

LANGUAGE 
LEARNING LAB

ANNUAL REPORT

2025-26



Acknowledgement

This report is the outcome of a shared vision and collective effort. We are deeply grateful to every partner, school, teacher and parent who made the Language Learning Lab possible.


First and foremost, thank you to our partner schools, their principals, coordinators and teachers; who opened their classrooms and embraced a new way of teaching English. Your daily commitment turned a digital tool into a living, breathing language experience. We especially appreciate the teachers who went beyond the curriculum to encourage every hesitant learner to speak just one more word.

To our application partner, thank you for building a platform that is not only engaging for children but also intuitive enough for resource settings. Your willingness to iterate and support our ground realities made all the difference.

Our outreach partners helped us reach schools and communities we would not have found otherwise. Thank you for trusting us and for amplifying the program's impact on the ground.

We also owe a special thanks to the parents and families who, despite their own constraints, made sure children had access to devices, a quiet corner and a word of encouragement. Your role is often invisible, but it is deeply felt.

Finally, to our donors and well-wishers; this report is a testament to your faith in our work. You invested not just in an app or a curriculum, but in the quiet confidence of a child speaking English for the first time without fear. Thank you all for standing with us.



Strategic Mentor

Mr. Gurcharan Das

Strategic Leader and Mentor

Dr. Amit Chandra

Partner Schools

Hari Vidya Bhawan, SR Capital Sr Sec School. Oxford Angel Public School, Surya Model School, KPS Convent School, Sainath Public School, Sunshine School, Angel Public Smart School, City Modern Public School, Little Flowers Public School, OPS International School, Vivek Modern School, Nav Jeewan Model School, New Sainik International School, Suman Vidya Mandir Sr Sec School.

Our Donor

Procter & Gamble, India



Technology Partners

Freedom and SIVI AI

Implementation Team – Centre for Civil Society (CCS)

Project Head

Nitesh Anand

Project Coordinators

Anil Kumar Maurya
Gaurav Gautam

Report Author

Snehal Thakre (CCS)

Report Designer

Ravi Kumar Yadav

Valuable Contributors:

Bhupinder Singh (CCS), Snehal Thakre (CCS), Anamika Pathak (CCS), Anahita (CCS), Pali Pranjal (CCS), Dr. Animesh Kumar (CCS), Bhupender Singh (CCS), Kunal Parashar (CCS), Kunal Rana (CCS), Mihika Dutta (CCS), Lavanya (CCS), Srishti Gulati (External Consultant), Saurav Kumar (CCS), Ayush Pandey (CCS).
Shaivy Maheshwari (CCS), Pravin Pandey (CCS), Samyuktha Rajesh (CCS), Sarath (CCS), Anshul Dey (CCS)

Table of Contents

I. Executive Summary	05
II. Key Highlights	06
III. Introduction & Background	08
IV: Program Description	10
V. Timeline	13
VI. Overall performance of Schools	15
VII. Learning Outcomes School Wise	19
VIII. Program Impact	45
IX. Activities Undertaken	55
X. Media Coverage	61
XI. Conclusion	62

I. Executive Summary

At its core, **Project Bolo English** is about more than just learning a second language. It is about empowering children with the confidence to express themselves and unlock a world of new opportunities. In the 2025–2026 academic year, the **Language Learning Lab (LLL)**, a partnership between the Centre for Civil Society (CCS) and Freedom turned classrooms into vibrant hubs of discovery. With the generous support of **Procter and Gamble, India**, we have provided children in budget private schools with the tools they need to find their voices.

This year, we walked alongside **7691** young learners across fifteen core partner schools. Fourteen of our partner schools are powered by the Freedom App, while one of our partner schools used the SIVI AI App to enhance learning.

These students from fourteen schools using Freedom App, didn't just "use an app"; they became immersed in stories, collectively logging a staggering **82.5 lakh reading minutes**. This incredible level of engagement shows what is possible when children are given a learning journey that feels like an adventure rather than a chore.

The transformation we witnessed was both academic and personal:

- **A Journey of Growth:** At SR Capital Sr. Sec. School, we saw a remarkable shift as students nearly doubled their comprehension and vocabulary skills, a transformation that serves as a powerful reminder of how quickly potential can flourish with the right support.
- **Empowered and Independent:** One of our proudest achievements is that 84% of parents report their children can now navigate their learning independently. For many families, this removes a significant barrier, allowing children to progress even when academic help isn't available at home.
- **Building Confidence:** Beyond the data, there is a new sense of pride in these schools. 92% of teachers and school leaders believe in the program's effectiveness and 76% of stakeholders have seen students go from hesitant whispers to speaking with newfound confidence.

While we celebrate these milestones, we also look honestly at the road ahead. We've noticed that our older students in grades 4–8 are facing more challenges with reading fluency and we are committed to finding more ways to make spoken English a natural, daily habit in every classroom.

Looking forward to 2026–27, our mission is growing. Together with our donors and educators, we aren't just teaching a language. We are helping children build the bridge to their own bright futures.



II. Key Highlights



15 Budget Private Schools in Delhi NCR,UP,Chandigarh



1 to 8 Grades were covered



352 teachers trained



7691 students engaged



1500+ parents oriented



Learning Apps used (Freedom and SIVI AI)



3 Assessments conducted (Baseline, Midline, Endline)



Speaking Bees Competition



236 students participated in two Speaking Bee Competition



Total reading minutes in App

82.5 lakh Mins

Top Achiever

SR Capital

Comprehension & Vocabulary average grew from 11.0 (baseline) to 21.4 (endline)

Engagement Leader

Hari Vidya Bhawan

Comprehension and vocabulary improved from 12.6 to 16.8

Oral Reading Fluency Leader

Angel Public Smart School

ORF average (7.92/10)





46%
rise in reading comprehension



0.84%
pronunciation accuracy improved marginally



84%
Parents reporting independent App use



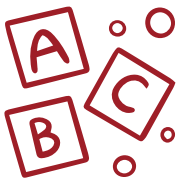
93%
Parents agreeing teachers provided continuous support



90%
Parents observing increased confidence in spoken English



79%
Parents say the LLL Project improved their Child's Spoken English



91.3%
Students agreeing teachers helped improve spoken English



88.7%
Students feeling encouraged to speak in class



90.9%
Students rating parental involvement as 'Strongly Agree'

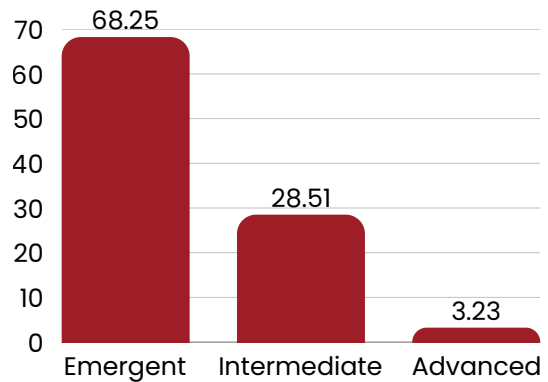


74.5%
Students say school leaders support the program

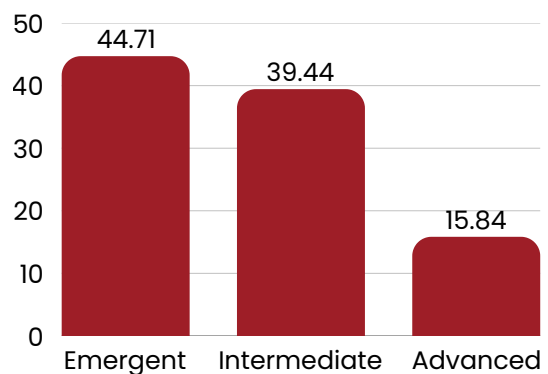


41.6%
Students agreeing Speaking Bee boosted confidence

% of Students Category-wise at Baseline



% of Students Category-wise at Endline



III. Introduction and Background

Why was the Language Learning Lab built ?

In many Budget Private Schools (BPS), English is taught like a history lesson. Students memorize words, copy sentences and pass tests. But when you ask them to speak, to introduce themselves or answer a simple question they freeze.

The problem isn't a lack of intelligence. It's a lack of exposure and confidence. Most BPS schools don't have trained English teachers who can speak fluently themselves. Many don't have audio resources, storybooks, or even basic digital tools. At home, parents often want to help but cannot, because they never learned English either.

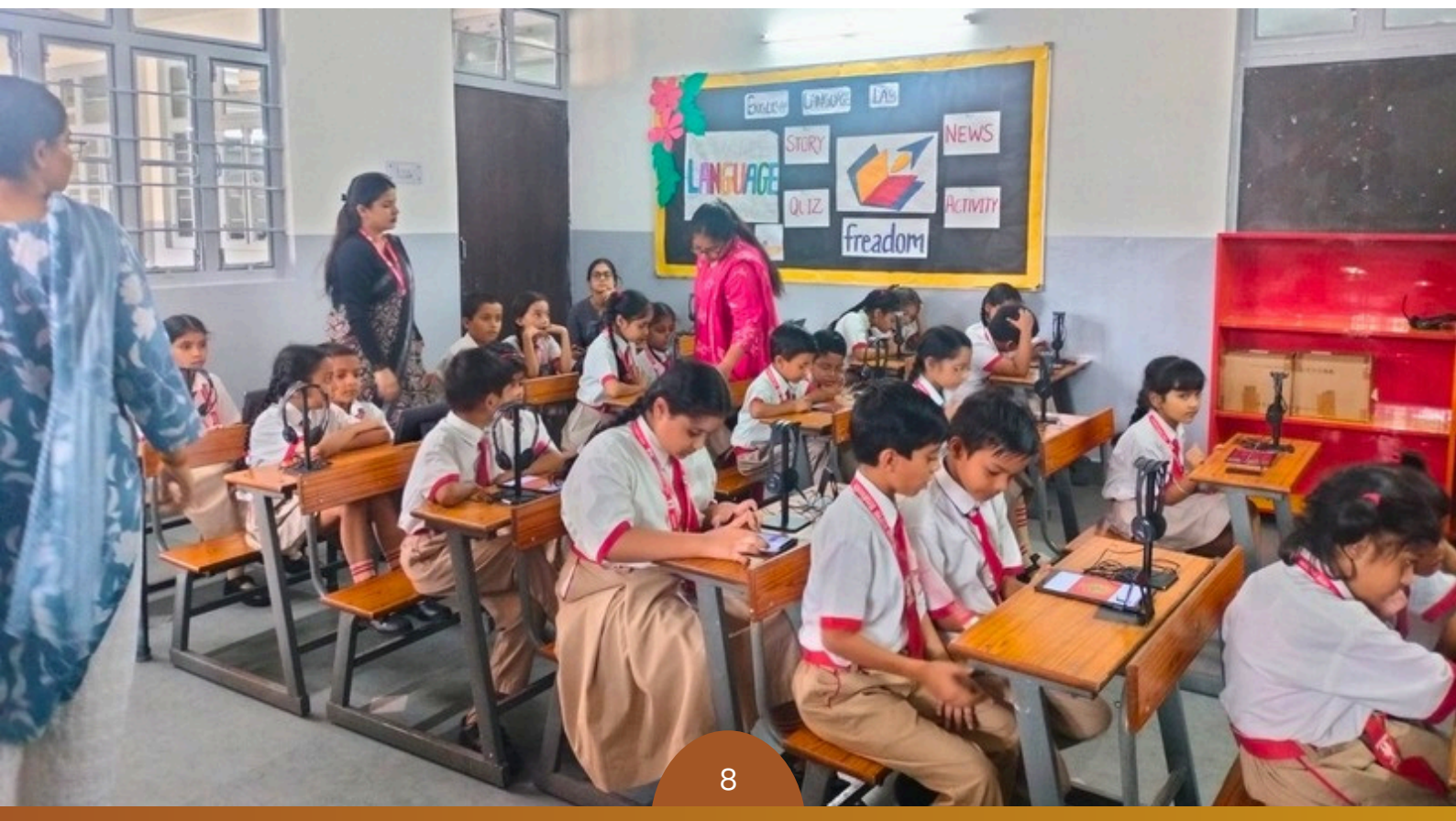
This is the gap the Language Learning Lab (LLL) was created to fill.

What is LLL?

LLL is a flagship initiative under the Bolo English Project, run by the Centre for Civil Society (CCS). It was launched in April 2024 with one clear goal: to turn English from a subject to be passed into a skill to be lived.

The program works inside Budget Private Schools, affordable private schools that serve low-income families. These schools have heart, but they rarely have resources. LLL brings three things to them:

1. A learning app that students can use on their own.
2. Teacher training to build confidence in spoken English.
3. Parent awareness so that home becomes a second classroom.





What happened in the first year (AY 2024-2025)

The first year was a pilot, and it gave us more than data; it gave us proof.

- Over 3000 students across 7 schools in Delhi were part of the program.
- More than 3,000 students used the app actively.
- 150 students took part in the Speaking Bee competition, a public speaking event that became the emotional high point of the year.

And the numbers backed up the stories:

- **Reading fluency** improved by 72% on average.
- **Pronunciation accuracy** went up by 24%.
- **Speech rate** (words per minute) increased by 27%.

But the real win was watching a child who once whispered into her collar stand on a stage and speak for two full minutes without stopping. That moment told us that this works.

The pilot ended with a clear verdict. A blended model that included an app, a teacher and a little courage can succeed even in the most resource-poor settings. And that gave us the confidence to scale.

IV. Program Description 2025-26

How LLL actually works

LLL is not like an app that schools download and forget. It is a daily, living system built around three core activities: student self-practice, teacher-led speaking time and one big event each year that pushes everyone to do better.

Below is a breakdown of every piece.

1. The Freedom app

The Language Learning Lab uses a blended learning model – students learn both through the app and through offline activities led by trained teachers. Based on the specific needs of our partner schools, we selected one app that fit the context best.

Freedom (developed by Stones2Milestones) is a structured English learning platform aligned with school curricula. It offers:

- Grade-appropriate content focused on reading, speaking, and comprehension skills.
- Gamified elements – points, badges, and timed challenges – to keep learners motivated.
- Daily Guided Pathways – short, proficiency-based lesson plans that students can follow independently.
- Real-time analytics – teachers and school leaders can track each student's progress through a simple dashboard.

In addition, the app provides:

- Short, interesting stories at the child's reading level.
- Listening exercises where students hear correct pronunciation.
- Voice-based activities that ask them to repeat words and sentences.
- Quizzes and points – because children love competition, even with themselves.

Students use Freedom on school tablets or on parents' phones at home, typically for 15–20 minutes daily. The app is built for independent use – a child does not need a teacher sitting next to them to open it and start. As noted in our pilot, over 84% of parents reported that their children could use the app without any help.

2. Teacher training for turning classrooms into speaking zones

- Teachers are the backbone of LLL. The app does a lot, but it cannot replace a teacher's smile, a nod of encouragement or a quiet "try again."
- We trained over 200 teachers in the first year. The training happens in two parts:
- A full-day workshop before the program starts. Teachers learn how to use the app, how to fix basic problems and most importantly how to make children speak in class without fear. They practice pair work, simple role-plays and "just one sentence" routines.

- Monthly refreshers (half-day) where teachers share what worked, what didn't and get new ideas. These sessions are not lectures. They are conversations.
- After training, teachers are expected to spend 15–20 minutes daily on app activities and another 10–15 minutes on spoken English drills like repeating sentences, asking questions and telling short stories.

3. The Savitribai Phule Speaking Bee Competition

The App builds habits. The Speaking Bee builds courage.

Named after Savitribai Phule, this is an annual public speaking competition. Every school runs its own internal rounds. The best speakers from each school come together for an inter-school final where they deliver short speeches on simple topics.



In the pilot, 236 students from 14 schools participated. Teachers told us that even children who did not win started practising more. The competition made speaking English visible, something to be proud of, not embarrassed about.

4. Parental engagement

We do not ask parents to become teachers. Most cannot. But we ask three small things:

- Let your child use the device for 20 minutes a day.
- Do not laugh if they make mistakes.
- Say "good job" once in a while.

We hold one awareness session per school at the start. After that, teachers send simple updates and tips on WhatsApp. That is usually enough.

How the pieces fit together

Component	What it does	Who does it
Freedom App	Builds basic reading, listening and pronunciation	Students (mostly independent)
Teacher Training	Creates confident, skilled classroom facilitators	CCS team + teachers
Daily classroom speaking	Turns app learning into real speech	Teachers + students
Speaking Bee competition	Breaks stage fear and motivates everyone	CCS + schools + students
Parent Awareness	Builds a supportive home environment	Teachers + parents

A typical week in an LLL school

- Monday to Friday: 20 minutes of app time (in class or at home). 10 minutes of teacher-led speaking practice, maybe a pair conversation, a short "show and tell" or reading aloud.
- One Saturday a month: Teacher refresher training (half-day).
- Once a year: Speaking Bee competition school rounds in October, finals in December.

What makes LLL different

- Low dependency. The app works even when teachers are busy or parents cannot help.
- Built for constraints. Shared devices, slow internet, low-literacy homes and yet the program works anyway.
- Confidence first. We do not demand perfect English. We celebrate the first complete sentence.
- Data-informed. Every student's progress is tracked. Teachers get simple reports so they know who needs extra help.

This is the machine. Simple, deliberate and built for the real world.

V. LLL Implementation Timeline (July 2025 – March 2026)

The LLL implementation was structured into different phases:

July
2025

Orientation 1

An orientation training was organised with 20+ teachers, and 30 tablets were distributed.

Student Registration & Baseline Assessment

3000+ students registered. Baseline assessments were conducted to evaluate vocabulary, grammar, comprehension, and spoken fluency.

August
2025

August
2025

Savitribai Phule Speaking Bee Competition

A stage was provided for more than **130+ students** from **7 schools** to participate in the competition

7 New Schools join LLL Project

7 New schools have joined from Delhi and Uttar Pradesh

August
2025

November
2025

Orientation 2

Organised an orientation session with **15+ teachers**, **130 Tablets** were distributed to the 7 participating schools.

July 2025-
March
2026

Monthly Monitoring Meeting

Monthly monitoring meetings bring together school coordinators, CCS representatives, and the learning partner team to review progress, address challenges, and align on action items for consistent implementation across partner schools.

