be improving at the same rate, underscoring the need for a greater focus on enunciation and sound clarity as fluency accelerates.

Grade 4 presented a more mixed picture. The WCPM score increased by 2.3 points (a 43.40% gain), and speech rate improved by 0.55 points (a 26.19% rise), both indicating moderate growth in fluency and delivery. However, pronunciation accuracy declined slightly by 0.3 points, or -4.29%, suggesting that some of the fluency gains may be coming at the expense of clear articulation. This trade-off indicates a potential imbalance in instruction, where emphasis on reading speed might be overshadowing efforts to ensure accurate pronunciation.

In Grade 5, the overall progress was minimal and, in some respects, regressive. The WCPM score rose by only 0.2 points (3.12%), showing almost no improvement in reading fluency. More concerning is the 2.2-point drop in pronunciation accuracy - a steep 25.88% decline - highlighting a significant deterioration in clarity of speech. Although the speech rate increased slightly by 0.4 points (15.38%), this gain is overshadowed by the pronounced drop in articulation quality. These results suggest that older students may be prioritizing speed over clarity or becoming less engaged with the mechanics of spoken English. It may also reflect a need for more differentiated instruction and re-engagement at this level.

Overall, the data paints a picture of strong gains in the lower grades, especially Grade 2, with diminishing returns and even regressions as students advance. While fluency and pace are improving across most levels, the decline or stagnation in pronunciation - particularly in Grades 4 and 5 - indicates that gains are uneven and require careful instructional recalibration to ensure students are not just reading faster but speaking more clearly and effectively.

School Average



Key Insights:

The overall assessment data for Oxford Angel Public School, averaged across Grades 2 to 5, reveals substantial improvement in students' spoken English proficiency between September 2024 and January 2025. The three key indicators together paint a picture of meaningful academic progress over the course of the term.

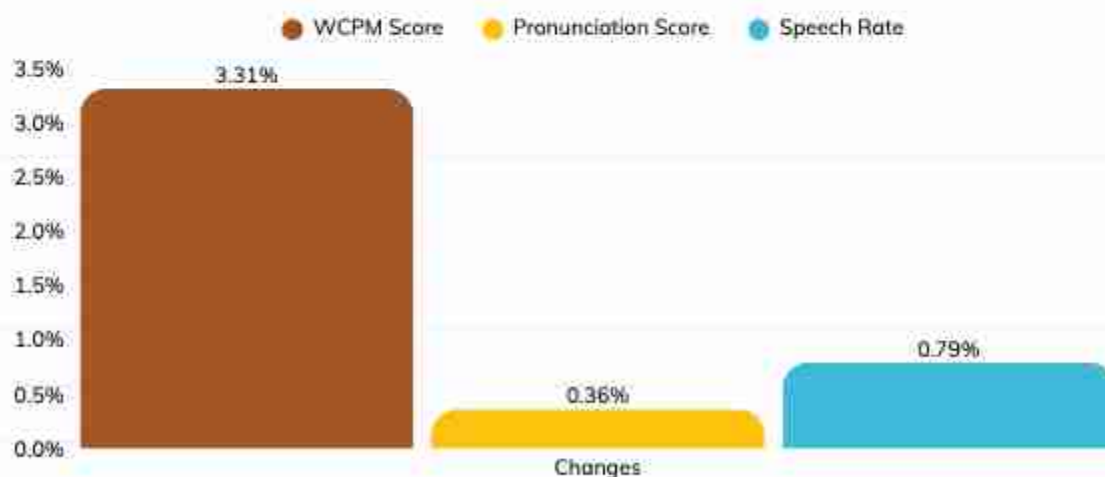
Reading fluency, as captured by the WCPM score, rose from 4.76 to 8.08. This increase of over 3 points reflects a significant leap in students' ability to decode and read text aloud with accuracy and confidence. The improvement suggests that instructional strategies likely involving regular reading practice and oral language exposure have been effective in accelerating students' pace and comprehension in reading.

Pronunciation accuracy also saw a modest but noteworthy increase, moving from 6.54 to 6.90. While the gain of 0.36 points may appear small relative to the surge in fluency, it still indicates that students are articulating words more clearly and with better phonetic accuracy. This improvement, particularly when viewed alongside gains in fluency and speech rate, suggests that students are not merely reading faster but also maintaining a fair degree of clarity.

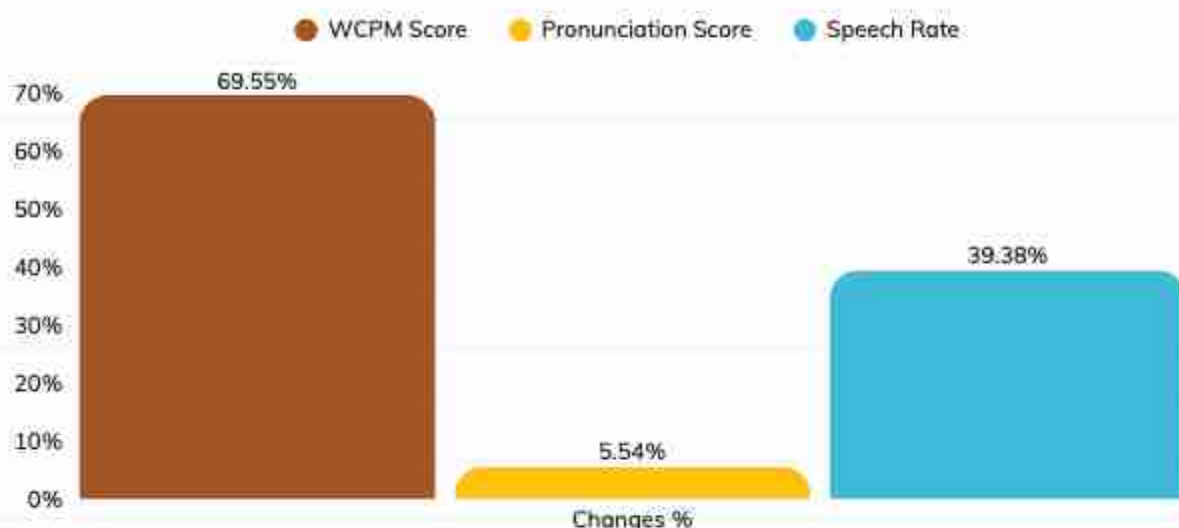
The speech rate rose from 2.00 to 2.79, showing that students are speaking with increased ease and fluidity. A higher speech rate typically signals greater confidence and command over language, especially when not accompanied by a drop in pronunciation quality. In this case, the improvement in speech rate, alongside stable or improved pronunciation, indicates that students have become more comfortable with the rhythm and pace of spoken English.

In sum, the aggregate data for Oxford Angel Public School points to a well-rounded enhancement in students' oral language skills. The strongest gains were observed in reading fluency and pacing, with pronunciation also holding steady or improving slightly. This balanced progress across metrics suggests that students are developing both speed and accuracy in their spoken English, reflecting positively on the instructional efforts undertaken during the assessment period.

Absolute Change (School-level)



Percentage Change (School-level)



Key Insights:

Between September 2024 and January 2025, Oxford Angel Public School exhibited clear improvements in students' spoken English proficiency across all grades when viewed in aggregate. The most pronounced progress was in reading fluency, as measured by the Words Correct Per Minute (WCPM) score, which increased by 3.31 points - representing a remarkable 69.55% improvement. This steep rise reflects strong gains in students' ability to read aloud with both speed and accuracy, pointing to effective literacy instruction and consistent oral practice.

Speech rate also showed substantial growth, increasing by 0.79 points, which translates to a 39.38% improvement. This suggests that students became noticeably more confident and fluent speakers over the course of the term. A faster speech rate, when not accompanied by a decline in pronunciation quality, is generally indicative of greater comfort with language structures and a better grasp of rhythm and flow in speech.

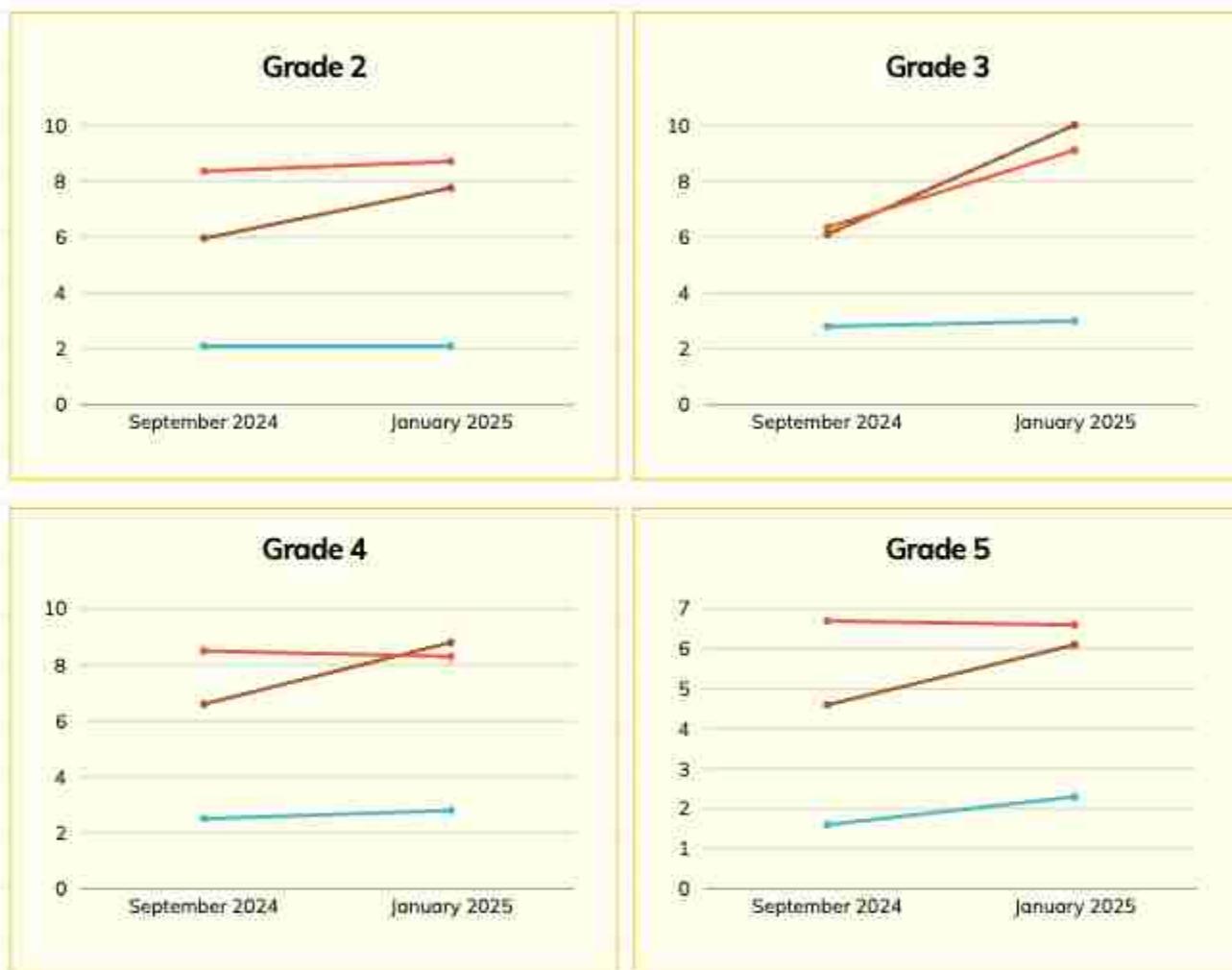
While the gains in pronunciation accuracy were more modest - a 0.36-point rise amounting to a 5.54% improvement, they still represent positive movement. The relatively smaller change in this metric suggests that while students became faster and more fluent speakers, their articulation and clarity progressed at a slower pace. Nonetheless, the upward trend across all three indicators confirms that overall language proficiency improved, with the most significant advances seen in fluency and speech rate.

