



महाराष्ट्र शासन

Maharashtra Tribal Welfare  
Department (MTDD)

# CREATING IMPACT

IN THE LEARNING OF ENGLISH FOR ADIVASI STUDENTS  
OF GOVERNMENT ASHRAM AND EKLAVYA SCHOOLS.



## 1 HOUR

24.69  
HOURS



# 1 HOUR = 24.69 HOURS

OF KARADI PATH ME-SLL

of conventional English Instruction



Schools



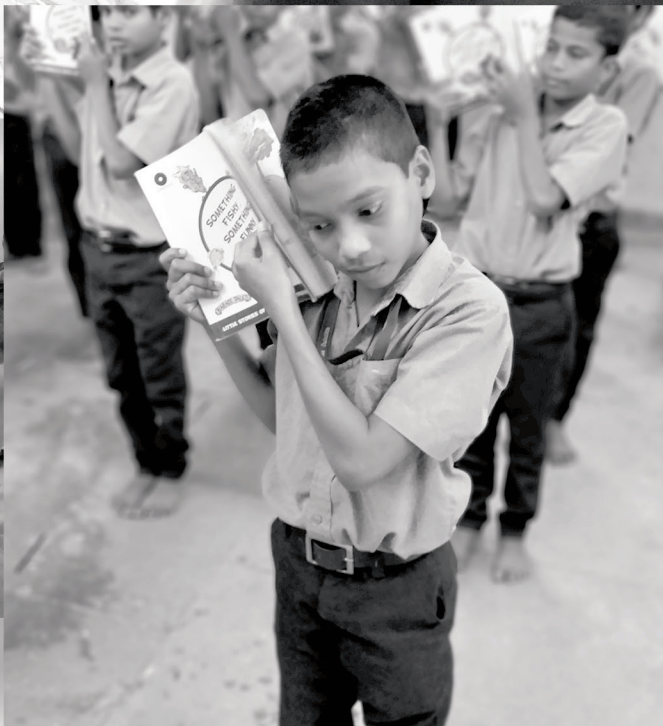
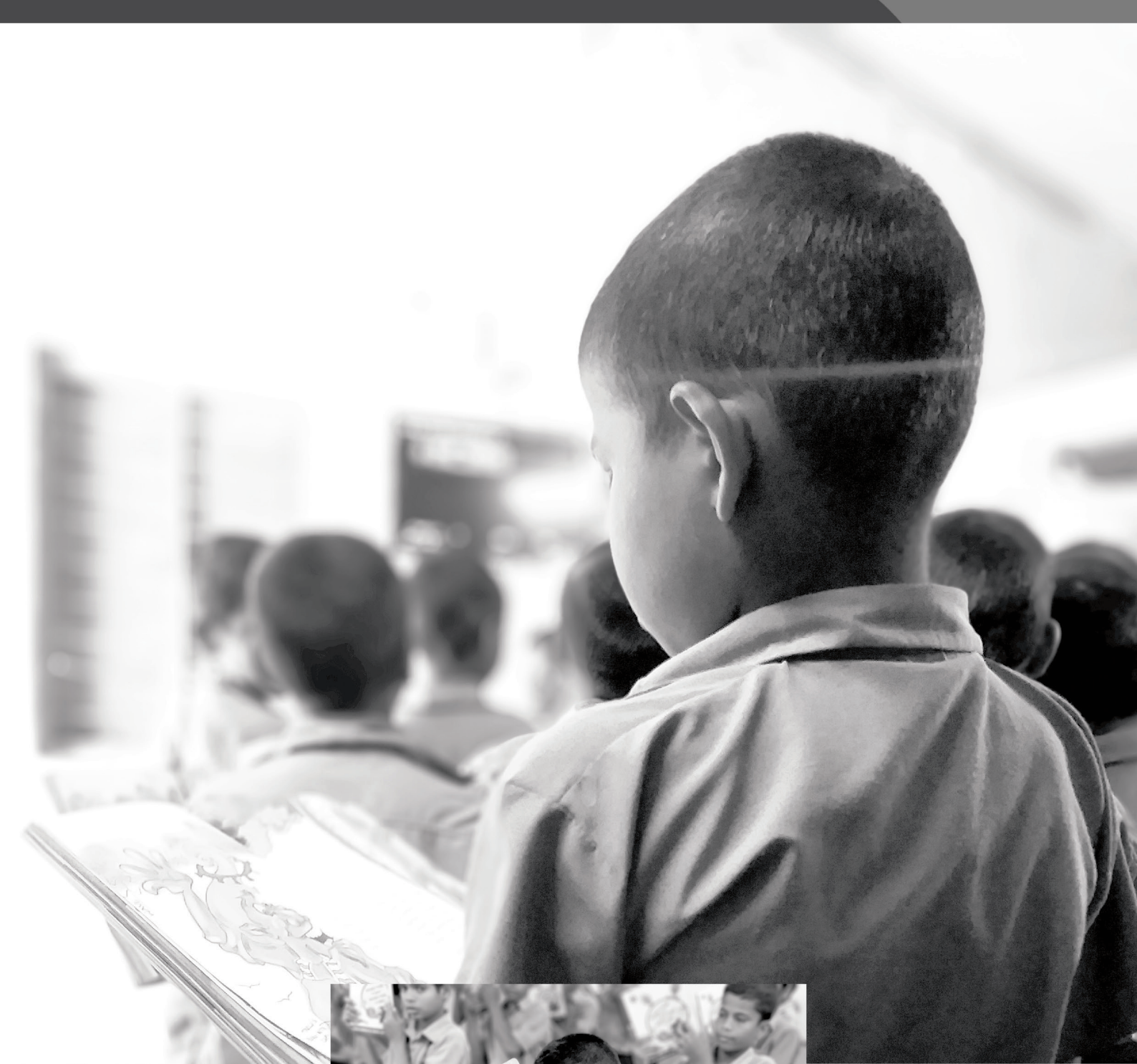
Teachers



Students



	Schools	Teachers	Students
Phase 1	132 Schools	1,100 Teachers	50,000 Students
Phase 2	274 Schools	2,787 Teachers	76,000 Students





## Karadi Path Magic English SLL Programme

Implementation in 132 Ashram and Eklavya Schools in Maharashtra in partnership with  
Maharashtra Tribal Development Department

# Midline Assessment Report

April 2019

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# Karadi Path has effected an overall average improvement of **149%** in the English Literacy skills of the students doing the Magic English SLL Programme



**Speaking Skills**  
Improved by atleast  
**2.4 times**

The Speaking skills of students doing the ME-SLL Intermediate programme has improved by at least 2.4 times the skills of the students before the 48-hour Karadi Path intervention.



**Reading Skills**  
Improved from  
**0% to 10.29%**

The average Reading skills of Grade 2 students doing the ME-SLL Beginner programme has improved from 0% to 10.29%.



**Average Literacy Skills**  
(ME-SLL Beginner)  
Improved by atleast  
**1.5 times**

The average literacy skills of students doing the ME-SLL Beginner programme has improved by at least 1.5 times across all PO locations.



**Average Literacy Skills**  
(ME-SLL Intermediate)  
Improved by atleast  
**1.9 times**

The average literacy skills of students doing the ME-SLL Intermediate programme has improved by at least 1.9 times across all PO locations.



**English Literacy Skills**  
Improvement of  
**454%**  
in the Nandurbar PO

The Nandurbar PO has shown the most improvement with a percentage improvement of 454% in the English literacy skills of students doing the ME-SLL Beginner programme.

On an average

**1 HOUR = 24.69 HOURS**  
OF KARADI PATH CLASS of a regular English Class

### Karadi Path ME-SLL Intermediate programme (Grades 6 to 9)

#### Vernacular Medium

Literacy skills of students in Nandurbar PO (vernacular medium)



similar to

#### English Medium

Literacy skills of students in Eklavya Model Residential Schools (English medium)

### Karadi Path ME-SLL Intermediate programme (for Grades 6 to 9)

**31.15%**

Average English Literacy skills of Grade 6 students, post 48-hour intervention by Karadi Path



greater than

**22.64%**

Average English Literacy skills of Grade 9 students in the same school, before Karadi Path intervention

### Karadi Path ME-SLL Beginner programme (for Grades 1 to 5)

**21.97%**

Average English Literacy skills of Grade 5 students, post 48-hour intervention by Karadi Path



similar to

**22.64%**

Average English Literacy skills of Grade 9 students in the same school, before Karadi Path intervention



1 HOUR

24.69  
HOURS



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## Executive Summary



**The Karadi Path Magic English SLL Programme** is being implemented 132 Ashram and Eklavya Schools in Maharashtra in partnership with Maharashtra Tribal Development Department

## Executive Summary

### Assessment and Objective

Baseline (BLA) and Midline Assessments (MLA) were conducted in a sample set of schools in the regions of Dahanu, Jawahar, Nandurbar and Eklavya Model Residential Schools to evaluate the implementation and impact of the Karadi Path Magic English SLL Programme\*.

The **Karadi Path** Programme assessment is ipsative in nature—it is designed to assess and compare the learning levels in a sample set of students at three different points in time. There are periodic assessments conducted at different stages or learning windows of the programme:

- Baseline Assessment (BLA): conducted before the implementation of the programme.
- Midline Assessment (MLA1): conducted at the end of implementation of Level 1 of the programme.
- Midline and End-line Assessment: Successive Midline assessments are conducted at the end of each level (i.e. 48 hours of intervention), and the End-line at the end of the project period. In the MTDD Phase 1 project, a Baseline Assessment (BLA) was conducted in 24 sample schools from the larger set of 132 schools was conducted in the beginning

of the implementation cycle. Subsequently, a Midline Assessment (MLA) was conducted after the schools completed implementation of 72 sessions (48 hours) of Karadi Path Magic English SLL Level 1 programme in February & March 2019.

For a detailed reading on the KP Magic SLL Programme and the Assessment Design, please refer the Appendix.

### Summary of Findings

#### A) Overall Average Results: BLA v/s MLA

The below table lists the average scores for each of the following skill-sets tested across grades 2 to 9.

- Comprehension
- Speaking
- Reading

The Karadi Path Assessment design is meant to gauge the following functional English skills at midline:

**Comprehension:** Tests sentence-level comprehension of basic instruction in English.

**Reading:** Tests the ability to recognise vowel sounds, and read aloud 3 to 5-letter words, and simple sentences progressively to 3-word to 11-word complexity.

**Speaking:** Speaking, the highest order component of the assessment, tests the ability to listen, understand and respond accurately with syntactical awareness.

The scores for the above skills are in the weighted ratio:

1:4:2 (Listening:Speaking:Reading).

Programme	Assessment	Comprehension (out of 100)	Speaking (out of 100)	Reading (out of 100)	Cumulative (out of 100)
Overall (Classes 2 – 9)	Baseline	30.43	4.74	15.54	11.49
	Midline	56.49	15.98	40.12	28.66
<b>Percentage of Improvement</b>		<b>86%</b>	<b>237%</b>	<b>158%</b>	<b>149%</b>

Table 1: Overall Average Score Comparison – BLA v/s MLA

**The percentage of improvement represents the percentage of increase in performance from Baseline to Midline. The document also captures Improvement Ratios that represents the change in performance. For instance, an Improvement Ratio of 2.49 indicates a 2.49 times change, or a 149 percentage increase in performance from Baseline to Midline.”**

\*The assessment was also conducted in the Shahpur PO. However, the scores in the BLA data received from the PO were much higher than the BLA data from the English medium Eklavya schools, and marginally lower than the MLA scores from the same sample set, indicating that the data set for these schools might be erroneous at the point of entry during BLA. Hence, the data from the Shahpur PO schools has been excluded from our analysis.

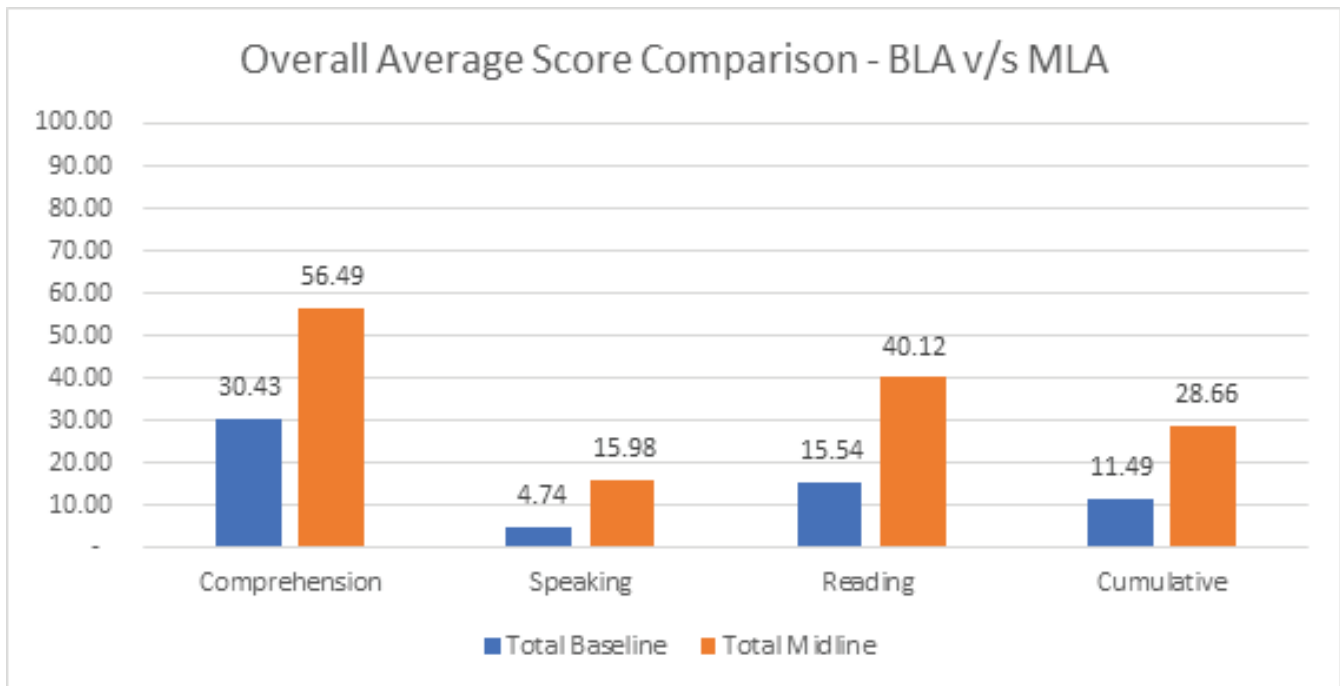


Figure 1: Overall Average Score Comparison – BLA v/s MLA

The overall average scores suggest:

- The average Comprehension skills of the students have shown marked improvement from 30.43% (at Baseline) to 56.49% (at Midline).
- While the ratio of improvement in Speaking skills is high, sustained intervention is necessary for achieving improved results in this skill-set.
- The improvement ratio and average scores at the time of Midline1 for Reading skills is encouraging. Further engagement with the programme will lead to improvement in the Reading skills of the students.
- The boxplot below indicates a positive shift in the performance of all students attending the programme.