Savitribai Phule Speaking Bee Competition

A stage was provided for more than **106 students** from **14 schools** to participate in the competition

February
2026

January -
February
2026

Endline Assessment

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

Impact Assessment

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 schools

January -
February
2026

March -
2026

Teacher Training

More than 84 teachers from 14 schools participated and learned effective classroom teaching practices.

VI. Overall Performance of Schools

This section outlines how student learning outcomes were assessed across 14 partner schools in the LLL program.

What Was Assessed

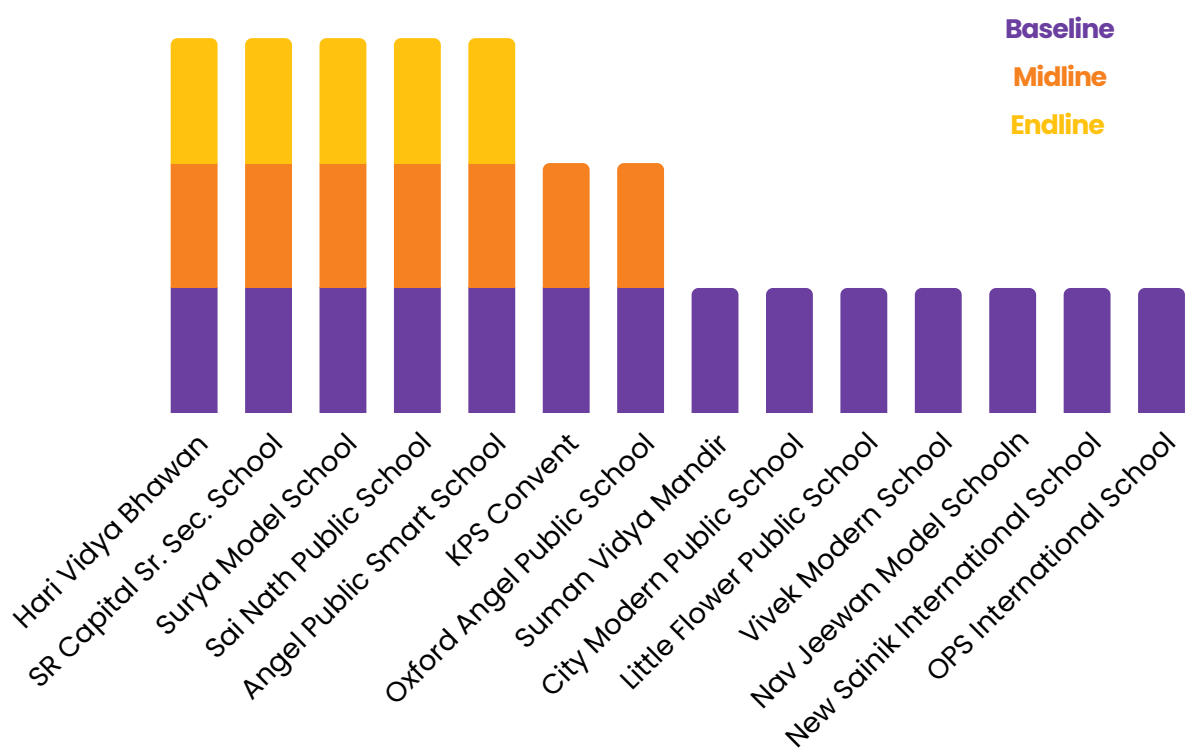
Student performance was tested in Freedom English Reading Assessment across grades 1-8 for specific reading skills as follows:

- **Comprehension:** Retrieving information and theme from text, identifying cause-effect relationships and further analysing, comparing and contrasting situations, characters, relationships and elements in passages
- **Vocabulary:** Meaning of words, word knowledge (synonyms, antonyms, homophones and homographs) along with their analysis
- **Oral Reading Fluency:** word read correctly per minute, clarity and correctness of each sound and word spoken, smooth and continuous speech with minimal pauses, speed of speaking measured in words per minute

Assessment Phases:

- Phase 1: Onboarding of Schools and Baseline Assessment
- Phase 2: Active Reading on app and Midline Assessment
- Phase 3: Endline Assessment

Assessment Phases Completed by School



Impact Assessment: Key Learning Gains

Five schools: SR Capital Sr. Sec. School, Hari Vidya Bhawan, Surya Model School, Sai Nath Public School, and Angel Public Smart School participated in all three assessment phases. Their weighted average performance is summarised below.

Metric	Baseline Weighted Mean	Endline (Weighted Mean)	Change
Reading Comprehension (RC)	12.14 / 30	17.70 / 30	46%
Pronunciation Accuracy	7.16 / 10	7.22 / 10	0.80%

Key impact insights:

- Reading comprehension improved by **46%** across all grades, demonstrating that sustained app-based reading practice leads to measurable comprehension gains.
- Pronunciation remained stable and strong at approximately **7.2 out of 10**, indicating that voice-based activities effectively maintained accuracy even as students read more complex texts.

Top performers:

- **Reading comprehension gain:** SR Capital Sr.Sec. School (+95%)
- **Engagement:** Hari Vidya Bhawan (43.6 lakh minutes, 83.9% assignments)
- **Oral Reading Fluency:** Angel Public Smart School (7.92/10)

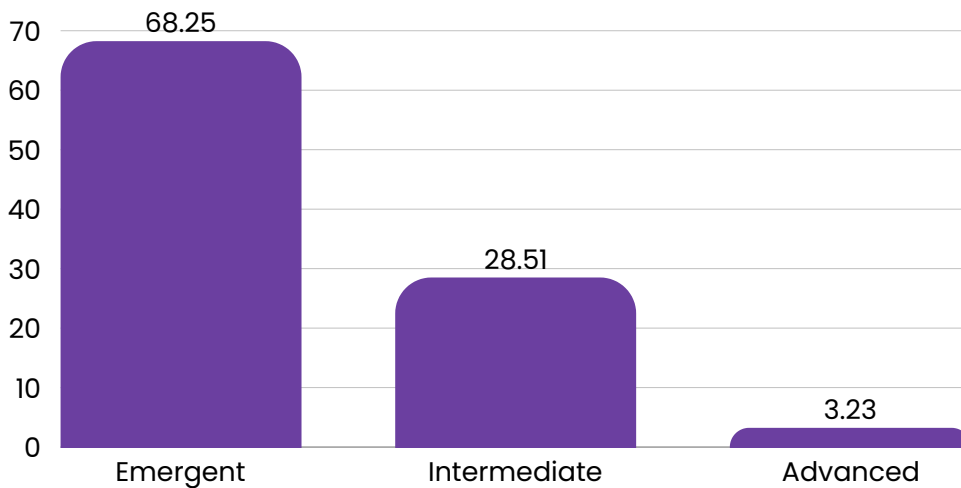
Reader Category Shift (Baseline to Endline):

Across the five schools with complete baseline-to-endline data, a clear and substantial shift in reader categories was observed.

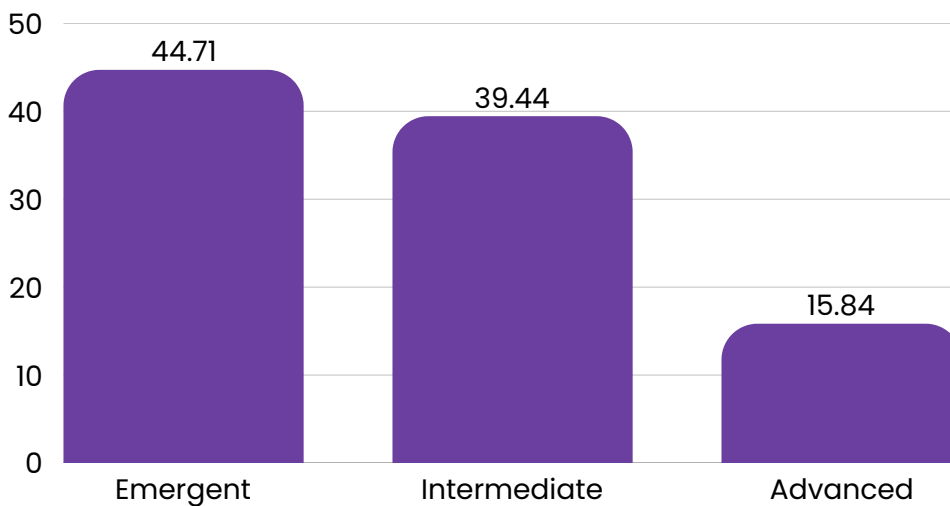
The proportion of **Emergent** readers declined by **23.5 percentage points** (from 68.3% to 44.7%), while **Intermediate** readers increased by **10.9 percentage points** (from 28.5% to 39.4%) and **Advanced** readers nearly quintupled, rising by **12.6 percentage points** (from 3.2% to 15.8%).

This represents a decisive movement toward higher proficiency levels, with the share of non-emergent readers (Intermediate + Advanced) growing from 31.7% to 55.3% over the course of the programme.

% of Students Category-wise at Baseline



% of Students Category-wise at Endline



Engagement, Confidence and Perception Impact Metric (%)

Parents reporting independent app use	84%
Parents agreeing teachers provided continuous support	93%
Parents observing increased confidence in spoken English	90%
Students agreeing teachers helped improve spoken English	91.3%
Parents say the LLL Project improved their Child's Spoken English	79%
Students feeling encouraged to speak in class	88.7%
Students rating parental involvement as 'Strongly Agree'	90.9%
Students agreeing Speaking Bee boosted confidence	41.6%
Students say school leaders support the program	74.5%

Key insights:

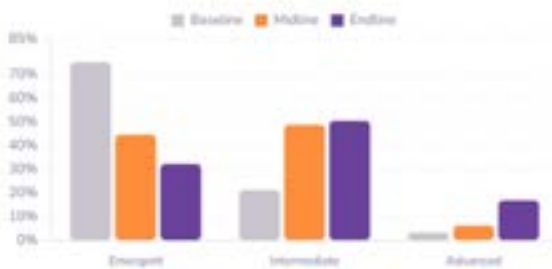
- High engagement and support: Over 80% of parents and students reported positive experiences with app usability, teacher support, and classroom encouragement.
- Confidence as a core outcome: 90% of parents saw tangible gains in their child's willingness to speak English at home and in class.
- Speaking Bee potential: While 42% of students agreed the competition improved their confidence, 53% remained neutral – indicating room for strengthening the event's impact.
- Grade-wise survey performance: Grade 3 achieved the highest average correct answers (63%), while Grade 7 recorded the lowest (42.45%), guiding targeted support for upper primary grades in 2026-27

VII. Learning Outcomes School-wise (Freedom App Data)

1. SR Capital Sr. Sec. School

Category shift — Baseline · Midline · Endline

% of students in each reader category - school-wide all grades



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



SR Capital Sr. Sec. School's Year 1 Freedom journey has delivered one of the most dramatic reader-category transformations in the programme. Emergent readers fell from 75.37% (Baseline) to 44.76% (Midline) to 32.39% (Endline) which showcases a 42.98 percentage point reduction, marking the most significant category shift across the programme.

At the same time, Advanced readers grew from 3.33% (Baseline) to 6.31% (Midline) to 16.98% (Endline) which demonstrates a 5× increase, with particularly strong acceleration in the second half, where Advanced readers nearly tripled between Midline and Endline.

Also, out of 698 consistently-assessed students, 537 (76.9%) demonstrated positive growth across all three assessments.



Skill radar — Baseline vs Endline

6-axis radar · School-wide average · Baseline (grey) vs Endline (purple)



3-point progression per skill

BL → ML → EL school-wide averages (from assessment excel data)

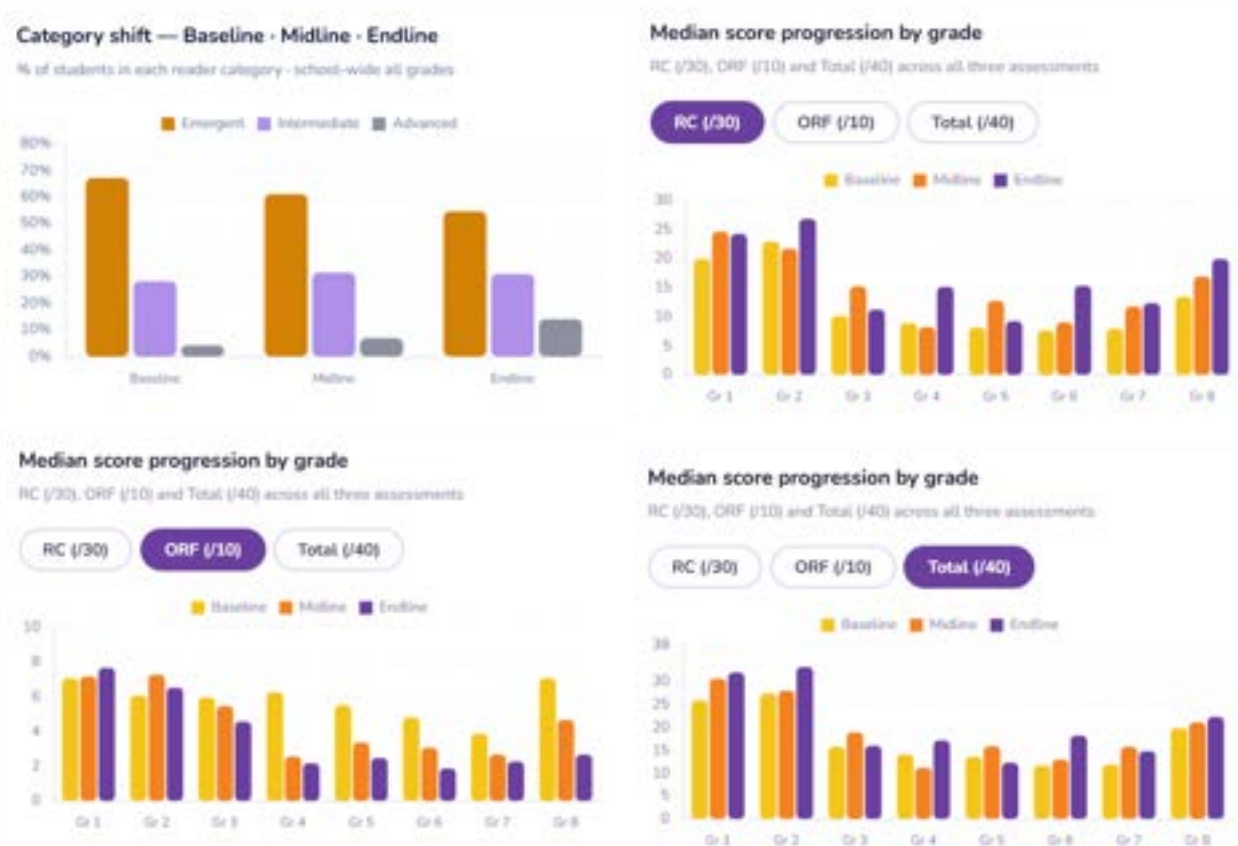
SKILL	BASELINE	MIDLINE	ENDLINE	TOTAL Δ
Retrieve	45.7%	58.2%	68.3%	+22.6pp
Interpret	39.7%	46.6%	63.4%	+23.7pp
Infer	37.6%	52.7%	67.1%	+29.5pp
Evaluate	36.0%	55.1%	62.6%	+26.6pp
Word Meaning	32.6%	57.4%	64.8%	+32.2pp
Words in Context	39.1%	52.1%	65.8%	+26.7pp

In terms of skill-wise improvement, Word Meaning (+32.2pp) and Infer (+29.5pp) recorded the strongest gains. All six skills improved substantially, moving from the 30% range at baseline to the 60% range by endline. Retrieve (68.3%) recorded the highest absolute score, while Evaluate (62.6%), though the lowest, still improved significantly with a +26.6pp gain from its 36% baseline.

The Midline-to-Endline phase showed especially sharp acceleration in higher-order skills, particularly Interpret (46.6% → 63.4%) and Infer (52.7% → 67.1%), confirming that increased reading volume and stronger teacher engagement in the second half did drive towards deeper comprehension gains.

In terms of app reading engagement at SR Capital Sr. Sec. School, the school recorded 55,284 stories, 101,087 news articles and 759K reading minutes (12,655 hours) with Grade 6 leading in stories, articles and overall reading time. A total of 13,202 quizzes and 3,923 assignments were completed, led by Grade 3 in quizzes (2,488) and Grade 8 in assignments (818).

2. Hari Vidya Bhawan



Hari Vidya Bhawan's Year 1 journey reflects a meaningful transformation in reading culture. Emergent readers declined from 67.32% (Baseline) to 61.23% (Midline) to 54.69% (Endline) which showcases a 12.6 percentage point reduction over the year.

At the same time, Advanced readers grew from 4.27% (Baseline) to 7.05% (Midline) to 14.17% (Endline) nearly tripling overall, with particularly strong acceleration in the second half where Advanced readers almost doubled between Midline and Endline.

Also, out of 919 consistently assessed students, 626 (68.1%) demonstrated a sustained, consistently growing score pattern across all three assessments.



Skill radar — Baseline vs Endline

6-axis radar · School-wide average · Baseline (grey) vs Endline (purple)



3-point progression per skill

BL → ML → EL school-wide averages

SKILL	BASELINE	MIDLINE	ENDLINE	TOTAL Δ
Retrieve	47.5%	55.2%	58.7%	+11.2pp
Interpret	42.3%	45.3%	57.4%	+15.1pp
Infer	42.6%	49.5%	56.7%	+14.1pp
Evaluate	40.5%	49.7%	54.7%	+14.2pp
Word Meaning	36.5%	45.0%	52.7%	+16.2pp
Words in Context	40.5%	40.8%	59.3%	+18.8pp

In terms of skill-wise improvement, Words in Context (+18.8pp) and Word Meaning (+16.2pp) show the strongest end-of-year gains, highlighting vocabulary-in-context as the clearest area of programme impact. Also, Interpret and Infer both improved by +14 to 15pp. Retrieve (58.7%) remains the highest absolute scorer.