Taken together, these results indicate that Oxford Angel Public School made measurable and well-rounded progress in enhancing students' oral English skills, particularly in reading speed and verbal fluency, while maintaining a steady trajectory in pronunciation accuracy.

4. Hari Vidya Bhawan



Grade-Wise Changes



Key Insights:

The oral fluency assessment data for Hari Vidya Bhawan across Grades 2 to 5, comparing September 2024 and January 2025, indicates overall progress in spoken English proficiency, with variations in the pace and nature of improvement across different grades and metrics.

In Grade 2, the WCPM score rose from 5.95 to 7.75, indicating a moderate increase in reading fluency. Interestingly, the pronunciation score, which was already high at 8.35, saw a smaller gain to 8.7 - suggesting that students had already achieved a strong baseline in articulation and maintained that performance. The speech rate remained steady at 2.1, indicating no change in pacing, but the consistency suggests stability rather than stagnation.

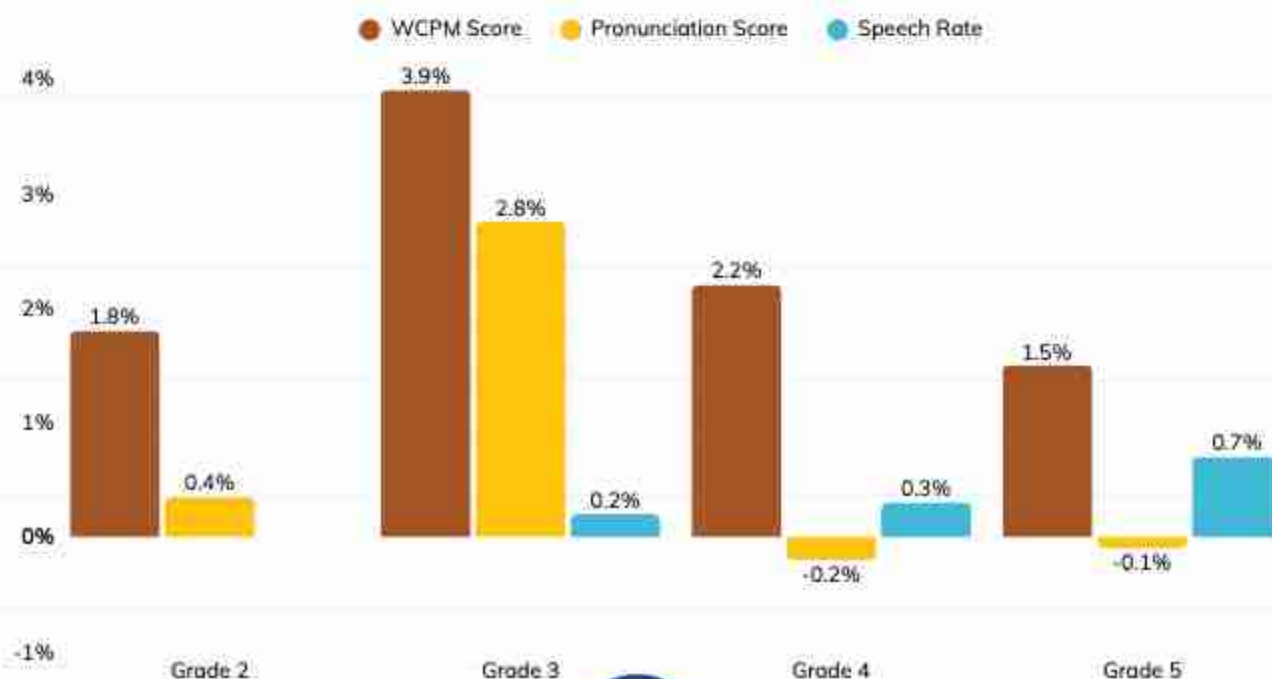
Grade 3 showed one of the strongest improvements. The WCPM score increased substantially from 6.1 to 10, marking a clear leap in fluency. Pronunciation improved from 6.35 to 9.1, and speech rate edged up from 2.8 to 3. These gains across all three indicators point to a robust enhancement in both speed and clarity, indicating that students in this grade developed greater control and confidence in oral reading.

In Grade 4, the WCPM score improved from 6.6 to 8.8, indicating growth in fluency. However, the pronunciation score slightly declined from 8.5 to 8.3, suggesting a marginal drop in articulation accuracy. The speech rate increased from 2.5 to 2.8, reflecting improved fluency and verbal pace. This combination points to progress, but with a minor trade-off in pronunciation that may need attention in instruction.

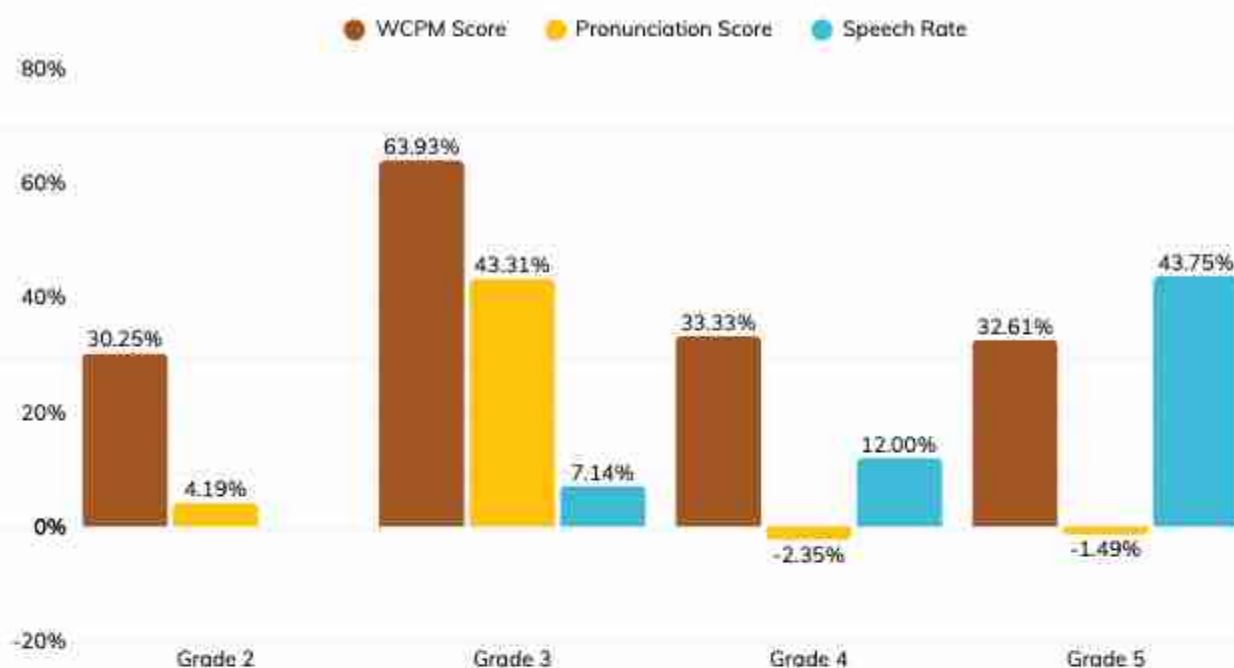
Grade 5 students also showed improvement, though more modest compared to other grades. Their WCPM score rose from 4.6 to 6.1, and their speech rate increased significantly from 1.6 to 2.3, which is a strong gain in verbal fluency. However, the pronunciation score dipped slightly from 6.7 to 6.6, mirroring the trend in Grade 4. This suggests that while students are reading faster, maintaining clarity in speech may be more challenging at higher grade levels.

Overall, Hari Vidya Bhawan's students demonstrated positive trends in fluency and speech rate, particularly in Grades 3 and 4. Pronunciation scores were largely stable, with slight declines in the higher grades. The data indicates a generally upward trajectory in spoken English skills, while also highlighting the need to balance speed with clarity, especially as students progress to senior grades.

Absolute Change Across Grades



Percentage Change Across Grades



Key Insights:

The change metrics for Hari Vidya Bhawan between September 2024 and January 2025 reveal a mixed yet overall positive pattern of growth in spoken English skills across grades, with notable differences in progress among fluency, pronunciation, and speech rate.

Grade 2 students showed a solid 1.8-point increase in their WCPM score, which translates to a 30.25% improvement in reading fluency. Pronunciation accuracy improved modestly by 0.35 points (4.19%), while speech rate remained unchanged. This suggests that while younger students made meaningful gains in how accurately and confidently they read, their pacing remained steady over the assessment period.

Grade 3 demonstrated the most substantial gains across all metrics. The WCPM score increased by 3.9 points, a striking 63.93% rise, indicating a strong boost in reading fluency. Pronunciation improved significantly by 2.75 points, or 43.31%, showing that students became markedly clearer in their articulation. The speech rate also increased slightly by 0.2 points (7.14%), indicating a small but positive shift in verbal pace. These combined improvements suggest that Grade 3 learners made considerable strides in both fluency and clarity, reflecting effective instructional support.

Grade 4 showed moderate growth in fluency, with a 2.2-point (33.33%) increase in WCPM, and a 0.3-point (12.00%) rise in speech rate. However, pronunciation experienced a slight decline of 0.2 points, or -2.35%. This suggests that while students read faster and spoke more fluently, some accuracy in pronunciation may have been compromised, pointing to a potential need for balanced focus on articulation alongside speed.

Grade 5 saw steady but smaller gains in fluency (1.5 points, 32.61%) and a notable rise in speech rate by 0.7 points (43.75%), indicating faster reading and speaking pace. However, pronunciation decreased slightly by 0.1 points (-1.49%), mirroring the trend seen in Grade 4. This pattern suggests that as students move into higher grades, there may be a tendency to prioritize speed over clarity, signaling an opportunity for targeted support to maintain pronunciation quality.

Overall, Hari Vidya Bhawan's data reflects encouraging improvements in fluency and speech rate, especially in the middle grades, while highlighting the importance of reinforcing pronunciation skills to ensure balanced language development as students progress.