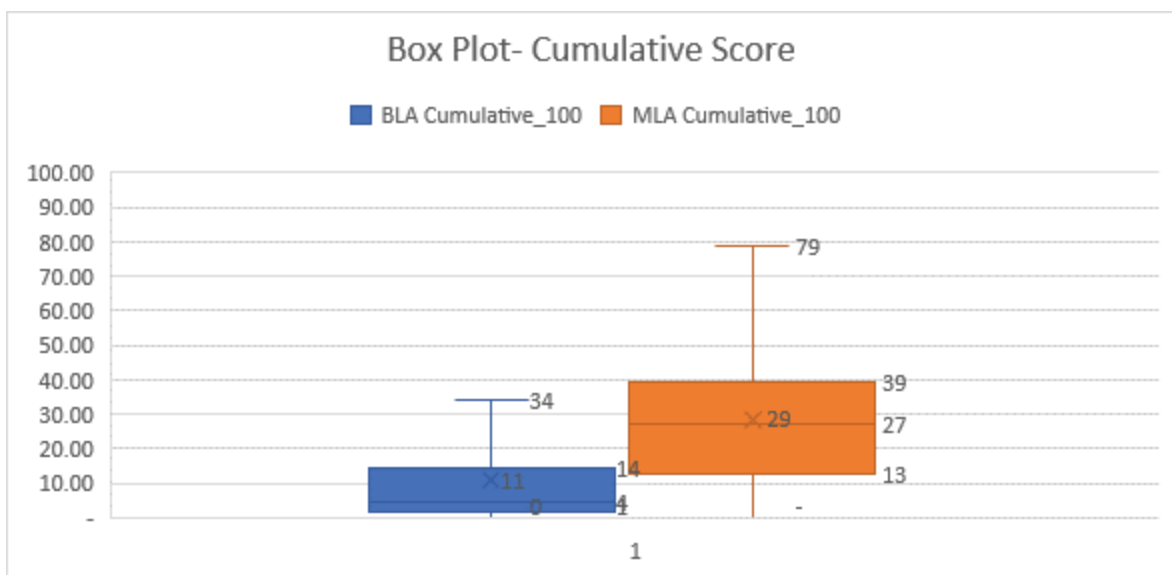


Figure 2: Overall Average Score Comparison – BLA v/s MLA – Box Plot

B) Snapshot of Other Findings:

- ME-SLL Beginner (Grades 1 to 5) Impact Highlights:

- The MLA suggests that the students have improved comprehension skills, with them scoring at 45.82% in this section of the assessment.
- There has been a significant improvement in the Speaking skills and Reading skills of the students with Improvement Ratios at 4.44 and 10.52 respectively.
- The average scores of children at the time of MLA in Speaking skills and Reading skills indicate that the students have begun to communicate in English in words and short utterances, and continued English intervention will move them higher in functional literacy.

- ME-SLL Intermediate (Grades 6 to 9) Impact Highlights:

- Similar range of Improvement Ratios were observed with the students doing the ME-SLL Intermediate programme as was observed with the students doing the ME-SLL Beginner programme.

- Sustained intervention is likely to help the students achieve higher levels of functional literacy.

- Grade-wise Impact Highlights:

- The most dramatic improvement has been in the Speaking and Reading skills of Grade 2 students across all POs. Their skills have improved from nearly 0% literacy to 5.39% and 10.29% respectively.
- The average English language proficiency of Grade 6 students at Midline point are at par with the average English language proficiency of Grade 9 students at Baseline point.
- Consistent engagement with the programme is likely to improve the learning outcomes of the students by the time of the next learning window, or Midline assessment 2.

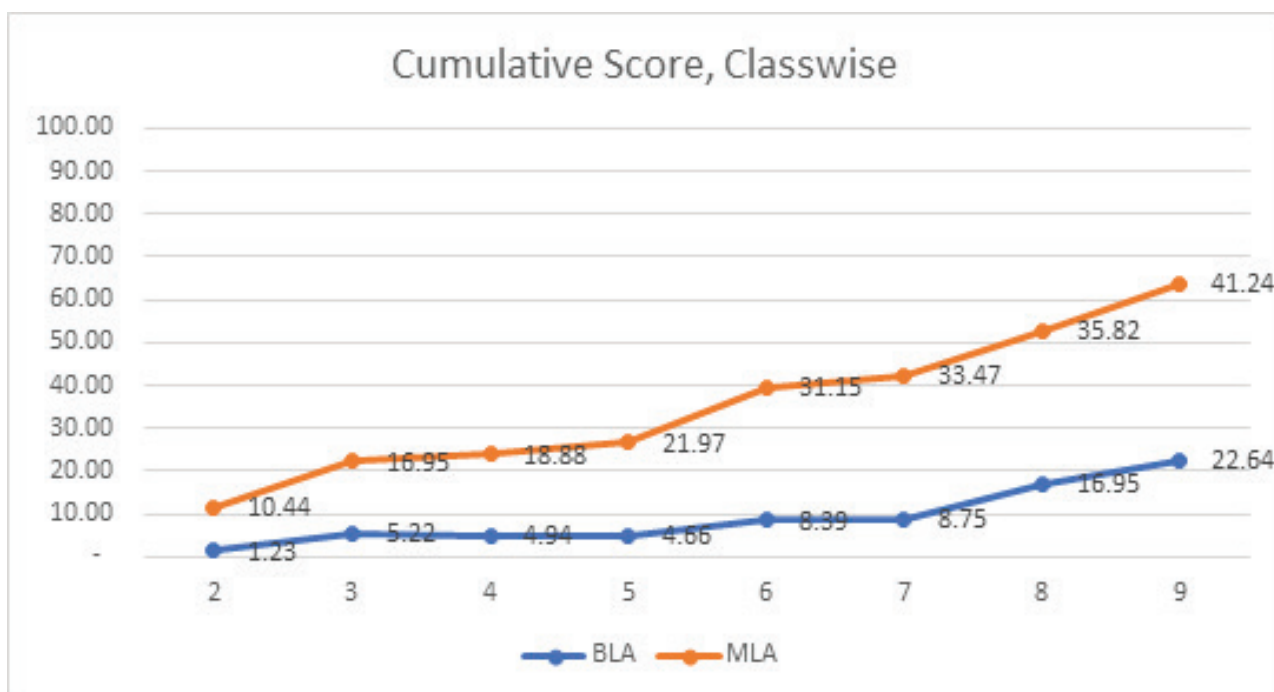


Figure 3: Grade Wise Cumulative Score Comparison – BLA v/s MLA

- PO-wise Impact Highlights:
    - Dahanu, Nandurbar, Jawahar and Eklavya are the POs included in the analysis of the assessments.
    - All three PO locations have seen a a leap in performance in the Reading skills of the students.
    - Notably there has been an improvement in the Speaking skills of the primary school students doing the Beginner programme in the Nandurbar PO from nearly 0% literacy to 10.37%.
    - The Nandurbar PO MLA scores of the upper-primary students doing the Intermediate programme are closer to the MLA scores of the Eklavya English medium schools, showing a positive impact of the KP programme on the proficiency of the students in vernacular medium schools.
  - School-wise Impact Highlights:
    - Of the schools selected in the sample for assessment in the Dahanu PO, the Government Ashram School, Khambale has shown the most consistent improvement in learning outcomes across grades.
    - The Eklavya Model Residential School at Maveshi has shown an above 70% growth level for grades 8 and 9, indicating highly fluent levels of English language learning.
  - The Government Ashram Schools at Amgaon and Gargaon in the Jawahar PO Location have exhibited a dramatic increase in the learning outcome levels that is consistent across grades.
  - The Nandurbar PO has seen the maximum improvement in performance with an Improvement Ratio of 5.54 of students doing the ME-SLL Beginner programme.
  - Sustained intervention is necessary at all PO locations to better the learning outcomes. Given the pace of improvement, it is believed that improved learning outcomes will be achieved by the time of next assessment.
- C) Overall Impact of the KP Programme:
- The overall numbers indicated in the findings above indicate the overwhelmingly positive impact of the Karadi Path Magic English SLL programme on the English language skills of the students.
  - It also indicates the necessity to immerse students in audio-rich and print-rich environments at an early age to facilitate effective language acquisition.

Class	Baseline scores for each class	No of hours of regular English input class wise before baseline	Per Hour efficiency of English learning with regular English class	Midline scores	Improvement with KP sessions (MLA minus BLA score of subsequent class)	Per Hour efficiency of English learning with KP class	1 hour of KP is equivalent to 'x' no. of hours of regular English instruction
Class 1	0	0					
Class 2	1.23	140	0.0088	10.44	5.23	0.1089	12.38
Class 3	5.22	280	0.0186	16.95	12.01	0.2503	13.43
Class 4	4.94	420	0.0118	18.88	14.22	0.2963	25.20
Class 5	4.66	560	0.0083	21.97	13.59	0.2830	34.01
Class 6	8.39	700	0.0120	31.15	22.40	0.4666	38.94
Class 7	8.75	840	0.0104	33.47	16.52	0.3441	33.03
Class 8	16.95	980	0.0173	35.82	13.17	0.2744	15.86
Class 9	22.64	1120	0.0202	41.24			
						<b>Average</b>	<b>24.69</b>

Table 2: Grade-Wise KP Hours Efficiency Table

The above table is an impact indicator across grade levels that details the effectiveness of the Karadi Path programme in bringing about higher levels of literacy in English language.

**1 HOUR = 24.69 HOURS**  
 OF KARADI PATH ME-SLL of conventional English Instruction

The report further dives into a detailed analysis of the findings on the overall learning outcomes and location-wise and school-wise performances of the students enrolled in the Karadi Path Magic SLL Programme.



1 HOUR

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## Skill-wise Representation



## Skill-wise Representation

This section of the report delves into the learning outcome indicators for each skill-set tested in the assessment.

The box-plots depict the overall progress of the students in each skill-set from the Baseline

Assessment as compared to the Midline Assessment.

The average of Comprehension score out of 100 has improved from 30.43 to 56.49, indicating an 86% improvement.

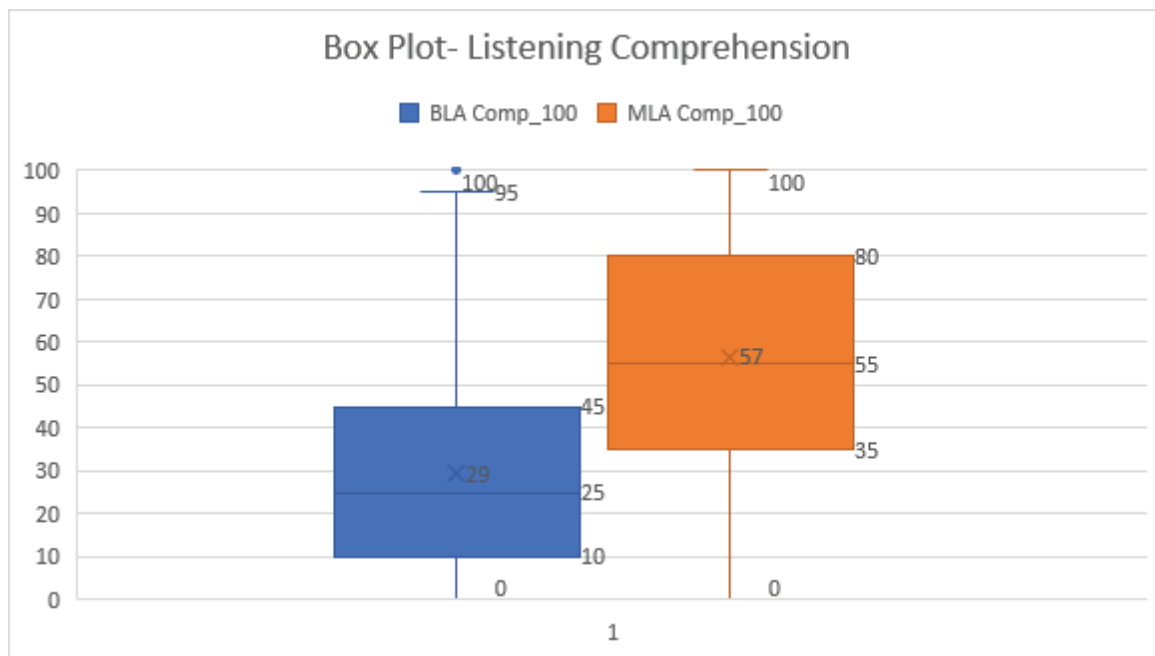


Figure 4: Overall Improvement in Comprehension – BLA v/s MLA – Box Plot

The average of Speaking score out of 100 has improved from 4.74 to 15.98, indicating a 237% improvement. The overall median score has improved from 4.28 at baseline period to 26.97 at midline period, i.e., an overall 530% increase.