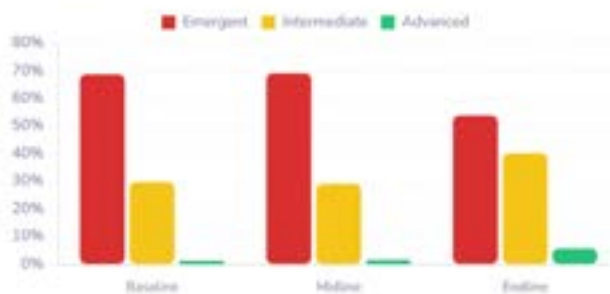
In terms of app reading engagement at Hari Vidya Bhawan, the school recorded 299,484 stories (~37,435/month), 703,046 news articles and 4.36M reading minutes (72,722 hours) led by Grade 7 in articles and reading time.

Students completed 94,034 quizzes and 96,941 activities with Grade 1 leading in quizzes (14,841) and Grade 6 in activities (23,107).

3. Surya Model School

Category shift — Baseline · Midline · Endline

% of students in each reader category - school-wide all grades



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) across all three assessments



Surya Model School's Year 1 Freedom journey reflects a shift in Emergent readers from 68.82% (Baseline) to 69.21% (Midline, slight increase as Grade 1 joined) and then declined to 53.92% (Endline), a net 14.9 percentage point reduction overall. Advanced readers grew from 1.33% (Baseline) to 1.62% (Midline) to 5.78% (Endline) which shows a 4x increase over the year.



Out of 440 consistently assessed students, 303 (68.9%) demonstrated a sustained, consistently growing score across all three assessments, indicating strong overall progress.

The Endline shift is particularly notable, with Intermediate readers rising to 40.30% from 29.85% at Baseline.

Skill radar — Baseline vs Endline

6-axis radar - School-wide - Baseline (grey) vs Midline (orange) vs Endline (purple)



3-point progression per skill

BL → ML → EL school-wide averages

SKILL	BASELINE	MIDLINE	ENDLINE	TOTAL Δ
Retrieve	47.9%	46.6%	56.5%	+8.6pp
Interpret	42.3%	38.8%	44.8%	+2.5pp
Infer	41.6%	39.2%	50.1%	+8.5pp
Evaluate	36.2%	44.4%	46.2%	+10.0pp
Word Meaning	32.8%	37.9%	42.9%	+10.1pp
Words in Context	37.7%	34.9%	49.4%	+11.7pp

In terms of skill-wise improvement, Words in Context (+11.7pp) and Word Meaning (+10.1pp) showed the strongest end-of-year gains. Evaluate (+10.0pp) also improved significantly despite being the lowest baseline skill, showing that structured reading with analytical questions made a measurable difference. Interpret (+2.5pp) is the only skill that dipped at Midline (38.8%) before recovering at Endline (44.8%).

In terms of app reading engagement at Surya Model School, the school recorded 72,980 stories, 127,525 news articles and 988K reading minutes (16,476 hours), with Grade 7 leading in articles and overall reading time and Grade 3 in stories (18,279).

Students also completed 21,001 quizzes and 27,734 activities, led by Grade 1 in quizzes (4,438) and Grade 6 in activities (3,269).

4. Sai Nath Public School

Category shift — Baseline · Midline · Endline

% of students in each reader category - School-wide all grades



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Endline per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Endline per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Endline per grade



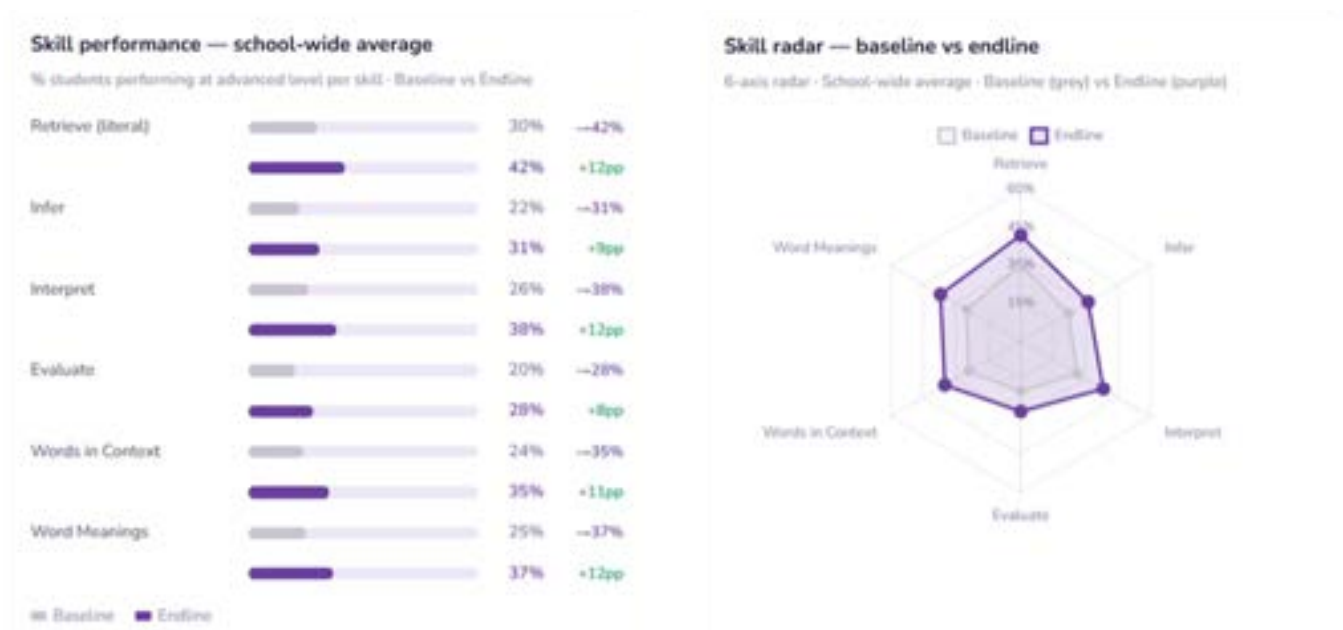
Sai Nath Public School has made meaningful progress across Grades 1 to 8 with a clear upward trajectory across all three assessments. Emergent readers declined from 57.58% (Baseline) to 44.40% (Midline) and then to 48.87% (Endline) which shows a net reduction overall, with a slight uptick at Endline.



Advanced readers grew from 0.87% (Baseline) to 3.36% (Midline) to 11.28% (Endline) which demonstrates a 13-fold increase with strong acceleration in the second half of the year.

Grades 2, 3, 4 and 8 lead the school with RC medians at or above national benchmarks while Grade 1's ORF of 7.55/10 stands as the strongest fluency outcome whereas Grades 2 and 8 drove the strongest gains, supported by consistent app usage. Grade 7 led teacher reading minutes at 383 minutes.

Skill-Wise Improvement



In terms of skill-wise improvement, Retrieve (+12pp), Interpret (+12pp) as well as Word Meanings (+12pp) show the strongest and most consistent gains across all grades. Evaluate (critical thinking) remains the lowest-scoring skill at 28% endline. Finally, Words in Context (+11pp) demonstrates a strong signal of Freedom's vocabulary-in-context activities.

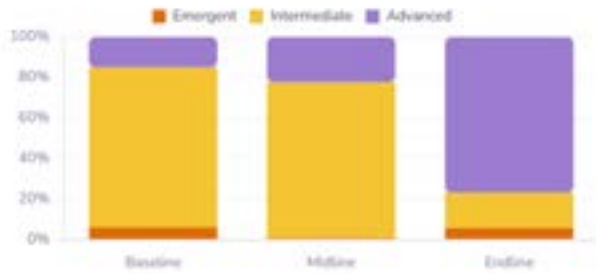
In terms of app reading engagement at Sai Nath Public School, the school recorded 14,049 stories, 25,698 news articles and 3,390 hours (203,379 minutes) of reading, with Grade 7 leading in both stories (2,286) and articles (6,687).

Students also completed 6,192 activities and 5,670 quizzes, led by Grade 4 in both activities (1,025) and quizzes (930).

5. Angel Public Smart School

Category shift — baseline vs endline

% of students in each reader category - School-wide all grades



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) median scores - Baseline vs Endline - per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) median scores - Baseline vs Endline - per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) median scores - Baseline vs Endline - per grade



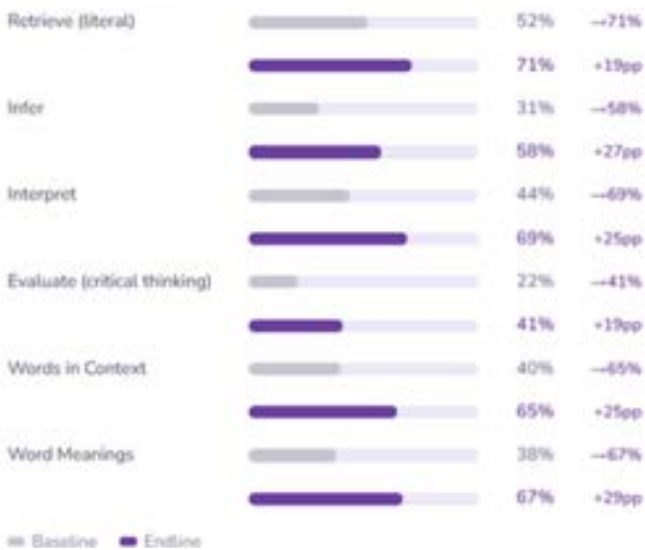
For Angel Public Smart School, we see the Advanced readers growing from 14.81% (Baseline) to 22.13% (Midline) to 76.67% (Endline) which showcases a remarkable acceleration within a single academic year.



Skill-Wise Improvement

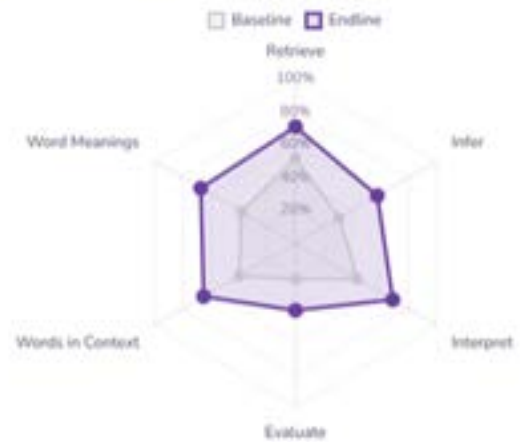
Skill performance — school-wide

% of students performing at advanced level per skill - Baseline vs Endline



Skill radar — baseline vs endline

Radar comparison of all 6 assessment skills - School-wide average



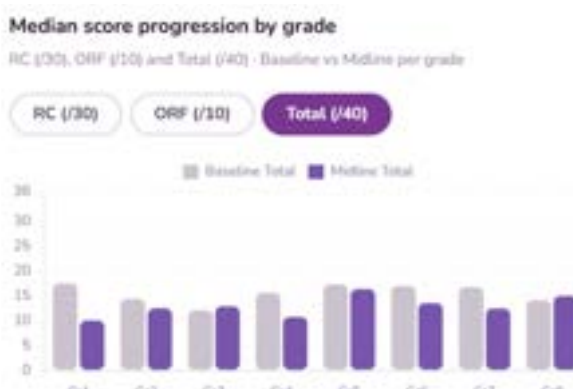
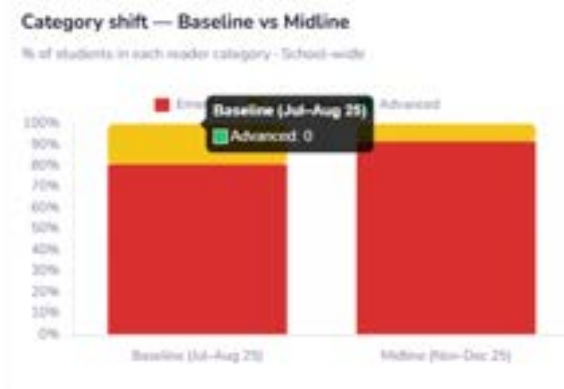
In terms of skill-wise improvement, Infer (+27pp) and Word Meanings (+29pp) show the strongest improvement from baseline to endline and inferential comprehension and vocabulary are the clearest gains from a full year of Freedom reading.

In terms of app reading engagement at Angel Public Smart School, the school recorded 30,474 stories, 46,826 news articles and 6,489 hours (389,360 minutes) of reading, with Grade 4A leading strongly in stories (14,860), activities (6,328) and quizzes (2,099).

Students also completed 12,438 activities and 5,050 quizzes reflecting high engagement across grades.



6. KPS Convent School



For KPS Convent School, the Baseline reflected a challenging starting position with 80.89% Emergent readers and 0% Advanced readers. The Midline shows Emergent readers increasing further. However, 76 students (32.6%) have already demonstrated score improvement signalling early positive momentum.

In fluency, Grade 5 (ORF 7.3/10) and Grade 6 (ORF 7.6/10) are the strongest at Baseline with Grade 6A reaching the school's highest ORF score of 7.6.

In comprehension, Grade 5 improved its RC median (11 → 12), Grade 8 improved (8 → 12) and Grade 7 remained stable (10.5 → 10.5).

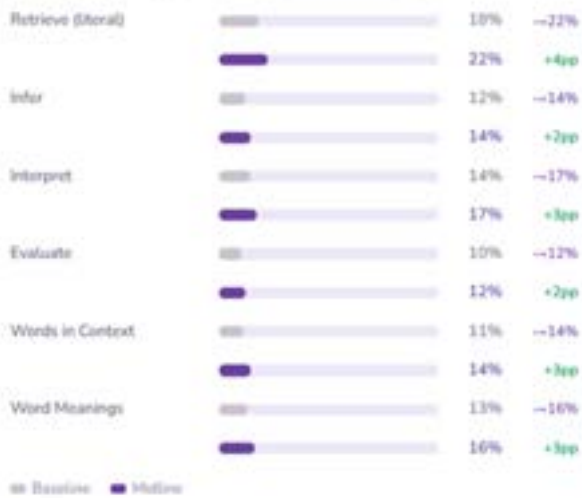
Grades 3 and 4 show declines in both RC and ORF from Baseline to Midline making them critical focus areas. However since the assessment showcases just the baseline and midline data, the endline assessment would showcase a better understanding of the impact.



Skill-Wise Improvement

Skill performance — school-wide average

% students performing at advanced level - Baseline vs Midline



Skill radar — Baseline vs Midline

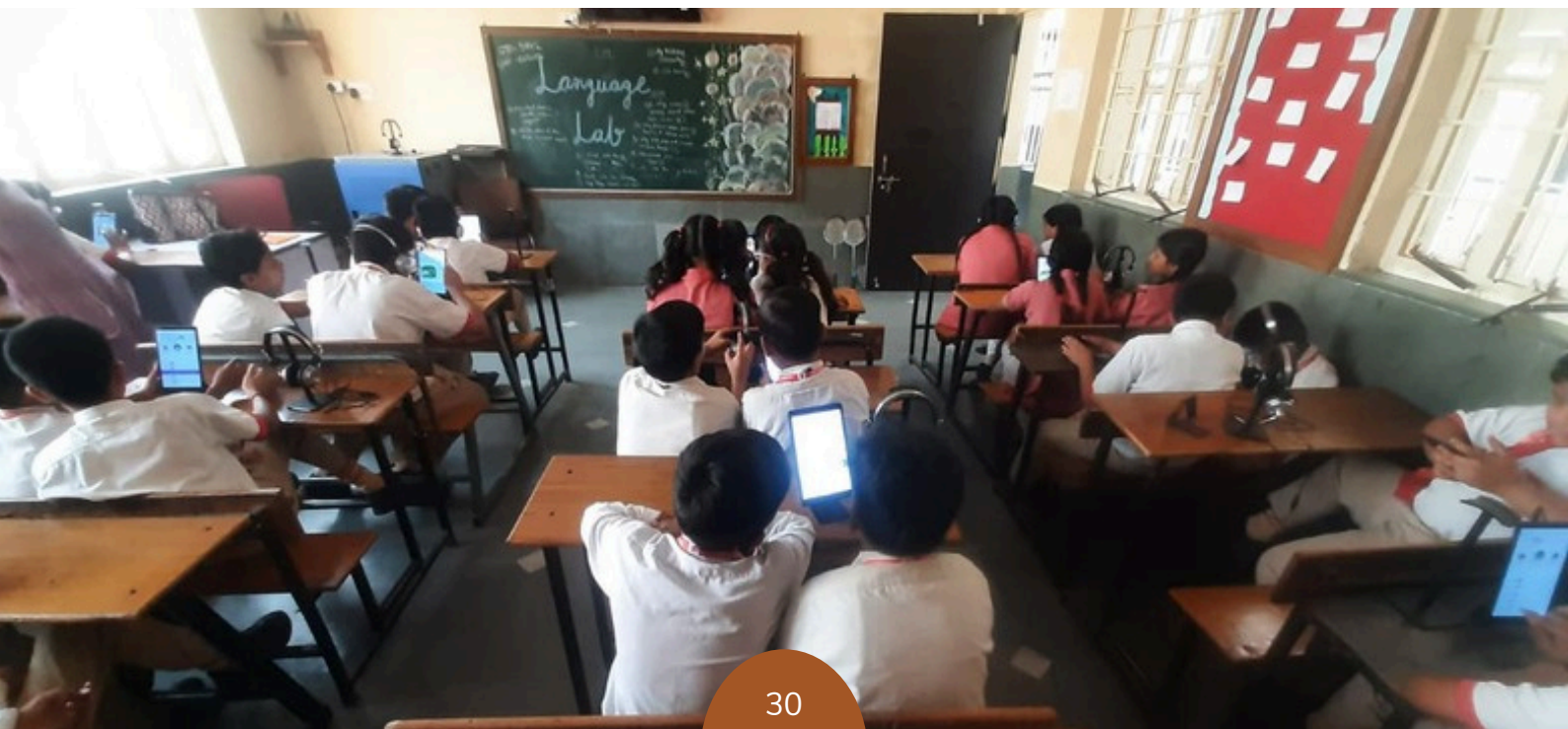
6-axis radar - School-wide average - Baseline (grey) vs Midline (purple)



In terms of skill-wise improvement, all 6 skill dimensions show marginal gains (2–4pp) from Baseline to Midline. Retrieve shows +4pp along with Infer and Evaluate (both +2pp). As stated earlier since the assessment showcases just the baseline and midline data, the endline assessment would showcase a better understanding of the impact.