School Average



Key Insights:

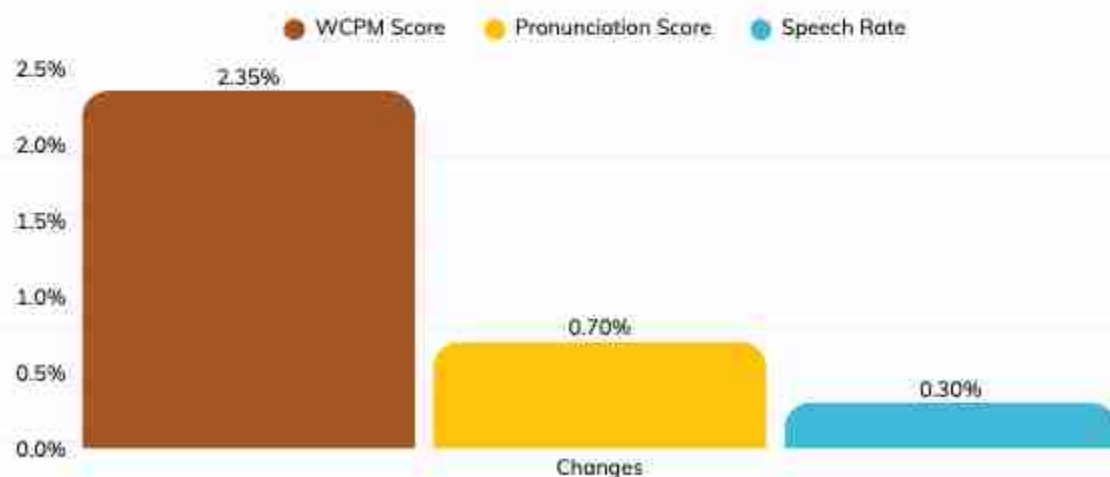
Looking at the overall performance of Hari Vidya Bhawan students across all grades, there is clear evidence of improvement in their spoken English skills between September 2024 and January 2025. The average Words Correct Per Minute (WCPM) score increased from 5.81 to 8.16, marking a notable gain in reading fluency. This suggests that students, on the whole, became significantly better at reading aloud with accuracy and speed.

Pronunciation scores also saw a positive increase, rising from 7.48 to 8.18. This improvement indicates that students not only read faster but also articulated words more clearly, enhancing the overall quality of their speech.

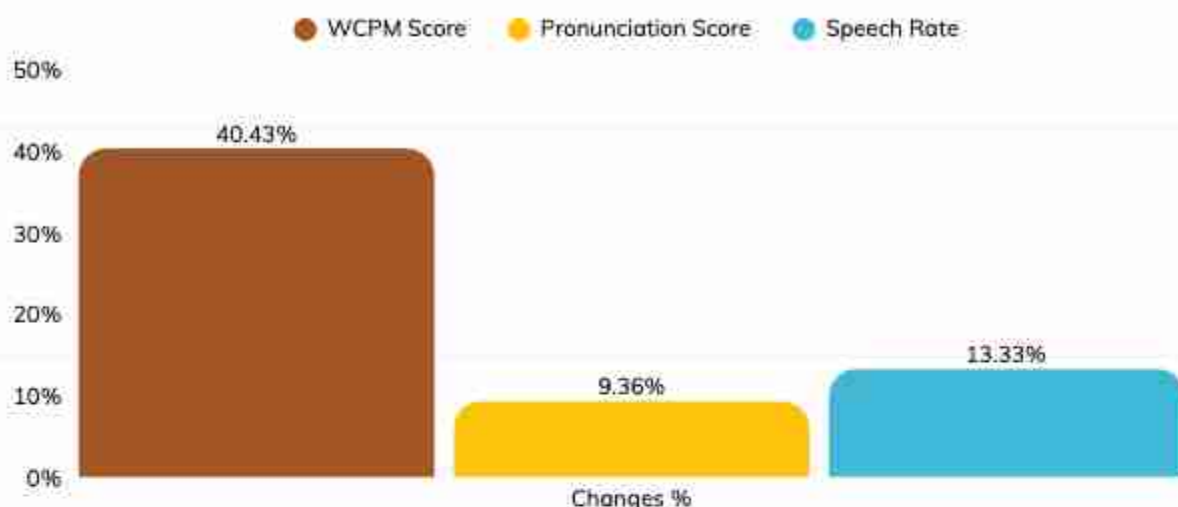
Speech rate improved as well, going up from 2.25 to 2.55. A faster speech rate generally reflects greater confidence and ease in spoken language, suggesting that students grew more comfortable with oral expression over the assessment period.

Taken together, these aggregate scores highlight balanced and meaningful progress in fluency, clarity, and pacing. Hari Vidya Bhawan's students showed gains not just in how quickly they read, but also in how well they pronounced words and maintained a natural flow of speech, pointing to effective teaching strategies and language development across grades.

Absolute Change (School-level)



Percentage Change (School-level)



Key Insights:

Between September 2024 and January 2025, Hari Vidya Bhawan students showed meaningful overall improvements in their spoken English skills across all grades. The average Words Correct Per Minute (WCPM) score increased by 2.35 points, which represents a substantial 40.43% improvement in reading fluency. This reflects that students became significantly more proficient at reading aloud with both speed and accuracy during this period.

Pronunciation scores also improved, though more moderately, with an increase of 0.70 points or 9.36%. This suggests that students enhanced their clarity and articulation, contributing to better overall speech quality.

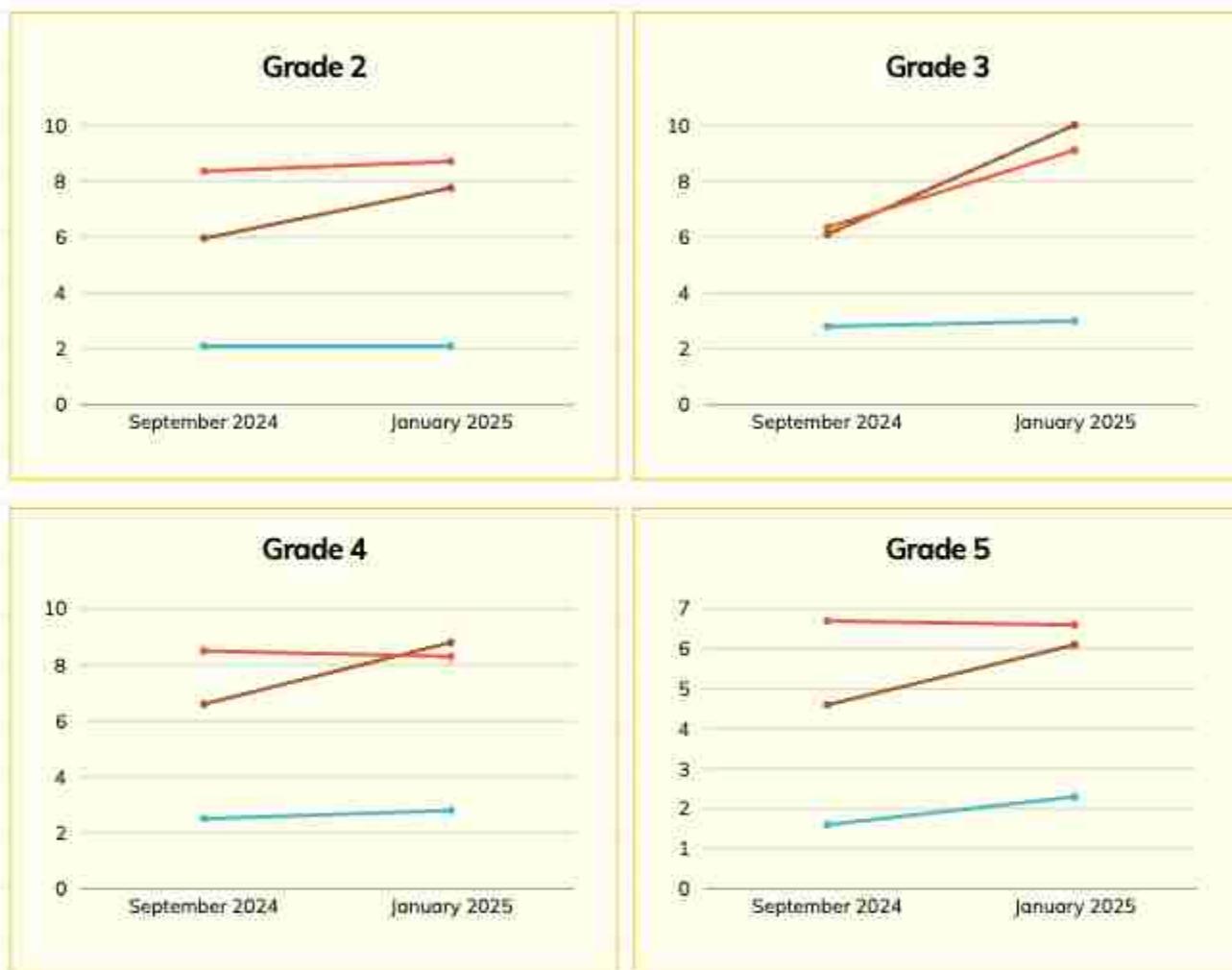
The speech rate saw a 0.30-point rise, equating to a 13.33% increase, indicating that students became more confident and fluent in their spoken delivery, maintaining a more natural and comfortable pace.

Overall, these changes underscore a balanced and positive trajectory in language proficiency at Hari Vidya Bhawan, highlighting solid progress particularly in fluency and steady gains in pronunciation and speech rate.

5. Sai Nath Public School



Grade-Wise Changes



Key Insights:

The data for Sai Nath Public School reveals significant progress in spoken English proficiency among students across Grades 2 to 5 from September 2024 to January 2025.

In Grade 2, students made remarkable gains in all three areas. The WCPM score more than doubled, rising from 3.9 to 8.5, indicating a substantial increase in reading fluency. Pronunciation also improved considerably from 5.4 to 8.2, suggesting that students became much clearer in their articulation. The speech rate increased modestly from 2.0 to 2.3, reflecting a more confident and natural pace in their speech.