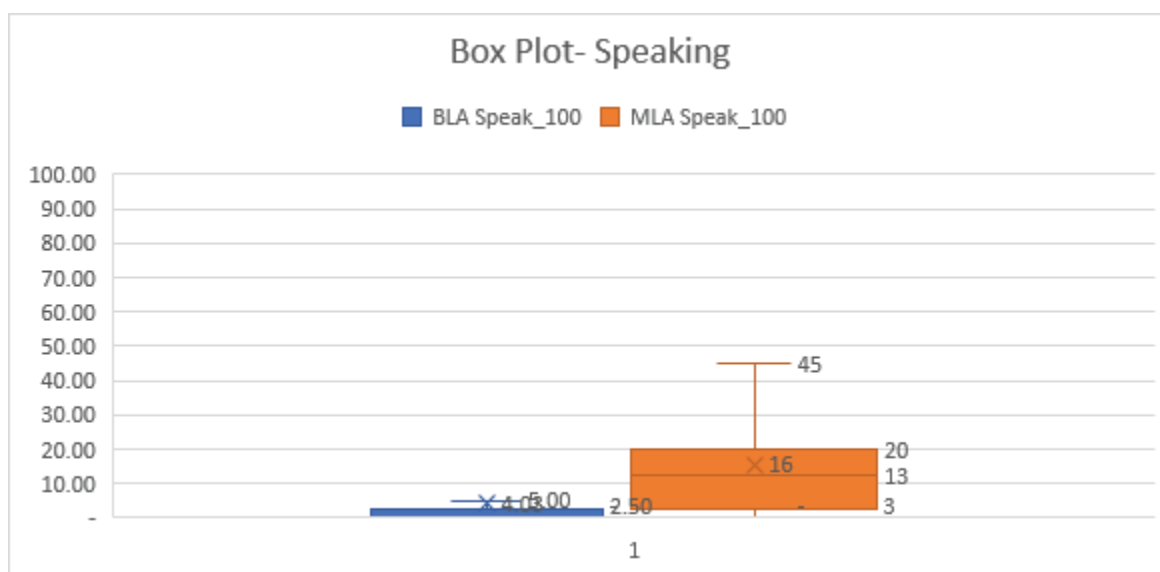


Figure 5: Overall Improvement in Speaking – BLA v/s MLA – Box Plot

The average of reading score out of 100 has improved from 15.54 to 40.12, indicating a 158% improvement.

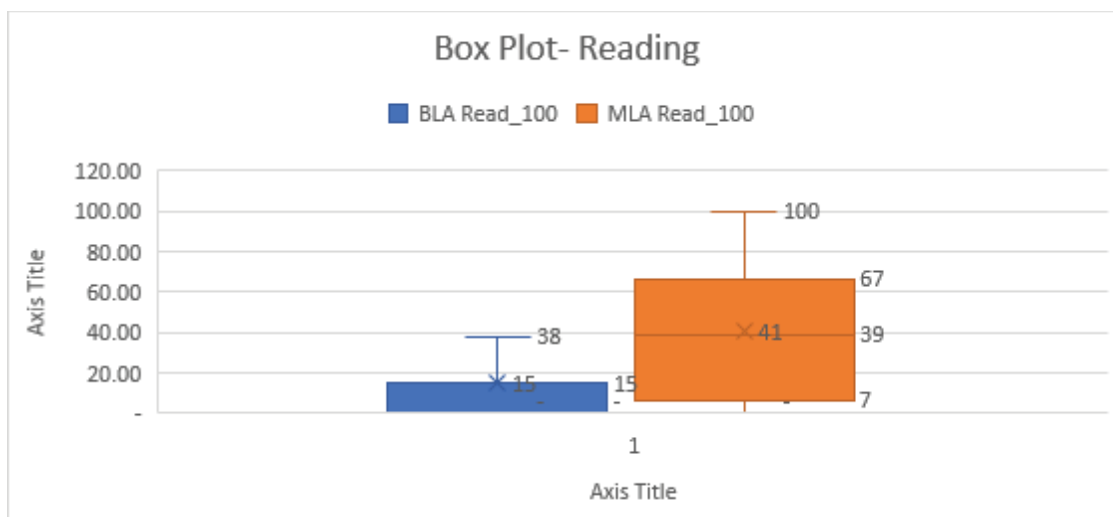


Figure 6: Overall Improvement in Reading – BLA v/s MLA – Box Plot

The below table represents the average scores of the students under the ME SLL Beginner and Intermediate programmes under each of the skills tested (Comprehension, Speaking and Reading) at the time of Baseline Assessment and Midline

Assessment. The table also represents the ratio of improvement of the scores in each skill set from Baseline to Midline.

Programme	Assessment	Comprehension (out of 100)	Speaking (out of 100)	Reading (out of 100)
Beginner (Classes 1 - 5)	Baseline	20.29	2.10	1.94
	Midline	45.82	9.34	20.41
<b>Improvement Ratio</b>		<b>2.22</b>	<b>4.44</b>	<b>10.52</b>
Intermediate (Classes 6 – 9)	Baseline	40.57	7.37	29.14
	Midline	67.17	22.61	59.83
<b>Improvement Ratio</b>		<b>1.65</b>	<b>3.06</b>	<b>2.05</b>
Overall (Beginner & Intermediate)	Baseline	30.43	4.74	15.54
	Midline	56.49	15.98	40.12
<b>Improvement Ratio</b>		<b>1.86</b>	<b>3.37</b>	<b>2.58</b>

Table 3: Comparison of Skill-Wise Average Scores for Beginner & Intermediate Programmes

The below graphs are a pictorial representation of the above scores for the purposes of understanding the scale of improvement.

ME-SLL Beginner (Grades 1 – 5):

- The Comprehension Skills of the students have seen a considerable overall improvement with the students scoring an average of 45.82% in the questions testing this skill.
- The Speaking skills and Reading skills have also seen considerable improvement from the Baseline scores.

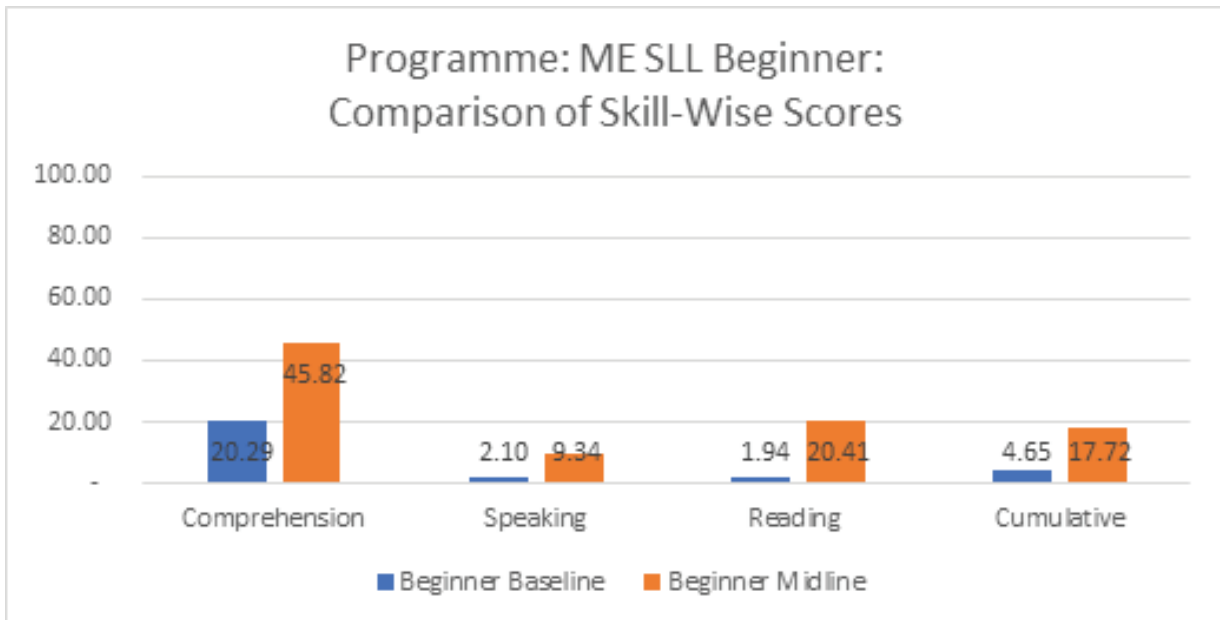


Figure 7: Comparison of BLA and MLA scores for ME SLL Beginner

ME-SLL Intermediate (Grades 6 – 9):

- The Comprehension skills of the students doing the Intermediate programme have increased significantly from a Baseline score of 40.57% to 67.17%.
- The Speaking skills and Reading skills have seen similar improvement, with the students scoring as high as 59.83% in Reading comprehension as opposed to their score of 29.14% at the time of BLA.

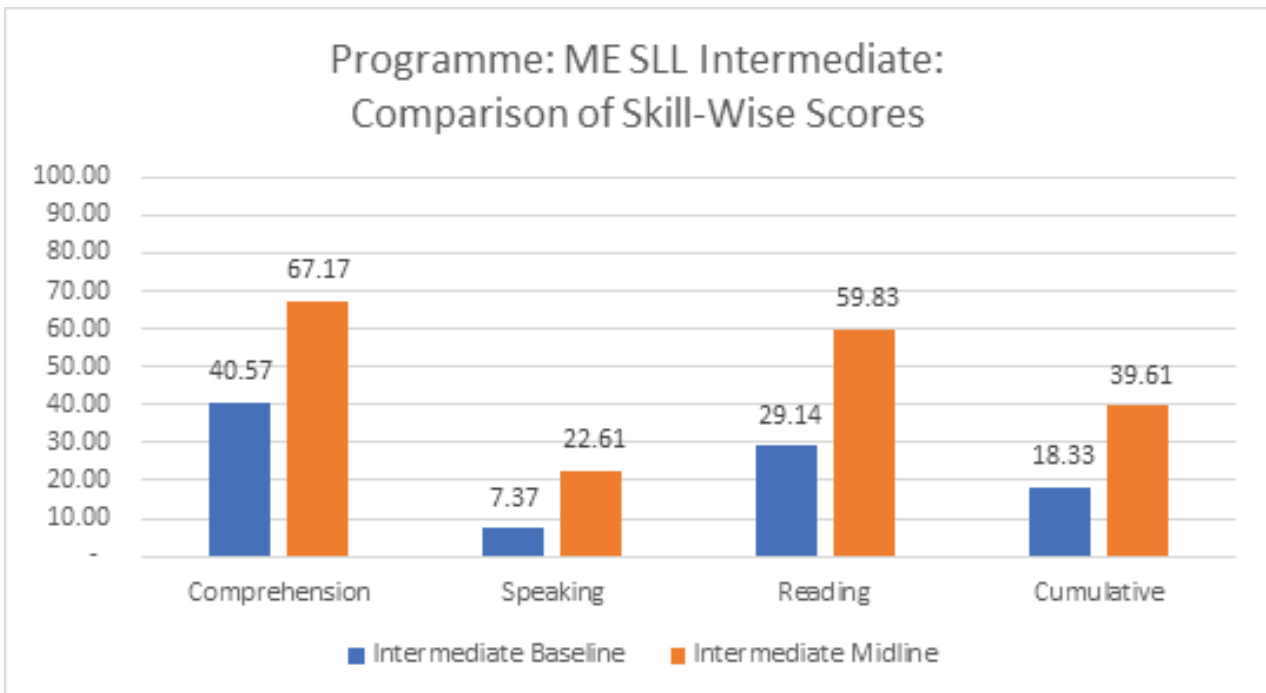


Figure 8: Comparison of BLA and MLA scores for ME SLL Intermediate



1 HOUR

24.69  
HOURS



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## Grade-wise Representation Across PO Locations



## Grade-wise Representation Across PO Locations

The following table represents the average scores for each skill for grades across all POs included in the analysis of the data.

ME – SLL Beginner (Grades 1 - 5):

- The most drastic improvement has been in the Speaking skills and Reading skills of Grade 2 students across all POs. Their scores have improved from nearly 0% to 5.39% and 10.29% respectively.
- The Comprehension skills of the students have seen a consistent increase across all grades, with the maximum range of MLA scores as high as 56.83%.
- Consistent engagement with the programme could further improve and strengthen the Speaking skills and Reading skills of the students, given the increase in scores after engagement in 48 hours of the Karadi Path programme.

Class	Assessment	Listening Skills	Speaking Skills	Reading Skills	Cumulative
Class 2	Baseline	8.19	0.09	0.03	1.23
	Midline	30.97	5.39	10.29	10.44
Improvement Ratio		<b>3.78</b>	<b>59.88</b>	<b>343</b>	<b>1.88</b>
Class 3	Baseline	19.50	3.00	2.51	5.22
	Midline	51.19	8.92	15.90	16.95
Improvement Ratio		<b>2.62</b>	<b>2.97</b>	<b>6.33</b>	<b>3.25</b>
Class 4	Baseline	21.44	2.37	1.83	4.94
	Midline	46.45	12.03	18.80	18.88
Improvement Ratio		<b>2.17</b>	<b>5.07</b>	<b>10.27</b>	<b>3.82</b>
Class 5	Baseline	23.45	1.26	2.07	4.66
	Midline	56.83	10.76	26.96	21.97
Improvement Ratio		<b>2.42</b>	<b>8.53</b>	<b>13.02</b>	<b>4.71</b>

Table 4: Grade-Wise Representation of Average Scores: ME – SLL Beginner

ME- SLL Intermediate (Grades 6 – 9):

- All grades in the Intermediate programme across POs have shown a consistent improvement in the score lines for each skill set.
- The average Language Acquisition skills of Grade 6 students are on par with the average Language Acquisition skills of Grade 9 students at Midline point.
- The most drastic improvement has been noted in the Speaking skills of Grade 7 students at 7.25 times the BLA score.
- Given the pace of improvement as represented by the Improvement Ratio in Grade 6 students, it is likely they will surpass the Midline scores achieved by Grade 9 students by the time of the End-line assessment.