In terms of app reading engagement at KPS Convent School, between Baseline and Midline, the school recorded 9,372 stories, 20,407 news articles and 2,211 hours (132,627 minutes) of reading, with Grade 6 leading in both stories (2,770) and articles (5,882).

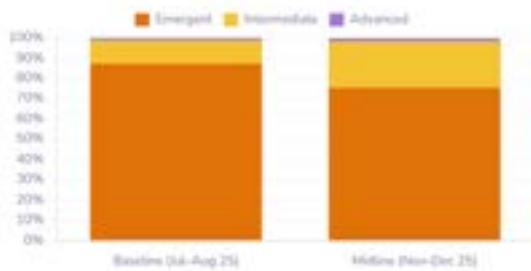
Students also completed 3,681 activities and 1,951 quizzes led by Grade 5 in activities (775) and Grade 2 in quizzes (439).



7. Oxford Angel Public School

Category shift — Baseline vs Midline

% of students in each reader category - School-wide



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Midline per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Midline per grade



Median score progression by grade

RC (/30), ORF (/10) and Total (/40) - Baseline vs Midline per grade



Oxford Angel Public School has made a meaningful mid-year stride, with Emergent readers declining from 87.39% (Baseline) to 75.60% (Midline) which shows a 11.79 percentage point reduction, while 70.6% of students improved their total score reflecting a strong positive trajectory.

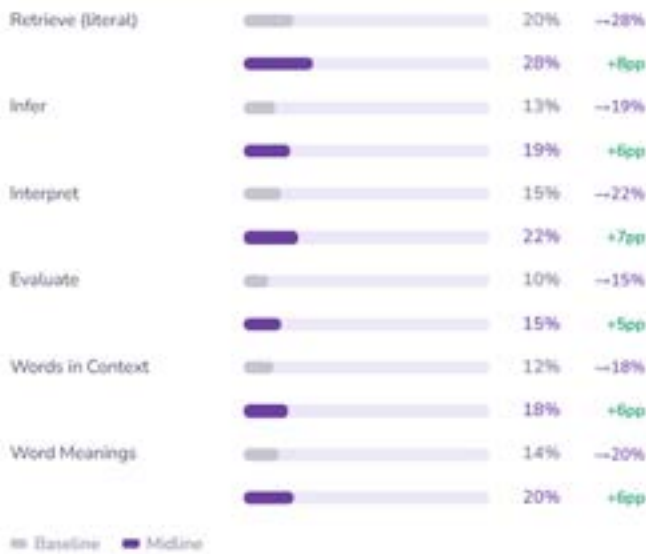
Grade 8A stands out as the school's strongest performer, achieving a 24/30 RC median and 73.68% Advanced readers at Midline, the highest in the school. Grade 7A (28.57% Advanced RC) also demonstrates strong progress with both Grades 7A and 8A accelerating toward Endline targets.



Skill Wise Improvement

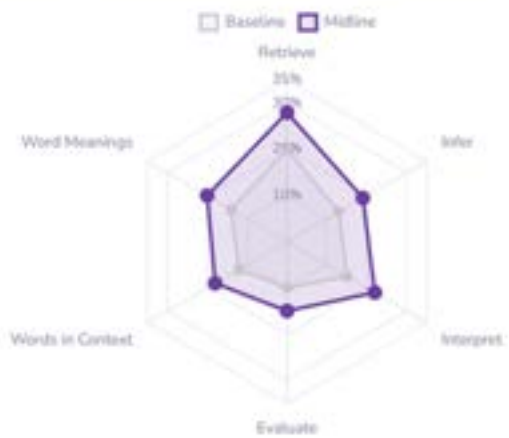
Skill performance — school-wide average

% students performing at advanced level per skill - Baseline vs Midline



Skill radar — Baseline vs Midline

6-axis radar - School-wide average - Baseline (grey) vs Midline (purple)



In terms of skill-wise improvement, Retrieve (+8pp) leads all skill gains. All 6 skills show positive movement (5 to 8pp). Words in Context and Infer (both +6pp) signal improving vocabulary and inferential reading as well.

In terms of app reading engagement at Oxford Angel Public School, between Baseline and Midline, the school recorded 32,589 stories, 40,625 news articles and 7,124 hours (427,435 minutes) of reading with Grade 3 leading in stories (6,914) and activities (2,217) and Grade 8 leading in articles (12,437) and quizzes (3,301).

Students also completed 12,038 activities and 14,468 quizzes, reflecting strong engagement across grades alongside high overall reading volume.



8. Suman Vidya Mandir Sr. Sec. School

Reader category breakdown — school-wide

% of 325 students - Baseline 2025



Grade-wise median scores at baseline

Grade medians vs national benchmark (orange dashed line)



Grade-wise median scores at baseline

Grade medians vs national benchmark (orange dashed line)



Grade-wise median scores at baseline

Grade medians vs national benchmark (orange dashed line)



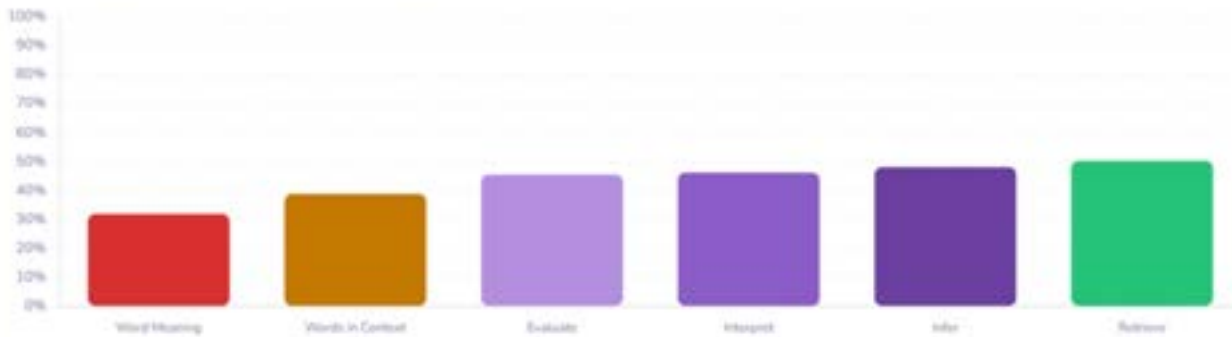
The baseline insight that we perceive for Suman Vidya Mandir Sr. Sec. School showcases that Grades 1 and 2 are exceptional, with Grade 2A (RC: 24/30, 71.05% Advanced) surpassing the national benchmark of 22 and Grade 1A (RC: 19/30, 29.03% Advanced) performing near national levels and well above average for a programme start. This indicates a strong foundational reading culture in the school's earliest grades.

From Grade 3 onward, performance drops sharply and Grades 4 to 7 record RC medians of 7-10/30, significantly below national benchmarks of 18-22 with Grade 6A at 100% Emergent.

The data clearly shows that students are capable of strong outcomes and the key opportunity is to replicate the success of Grades 1 & 2 across the middle and upper grades.



Skill Wise Improvement



In terms of skill-wise performance at baseline, Retrieve was the highest scoring skill at baseline (50.4%) followed by Infer (48.2%) and Interpret (46.3%).

In terms of app reading engagement at Suman Vidya Mandir Sr. Sec. School, the baseline insight showcases 651 stories, 6,286 news articles and 342 hours (20,494 minutes) of reading, with Grade 8A leading in stories (296), activities (281) and quizzes (90) while Grade 6A leading in articles (1,499). Students also completed 561 activities and 140 quizzes.

9. City Modern Public School

Reader category breakdown — school-wide

% of 5,36 students in each category - Baseline 2025



Grade-wise median scores at baseline

RC (/30) and ORF (/10) medians per grade vs national benchmark



Grade-wise median scores at baseline

RC (/30) and ORF (/10) medians per grade vs national benchmark



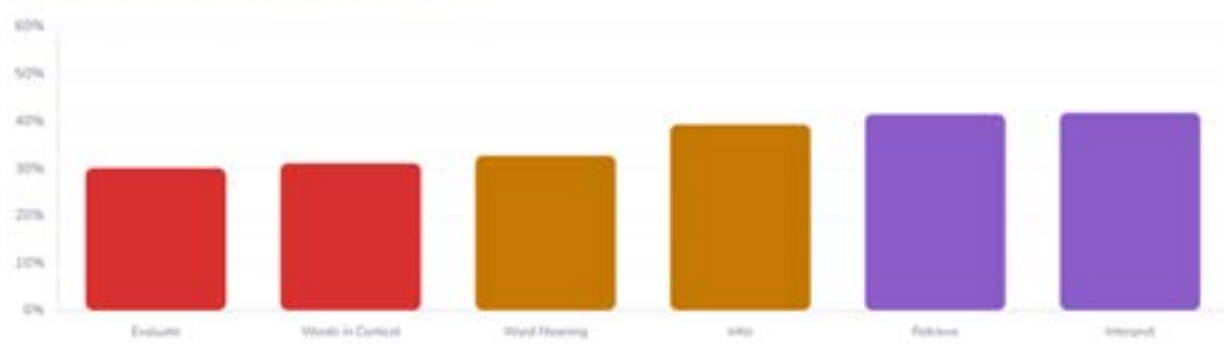
Grade-wise median scores at baseline

RC (/30) and ORF (/10) medians per grade vs national benchmark



City Modern Public School begins its Year 1 Freedom journey with 536 students assessed across Grades 1 to 5. The baseline reflects a clear starting point: 86.75% Emergent, 13.06% Intermediate and 0.19% Advanced readers. All grades are currently below national RC and ORF benchmarks, highlighting a broad opportunity for growth.

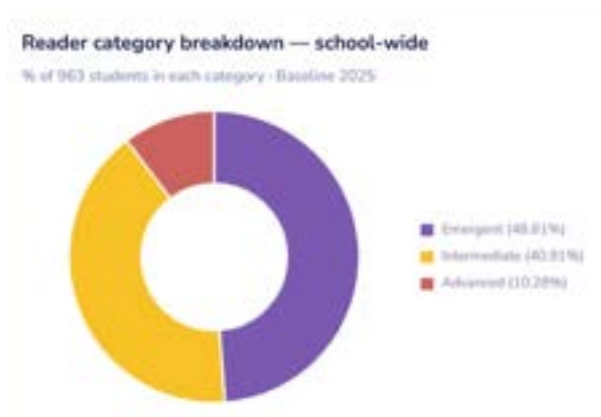
Skill Wise Improvement



In terms of skill-wise performance at baseline, Interpret was the highest scoring skill at baseline (41.9%) followed by Retrieve (41.6%) and Infer (39.4%).

In terms of app reading engagement at City Modern Public School, the baseline insight showcases 2,610 stories, 1,590 news articles and 547 hours (32,831 minutes) of reading with Grade 5 leading in stories (931) and Grade 4 leading across activities (413), articles (532) and quizzes (512). Students also completed 1,229 activities and 1,309 quizzes.

10. Little Flowers Public School



Grade-wise median scores at baseline

RC (/30) and ORF (/10) medians per grade vs national benchmark



For Little Flowers Public School, at baseline, 10.28% of students are Advanced and 40.91% are Intermediate, leaving 48.81% Emergent which is significantly lower than the national average for schools starting the programme, indicating an already established reading culture.

Grades 1, 2 and 8 stand out as the strongest with Grade 1A (RC: 24/30, 72.5% Advanced) performing near the national benchmark at the very start of the year.

However, ORF is the primary gap, with every section below national benchmarks, and Grades 3 to 7 showing a noticeable dip in comprehension compared to the school's own high-performing Grades 1 and 8.

Skill Wise Improvement



In terms of skill-wise performance at baseline, Retrieve was the highest scoring skill at baseline (61%) followed by Interpret (54%) and Words-in-Context (53%).

In terms of app reading engagement at Little Flowers Public School, the baseline insight showcases 9,023 stories, 63,022 news articles and 4,488 hours (269,264 minutes) of reading, with Grade 7 leading in stories (2,313) and Grade 5 leading in activities (2,107) and articles (19,706).

Students also completed 9,103 activities and 8,636 quizzes led by Grade 2 in quizzes (1,786).

11. Vivek Modern School

Reader category breakdown — school-wide

% of 602 students in each category - Baseline 2025



Grade-wise median scores at baseline

RC (1/30), ORF (1/10), and Total (1/40) medians per grade vs national benchmark



Grade-wise median scores at baseline

RC (1/30), ORF (1/10), and Total (1/40) medians per grade vs national benchmark



Grade-wise median scores at baseline

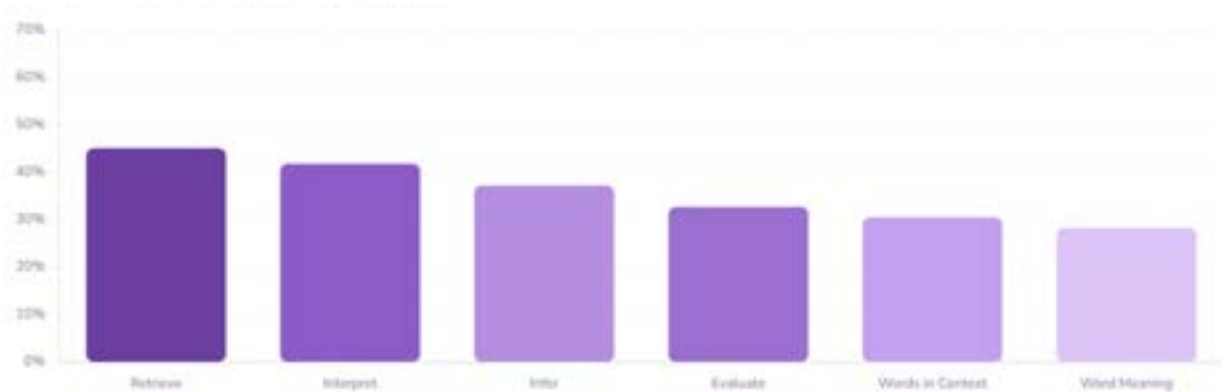
RC (1/30), ORF (1/10), and Total (1/40) medians per grade vs national benchmark



Vivek Modern School, NDLS begins Year 1 of the Freedom programme with 602 students assessed across Grades 1 to 5. The baseline shows 88.54% Emergent, 11.13% Intermediate and 0.33% Advanced readers. A key strength is seen through the teacher engagement with 20 of 26 (76.9%) teachers already active.



Skill Wise Improvement



In terms of skill-wise performance at baseline, Retrieve was the highest scoring skill at baseline (45.2%) followed by Interpret (41.9%) and Words-in-Context (37.3%).

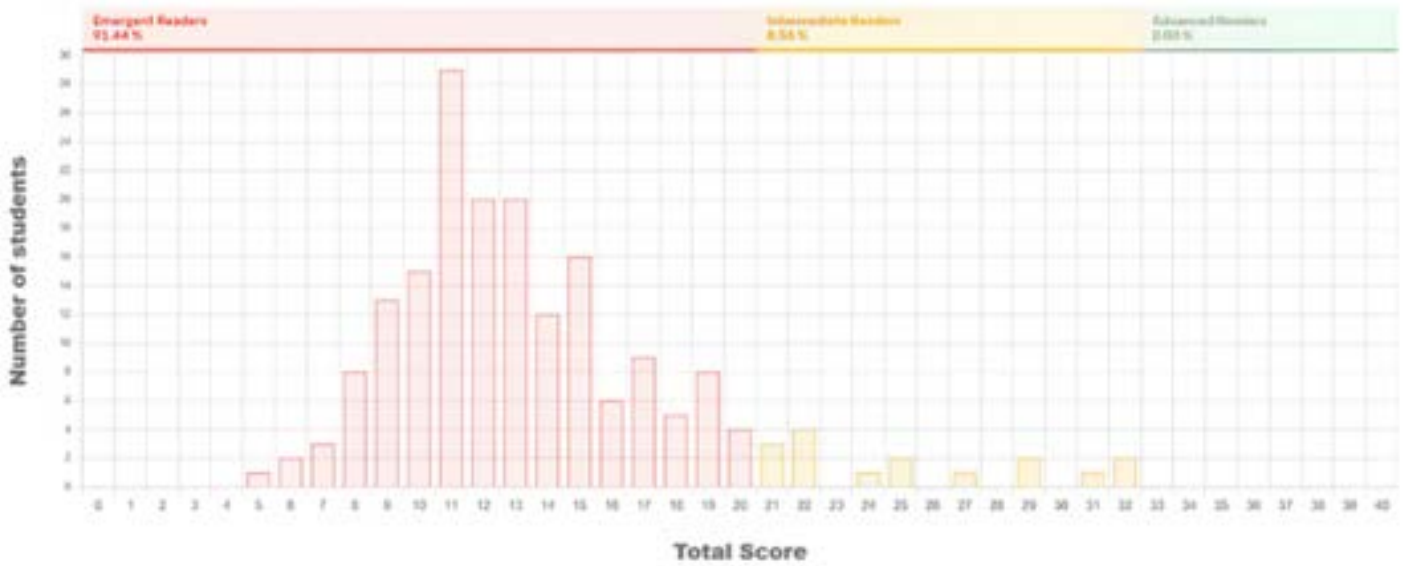
In terms of app reading engagement at Vivek Modern School, NDLS, the baseline insight showcases 15,196 stories, 45,702 news articles and 4,539 hours (272,319 minutes) of reading with Grade 5 leading in stories (4,255), activities (2,425), and articles (22,620).

Students also completed 8,135 activities and 8,467 quizzes led by Grade 2 in quizzes (2,221).