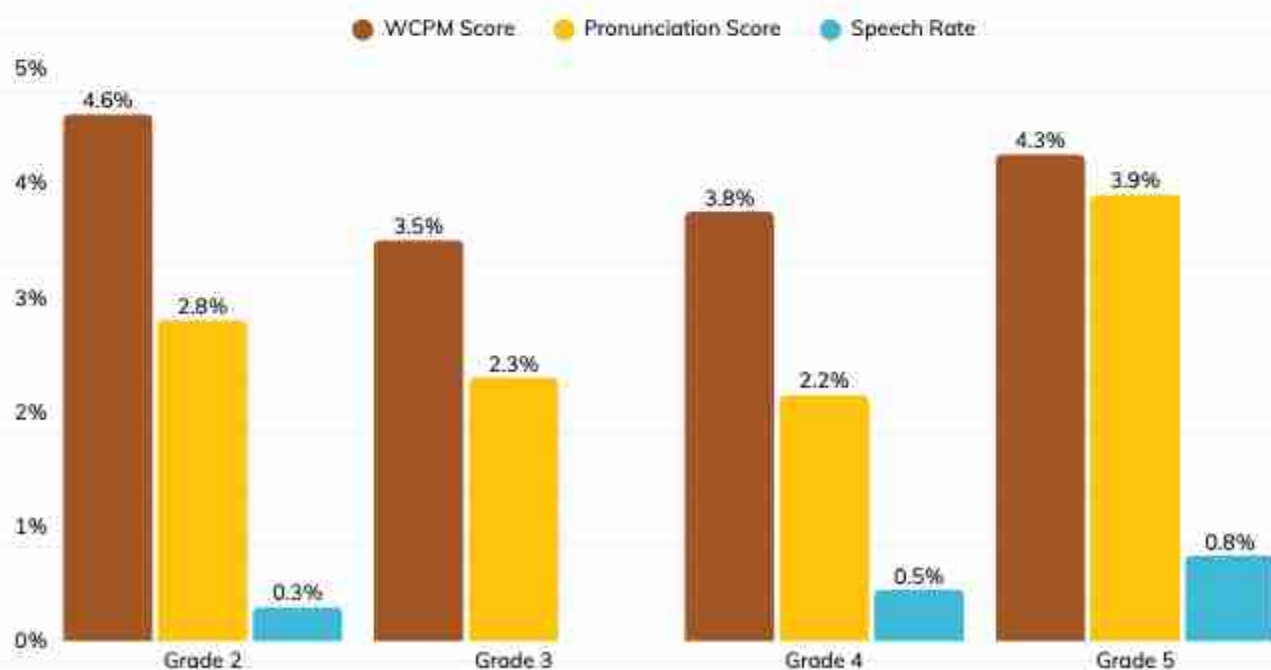
Grade 3 showed similar growth trends. The WCPM score jumped from 4.5 to 8.0, marking a solid improvement in fluency. Pronunciation rose from 5.9 to 8.2, pointing to better clarity in speech. Speech rate remained consistent at 2.5, suggesting stable pacing alongside enhanced fluency and pronunciation.

In Grade 4, students achieved the highest WCPM score increase, from 5.1 to 8.85, demonstrating notable progress in oral reading fluency. Their pronunciation score also climbed from 6.8 to 8.95, indicating strong articulation improvements. Speech rate went up from 2.3 to 2.75, reflecting a smoother and more confident speech delivery.

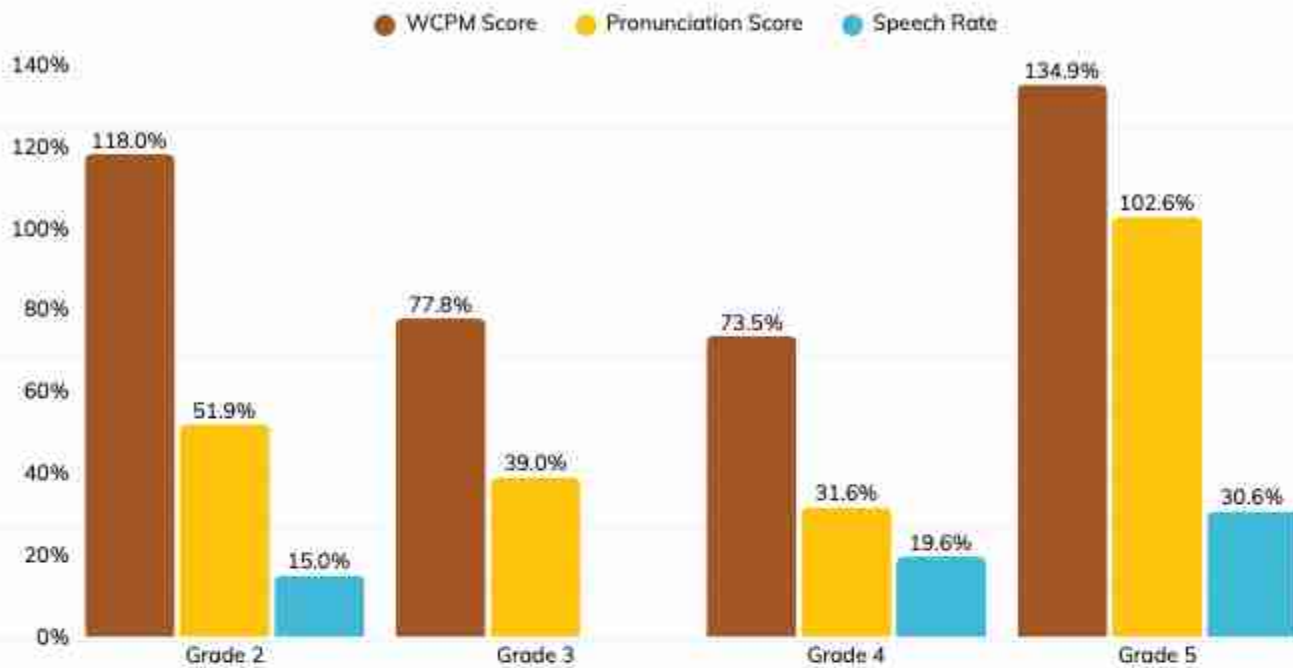
Grade 5 students showed commendable improvement as well, with the WCPM score rising from 3.15 to 7.4, more than doubling in fluency. Pronunciation improved from 3.8 to 7.7, a significant jump in clarity. The speech rate increased from 2.45 to 3.2, indicating a faster and more confident speaking pace.

Overall, the data indicates that Sai Nath Public School students have made impressive advancements in fluency, pronunciation, and speech rate across all grades. The substantial improvements in WCPM and pronunciation, particularly in the lower and middle grades, highlight effective language instruction and growing student confidence in oral English skills.

Absolute Change Across Grades



Percentage Change Across Grades



Key Insights:

Between September 2024 and January 2025, students at Sai Nath Public School demonstrated remarkable growth in their spoken English skills across all grades, with particularly impressive gains in fluency and pronunciation.

Grade 2 students showed a dramatic improvement, with the WCPM score increasing by 4.6 points - a 117.95% rise - indicating that their reading fluency more than doubled over the period. Pronunciation also improved significantly by 2.8 points, a 51.85% increase, while speech rate saw a moderate rise of 0.3 points, or 15%, reflecting increased confidence and smoother delivery.

Grade 3 students recorded a 3.5-point gain in WCPM, a strong 77.78% improvement in reading fluency. Pronunciation scores also rose by 2.3 points, or nearly 39%, showing clearer articulation. However, their speech rate remained steady with no change, suggesting they maintained their pacing while improving other aspects of oral fluency.

In Grade 4, the WCPM score increased by 3.75 points, marking a 73.53% boost in fluency. Pronunciation improved by 2.15 points (31.62%), while speech rate rose by 0.45 points (about 19.57%), indicating that students not only read more fluently but also spoke with better clarity and a slightly faster pace.

Grade 5 students experienced the most substantial percentage gains, with their WCPM score soaring by 4.25 points - an impressive 134.92% increase. Pronunciation showed a notable 3.9-point improvement, a remarkable 102.63% rise, while speech rate went up by 0.75 points, or 30.61%, demonstrating enhanced confidence and articulation at a quicker speech tempo.

Overall, the data reflects strong and consistent progress in reading fluency and pronunciation across all grades at Sai Nath Public School, with particularly exceptional growth in the higher grades. Speech rate improvements, while more moderate, complement these gains by contributing to more natural and confident spoken English skills.

School Average



Key Insights:

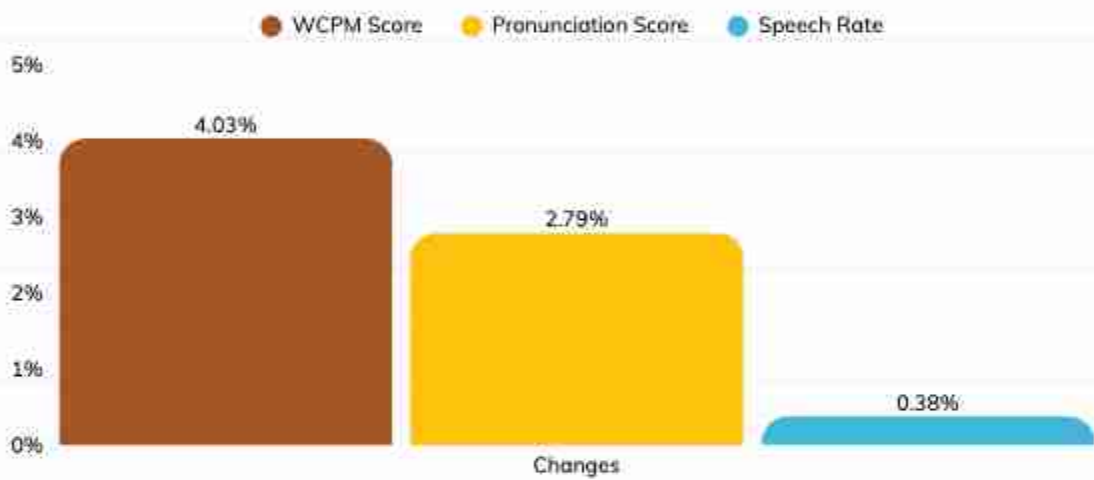
Between September 2024 and January 2025, the overall performance of students at Sai Nath Public School showed significant improvement in all key spoken English metrics. The average Words Correct Per Minute (WCPM) score nearly doubled, increasing from 4.16 to 8.19. This 97% growth reflects a substantial enhancement in students' reading fluency and their ability to read aloud accurately and confidently.

Pronunciation scores also saw a strong increase, rising from 5.48 to 8.26, which suggests that students improved their clarity and articulation over the assessment period. This gain indicates better enunciation and a stronger command of spoken English sounds.

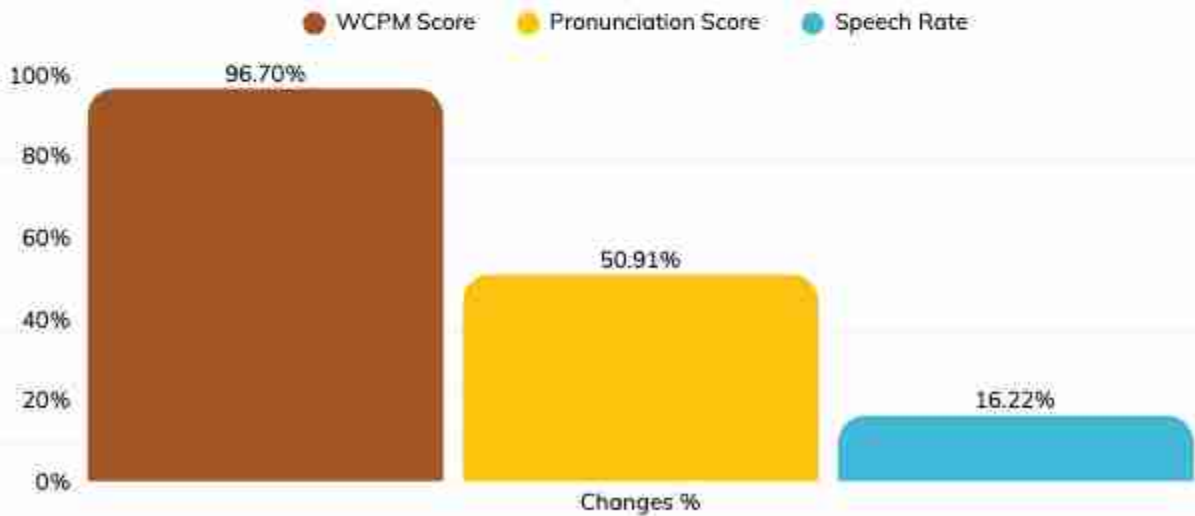
Speech rate increased moderately from 2.31 to 2.69, showing that students became more comfortable speaking at a faster and more natural pace, contributing to smoother and more fluent speech overall.