Class	Assessment	Listening Skills	Speaking Skills	Reading Skills	Cumulative
Class 6	Baseline	24.59	2.87	11.33	8.39
	Midline	60.71	17.58	43.50	31.15
<b>Improvement Ratio</b>		<b>2.47</b>	<b>6.12</b>	<b>3.83</b>	<b>3.71</b>
Class 7	Baseline	26.18	2.36	12.82	8.75
	Midline	62.55	17.13	51.61	33.47
<b>Improvement Ratio</b>		<b>2.39</b>	<b>7.25</b>	<b>4.02</b>	<b>3.82</b>
Class 8	Baseline	39.05	5.90	28.01	16.95
	Midline	60.77	19.06	56.87	35.82
<b>Improvement Ratio</b>		<b>1.56</b>	<b>3.23</b>	<b>2.03</b>	<b>2.11</b>
Class 9	Baseline	50.05	9.49	35.25	22.64
	Midline	66.37	22.96	65.26	41.24
<b>Improvement Ratio</b>		<b>1.32</b>	<b>2.41</b>	<b>1.85</b>	<b>1.82</b>

Table 5: Grade-Wise Representation of Average Scores: ME – SLL Intermediate

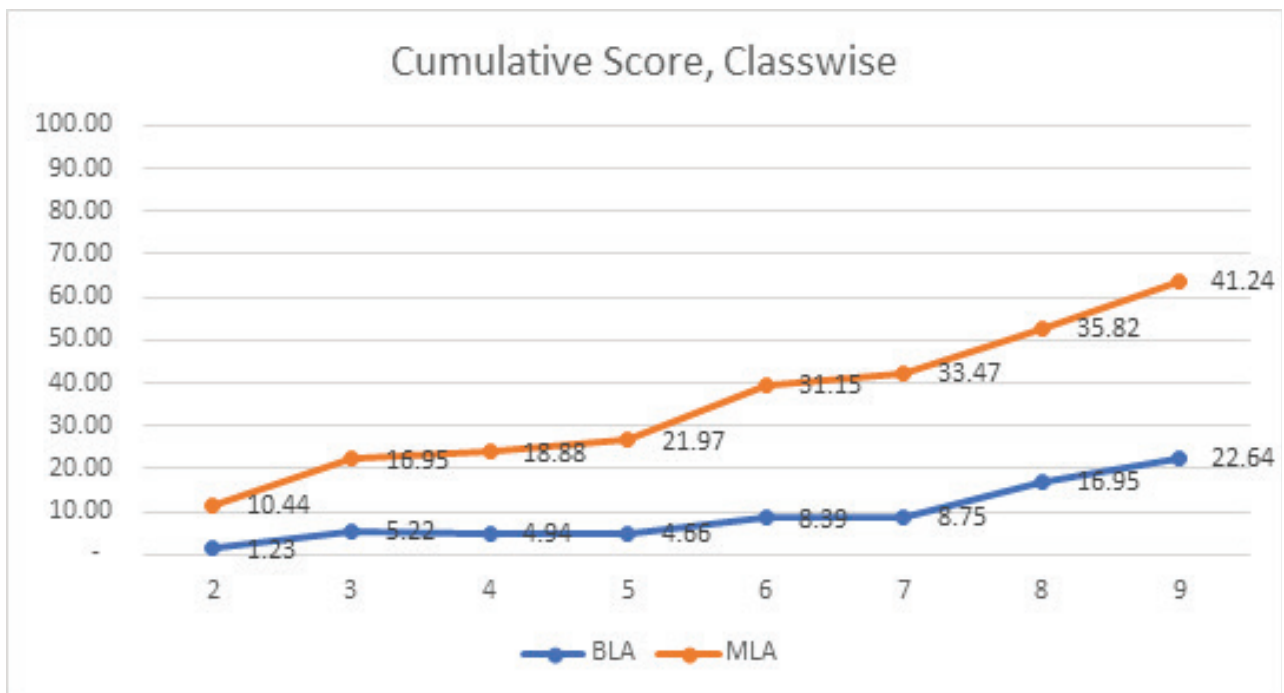


Figure 9: The cumulative BLA v/s MLA graph indicating an overall increased shift in student scores.

One can infer from the comparison of BLA and MLA class-wise scores that the 72 sessions of Karadi Path programme has been able to accelerate the learning and improve the English proficiency levels of students in each class.

As depicted in graph above, class 5 students, after attending 72 sessions of Karadi Path programme

have reached the proficiency level of Class 9 students before they underwent the Karadi Path programme.

The following graphs showcase the improvement in individual scores captured through the comparison of the BLA and MLA scores for each grade.

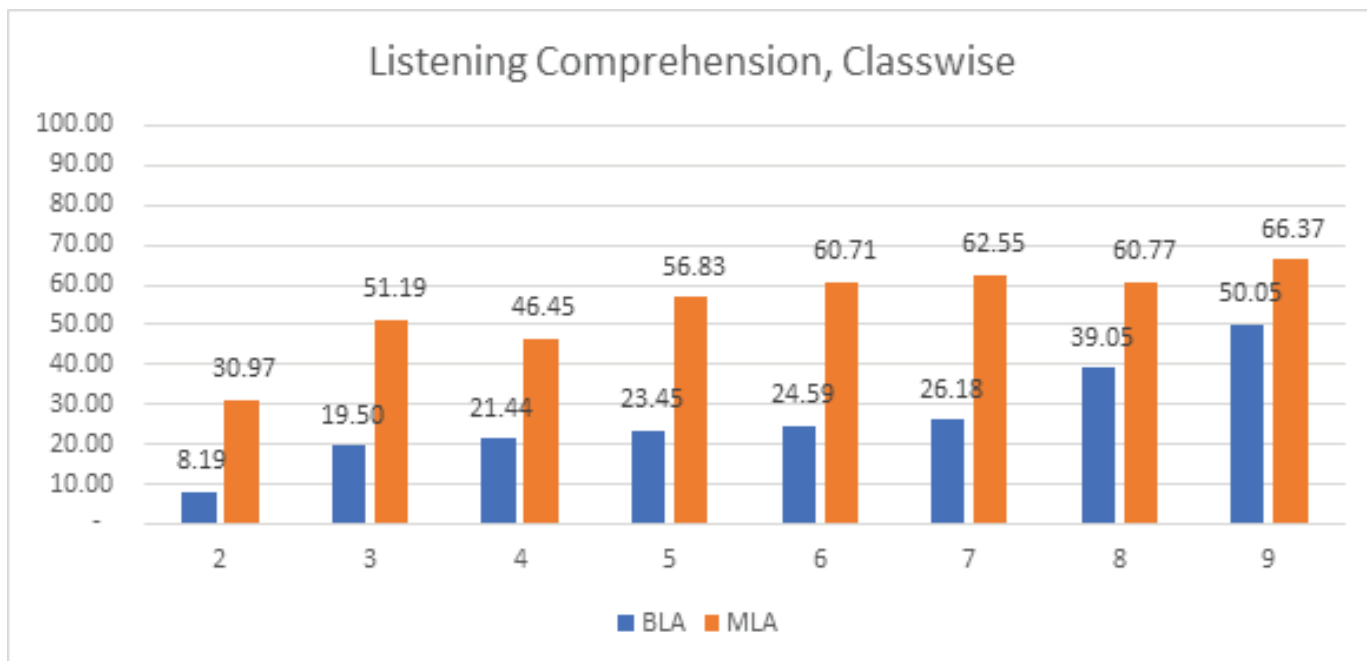


Figure 10: A graph indicating the shift in scores for Listening skills for each grade across POs.

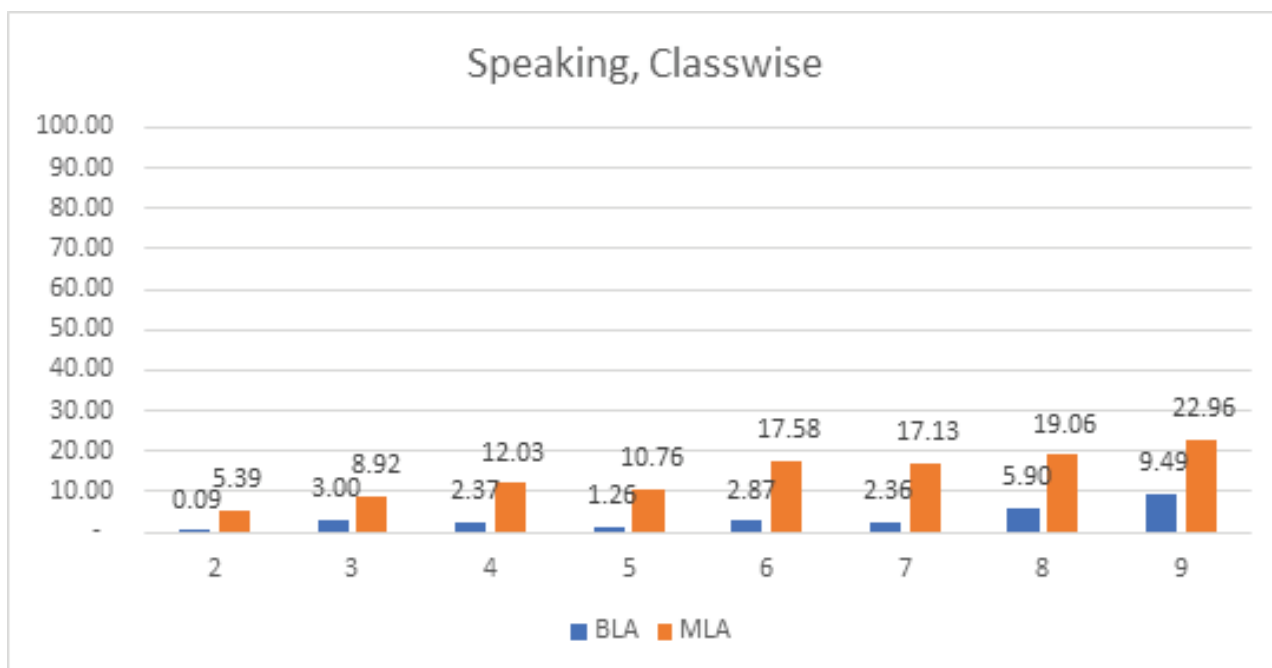


Figure 11: A graph indicating the shift in scores for Speaking skills for each grade across POs.

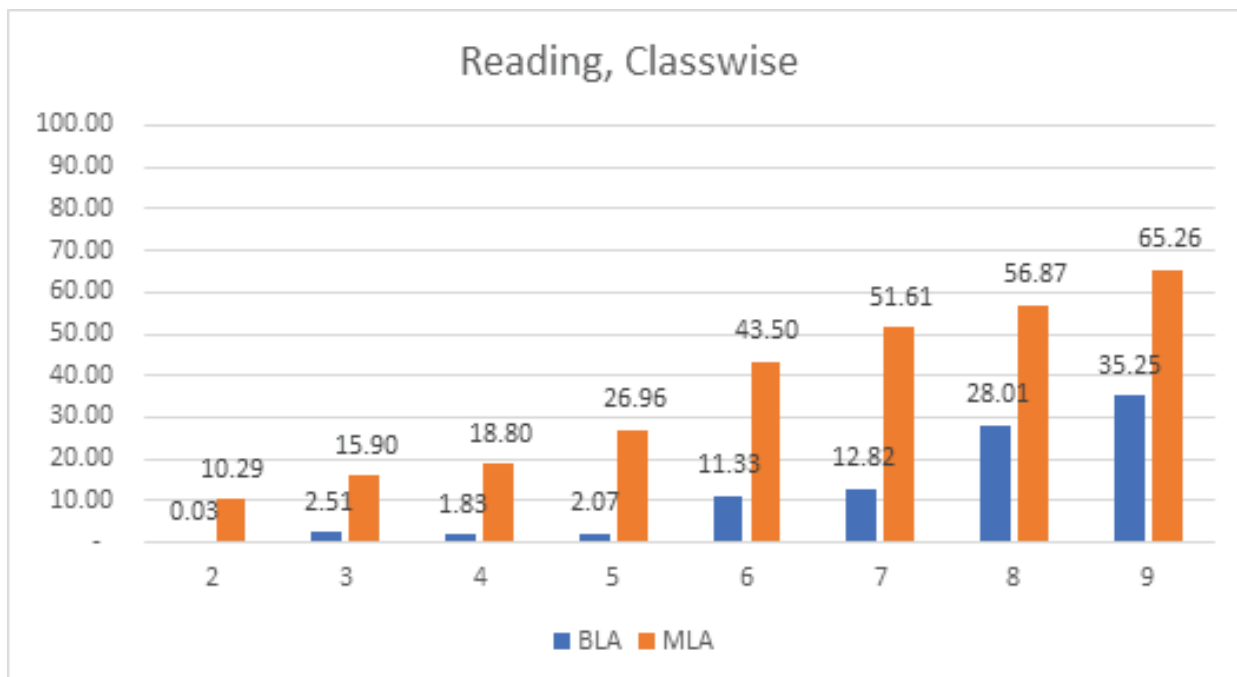


Figure 12: A graph indicating the shift in scores for Reading skills for each grade across POs.

Summary:

- The Comprehension skills of the students engaged in the Beginner programme have seen a consistent increase across all grades, with the maximum range of MLA scores as high as 56.83%.
- The average Language Acquisition skills of Grade 6 students are on par with the average Language Acquisition skills of Grade 9 students at Midline point.

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## PO-wise Representation



## PO – Wise Representation

ME – SLL Beginner:

The following table represents skill-wise average data for the Beginner programme based on PO Location.

- All three PO locations have seen a drastic improvement in the Reading skills of the students.
- Of note is the improvement in the Speaking skills of the students in the Nandurbar PO from nearly 0% to 10.37%.
- Reading skills of the students in the Nandurbar PO has also seen improvement from nearly 0% to about 11%.
- The overall improvement in each PO location is at least 1.5 times that of the BLA score.