12. OPS International School

GRADE	NO. OF STUDENTS WHO PARTICIPATED IN THE ASSESSMENT	MEDIAN TIME TAKEN (OUT OF 40 MINS)	MEDIAN SCORE IN READING COMPREHENSION & VOCABULARY (OUT OF 30)	MEDIAN SCORE IN ORAL READING FLUENCY (OUT OF 10)	MEDIAN TOTAL SCORE (OUT OF 40)
1	26	24.07	8	3.65	10.95
2	19	24.53	8	3.7	11.3
3	24	20.97	8	4	10.95
4	26	19.48	9	3	12.3
5	26	19.26	9	5.2	12.8
6	26	25.72	8	3.6	12.05
7	23	37.08	10	2.3	12.1
8	17	28.17	16	5.8	20.1

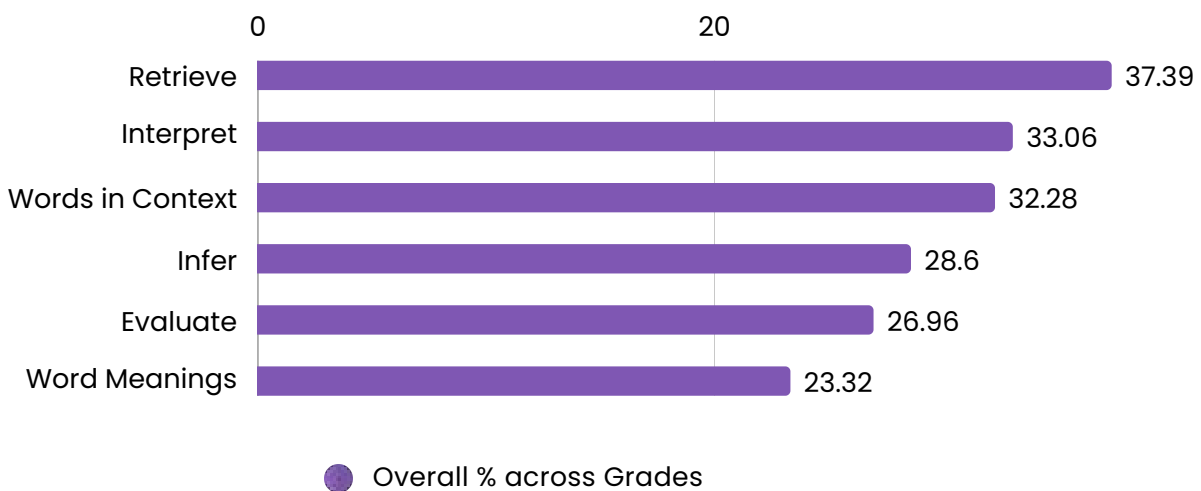
Score Distribution



Based on the baseline assessment data for OPS International School, it begins its journey with 187 students assessed across Grades 1 to 8. The baseline data reveals that 91.44% of the cohort are currently Emergent Readers, with 8.56% at the Intermediate level and none at the Advanced stage.

Reading Comprehension & Vocabulary shows a steady median score of 8 to 9 across most primary grades with a significant leap to 16 in Grade 8. Oral Reading Fluency remains a growth area school-wide peaking at a median of 5.8 in the highest grade. And, the distribution of scores indicates a high concentration of students scoring between 10 and 15 points. With the data showcasing the baseline period, it is expected to improve over the course of future assessment phases.

Skill Wise Performance of Student across Grades

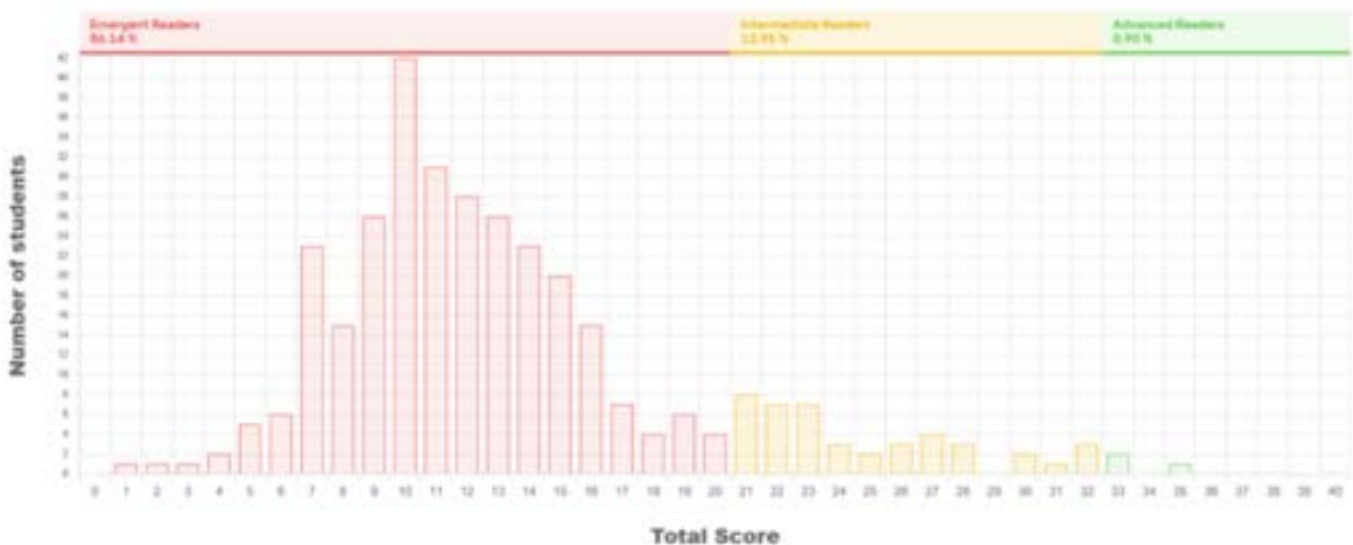


In terms of skill-wise performance at baseline, Retrieve was the highest scoring skill at baseline (37.39%) followed by Interpret (33.06%) and Words in Context (32.28%).

13. New Sainik International School

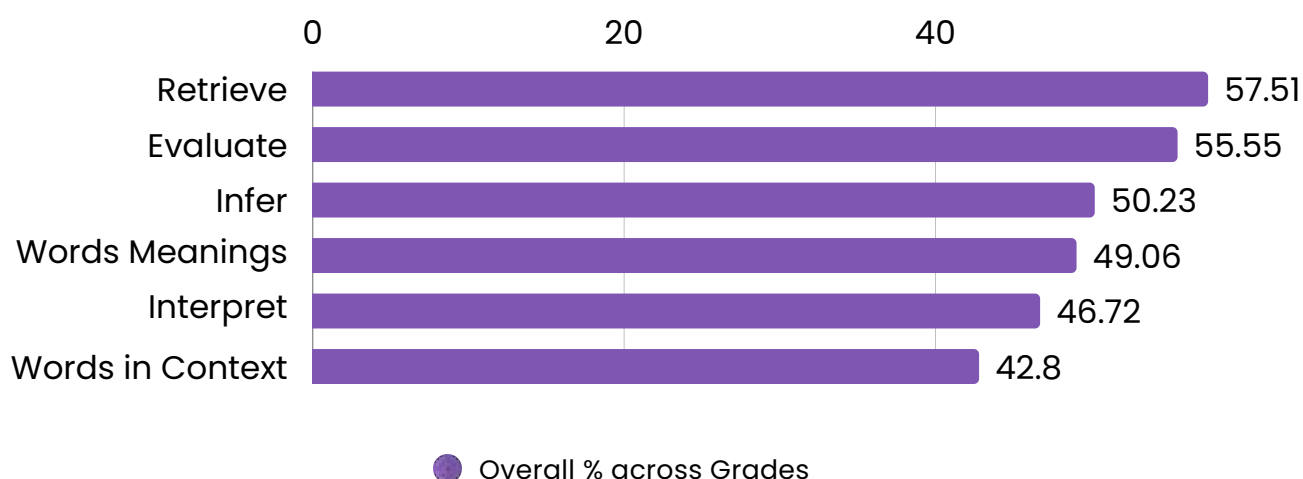
GRADE	NO. OF STUDENTS WHO PARTICIPATED IN THE ASSESSMENT	MEDIAN TIME TAKEN (OUT OF 40 MINS)	MEDIAN SCORE IN READING COMPREHENSION & VOCABULARY (OUT OF 30)	MEDIAN SCORE IN ORAL READING FLUENCY (OUT OF 10)	MEDIAN TOTAL SCORE (OUT OF 40)
1	45	9.85	8	3.2	12.1
2	49	16.27	7	2.8	10
3	53	16.92	8	3.3	11.5
4	40	16.6	8	2.45	11.05
5	45	18.53	9	2.1	11.4
6	46	25.7	8	2.2	10.75
7	38	19.89	11	4.25	15
8	16	25.78	20	5.2	25.3

Score Distribution

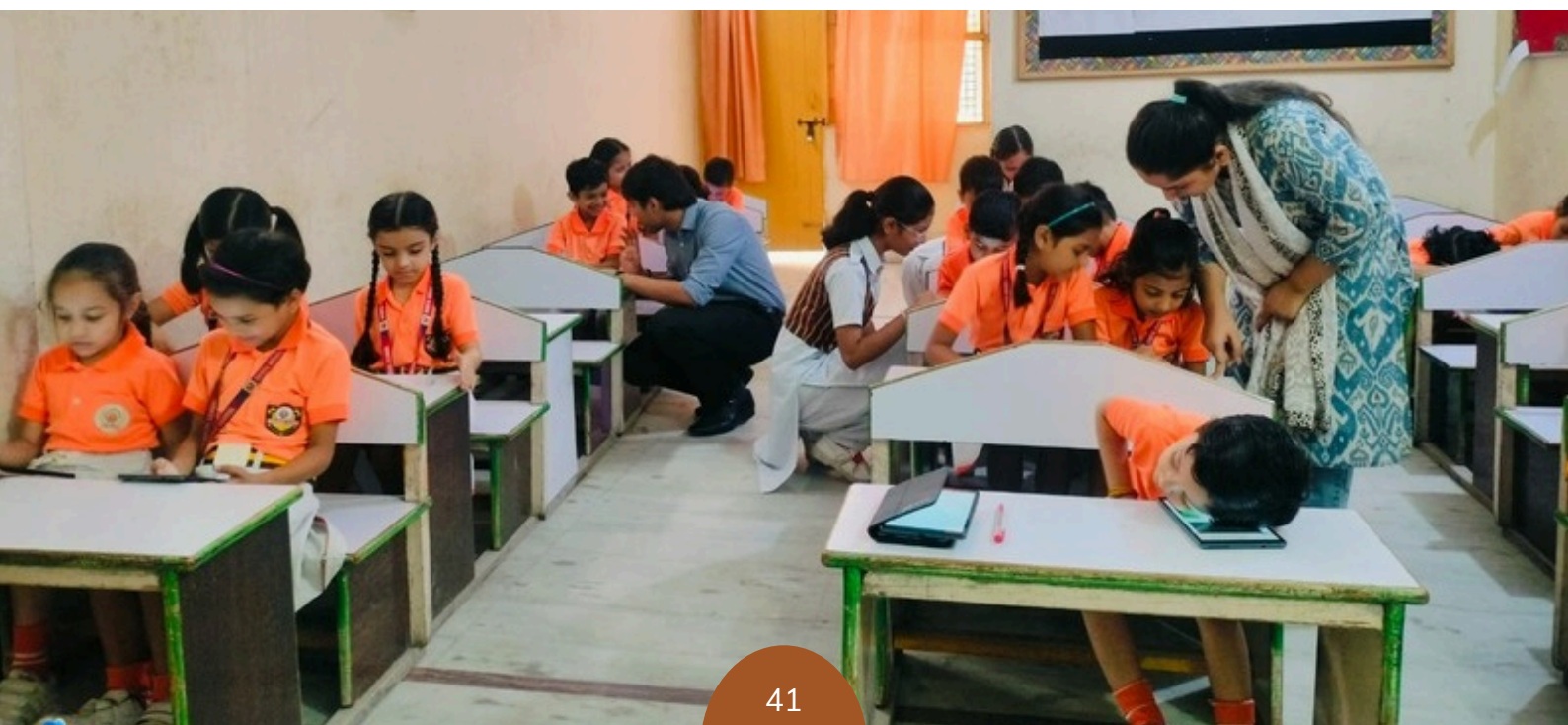


Based on the baseline assessment data for New Sainik International School, it begins its journey with the assessment of 332 students across Grades 1 to 8. It indicates that 86.14% of the students are classified as Emergent Readers, 12.95% as Intermediate Readers and a small fraction (0.90%) at the Advanced level. While median total scores remain relatively stagnant between 10 and 12 points for Grades 1 through 6, there is an upward trend starting in Grade 7 (15/40) and peaking at Grade 8 (25.3/40). Reading comprehension and vocabulary scores are more than double for Grade 8 compared to the primary grades. Additionally, the data highlights a steady increase in the time taken to complete the assessment as grade levels rise moving from under 10 minutes in Grade 1 to over 25 minutes by Grade 6. However, with the data showcasing the baseline period, it is expected to improve over the course of future assessment phases.

Skill Wise Performance of Student across Grades



In terms of skill-wise performance at baseline, Interpret was the highest scoring skill at baseline (58.54%) followed by Word Meanings (53.27%) and Infer (53.23%).



14. Nav Jeewan Model School, New Delhi

GRADE	NO. OF STUDENTS WHO PARTICIPATED IN THE ASSESSMENT	MEDIAN TIME TAKEN (OUT OF 40 MINS)	MEDIAN SCORE IN READING COMPREHENSION & VOCABULARY (OUT OF 30)	MEDIAN SCORE IN ORAL READING FLUENCY (OUT OF 10)	MEDIAN TOTAL SCORE (OUT OF 40)
1	105	10.02	27	2.9	29.2
2	49	22.62	22	3.6	26.3
3	58	26.07	20	2.55	23.35
4	62	14.76	14	2.7	16.45
5	41	20.53	9	3.7	13.7
6	76	20.12	9	3.1	12.8
7	71	22	9	2.9	12.4
8	47	26.08	17	3	22.4

Score Distribution

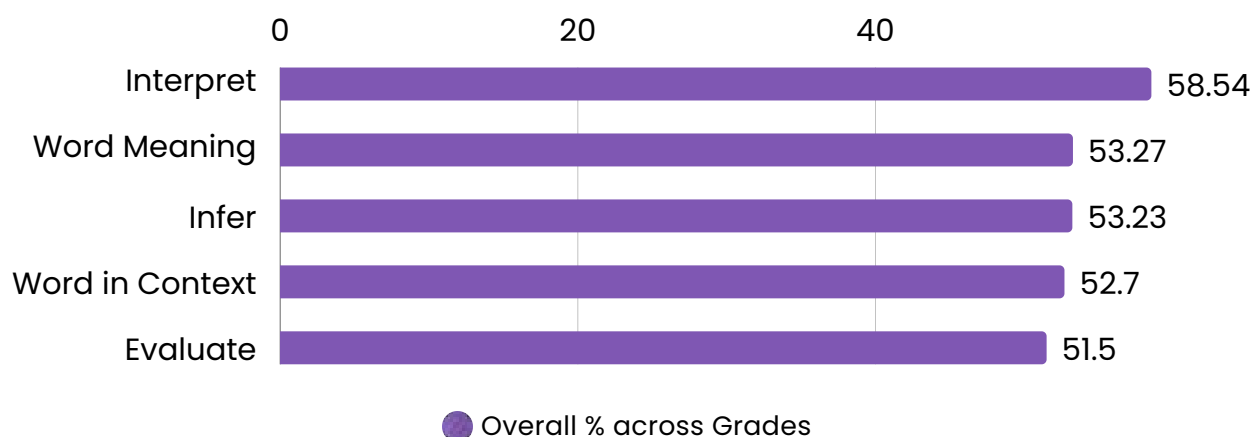


Based on the baseline assessment data for Nav Jeewan Model School, New Delhi, it begins its journey with the assessment of 509 students and shows a diverse performance profile with approximately 49.9% categorized as Emergent Readers and a significant 47.74% reaching the Intermediate level and 2.36% in the Advanced Level. Nav Jeevan shows very high initial performance in Grade 1 (median score 29.2), followed by a steady decline in median scores through Grade 7 where performance bottoms out at 12.4. An increase is seen again in Grade 8 (22.4).

With the data showcasing the baseline period, it is expected to improve over the course of future assessment phases.



Skill Wise Performance of Student across Grades



In terms of skill-wise performance at baseline, Interpret was the highest scoring skill at baseline (58.54%) followed by Word Meanings (53.27%) and Infer (53.23%).

15. Sunshine School

Sunshine School participated in the Language Learning Lab using the SIVI AI app on pilot basis instead of the Duolingo platform. This allowed CCS and its learning partner to test an alternative digital approach focused on functional English skills, specifically written communication.

What Was Delivered

Students engaged in weekly activities that moved beyond reading and speaking into written expression. The SIVI AI app guided learners through:

- Basic email writing – Structuring a subject line, greeting, body and closing.
- Sentence completion – Filling missing words in context.
- Short message composition – Writing 2–3 sentences on familiar topics (e.g., "Describe your morning," "Write a note to a friend").
- Grammar prompts – Correcting common errors with real-time AI feedback.

Observations and Learnings

- **Engagement:** Students showed interest in typing and receiving instant AI feedback.
- **Skill focus:** Email writing was a new skill for most learners.

Assessment Status

No formal assessment (Baseline, Midline, or Endline) has been conducted yet for Sunshine School. The pilot phase was focused on testing the SIVI AI app's feasibility, teacher training, and student engagement. Standardised reading comprehension, vocabulary and oral reading fluency metrics (as used for Freedom schools) were not administered. Assessment for Sunshine School is planned for the 2026–27 academic year, should the pilot be extended or scaled.



VIII. Program Impact

Figure 1: Parents' Response on App Usability

Q: This app was easy for my child to use and navigate.