In summary, the data reflects a positive and well-rounded development in oral language skills among students at Sai Nath Public School, highlighting notable progress in fluency, pronunciation, and speech delivery within just a few months.

Absolute Change (School-level)



Percentage Change (School-level)



Key Insights:

Students at Sai Nath Public School demonstrated notable improvement in their spoken English skills across all grades. The WCPM (Words Correct Per Minute) score increased by 4.03 points, which translates to a remarkable 96.7% improvement in reading fluency. This indicates that students nearly doubled their ability to read aloud accurately and smoothly during this period.

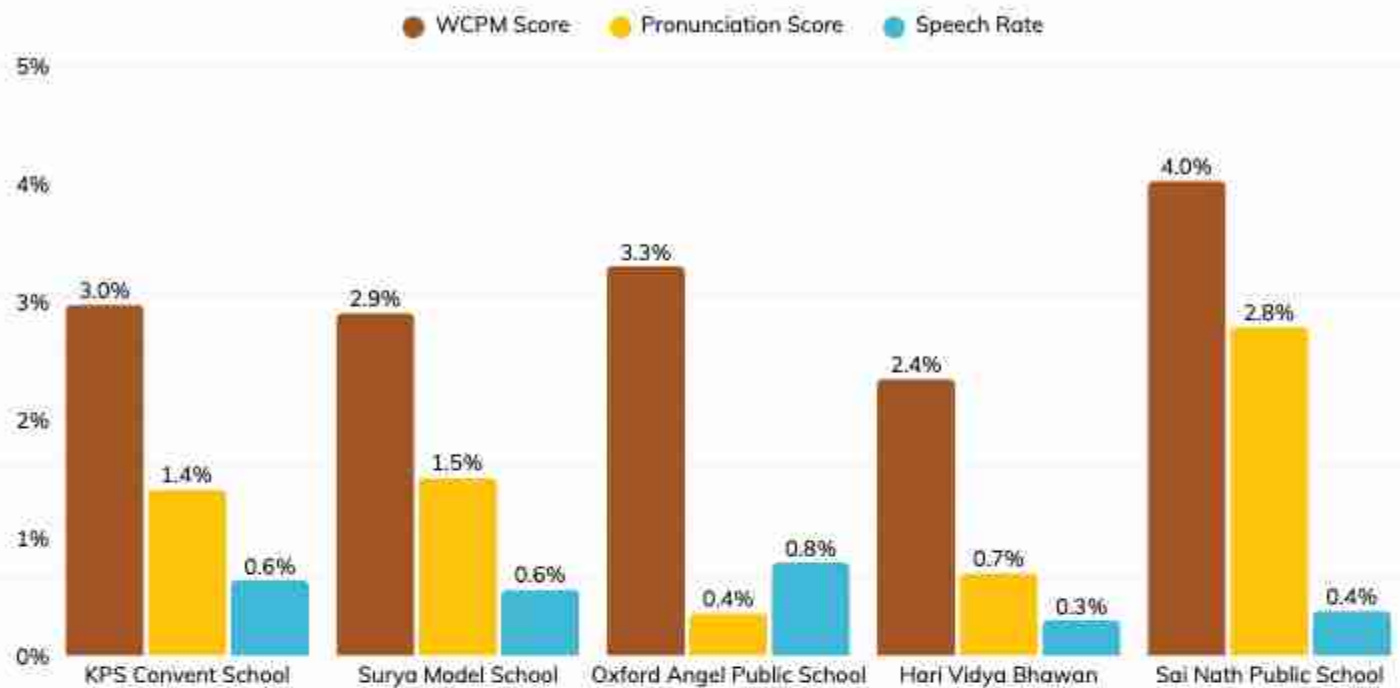
Pronunciation scores rose by 2.79 points, reflecting a 50.91% enhancement in clarity and articulation. This shows that students became significantly clearer and more precise in their speech.

The speech rate also increased, though more moderately, by 0.38 points or 16.22%. This improvement suggests that students are speaking at a faster and more natural pace, contributing to overall fluency and confidence in oral communication.

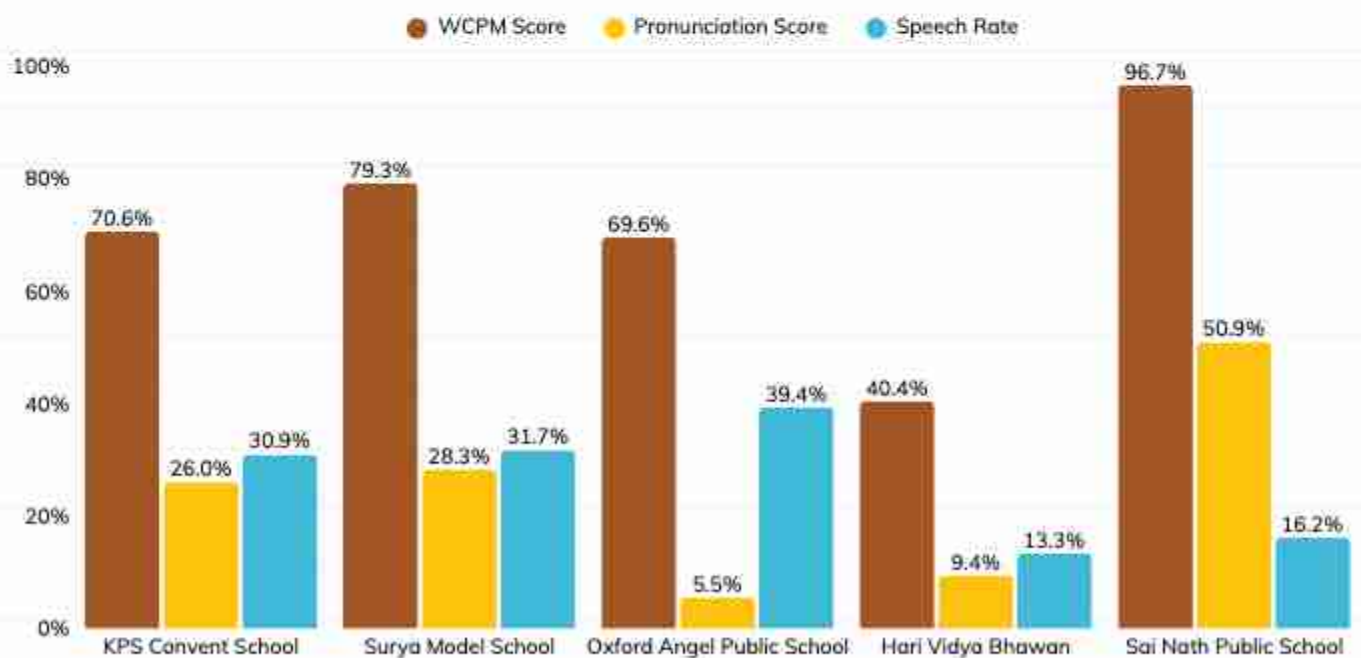
Overall, these changes highlight strong, well-rounded progress in fluency, pronunciation, and speech rate among the students at Sai Nath Public School within a few months.

Overall (5 Schools)

Absolute Change Across Grades



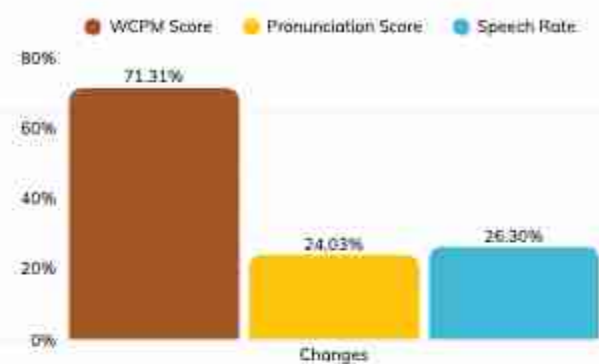
Overall Growth in Percentage (Across Schools)



Overall Change in Absolute Numbers (Across Schools)



Overall Change in Absolute Numbers (Across Schools)



Overall Insights:

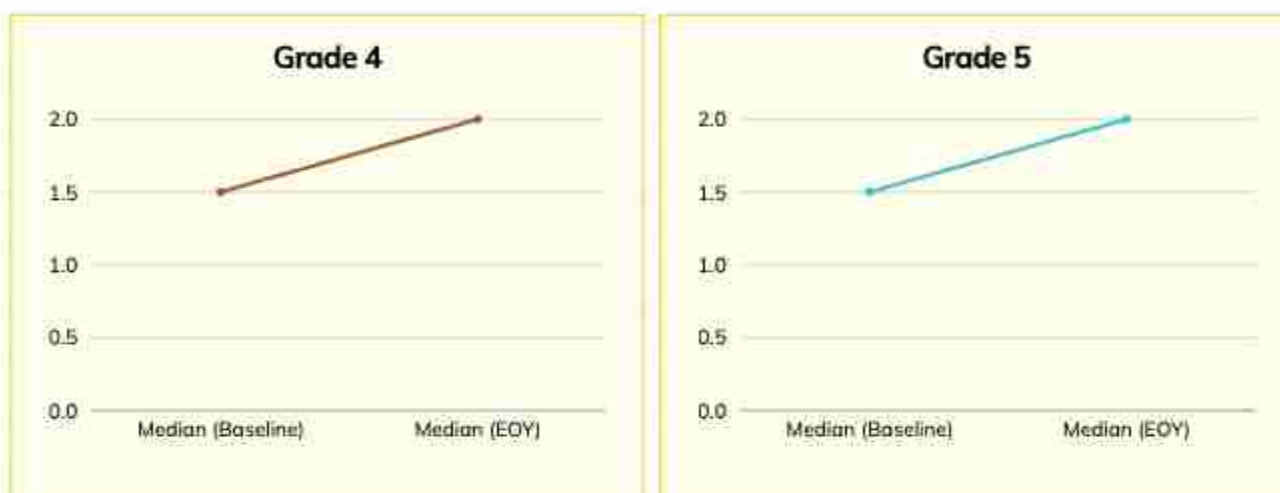
Across the five schools, there are notable improvements in all three measured areas - WCPM score, pronunciation score, and speech rate - between the assessment periods. Sai Nath Public School leads with the highest gain in Words Correct Per Minute (WCPM), showing an impressive increase of 4.03 points. This suggests that students at Sai Nath have made significant strides in reading fluency, which is often a key indicator of overall reading proficiency. In terms of pronunciation, Sai Nath also records the largest improvement with a gain of 2.79 points, indicating better articulation and clearer spoken language among its students.