PO Location	Assessment	Listening Skills	Speaking Skills	Reading Skills	Cumulative
Dahanu	Baseline	26.24	3.20	2.49	6.29
	Midline	42.70	7.46	22.38	16.76
<b>Improvement Ratio</b>		<b>1.63</b>	<b>2.33</b>	<b>9.00</b>	<b>2.67</b>
Jawahar	Baseline	18.09	2.44	2.46	4.68
	Midline	42.36	10.21	27.86	19.84
<b>Improvement Ratio</b>		<b>2.34</b>	<b>4.19</b>	<b>11.33</b>	<b>4.24</b>
Nandurbar	Baseline	16.53	0.66	0.86	2.99
	Midline	52.40	10.37	10.97	16.54
<b>Improvement Ratio</b>		<b>3.17</b>	<b>15.61</b>	<b>12.74</b>	<b>5.54</b>

Table 6: Average Skill-Wise Scores for ME-SLL Beginner based on PO Location

ME – SLL Intermediate:

The following table represents skill-wise average data for the Intermediate programme based on PO Location.

- All four PO locations have shown an overall improvement from the BLA score line by at least 1.90 times.
- The Nandurbar PO has documented a significant increase in the Speaking skills of the students by nearly 15 times their score at the time of BLA.
- The Nandurbar PO MLA scores are closer to the MLA scores of the Eklavya English medium schools, showing a positive impact of the KP programme on the language acquisition skills of the students.

PO Location	Assessment	Listening Skills	Speaking Skills	Reading Skills	Cumulative
Dahanu	Baseline	36.63	7.03	21.29	15.33
	Midline	57.53	12.64	48.40	29.27
<b>Improvement Ratio</b>		<b>1.57</b>	<b>1.80</b>	<b>2.27</b>	<b>1.91</b>
Jawahar	Baseline	35.52	4.15	18.60	12.76
	Midline	55.11	21.68	55.97	36.25
<b>Improvement Ratio</b>		<b>1.55</b>	<b>5.23</b>	<b>3.01</b>	<b>2.84</b>
Nandurbar	Baseline	23.09	0.84	12.61	7.38
	Midline	68.21	11.74	45.64	29.49
<b>Improvement Ratio</b>		<b>2.95</b>	<b>13.98</b>	<b>3.62</b>	<b>1.99</b>
Eklavya	Baseline	67.02	17.48	64.06	37.86
	Midline	87.83	44.40	89.31	63.43
<b>Improvement Ratio</b>		<b>1.31</b>	<b>2.54</b>	<b>1.39</b>	<b>1.68</b>

Table 7: Average Skill-Wise Scores for ME-SLL Intermediate based on PO Location

Summary:

- The overall improvement in each PO location is at least 1.5 times that of the BLA score for students enrolled in the ME-SLL Beginner programme.
- All four PO locations have shown an overall improvement from the BLA score line by at least 1.90 times for children enrolled in the ME-SLL Intermediate Programme.

1 HOUR

24.69  
HOURS



1 HOUR = 24.69 HOURS

OF KARADI PATH ME-SLL

of conventional English Instruction



महाराष्ट्र शासन

Maharashtra Tribal Welfare  
Department (MTDD)

# Midline Assessment Report

April 2019

## School-wise Representation for each PO



## School-wise Representation for each PO

The following tables represent the school wise data for each PO included in the data analysis. The PO cumulative average scores have been used as a benchmark to compare the school's cumulative average scores.

For detailed, tabulated findings listed grade-wise and school-wise, refer the Appendix.

### PO Location: Dahanu

The Karadi Path programme has been implemented in 33 Government Ashram schools of ITDP Dahanu.

Dahanu	Assessment	Cumulative
Beginner	Baseline	6.29
	Midline	16.76
Improvement Ratio		<b>2.67</b>
Intermediate	Baseline	15.33
	Midline	29.27
Improvement Ratio		<b>1.91</b>
Overall PO scores	Baseline	12.03
	Midline	23.91
Improvement Ratio		<b>1.98</b>

Table 8: BLA v/s MLA for PO Location Dahanu

#### a) Government Ashram School, Khambale

- The following data set represents the cumulative scores for Grades 3 to 9.
- Grades 3 and 7 have shown considerable improvement in their Midline scores as compared to their Baseline scores.
- While the Improvement Ratios provide an encouraging stance on the learning levels of the students, further engagement in the programme is necessary for the students to becoming literate in English language.

Cumulative Scores	Grade						
	3	4	5	6	7	8	9
Cumulative Average BLA	1.04	2.18	1.83	5.71	0.71	5.36	12.72
Cumulative Average MLA	10.44	9.48	11.02	26.08	17.06	17.44	28.51
<b>Improvement Ratio</b>	<b>12.87</b>	<b>4.36</b>	<b>6.03</b>	<b>4.57</b>	<b>23.88</b>	<b>3.25</b>	<b>2.24</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>2.67</b>	<b>2.67</b>	<b>2.67</b>				
<b>Improvement Ratio for Intermediate Programme at PO Level</b>				<b>1.91</b>	<b>1.91</b>	<b>1.91</b>	<b>1.91</b>

Table 9: Cumulative scores comparison (BLA v/s MLA) for Government Ashram School, Khambale

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school’s PO location, according to skill.

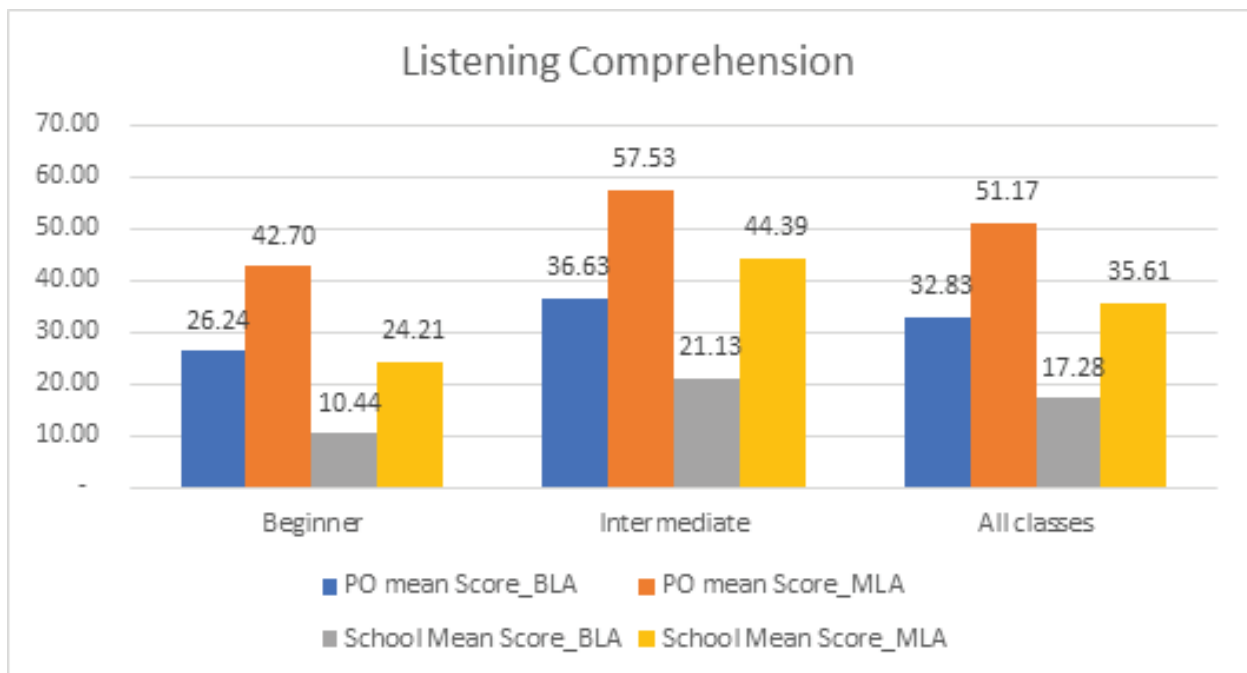


Figure 13: A graph depicting the school’s scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Comprehension skills.

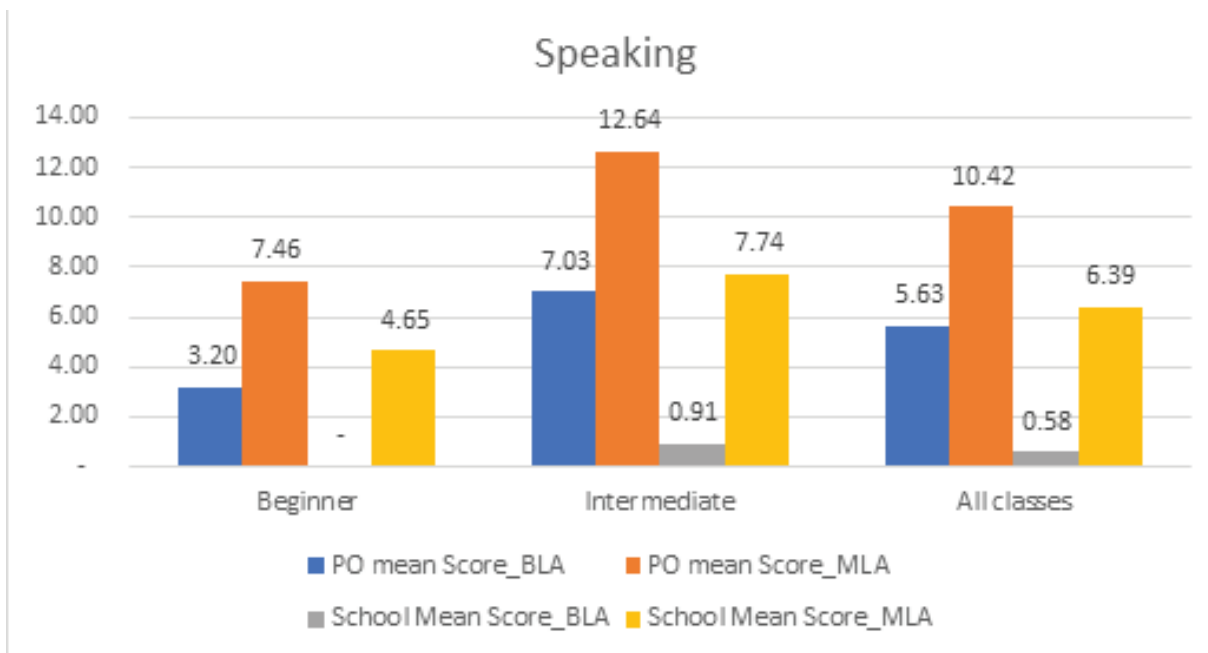


Figure 14: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking skills.

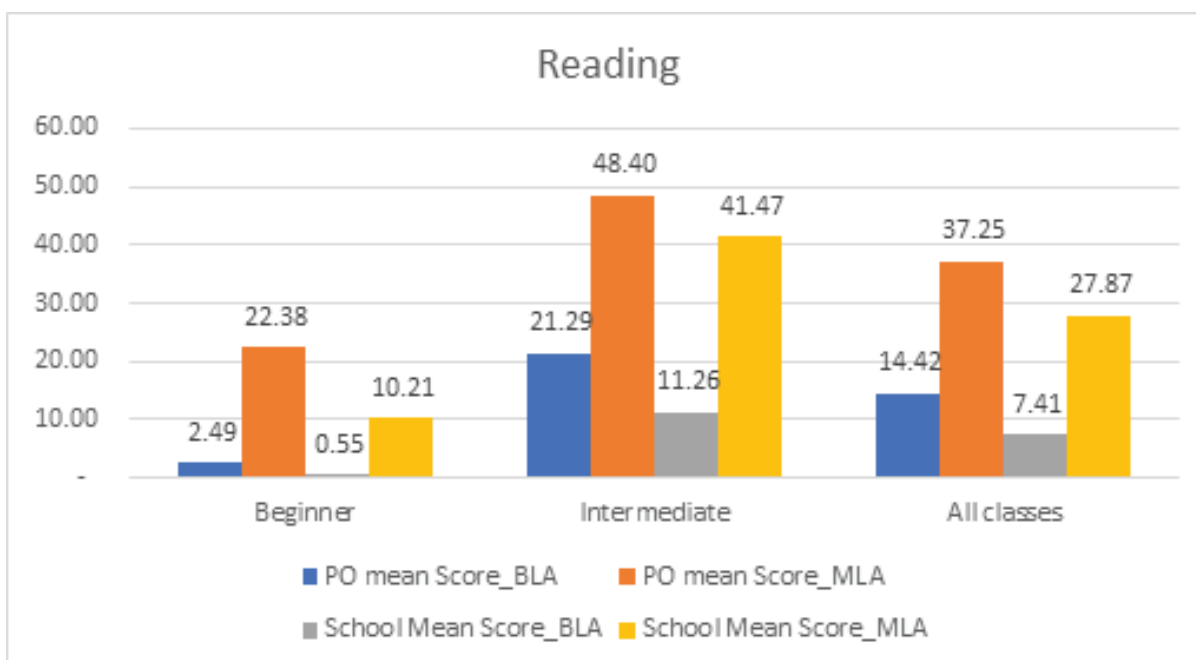


Figure 15: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

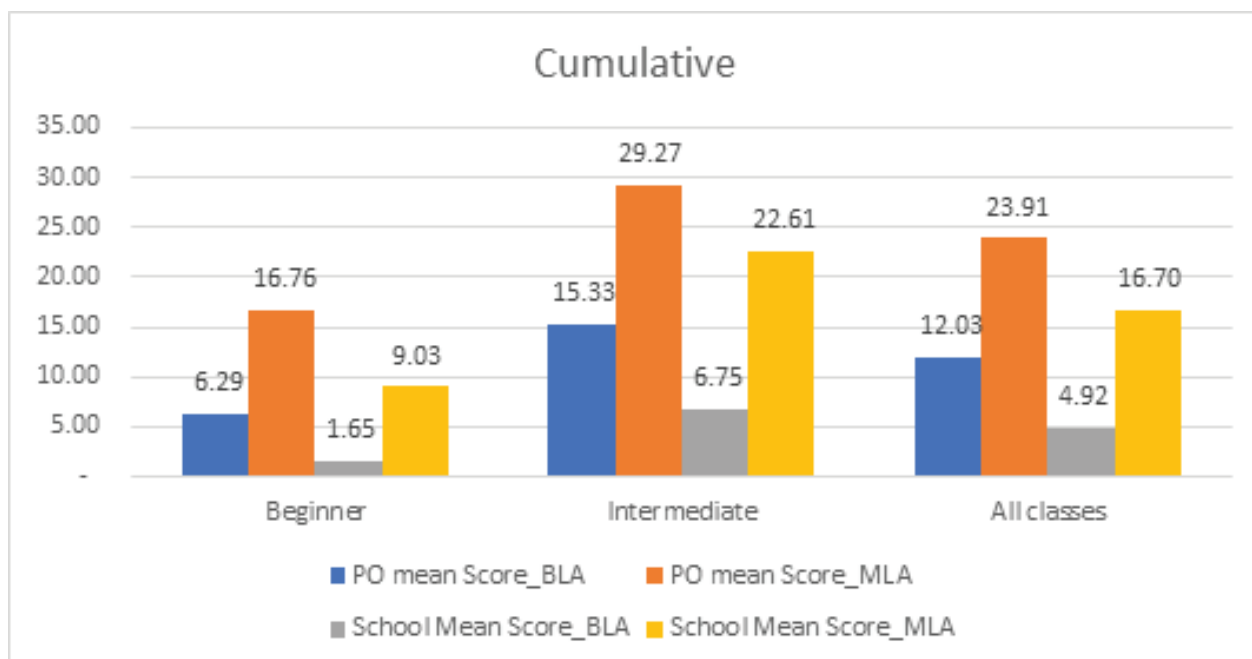


Figure 16: A graph depicting the school's scores for Beginner and Intermediate programmes as compares against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The school's cumulative average scores fall slightly short of the PO level average scores.
- However, the Improvement Ratios provide a more encouraging stance on the performance of the students.
- With sustained implementation of the programme, the students' literacy skills is bound to improve by the time of the End-line assessment.

b) Government Ashram School, Sutrakar

- The following data set represents the cumulative scores for Grades 3 to 9.
- Grades 3, 6 and 7 have shown considerable improvement in their Midline scores as compared to their Baseline scores.
- With further engagement in the programme, it is likely that students from Grades 6 to 9 will achieve fluency in English language acquisition and use.
- Students from grades 3 to 5 will require further immersion and active engagement in the programme to improve their literacy skills.