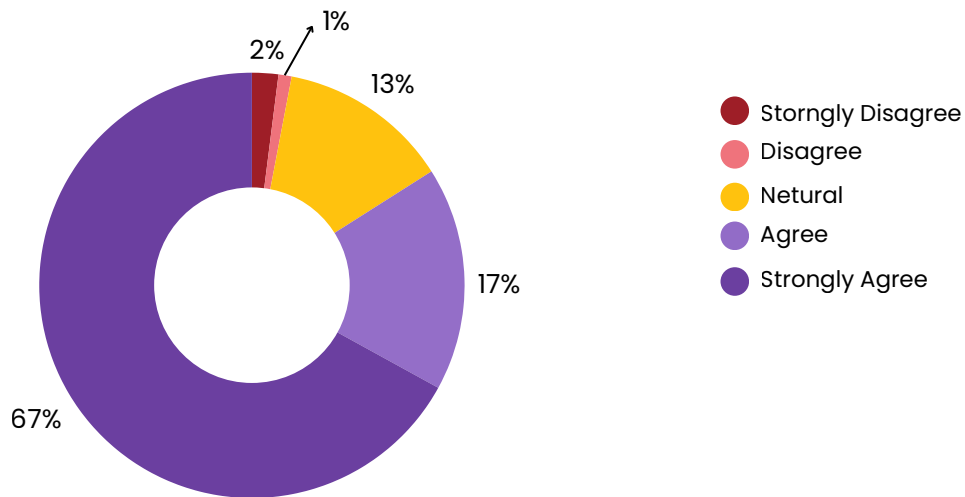
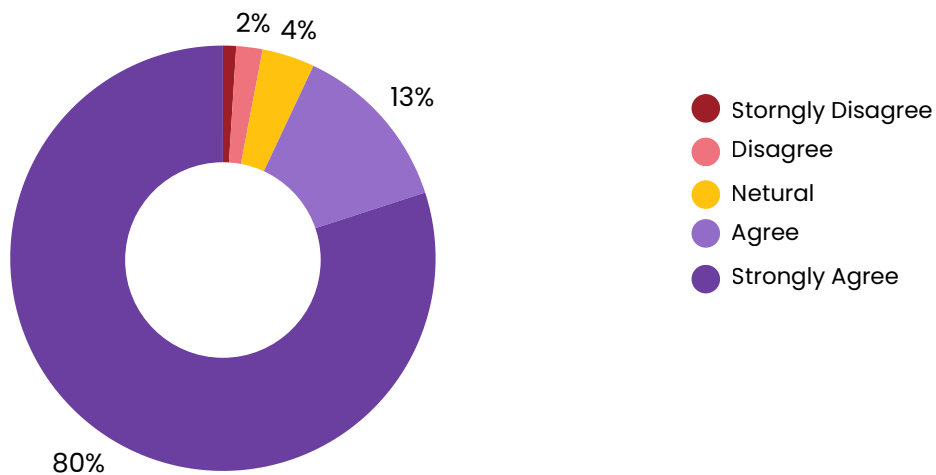


Figure2: Parents' Response on Support of Teachers

Q: The teachers have supported my child well in Improving their spoken English skills



The LLL program demonstrates consistently high levels of student engagement across partner schools driven primarily by its interactive and gamified design. Both qualitative and quantitative evidence indicates that students are actively participating in app-based learning and classroom activities with many showing sustained interest over time.

A key enabler of this engagement is the usability of the application. 84% of parents reported that the app is easy for children to use and navigate independently. This is reinforced by qualitative feedback which highlights that students are able to engage with the platform with minimal supervision, reducing reliance on parental support.

Teachers have also further reported that features such as quizzes and reward-based systems significantly enhance motivation. Students are particularly responsive to competitive elements such as points and leaderboards which encourage regular usage and consistency in practice. 93% of the parents have also agreed to continuous support of teachers during the learning phase as well. Overall, the program is highly effective in creating a positive and engaging learning environment though sustained engagement does depend on content alignment and reliable technical performance.

Confidence and Behavioural Change

Figure 3: Parent's Response on Impact of LLL on Student's Confidence in Spoken English

Q: The program has been effective in improving my child's confidence in speaking English

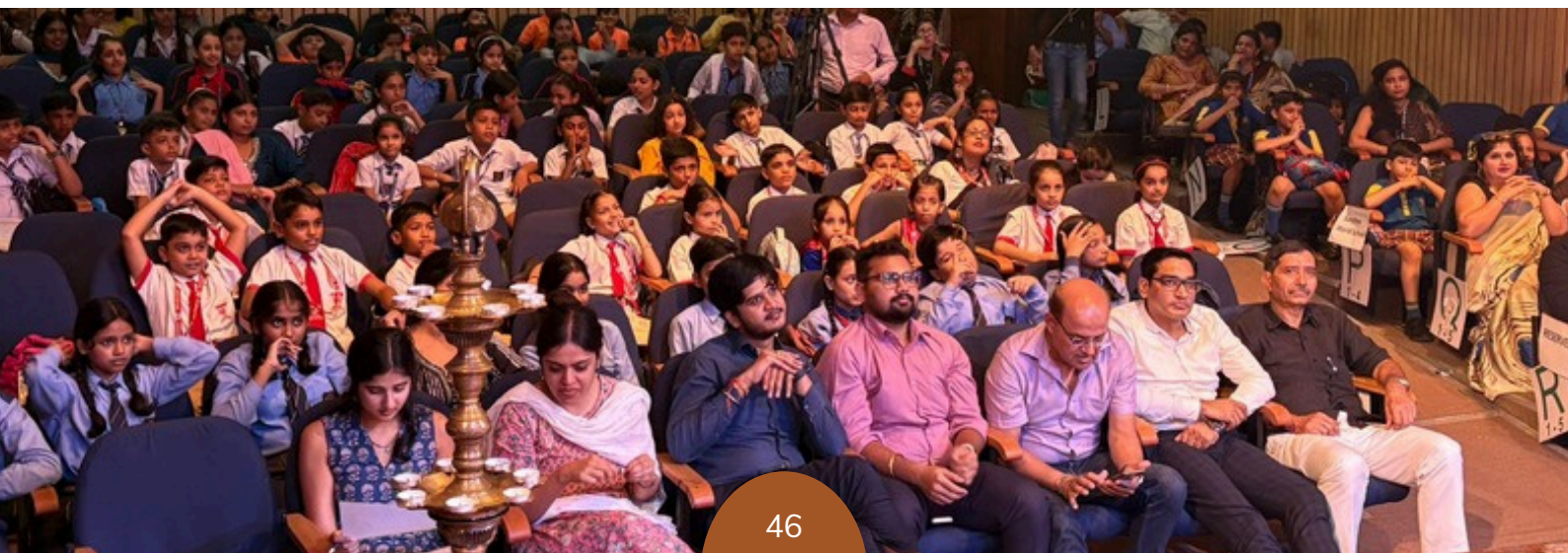
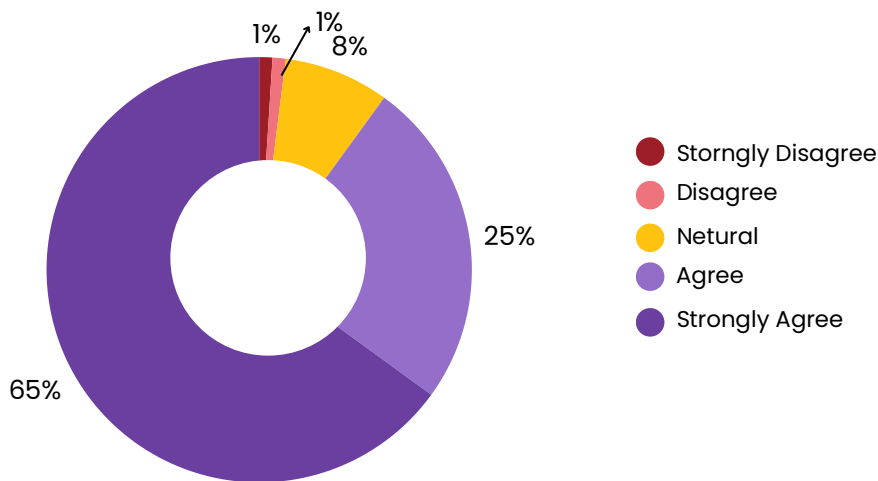
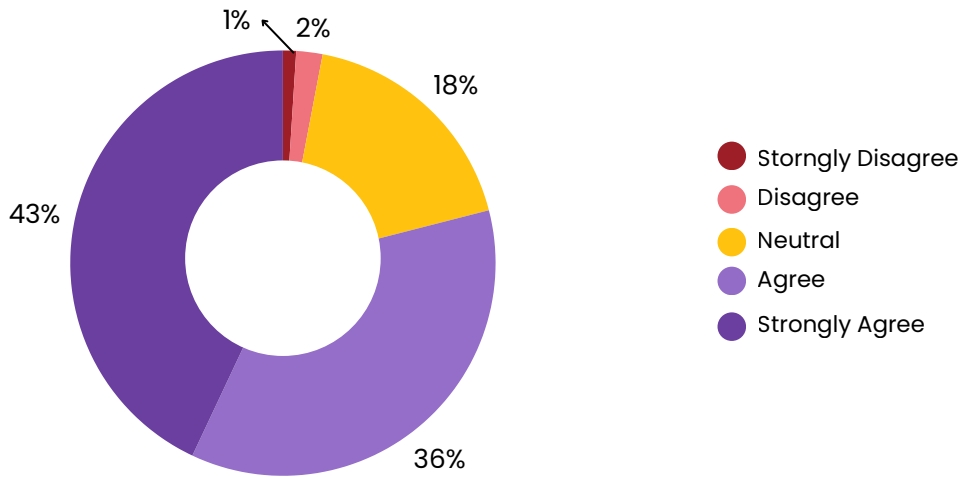


Figure 4: Parent's Response on Impact of LLL on Student's Spoken English

Q: The Language Learning Lab program has helped my child improve their spoken English Skills



Improvement in student confidence emerges as the most consistent and significant outcome of the LLL program across all stakeholders.

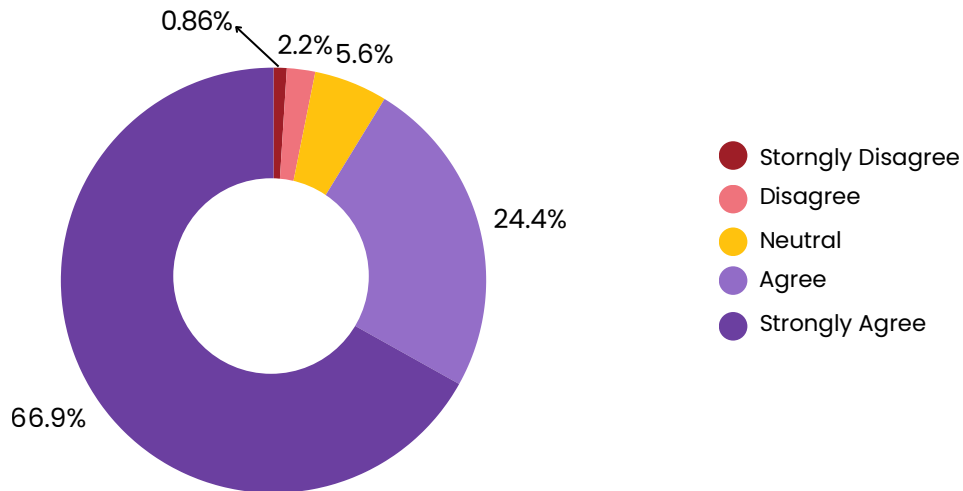
90% of parents reported increased confidence in their child speaking English. Students are increasingly initiating communication and engaging in peer interactions. Parents have observed noticeable changes with many reporting that children are speaking at home and displaying greater self-motivation. Importantly, confidence gains are not limited to high-performing students, even low-proficiency learners benefit from the program's non-judgmental and interactive environment.

Overall, one of the program's strong impacts lies in enabling students to overcome psychological barriers to language use which serves as a critical foundation for further skill development.



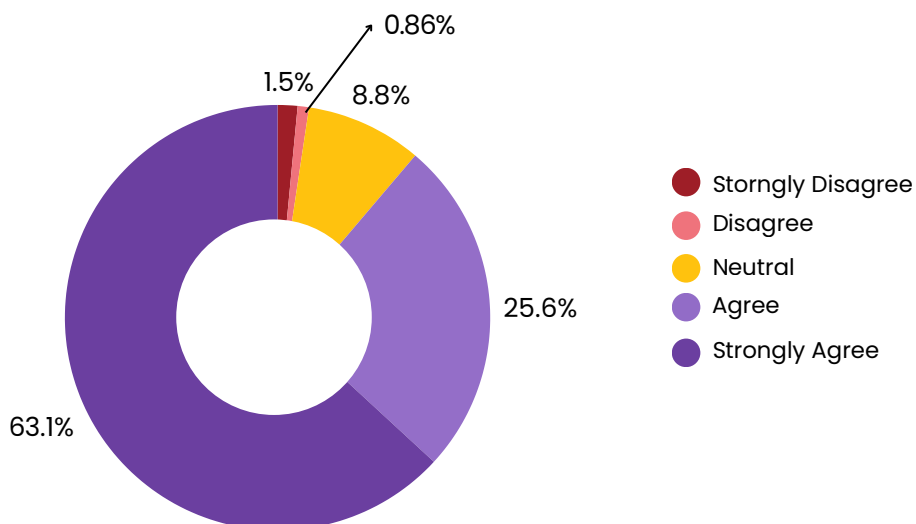
Student Responses (Qualitative Form)

Q: How would you rate the help you receive from your teachers in improving your spoken English?



In terms of support from teachers pertaining to improving their spoken English skills, students did feel overwhelmingly supported as 91.38% of the respondents did agree that their teachers helped them improve their spoken English.

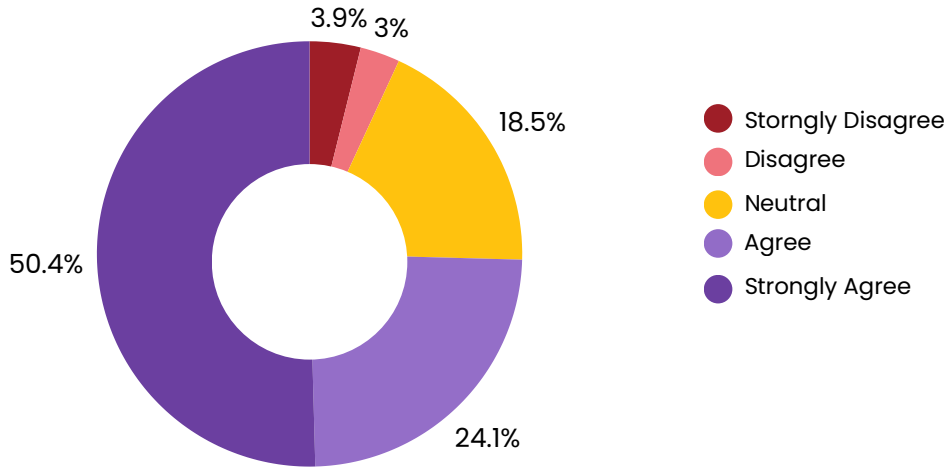
Q: How helpful has the App been in improving your spoken English



In terms of classroom encouragement, 81.46% of students felt encouraged by their teachers to speak English in class.

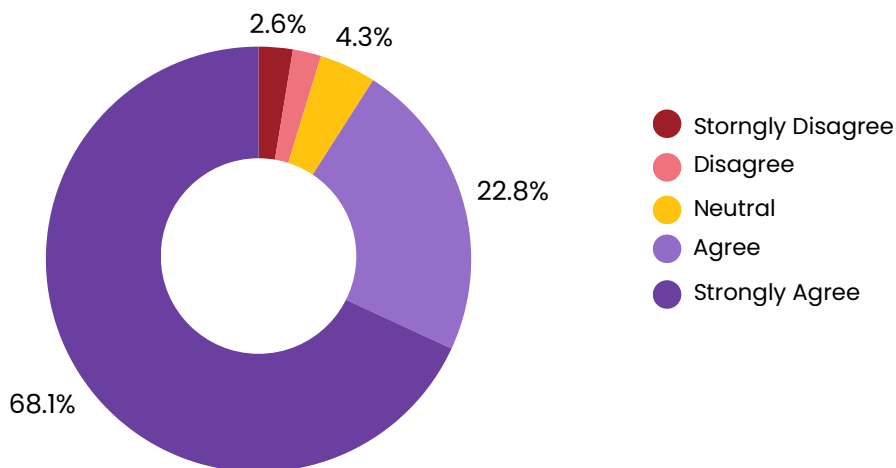
In terms of the effectiveness, 88.80% of the students agreed that the app has been helpful with a massive 63.15% 'Strongly Agreeing' with its effectiveness.

Q: How do you think the school leaders have supported the program?



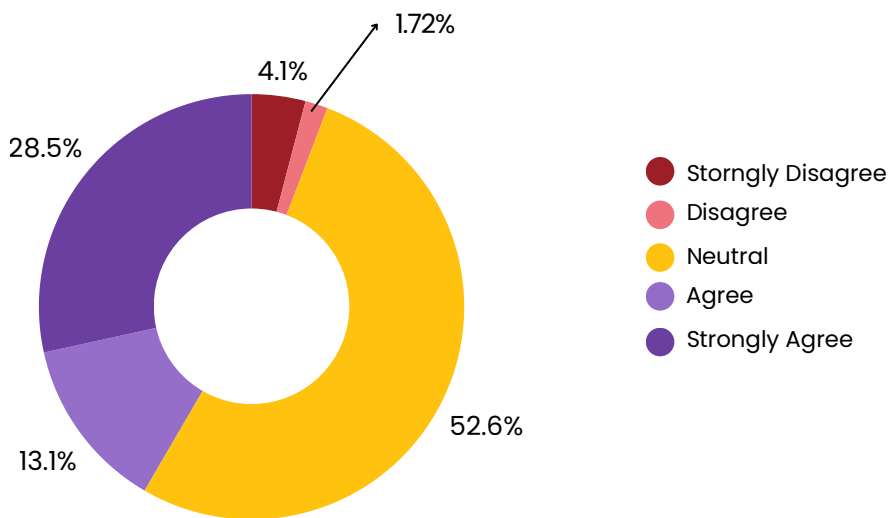
Students also did perceive a strong commitment from the school leaders. 74.57% of the students agreed that school leaders supported the program.

Q: How supportive have your parents been in helping you improve your spoken English?



In terms of parental involvement, this is the highest-rated category in terms of 'Strongly Agreed' responses (68.10%). This suggests that the program has successfully engaged the home environment with over 90% of parents being seen as supportive.