Oxford Angel Public School shows the highest increase in speech rate, with an improvement of 0.79, suggesting that students are speaking faster and possibly gaining confidence in their oral communication. KPS Convent School and Surya Model School follow closely in WCPM improvements, with increases of 2.98 and 2.91 respectively, highlighting strong progress in reading fluency across these schools as well.

Hari Vidya Bhawan, while showing the smallest overall gains in WCPM (2.35), pronunciation (0.70), and speech rate (0.30), still demonstrates meaningful improvements. These positive changes across all schools reflect effective learning strategies and instruction, contributing to enhanced reading and speaking skills in students. The variations in the magnitude of change highlight how different schools may have unique strengths or face different challenges in literacy development, but overall, the trend is encouraging across the board.



5. Sunshine School



Overall Insights:

For both Grade 4 and Grade 5 students, the median score increased from 1.5 at the baseline assessment to 2 at the end of the year. This change reflects a 33.33% improvement in their performance, which is a meaningful indication of growth over the academic year. While the numeric increase may seem modest, it signifies that a substantial portion of students have enhanced their skills in the assessed area. The consistency of improvement across both grades suggests that the instructional methods and learning environment have been effective in supporting student development. This steady progression is encouraging as it lays a foundation for continued advancement in future assessments and more complex language skills.

XI. Insights from Impact Assessment

To assess the effectiveness of the Language Learning Lab, an impact assessment was conducted across 6 schools, covering four key stakeholder groups:



Students

325

Respondents



Teachers

36

Respondents



School Leaders

6

Respondents



Parents

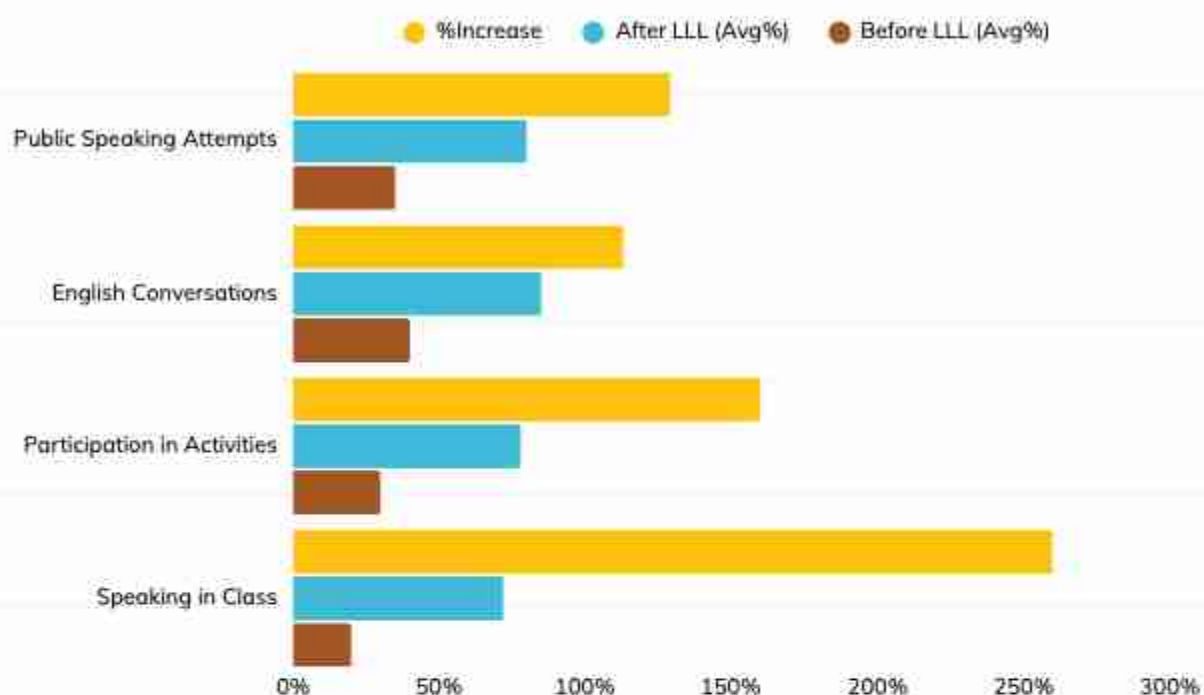
105

Respondents

This assessment captures both quantitative improvements in students' English speaking skills and qualitative feedback reflecting deeper behavioral changes. Across all stakeholder groups, there is consistent evidence of significant growth in student participation, confidence, and usage of spoken English - both within the classroom and beyond. The insights below illustrate the success of LLL in achieving its core objective: helping children become more confident English speakers.



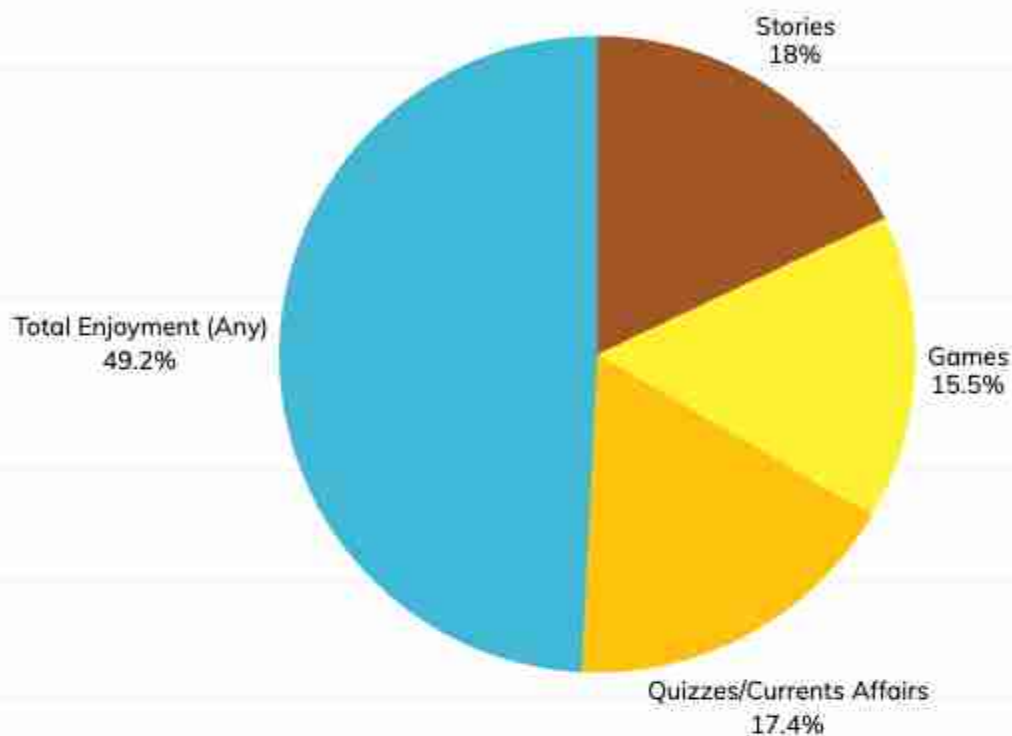
Skills gains before and after LLL intervention



Key Insights:

- All key speaking-related skills saw more than double the improvement, with public speaking attempts growing over 250%, a clear indicator of increased confidence.
- These gains reflect actual behavioral change: more students are speaking in class, joining group activities, and using English conversationally in various contexts.
- Students shared how they "waited eagerly for the app time" to prepare phrases they could later use with teachers and peers.
- Teachers observed that classroom English discussions no longer required constant prompting, with many students initiating contributions in English.
- One teacher said, "From avoiding eye contact to raising hands to speak—this shift was visible in just weeks."
- Parents echoed these findings, reporting that children were now volunteering to speak at family events or during school assemblies, showing real-world confidence growth.

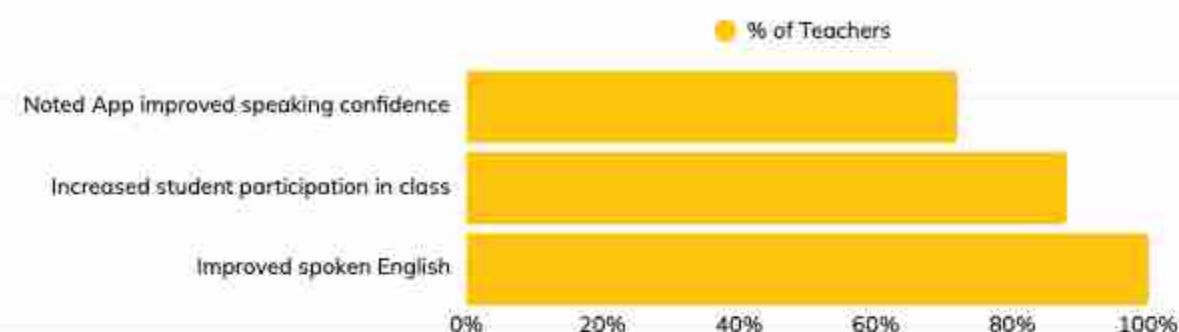
Features Students Enjoyed the Most



Key Insights:

- Nearly all students (97%) found the app enjoyable - crucial for sustained usage and language practice.
- Students said they enjoyed repeating stories aloud, a key habit for developing pronunciation and fluency.
- The game-based modules helped students build vocabulary in a playful and non-threatening environment.
- Many mentioned that "learning doesn't feel like studying" on the app, which encouraged more spontaneous usage, including revisiting lessons.
- A student noted, "I like the app because I can listen and speak. I try again if I make a mistake."