Cumulative Scores	Grade						
	3	4	5	6	7	8	9
Cumulative Average BLA	5.89	13.07	10.53	21.44	12.98	25.57	29.31
Cumulative Average MLA	35.94	24.09	24.05	51.15	40.65	30.74	49.03
<b>Improvement Ratio</b>	<b>6.10</b>	<b>1.84</b>	<b>2.28</b>	<b>2.39</b>	<b>3.13</b>	<b>1.20</b>	<b>1.67</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>2.67</b>	<b>2.67</b>	<b>2.67</b>				
<b>Improvement Ratio for Intermediate Programme at PO Level</b>				<b>1.91</b>	<b>1.91</b>	<b>1.91</b>	<b>1.91</b>

Table 10: Cumulative scores comparison (BLA v/s MLA) for Government Ashram School, Sutrakar

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

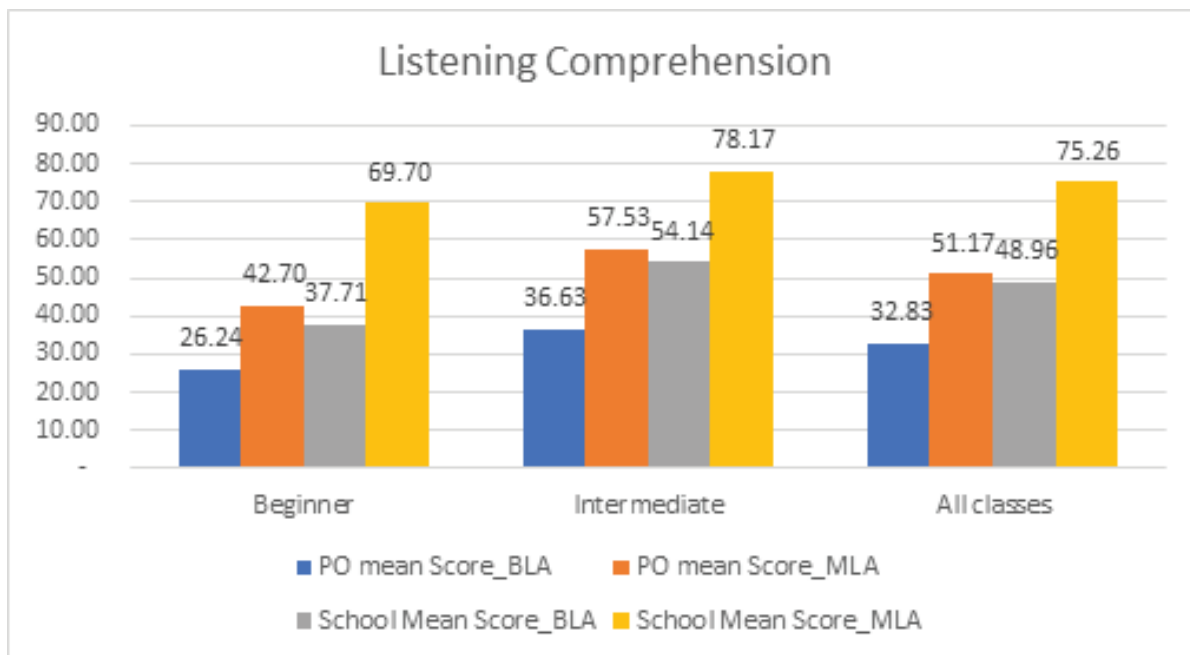


Figure 17: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

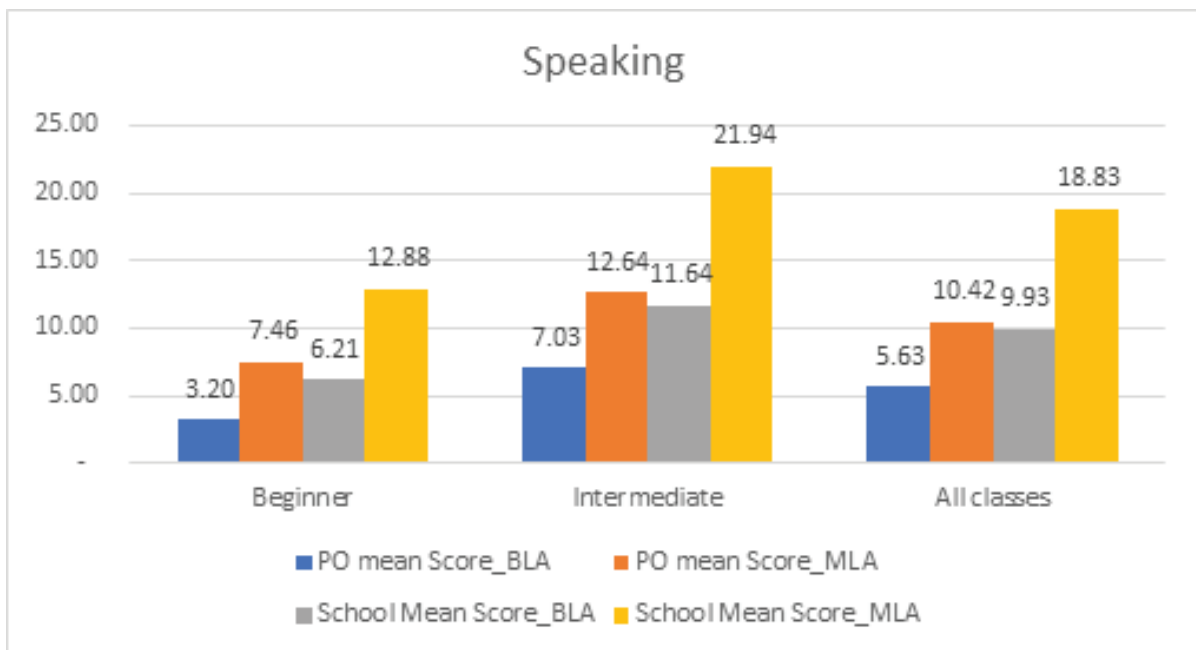


Figure 18: A graph depicting the school’s scores for Beginner and Intermediate programmes as compares against the overall scores achieved in the school’s PO location for Speaking skills.

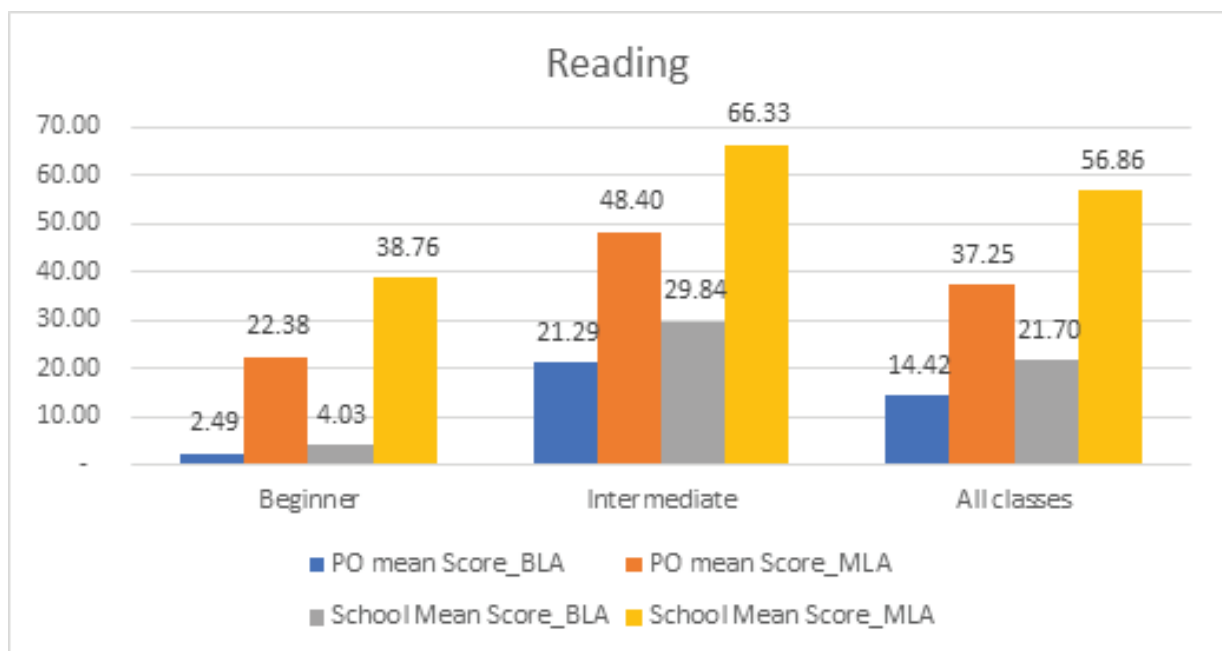


Figure 19: A graph depicting the school’s scores for Beginner and Intermediate programmes as compares against the overall scores achieved in the school’s PO location for Reading skills.

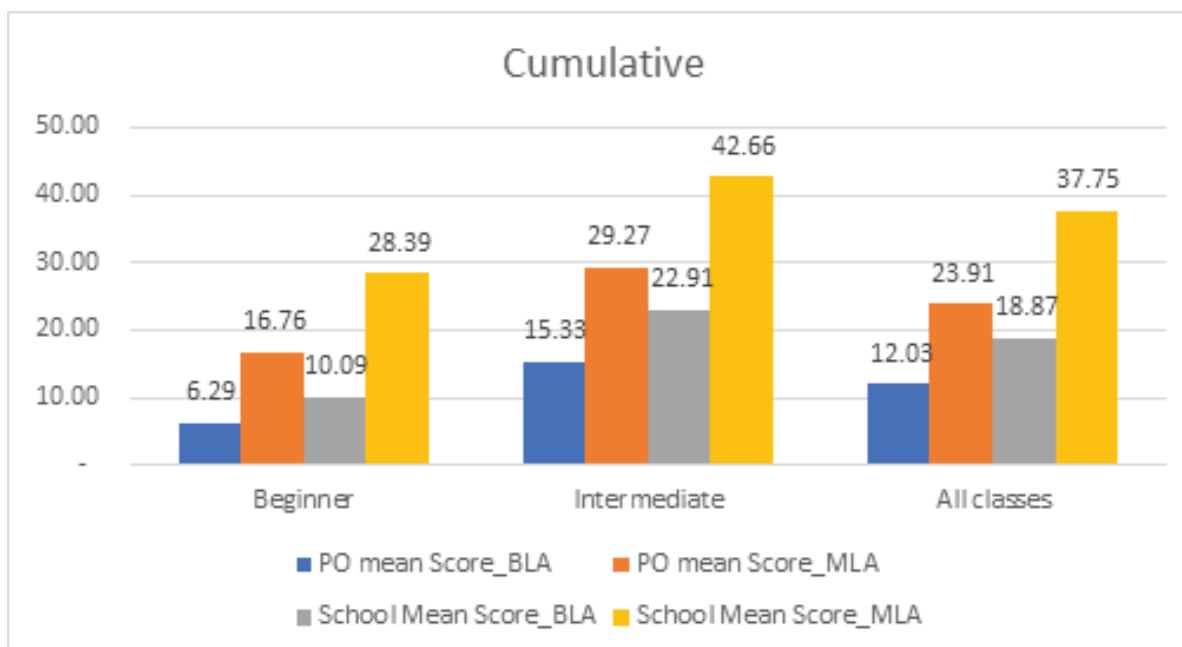


Figure 20: A graph depicting the school's scores for Beginner and Intermediate programmes as compares against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- From the above graphical representations, it is evident that the performance of students doing the Intermediate programme is significantly higher than that of the students doing the Beginner programme.
- The average scores in the Listening and Reading skills of the students doing the Intermediate programme indicates that the children are moving towards higher literacy levels. However, further engagement in the programme is required to improve their Speaking skills as well.
- The students engaged in the Beginner programme require further immersion in order to achieve better learning outcomes.
- c) Government Ashram School, Takwahal
- The following data set represents the cumulative scores for Grades 5 and 6 from this school.
- Owing to insufficient samples from other grades in this school, the data is presented only for these two grades.