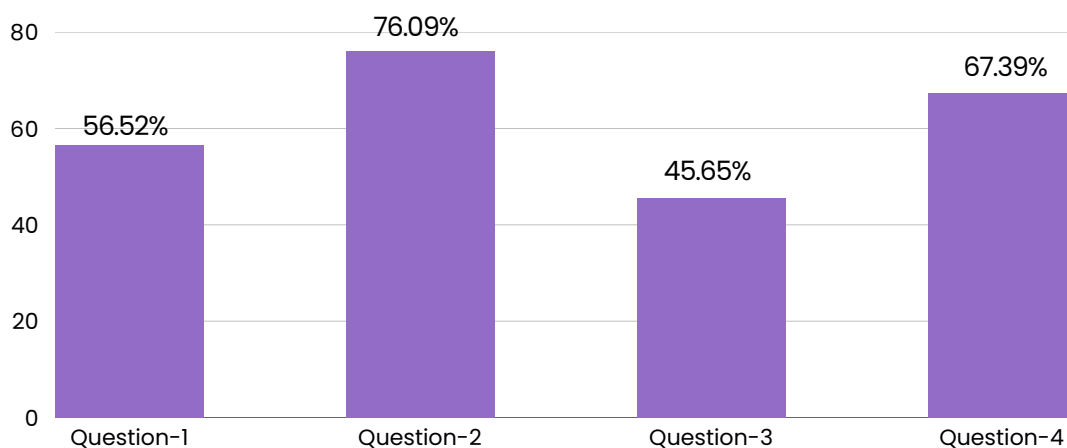
Q: The Savitri Bai Phule Speaking Bee Competition made me more confident in speaking English?



While the majority of the other charts are dominated by 'Strongly Agree', this chart on the Savitri Bai Phule Speaking Bee Competition is dominated by Neutral (52.59%) response. Further, a total of 41.60% of the respondents agreed to it being helpful towards making them more confident in terms of their spoken English skills.

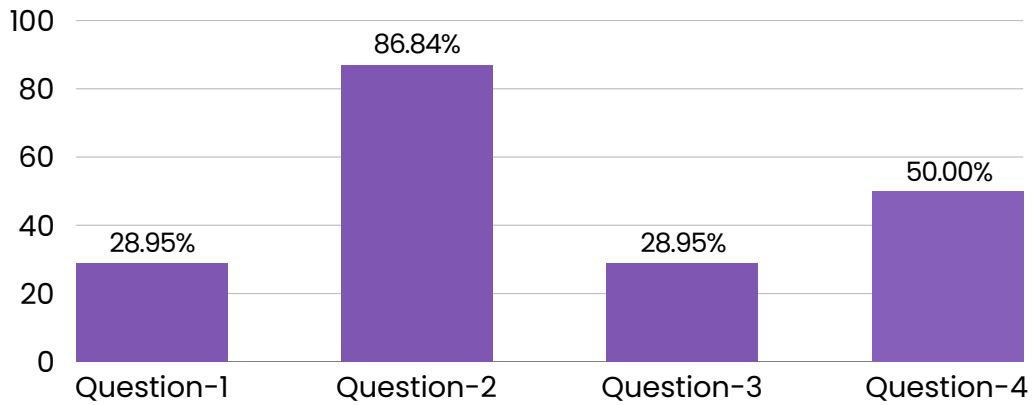
Student Learning Outcomes (Based on Student Responses through Quantitative Forms)

Student Responses Grade 1 (% of Students who gave right answers)



- Q - 1) Which word means the opposite of 'big'?
- Q - 2) How would you say 'Hello' to your teacher in the morning?
- Q - 3) Choose the sentence that is correct
- Q - 4) Which of the following words is a color?

Student Responses Grade 2 (% of Students who gave right answers)



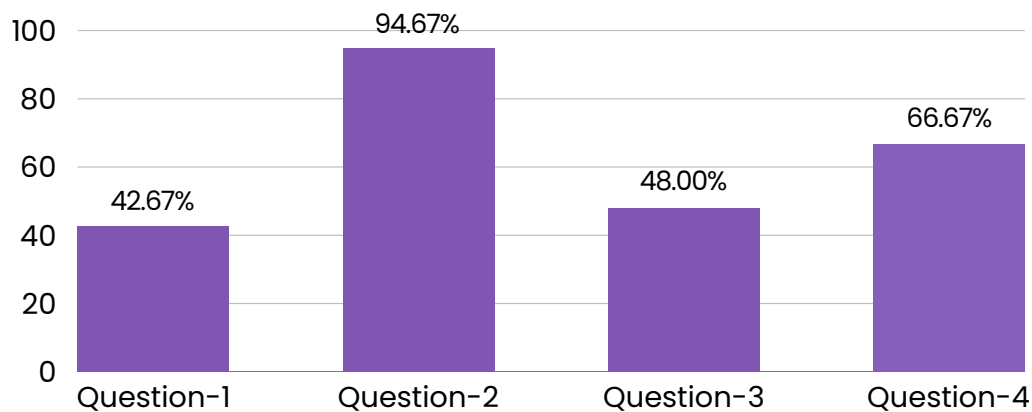
Q - 1) Which sentence is correct?

Q - 2) Which word means something we drink?

Q - 3) Choose the correct pronunciation of the underlined word in the sentence: I read a book every day

Q - 4) How would you ask your friend to play with you?

Student Responses Grade 3 (% of Students who gave right answers)



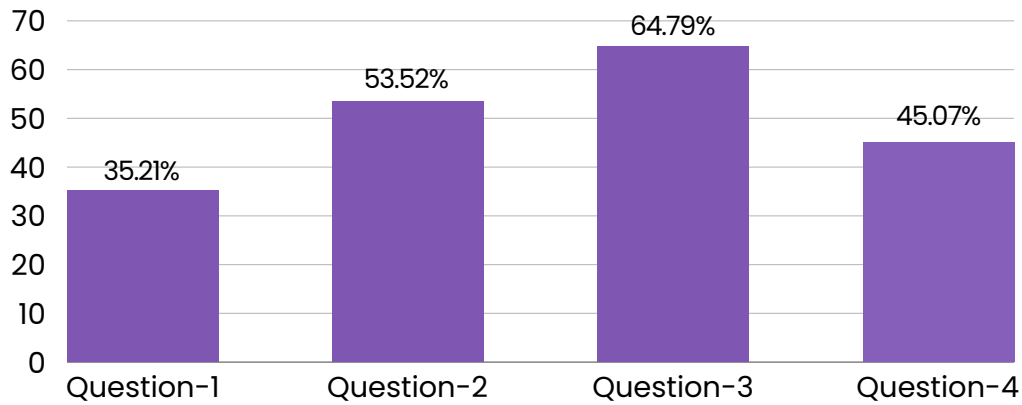
Q - 1) Which sentence is correct?

Q - 2) Which word means something we drink?

Q - 3) Choose the correct pronunciation of the underlined word in the sentence: I read a book every day

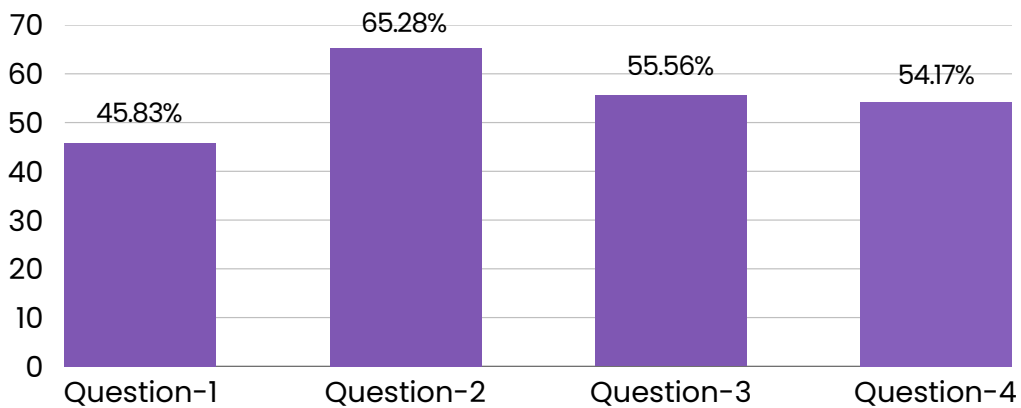
Q - 4) How would you ask your friend to play with you?

Student Responses Grade 4 (% of Students who gave right answers)



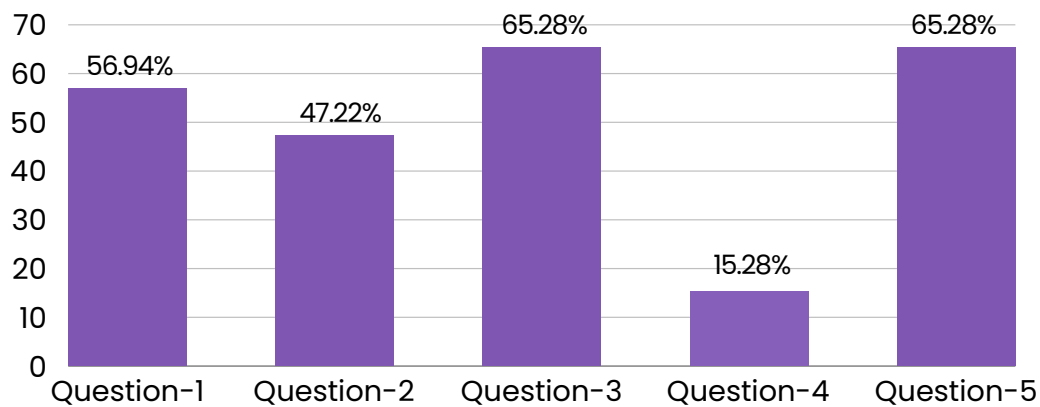
- Q - 1) Choose the sentence that uses the correct subject-verb agreement
- Q - 2) Which word is a synonym for 'happy'?
- Q - 3) How would you pronounce the word 'comfortable'?
- Q - 4) Which sentence is correctly written?

Student Responses Grade 5 (% of Students who gave right answers)



- Q - 1) Choose the sentence that uses the correct subject-verb agreement
- Q - 2) Which word is a synonym for 'happy'?
- Q - 3) How would you pronounce the word 'comfortable'?
- Q - 4) Which sentence is correctly written?

Student Responses Grade 6 (% of Students who gave right answers)



Q - 1) Which sentence is correct?

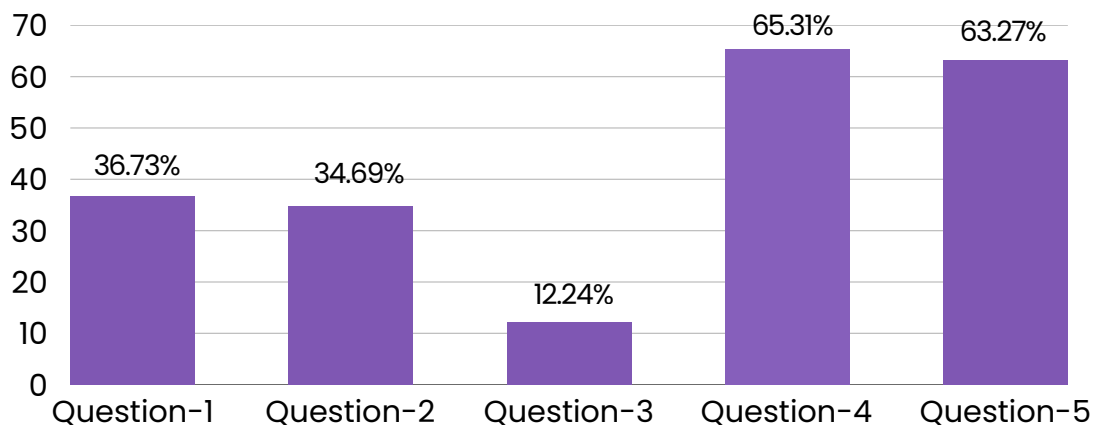
Q - 2) Choose the correct pronunciation of the word - School

Q - 3) Which of the following words means the same as 'happy'?

Q - 4) How do you pronounce the word 'family'?

Q - 5) Which sentence uses the correct form of the verb?

Student Responses Grade 7 (% of Students who gave right answers)



Q - 1) Choose the correct word to complete the sentence: 'She _____ to school by bus every day'

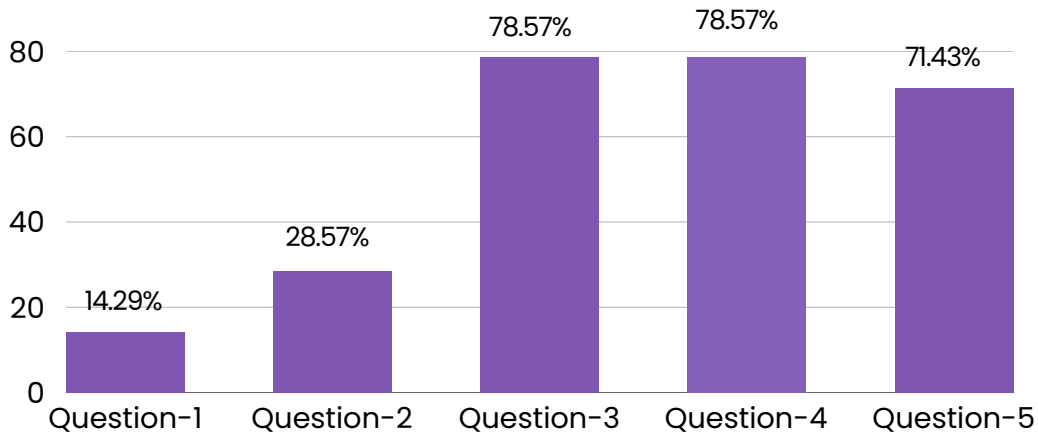
Q - 2) Which of the following sentences is grammatically correct?

Q - 3) Which word is a synonym for 'strong'?

Q - 4) Which sentence is in the present continuous tense?

Q - 5) Choose the correct pronunciation of - Schedule

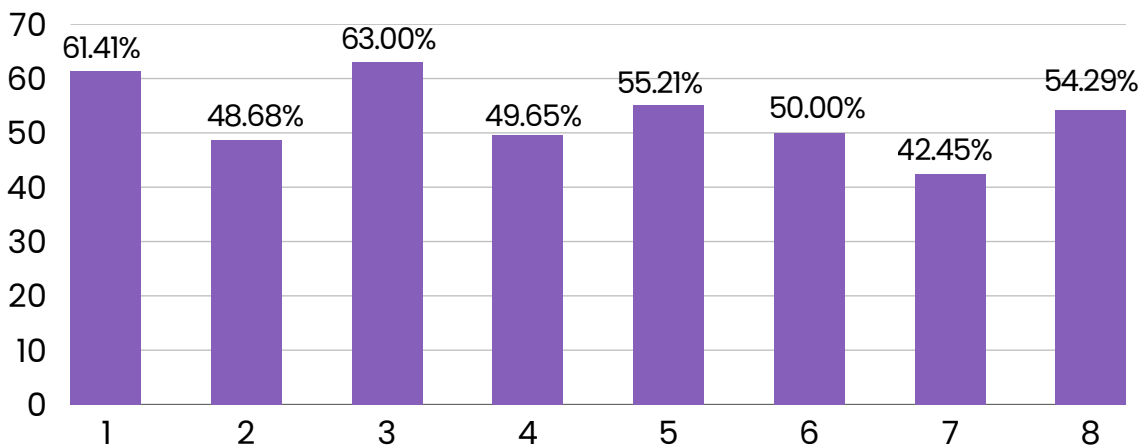
Student Responses Grade 8 (% of Students who gave right answers)



- Q - 1) Which sentence is correctly written?
- Q - 2) Which word is a synonym for quickly?
- Q - 3) Choose the correct pronunciation of - Comfortable?
- Q - 4) Which sentence is in the future perfect tense?
- Q - 5) How would you pronounce 'scientist'?

Consolidated Graph across all Grades and Schools Surveyed

% of Correct Answers (Total) across Grades (1 to 8) and Schools Surveyed



The provided bar graph illustrates the consolidated percentage of correct answers across different school grades ranging from Grade 1 to Grade 8. Grade 3 shows a peak of 63% whereas Grade 7 shows the lowest with 42.45%.

IX. Activities Undertaken

1. Savitribai Phule Speaking Bee Competition (SPSBC)



The Savitribai Phule Speaking Bee (SBPSB) Competition is an integral initiative under the Language Learning Lab (LLL), a tech-enabled, school-integrated program focused on improving spoken English proficiency. This competition provides an invaluable platform for students to develop their public speaking skills, build confidence, and engage in healthy competition. By fostering a competitive yet supportive environment, the event supports the Centre for Civil Society's (CCS) broader mission of enhancing essential life skills such as communication, critical thinking, and collaboration in underserved communities.

Competition Objectives:

- **Inspire Confidence:** Enhance students' self-assurance by providing them with the opportunity to speak and perform in front of an audience.
- **Promote Fluency:** Foster mastery of spoken English through a structured and engaging competition format.
- **Cultivate Leadership:** Through speech delivery and peer interactions, students will begin to develop leadership qualities, vital for their academic and professional journeys.

Strengthen School Collaborations: Facilitate cross-school interactions that foster knowledge-sharing and collaborative learning.



Each student (Grade 1-5) had 1 minute and Grade(6-8) had 6 minute as a team to present.

Evaluation was based on:

- **Clarity & Confidence**
- **Pronunciation, Creativity & Vocabulary**
- **Timing Structure**
- **Speech and Delivery**
- **Content Clarity & Relevance**



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

- Build self-assurance through public speaking.
- Encourage cross-school learning and exchange



Participation Snapshot:

- **236+** students from 15 schools participated.
- Every winner received a certificate and a medal.

236+ students
15 Schools

2. Teacher Training Workshop

On 7–8 March 2026, the Centre for Civil Society (CCS) conducted a **two-day teacher training** Workshop under the **Language Learning Lab initiative**. The workshop was facilitated by **English Helper** and was attended by **84 teachers** from **13 partner** schools.