Skills gains before and after LLL intervention

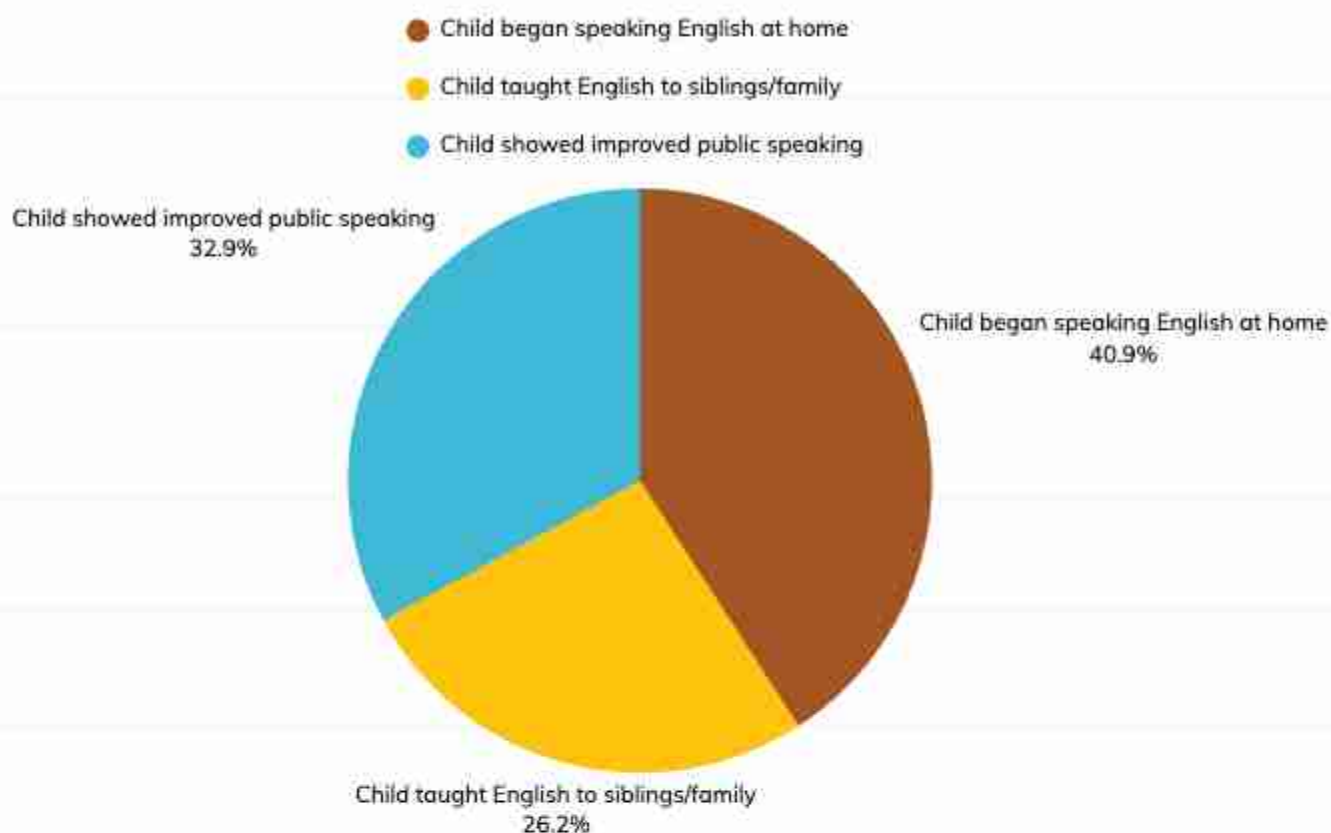


Key Insights:

- All teachers unanimously reported improvements in speaking - strong validation of the intervention's impact.
- They emphasized that students were not just speaking more, but also speaking better - using complete sentences and correct pronunciation.
- Many noted that even "low-performing" or "quiet" students started volunteering answers in English, particularly after engaging with audio-based stories.
- One teacher remarked, "This is the first time I have seen such enthusiasm for speaking English from so many students."



Parental Observations of Speaking at Home



Key Insights:

- Over two-thirds of parents noticed visible changes at home, a strong signal of real-world impact.
- Children were voluntarily using English to speak with parents, siblings, and guests.
- Many students proudly showcased their skills by introducing themselves or reciting poems in English at social events.
- A parent noted, "My daughter now corrects my English. We are learning from her!"

School Leaders' Perspectives on Impact

Indicator	Result
Improved spoken English	83.3%
Engagement with Freedom app	100%
App rated positively (avg. score)	4.2 / 5

Key Insights:

- School leaders recognized visible gains in student oracy and expressed interest in long-term continuation of the programme.
- The Speaking Bee was praised as a way to demonstrate speaking outcomes to parents and school communities.
- Many leaders highlighted how the app's approach complemented their school's goals for English communication, not just rote learning.
- One principal shared, "This app is not just for learning words. It's helping students use English as a language, not a subject."

Key Features Driving Speaking Skill Improvements

Feature-to-Outcome Mapping

Feature	Outcome Enabled
Audio-rich content	Improved listening, fluency, pronunciation
Daily story/game updates	Regular speaking exposure
Interactive quizzes	Active vocabulary usage

XI. Activities Undertaken

Savitribai Phule Speaking Bee Competition (SPSBC)



As part of the Language Learning Lab initiative, the Savitribai Phule Speaking Bee Competition (SPSBC) was a flagship competition designed to promote spoken English skills through a competitive and structured format. Students from Grades 1 to 5 participated, with two students per grade nominated by each partner school. Topics given were age-appropriate, for example, "The Funniest Day in My Life" for Grade 1 and "A Freedom Fighter Who Inspired Me" for Grade 4. These topics were intentionally selected to encourage imagination, connect with students' lived experiences, and help them articulate thoughts in English. By speaking on familiar yet expressive themes, children practiced forming structured responses, using relevant vocabulary, and improving their pronunciation and confidence, all key goals of the intervention.

Competition Objectives:

- Enhance spoken English fluency and confidence in public speaking.
- Provide a platform for expression and healthy peer competition.
- Allow teachers and schools to evaluate students' progress in English speaking in a real-world setting.



Centre for Civil Society Hosts Successful Savitri Bhai Phule Speaking Bee Competition

NEW DELHI: The Centre for Civil Society (CCS) successfully organised the Savitri Bhai Phule Speaking Bee Competition at the Indian School of Education, New Delhi, showcasing students' oral communication skills. The competition was held on 15th October 2023, with students from various schools participating. The event was inaugurated by the Director of the Indian School of Education, New Delhi, who emphasized the importance of English language proficiency in academic and professional settings. The competition was a great success, with students displaying excellent speaking skills and confidence.



The competition was held in a hall where students were seated in rows. They were given a topic and had to prepare a speech. The students were given 15 minutes to prepare their speeches. The competition was held in a hall where students were seated in rows. They were given a topic and had to prepare a speech. The students were given 15 minutes to prepare their speeches.

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**150+ students
6 Schools**

Each student had 1.5–2 minutes to present. Evaluation was based on:

- Fluency & Pronunciation (30%)
- Confidence & Expression (30%)
- Content Relevance & Creativity (20%)
- Engagement & Impact (20%)

The Speaking Bee directly supported the intervention's core objective of improving spoken English, by:

- Encouraging active speaking practice beyond the classroom.
- Building self-confidence and stage presence in English.
- Reinforcing classroom learnings through applied language use.

Participation Snapshot:

- 150+ students from multiple schools participated.
- All speeches were in English, as per the competition rules.
- Every participant received a certificate, and top 3 per grade were awarded prizes.

In the year 2024-2025, Centre for Civil Society successfully conducted **3 Speaking Bee Competitions (1 virtual + 2 offline)** with over **150 students participating**.

Centre for Civil Society Hosts Successful Savitri Bhai Phule Speaking Bee Competition

New Delhi: The Centre for Civil Society (CCS) successfully organized the Savitri Bhai Phule Speaking Bee Competition at the Indian School of Public Policy, Hauz Khas, showcasing exceptional young talent across multiple schools. The event, highlighting the importance of English language proficiency and public speaking skills, featured participants from six leading schools competing across five grade levels.



through technological innovation and personal engagement. Throughout the day, students participated in diverse speaking formats tailored to their grade levels.

standing participants. Vanya Bhat, a student from across different

by highlighting the importance of developing career-ready skills through such competitions, screening them vital for success in the 21st century. The winners of the competition were: Grade 1: Shreya (Hauz Khas),

सावित्री बाई फुले स्पीकिंग बी कम्पीटीशन का सफल आयोजन

नई दिल्ली (बीबीसी)। सेंटर फॉर सिविल सोसायटी ने इंडियन स्कूल ऑफ पब्लिक पॉलिसी, हाउज खास में सावित्री बाई फुले स्पीकिंग बी कम्पीटीशन का सफल आयोजन किया।

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Students participated in diverse speaking formats tailored to their grade levels. Grade 1 students presented "A Funny Day in My Life." Grade 2 performed "If I were a Non-Indian Thing." Grade 3 engaged in "Mythological Character 1 Actuary." Grade

panel of judges, including Mr. Ramesh Sangwa, Mr. Manu Sakaria, Dr. Neha Narasimha, Dr. Sakshi Sodhi, Dr. Lakshya Chhabaria, and Ms. Hamshita Rana commended the participants' preparation, confidence, and presentation skills.

सावित्रीबाई फुले स्पीकिंग बी प्रतियोगिता का सफल आयोजन

नई दिल्ली (बीबीसी)। सेंटर फॉर सिविल सोसायटी (सीसीएस) ने डॉ. अंबेडकर इंटरनेशनल सेंटर में सावित्रीबाई फुले स्पीकिंग बी प्रतियोगिता का सफल आयोजन किया।

सेंटर फॉर सिविल सोसायटी ने किया सावित्री बाई फुले स्पीकिंग बी कम्पीटीशन का सफल आयोजन

अज्ञ समान नेटवर्क

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रेखांकित किया और बताया कि टेक्नोलॉजी इन्वेस्टेशन और अभिभावकों की भागीदारी के माध्यम से छात्रों में 100 प्रतिशत अंग्रेजी धारिता के लिए प्रेरित करना हमारा लक्ष्य है। जिससे वे न केवल अपने ज्ञान को बेहतर तरीके से व्यक्त कर सकें, बल्कि ग्लोबल परस्पेक्टिव में भी बेहतरीन कॉम्पिटिटर बन सकेंगे। यह कार्यक्रम में छात्रों ने अपनी कक्षा स्तर के अनुसार कई श्रेणियों

सेंटर फॉर सिविल सोसायटी ने किया सावित्री बाई फुले स्पीकिंग बी कम्पीटीशन का सफल आयोजन

भारकर समाचार सेवा

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छात्रों में अंग्रेजी भाषा को बढ़ावा देना है। डॉ. अमित चंद्रा ने अपने विशेष संबोधन में आगेवाइनेशन को इस हद पर प्रोत्साहित किया और बताया कि टेक्नोलॉजी इन्वेस्टेशन और

MEDIA COVERAGE

Centre for Civil Society Hosts Successful Savitri Bhai Phule Speaking Bee Competition

THE NETWORK
NEW DELHI

The Centre for Civil Society (CCS) successfully organized the Savitri Bhai Phule Speaking Bee Competition at the Indian School of Public Policy, Hauz Khas, showcasing exceptional young talent across multiple schools. The event,



from six leading schools com-

Lab and Bolo English initiatives, designed to enhance English language proficiency

presented their favorite cartoon characters, Grade 5 performed rhythmic recitations

सावित्रीबाई फुले स्पीकिंग बी प्रतियोगिता का आयोजन

दिल्ली (एसएनबी)। सेंटर फॉर सिविल सोसायटी (सीसीएस) ने अंबेडकर इंटरनेशनल सेंटर में सावित्रीबाई फुले स्पीकिंग बी प्रतियोगिता का आयोजन किया। इसमें विभिन्न स्कूलों के प्रतिभाशाली ने शानदार प्रदर्शन किया। यह कार्यक्रम अंग्रेजी बोलने और

प्रतिभागियों ने दिखाया टैलेंट किया शानदार प्रदर्शन

Centre for Civil Society Hosts Successful Savitri Bhai Phule Speaking Bee Competition