Cumulative Scores	Grade	
	5	6
Cumulative Average BLA	6.36	7.58
Cumulative Average MLA	22.56	13.42
<b>Improvement Ratio</b>	<b>3.55</b>	<b>1.77</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>2.67</b>	
<b>Improvement Ratio for Intermediate Programme at PO Level</b>		<b>1.91</b>

Table 11: Cumulative scores comparison (BLA v/s MLA) for Government Ashram School, Takwahal

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

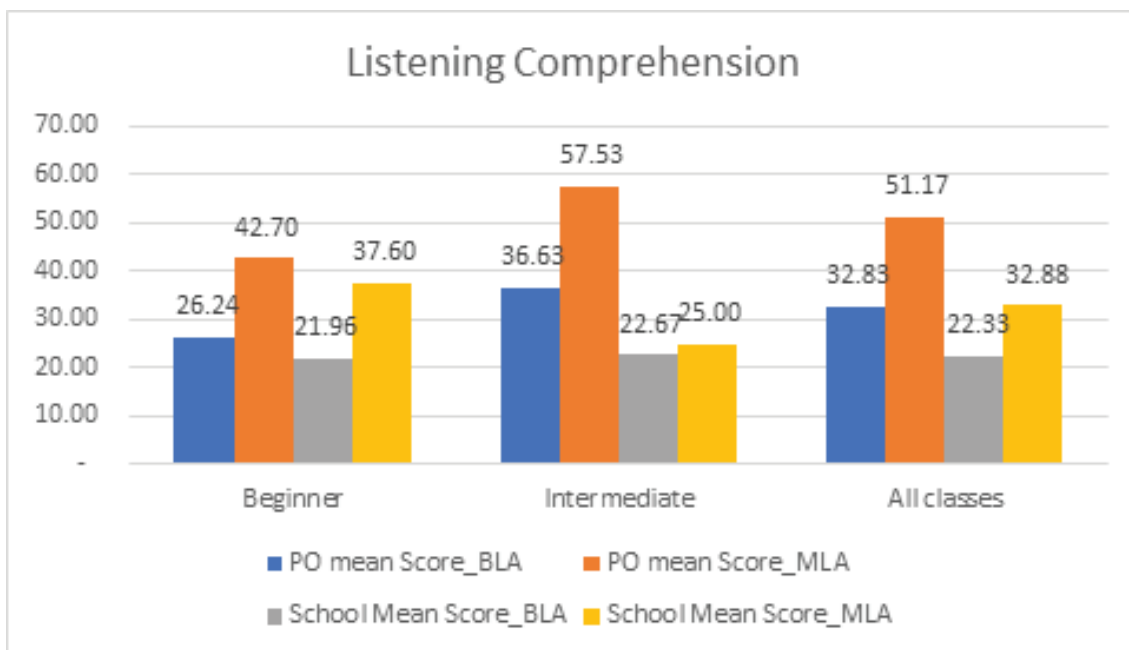


Figure 21: A graph depicting the school's scores for Beginner and Intermediate programmes as compares against the overall scores achieved in the school's PO location for Comprehension skills.

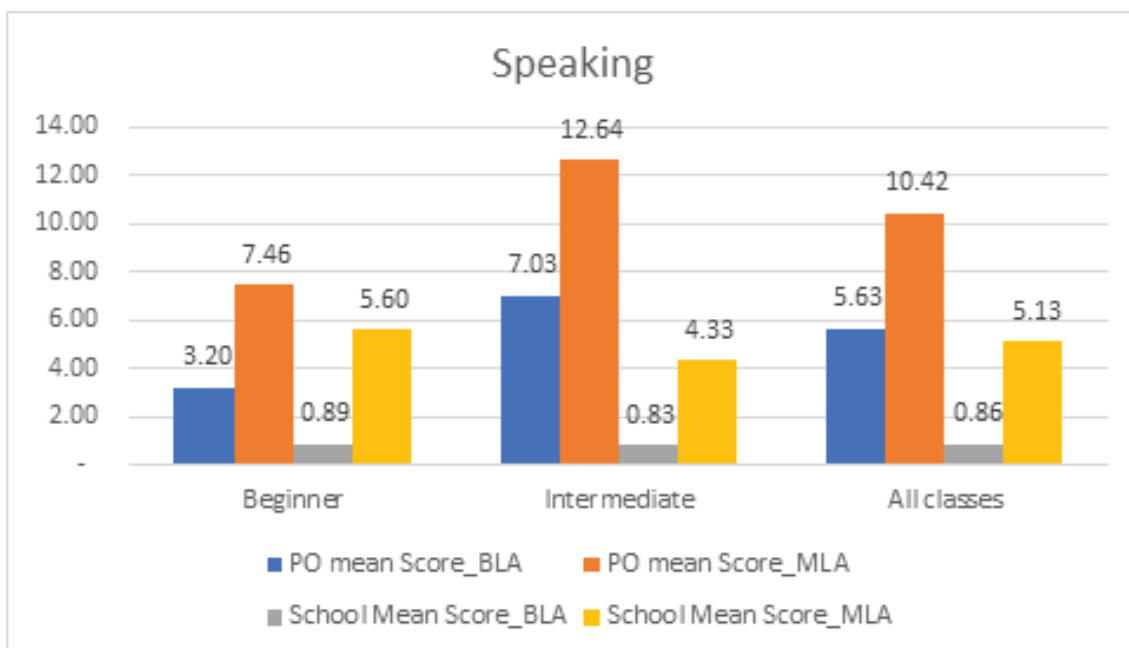


Figure 22: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking skills

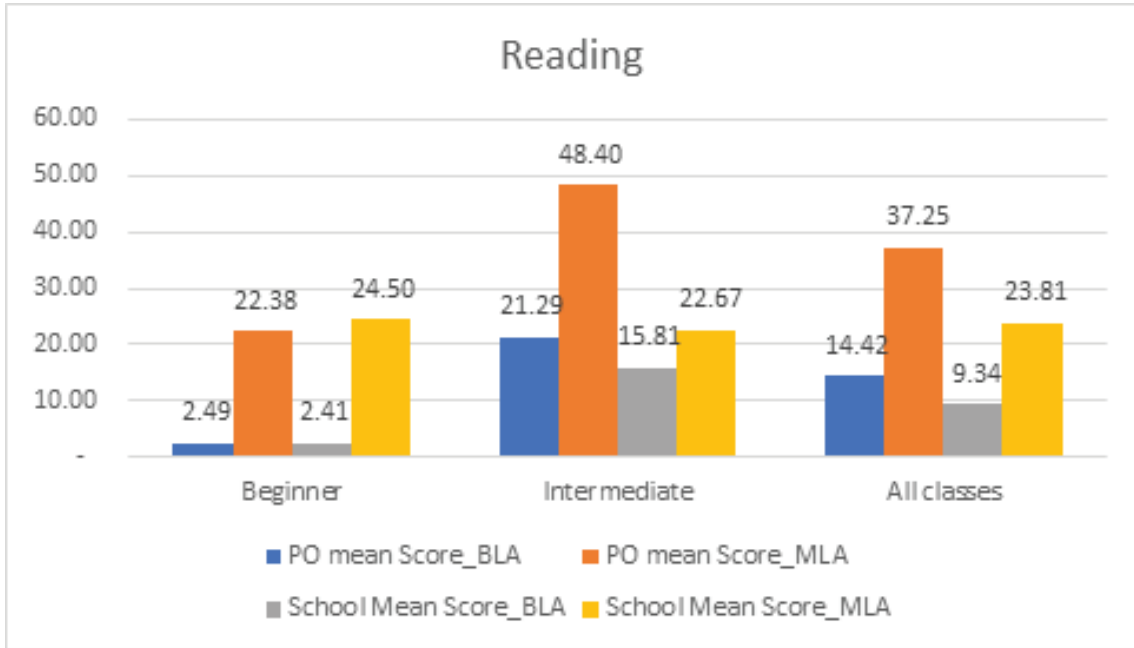


Figure 23: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

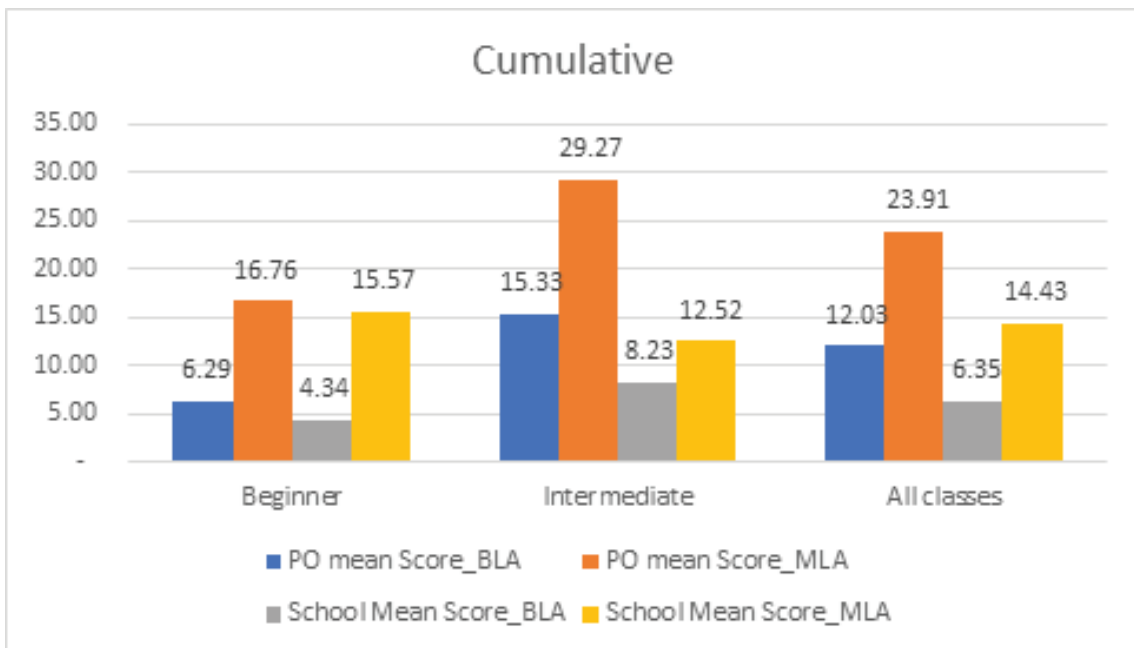


Figure 24: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The Comprehension skills of the students attending the Beginner programme have seen considerable improvement from Baseline to Midline.
- The cumulative average scores for both the Beginner and Intermediate programmes suggest that the students require sustained immersion in the programme to be able move from being hesitant speakers of the language to being fluent speakers of the language.

d) Government Ashram School, Chalani

- The following data set represents the cumulative scores for Grades 5 and 7 from this school.
- Owing to insufficient samples from other grades in this school, the data is presented only for these two grades.
- The Improvement Ratio for Grade 5 and Grade 7 students is compared against the Improvement Ratio achieved in the Beginner programme and Intermediate programme by the PO, respectively.
- Improvement Ratios for both the grades are on par with the overall Improvement Ratios achieved by the PO.

Cumulative Scores	Grade	
	5	7
Cumulative Average BLA	14.07	12.95
Cumulative Average MLA	30.03	21.97
<b>Improvement Ratio</b>	<b>2.13</b>	<b>1.70</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>2.67</b>	
<b>Improvement Ratio for Intermediate Programme at PO Level</b>		<b>1.91</b>

Table 12: Cumulative scores comparison (BLA v/s MLA) for Government Ashram School, Chalani