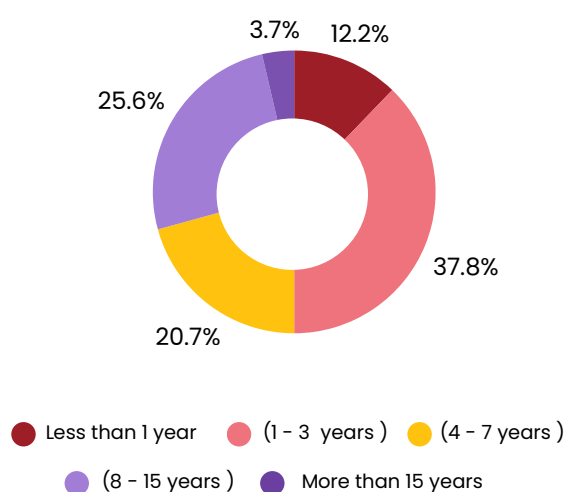
The workshop focused on practical, classroom-ready strategies to improve spoken English in low-resource settings. Sessions included:

- **Classroom Reality** – Teachers shared common challenges such as mixed proficiency levels, student hesitation and limited home exposure to English.
- **Solution Matrix** – Educators mapped specific classroom challenges to practical teaching strategies and corresponding Freedom app tools.
- **6-Step Lesson Planning** – Each teacher designed at least three short, speaking-focused activities tailored to their grade level.
- **Cyber Safety** – A dedicated module on safe use of shared devices, recognising inappropriate content, and classroom reporting protocols.

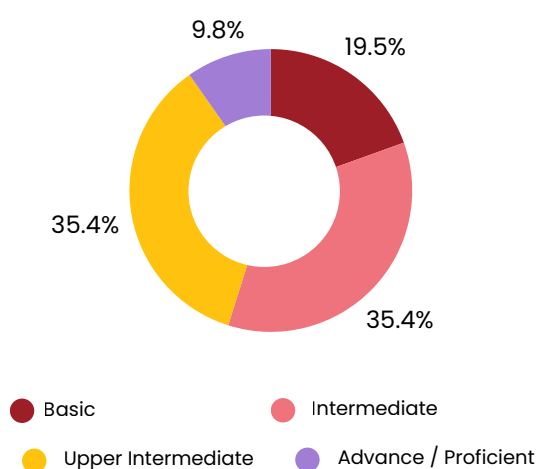


The pre-workshop survey reveals a diverse range of teaching backgrounds, with 37.8% of educators having 1 to 3 years of experience and a significant 25.6% possessing 8 to 15 years. Over 70% of respondents self-identify their English proficiency as Intermediate or Upper Intermediate and a further 9.76% identify being in the Advanced / Proficient Level. Pre-Workshop, almost 60% of respondents agreed to being confident in terms of conducting their English lessons entirely in English. Post-Workshop Survey does suggest that 94.74% of the respondents felts confident in conducting entirety of English lessons in English.

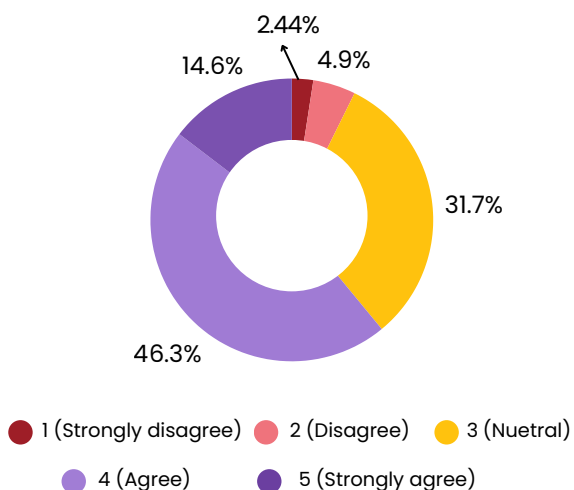
Years of Teaching Experience



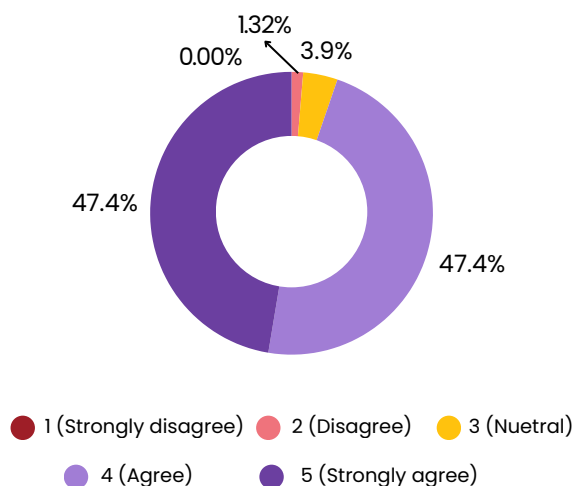
How would you describe your own English language proficiency?



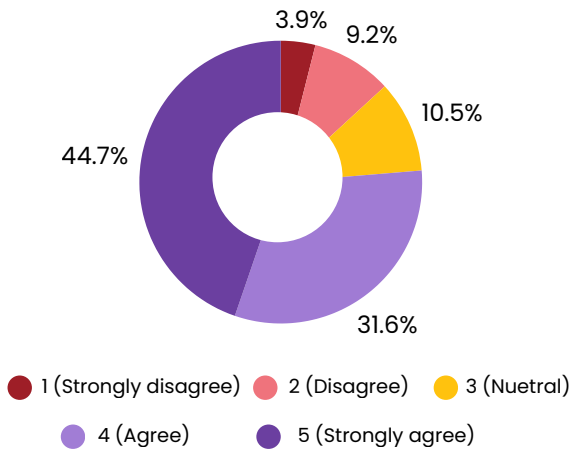
How confident do you feel conducting English lessons entirely in English? (Pre - Workshop)



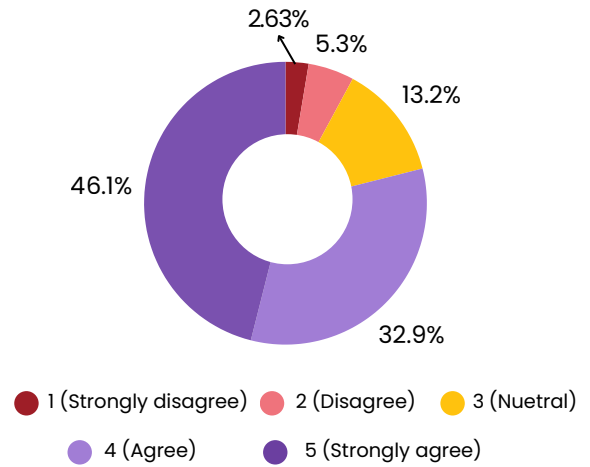
How confident do you feel conducting English lessons entirely in English? (Post - Workshop)



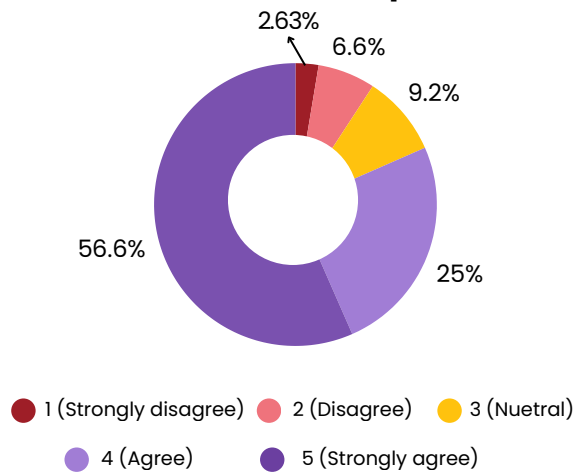
How confident are you in Grammer-teaching Strategies after the workshop?



How confident are you in Vocabulary-building Activities after the workshop?



How confident are you in Reading Comprehensive Techniques after the workshop?



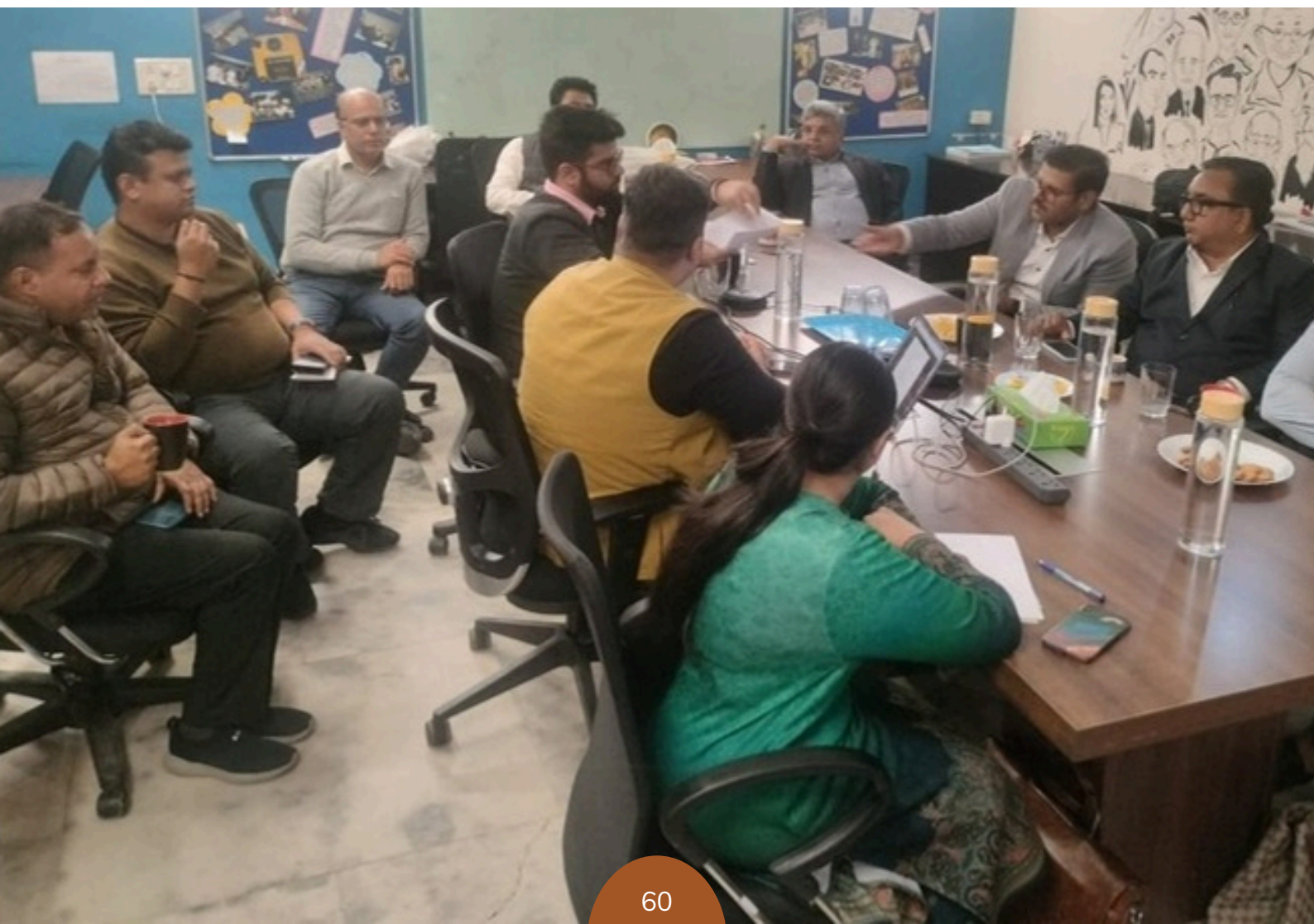
3. Monthly Monitoring Meetings

Held on the second Saturday of every month, these structured monitoring meetings bring together school coordinators and school leaders, the CCS team and the learning partner team to review implementation progress, address emerging challenges, and align on key action points—ensuring smooth and consistent delivery across all partner schools.

The meetings focus on three core areas:

1. **Progress review**
2. **Challenge resolution**
3. **Alignment and coordination.**

Progress is assessed by tracking milestones, attendance data, and learning outcomes against defined monthly benchmarks. Implementation challenges are identified early and addressed through collaborative, real-time problem-solving. Additionally, the meetings ensure that all partner schools remain aligned with program objectives, timelines, and upcoming activities, enabling coordinated and high-quality execution of the program.



X. Media Coverage

In the year 2025-2026, the Centre for Civil Society successfully conducted **2 Speaking Bee Competitions** with over **236 students participating**.

कार्यक्रम में बच्चों ने मचाया धमाल

गजराता

इंदरदेवनाथ सेक्टर (अनवरुद) में स्थित सवित्रीबाई फुले शिक्षण केंद्र में आयोजित कार्यक्रम में बच्चों ने धमाल मचाया। विद्यार्थियों को प्रशंसा के साथ प्रशस्ति पत्र दिए गए। कार्यक्रम में बच्चों ने अपनी-अपनी भाषा में प्रस्तुतियां दीं। कार्यक्रम के संचालन में सहायता के लिए सवित्रीबाई फुले शिक्षण केंद्र के स्टाफ भी शामिल थे। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया।

राष्ट्रीय प्रतियोगिता में छाए ओपीएस के बच्चे

राष्ट्रीय स्तर पर आयोजित प्रतियोगिता में ओपीएस के बच्चों का प्रदर्शन प्रशंसनीय रहा। कार्यक्रम में बच्चों ने अपनी-अपनी भाषा में प्रस्तुतियां दीं। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के स्टाफ भी शामिल थे। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया।

सवित्रीबाई फुले शिक्षण केंद्र में आयोजित कार्यक्रम में बच्चों ने धमाल मचाया

इंदरदेवनाथ सेक्टर (अनवरुद) में स्थित सवित्रीबाई फुले शिक्षण केंद्र में आयोजित कार्यक्रम में बच्चों ने धमाल मचाया। विद्यार्थियों को प्रशंसा के साथ प्रशस्ति पत्र दिए गए। कार्यक्रम में बच्चों ने अपनी-अपनी भाषा में प्रस्तुतियां दीं। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के स्टाफ भी शामिल थे। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया।

अभीतक न्यास

WEDNESDAY, 11 APRIL 2026

CCS organised the final event of the Savitribai Phule Speaking Bee (SBPSB) Competition 2026

Updated on Thursday, February 12, 2026 12:20 PM IST

विद्यार्थियों को प्रशंसा के साथ प्रशस्ति पत्र दिए गए। कार्यक्रम में बच्चों ने अपनी-अपनी भाषा में प्रस्तुतियां दीं। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के स्टाफ भी शामिल थे। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया। कार्यक्रम के संचालन में सवित्रीबाई फुले शिक्षण केंद्र के अध्यक्ष डॉ. अशोक शर्मा ने भी भाग लिया।

XI. Conclusion

The 2025-26 academic year was the first full-scale implementation of the Language Learning Lab. **Fifteen budget private schools** participated, with **7,691 students** enrolled across **Delhi NCR, Chandigarh and Uttar Pradesh. Fourteen schools** used the Freedom App while one school piloted the SIVI AI App.

Students logged over 60 crore reading minutes. In schools that completed all three assessment phases, comprehension and vocabulary scores improved steadily. SR Capital Sr. Sec. School nearly doubled its average score. Hari Vidya Bhawan showed the highest engagement, with 83.9% assignment completion. Parents reported that 84% of children could use the app independently and 90% saw increased confidence in speaking English.

The program also revealed areas that need attention. Older students (grades 4-8) struggled more with reading fluency than younger learners. As Seven schools joined later in the year only baseline assessments could be completed. The SIVI AI pilot at Sunshine School successfully tested written English activities, with formal assessments scheduled in upcoming year.

Teacher training remained a core component. In March 2026, 84 teachers from 13 schools attended a two-day workshop focused on practical classroom strategies and cyber safety.

The focus on spoken English will continue, with additional support for upper primary grades. The Language Learning Lab is not a finished product. It is a working model that improves incrementally. This year proved that a blended approach that included app, teacher and parent awareness can work in budget private schools. Next year will focus on making it work better.



Key Partners

Partner Schools



Sunshine Schools
Quality. Affordability. Love



Outreach Partners



Technology Partner



Testimonials

★ Student ★

“My name is Shubh, a student of Class 6th-A at OPS International School, Gajraula. I am truly grateful to be a part of the Language Lab program running in our school with the support of the Center for Civil Society.

Before joining this program, I used to feel shy and nervous while speaking in English. But now, I feel more confident and happy when I speak. This Language Lab is helping me improve my communication skills and express myself better every day. This program is not just helping me learn English, but it is also helping me grow into a more confident and fearless student.”



Shubh

Grade 6, OPS International School, Gajraula

★ Teacher ★

“I am delighted to share our experience with the Savitribai Phule Speaking Bee Competition and the Language Learning Lab initiative. The Speaking Bee Competition has proven to be an excellent platform for our students to enhance their pronunciation, vocabulary, and confidence in spoken English. It not only encourages healthy competition but also motivates students to overcome stage fear and express themselves more effectively. The Language Learning Lab has been equally impactful. It provides an interactive and engaging environment where students can learn at their own pace through audio-visual tools and structured activities.”



Sandhya Goswami

Coordinator, Hari Vidya Bhawan, Delhi

★ School Leader ★

“The Language Learning Lab Project and the Speaking Bee Competition initiative by the team of Centre for Civil Society have been remarkable initiatives in enhancing our students' communication skills. The Language Lab has provided a structured and engaging environment for students to improve their listening, pronunciation, and fluency through technology-driven learning. Complementing this, the Speaking Bee Competition has boosted students' confidence, encouraging them to express their thoughts clearly and effectively. These initiatives have not only strengthened linguistic abilities but also nurtured self-assurance and critical thinking among learners. I appreciate the CCS team's efforts in creating such impactful platforms that contribute meaningfully to holistic student development.”



Lakshya Chhabaria

Director, SR Capital Sr. Sec. School, Delhi

★ School Leader ★

“It has been an enriching experience collaborating on the Language Learning Lab Project and the Speaking Bee Competition. I sincerely thank the CCS team, especially Amit Chandra, Nitesh, and Anil (For special support and communication), for their unwavering support and visionary initiative Sumit Bhaiya too in the office making monthly monitoring meeting comfortable with his Coffee and Snacks to charge all the Principal after a long day of work. This program has led to exponential growth in our students' confidence, communication skills, and overall learning outcomes. It has also significantly strengthened our school's reputation, branding, and positioning within the community. The Speaking Bee Competition, in particular, has nurtured young, fluent speakers. It was conducted in a highly organized and professional manner, fostering healthy competition and enthusiasm among students.”



Pravan Kumar

Director, KPS Convent School, Delhi



CONTACT US



Email/
nitesh@ccs.in



Website/
www.ccs.in



Address/
A-69, Hauz Khas, Delhi, 110016



Centre for
CIVIL
SOCIETY

SOCIAL CHANGE THROUGH PUBLIC POLICY