New Delhi Centre for Civil Society (CCS) successfully organized the Savitri Bhai Phule Speaking Bee Competition at Dr. Ambedkar International Centre, showcasing exceptional young talent across multiple schools. The event, highlighting the importance of English language proficiency and public speaking skills, featured participants from six leading schools competing across five grade levels. The competition demonstrated the successful implementation of CCS's Language Learning Lab and Bolo English initiatives, designed to enhance English language proficiency among students. Mr. Nishu,



ing nations but a language for every one who speaks it. He acknowledged the importance of the mother tongue as highlighted in the National Education Policy (NEP) but stressed that young children are capable of learning multiple languages simultaneously. He advocated for teaching

in My Life," Grade 3 performed "I Love a Non living Thing," Grade 4 engaged in "Mythological Character I Admire," Grade 4 explored "Heroes of Indian freedom struggle," and Grade 5 delivered speeches on "How to Make Delhi a Better City." The competition saw outstanding

सेंटर फॉर सिविल सोसायटी ने सफलतापूर्वक सावित्रीबाई फुले स्पीकिंग बी प्रतियोगिता का किया आयोजन

भास्कर समाचार सेवा

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की भाषा है जो इसे बोलता है। उन्होंने राष्ट्रीय शिक्षा नीति एनईपी में मातृभाषा के महत्व को स्वीकार किया, लेकिन यह भी बताया कि छोटे बच्चे एक साथ कई भाषाएँ सीखने में सक्षम होते हैं। उन्होंने उन भाषाओं को सिखाने की वकालत की जो ग्लोबल ऑपच्युनिटी देती हैं, और कहा कि अंग्रेजी दुनिया में कम्युनिकेशन की सबसे मुख्य भाषा है। अंत में, उन्होंने यह आशा

3 फरवरी (ब्यूरो): सिविल सोसायटी ने इंडियन स्कूल ऑफ़ सो में सावित्रीबाई फुले प्रतियोगिता का सफल किया। यह कार्यक्रम न के अपनी अंग्रेजी भाषा किंग स्किल में शानदार करने का एक बेहतरीन रता है।

में देशभर के प्रमुख भाषाशाली विद्यार्थियों ने प्रस्तुति से सभी का दिल छात्रों ने पाँच अलग-

इम्प्लीमेंट किया। डॉ. अमित चंद्रा ने अपने विशेष संबोधन में आर्गेनाइजेशन की इस दृढ़ प्रतिबद्धता को रेखांकित किया। उन्होंने कहा टेक्नोलॉजी, इनोवेशन व अभिभावकों की भागीदारी से छात्रों में 100 फीसदी अंग्रेजी बोलने के लिए प्रेरित करना हमारा लक्ष्य है। इस प्रतियोगिता में सभी स्कूलों के छात्रों ने शानदार प्रदर्शन किया। जिसमें हर विद्या भवन व केपीएस कॉन्वेंट के विद्यार्थियों ने अलग अलग कैटेगरी में प्रथम स्थान हासिल किए। प्रतियोगिता में प्रतिष्ठित न्यायाधीशों की पैनल शामिल थी, जिसमें अननव

सावित्री बाई फुले स्पीकिंग बी कम्पीटीशन का आयोजन

नई दिल्ली (एसएनबी)। सेंटर फॉर सिविल सोसायटी ने इंडियन स्कूल ऑफ़ पब्लिक पॉलिसी, हौज़ खास में सावित्री बाई फुले स्पीकिंग बी प्रतियोगिता का सफल आयोजन किया। यह कार्यक्रम न केवल

MEDIA COVERAGE

Monthly Monitoring Meetings: A Culture of Continuous Improvement

To ensure that the Language Learning Lab remains responsive, effective, and grounded in on-the-ground realities, a structured system of monthly monitoring meetings has been a central feature of the program since September 2024. These meetings have been instrumental in creating a shared space for reflection, problem-solving, and collaboration among all implementing stakeholders.

Every month, school leaders from each participating Budget Private School, along with representatives from Team CCS and the Freedom team, convene at the CCS office for an in-depth review of the previous month's implementation. The meetings are not merely formalities but they are working sessions where insights are shared openly, challenges are discussed with transparency, and strategies are adjusted collectively.



During each meeting, the Freedom team presents detailed analytics on student engagement and progress, disaggregated by school and often down to classroom-level trends. This allows school leaders to contextualise data with on-ground observations and raise questions or suggestions accordingly. Patterns in usage, completion rates, and skill gains are reviewed, and possible reasons for variation in performance across schools are explored in a non-judgmental, solutions-focused manner.

One of the participating schools, Sunshine School, uses Duolingo as its language learning tool, and updates from them are also shared during the monitoring meetings. While the majority of schools work with Freedom, including detailed app analytics and student progress data, insights from the Duolingo school are also shared. This inclusion ensures that the meetings offer a comprehensive overview of all schools, allowing stakeholders to stay informed about the progress and implementation status across different tools and settings.

Conversations typically move beyond numbers - school leaders share feedback from teachers and parents, while CCS facilitates discussions around best practices, gaps, and opportunities for deeper engagement. These insights are often cross-verified using teacher dashboards, classroom observation data, and feedback collected during parental touchpoints, ensuring a holistic view of the intervention's progress. When drop-offs or implementation bottlenecks are identified, the team discusses concrete steps and support structures that can be put in place in the following month.

The key objectives of these monitoring meetings are threefold:

To maintain program quality by routinely examining what is working and what isn't.

To ensure accountability across all partners - 6 schools, Freedom Team, and CCS

To enable adaptive management, allowing timely course corrections based on data and feedback rather than rigid adherence to a fixed plan.

What makes these meetings unique is the shared ownership of the program's success. Instead of acting as external audits or top-down reviews, they embody a culture of trust, co-creation, and continuous improvement, aligning perfectly with the flexible and entrepreneurial spirit of Budget Private Schools.

Over time, these sessions have not only improved implementation fidelity but also strengthened relationships among stakeholders, turning the intervention into a dynamic, learning ecosystem rather than a static program.

XIII. Innovations

What sets the Language Learning Lab apart is not just what it delivers, but how thoughtfully it is designed for the Budget Private School (BPS) environment. Unlike traditional interventions that rely heavily on external resources or sweeping pedagogical changes, the LLL builds on the core strengths of BPS - agility, responsiveness to parental demand, and a strong culture of innovation despite limited means.

The program introduces a technology-enabled model of English learning that blends seamlessly into the existing school schedule. This is not an add-on or a special activity tucked away in a corner but is part of the learning routine. This model works particularly well for BPS, where maximizing learning within tight academic structures is a necessity. Because the tools are intuitive and aligned with everyday school use, teachers and students are able to engage with them meaningfully from the outset.

Another critical innovation is the personalized learning experience the program enables. Unlike one-size-fits-all approaches that assume a uniform starting point, the Language Learning Lab recognizes that students come with different levels of exposure to English. The adaptive nature of the app allows each student to move at their own pace, building skills gradually and confidently. In schools where classrooms often include first-generation learners alongside more fluent peers, this flexibility helps reduce anxiety and encourages active participation.





Additionally, the program's built-in system of monitoring, training, and feedback ensures that schools are not left to implement it alone. Rather than placing additional burden on teachers or leaders, it complements their efforts with targeted support, ensuring that implementation remains strong without needing constant supervision. This aligns well with how many BPS operate: with lean teams and high motivation to improve outcomes when the right support is in place.

Further enriching the program, initiatives like the Savitribai Phule Speaking Bee provided students with a high-impact platform to practice English publicly, while monthly monitoring meetings brought all stakeholders together to ensure the intervention stayed adaptive, accountable, and aligned with school needs.

At its core, the innovation lies in how LLL leverages the strengths of BPS to deliver meaningful, measurable improvement in spoken English, proving that quality learning can emerge from constraint when the model is right.



XIV. Conclusion

The Language Learning Lab (LLL) initiative under the Bolo English project has made remarkable strides in advancing English language proficiency among students in budget private schools. The impact assessment reveals that the intervention has not only improved students' vocabulary, sentence formation, and confidence in spoken English, but has also created an encouraging ecosystem for language acquisition, driven by both teachers and parents.

Through sustained engagement, tech-enabled resources, and context-specific implementation, the program has addressed key learning gaps and nurtured a positive attitude toward English learning. Feedback from teachers highlights a significant transformation in classroom dynamics, with students demonstrating greater participation and enthusiasm. Parents, too, have observed marked changes in their children's ability to communicate effectively in English - an outcome that aligns with their aspirations for better academic and professional prospects.

What sets the LLL intervention apart is its inclusive, learner-centric model that empowers stakeholders at every level - students, teachers, school leaders, and parents. This holistic approach has contributed to both immediate improvements and longer-term changes in teaching and learning behaviors.

As we reflect on this year's achievements, it is evident that the Language Learning Lab has not only met but exceeded expectations. The initiative serves as a scalable and sustainable model for foundational language learning, capable of transforming classrooms across the country. Going forward, we remain committed to building on this momentum - deepening our impact, enhancing the curriculum, and supporting a future where every child has the tools and confidence to express themselves in English and beyond.



Key Partners

Partner Schools



Sunshine Schools
Quality. Affordability. Love



Outreach Partners



Foundation of
Independent
Schools

Technology Partner



Testimonials



★ Student ★

“

In the classroom, we see only boards, chalk, the same teacher, same books, but in the Language Learning Lab, we use tabs for learning English, and that is very exciting! We are motivated to learn so much more than just restrict ourselves to textbooks.”



Akshita,
Grade 4,
Sunshine School

★ Teacher ★

“

Being a teacher to young students, I have always looked out for ways to make language learning more interesting for them, and the introduction to the Language Learning Lab has helped me a lot in doing so. Since they earn points on learning, they are also very eager to go to the lab and compete against each other - this keeps them engaged. In the lab, they get to practice what they learn in the classrooms, and this approach has shown drastic improvement in what they say and how they say it.”



Vanshika
English Teacher, Grade 4,
Hari Vidya Bhawan

★ School Leader ★

“

Students, teachers and parents - all of them are very happy with the way the program was implemented, the new learning and excitement that it brought, and we can clearly see improvement in the way students engage in school activities. I think we should scale up this initiative so students from higher grades can benefit from it too.”



Narendra Garg,
Chairman, Oxford Angel Public School

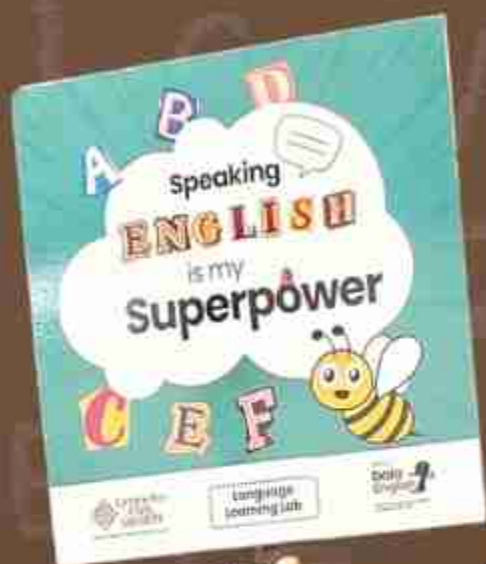
★ Parent ★

“

Ever since my son started using the app regularly, he's begun speaking in English at home. Now, when I sit with him to study and read out the questions, he actually corrects my pronunciation. That, in itself, feels like a big win for us.”



Neha Tyagi (m/o Rudra Tyagi),
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