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

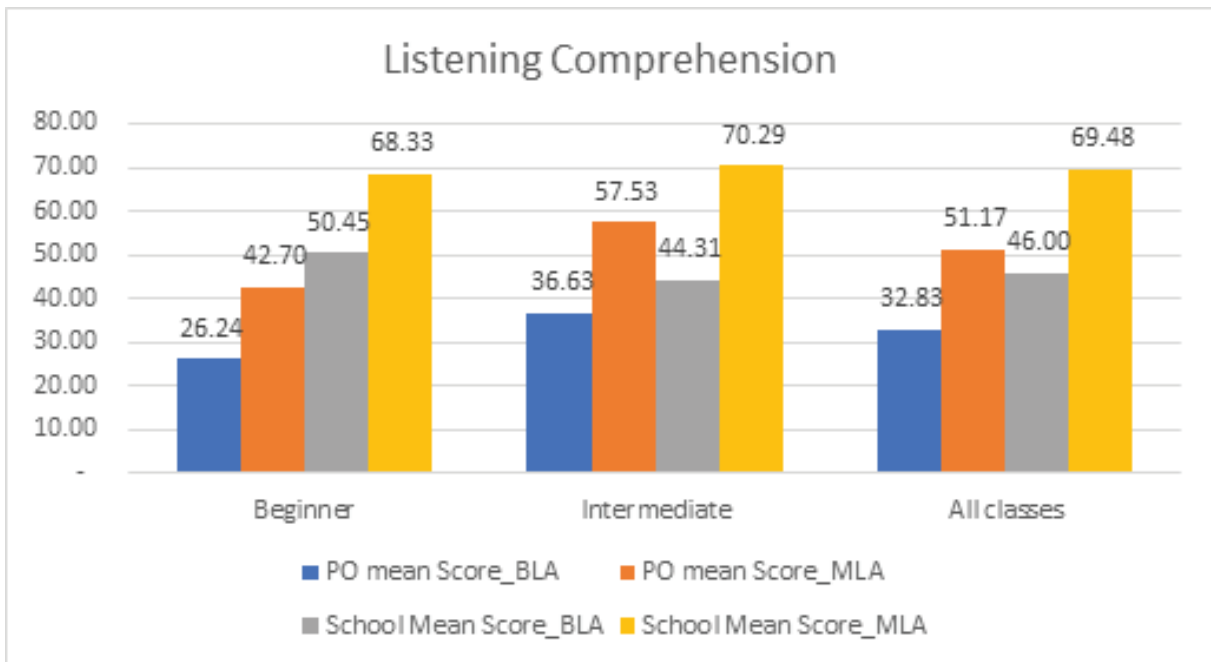


Figure 25: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

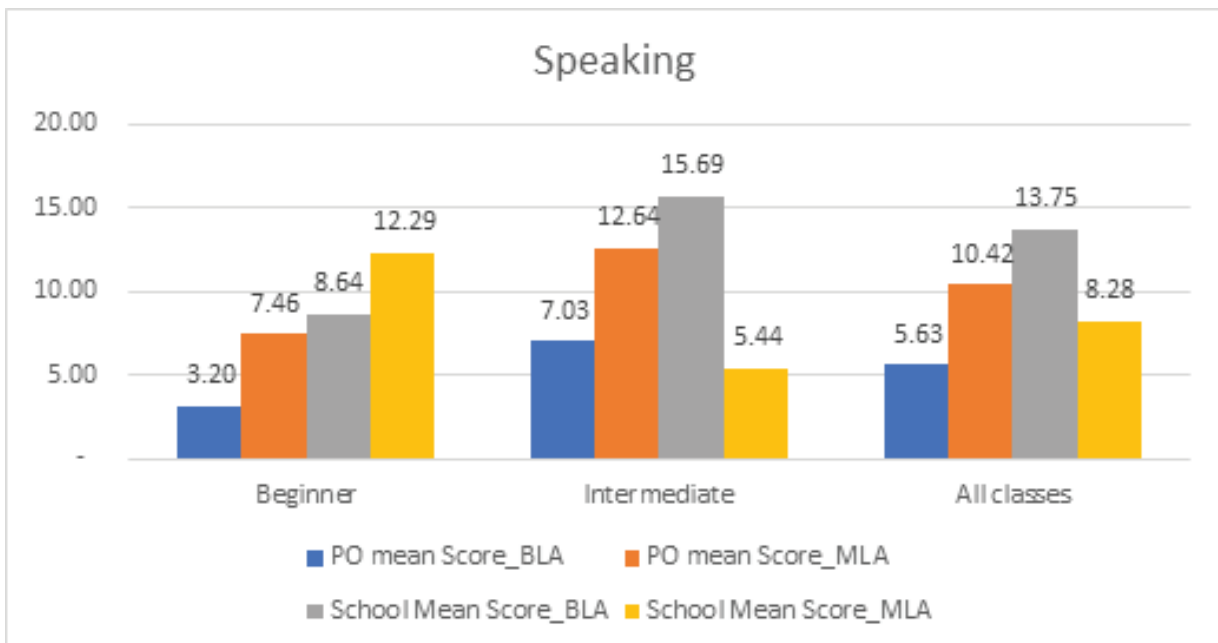


Figure 26: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking skills.

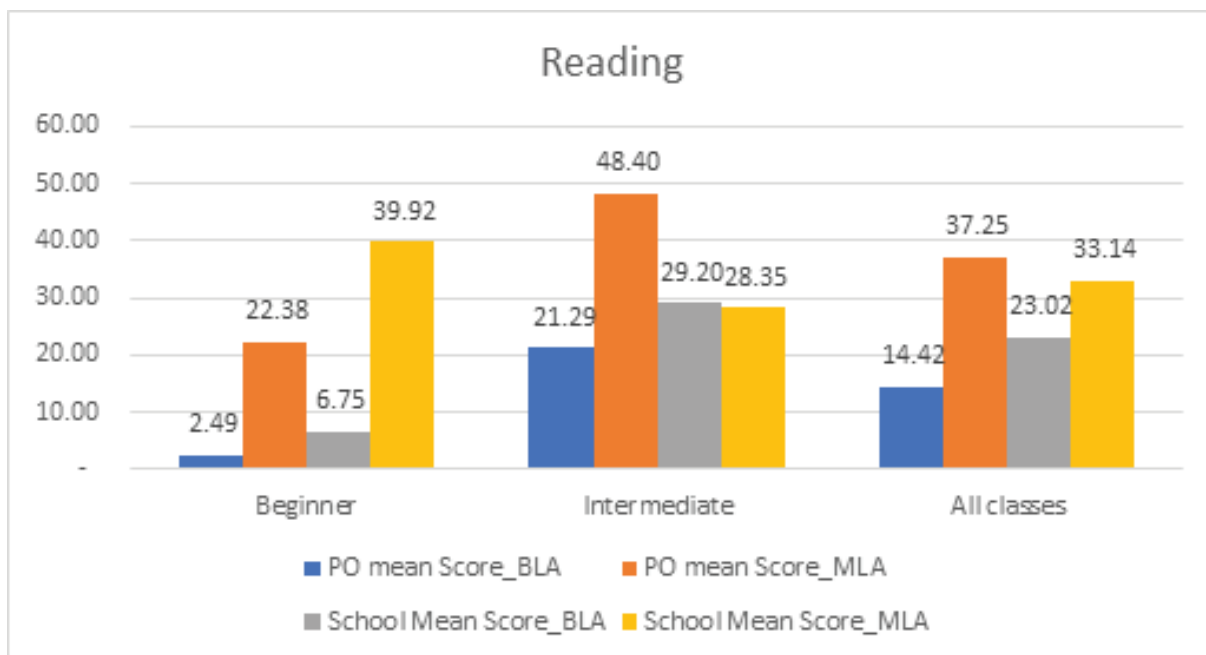


Figure 27: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

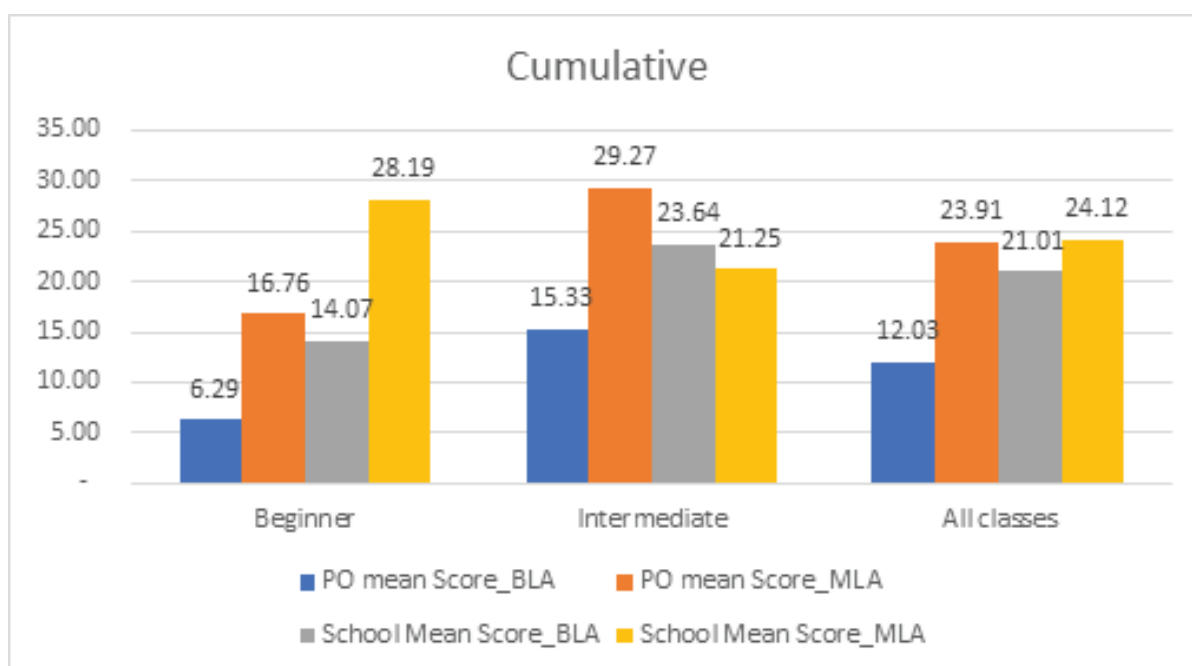


Figure 28: A graph depicting the school's scores for Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- From the above graphs, it is evident that the school's performance is on par with the average performance of the PO.
- Grades 5 and 7 have shown considerable improvement in terms of the cumulative average scores in the Midline as compared against the Baseline.
- The average scores in Listening skills are significantly higher than in Speaking and Reading skills of the students.
- Further immersion in the programme is likely to yield improved learning outcomes by the time of End-line assessment.

## PO Location: Eklavya Model Residential Schools (EMRS)

The following table represents the BLA v/s MLA data comparison for the Eklavya Schools. The Karadi Path Programme is currently being implemented in 14 EMR schools.

Eklavya	Assessment	Cumulative
Intermediate/Overall	Baseline	37.86
	Midline	63.43
Improvement Ratio		<b>1.68</b>

Table 13: Cumulative scores comparison (BLA v/s MLA) for PO Location Eklavya Model Residential Schools.

a) School: EMRS, Kambalagaon

The cumulative average scores suggest that sustained engagement with the programme will help the students to achieve further fluency with English language by the time of the End-line assessment.

Cumulative Scores	7	8	9
Cumulative Average BLA	36.59	43.88	39.99
Cumulative Average MLA	58.81	68.03	57.36
<b>Improvement Ratio</b>	<b>1.61</b>	<b>1.55</b>	<b>1.43</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>1.68</b>	<b>1.68</b>	<b>1.68</b>

Table 14: Cumulative scores comparison (BLA v/s MLA) for EMRS, Kambalagaon

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

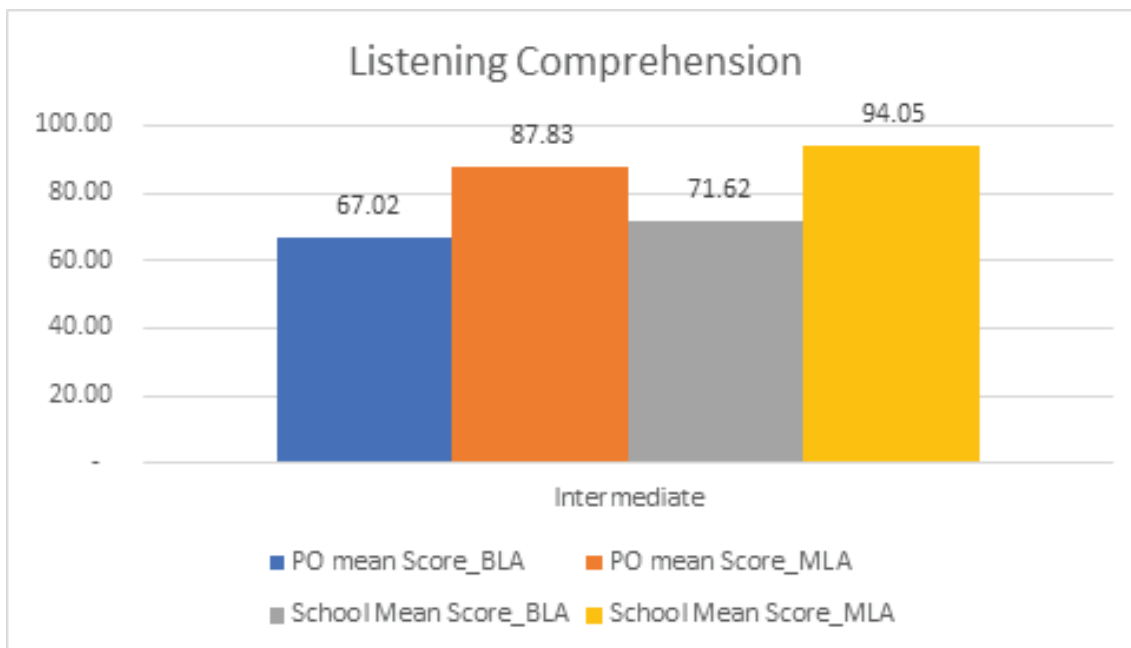


Figure 29: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Comprehension skills.

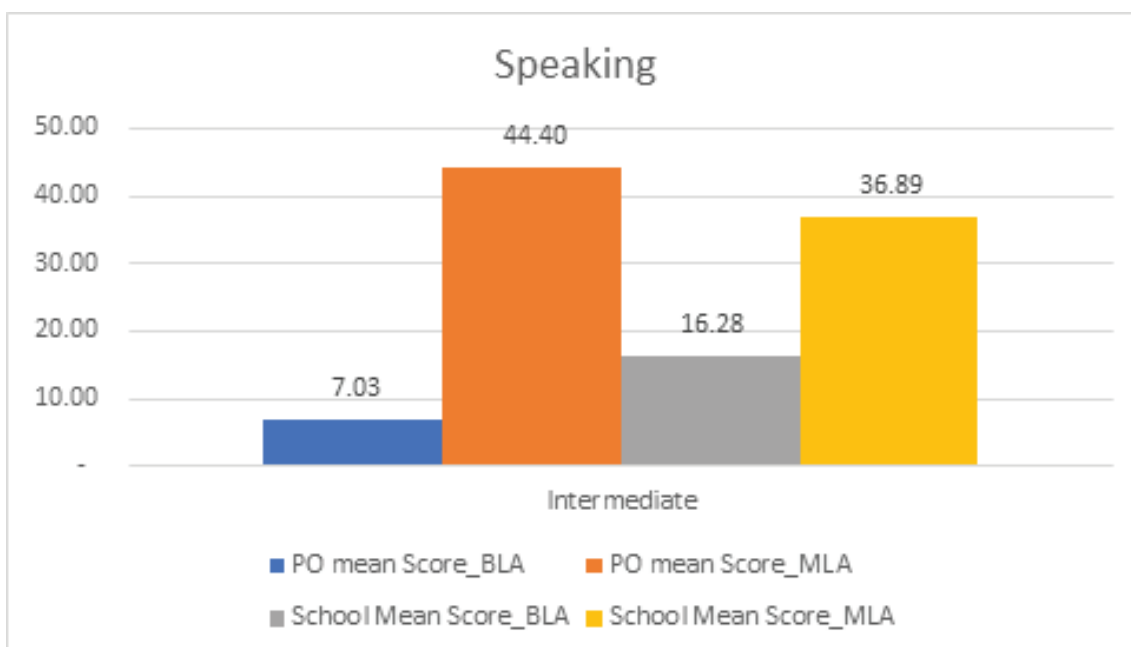


Figure 30: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Speaking skills.

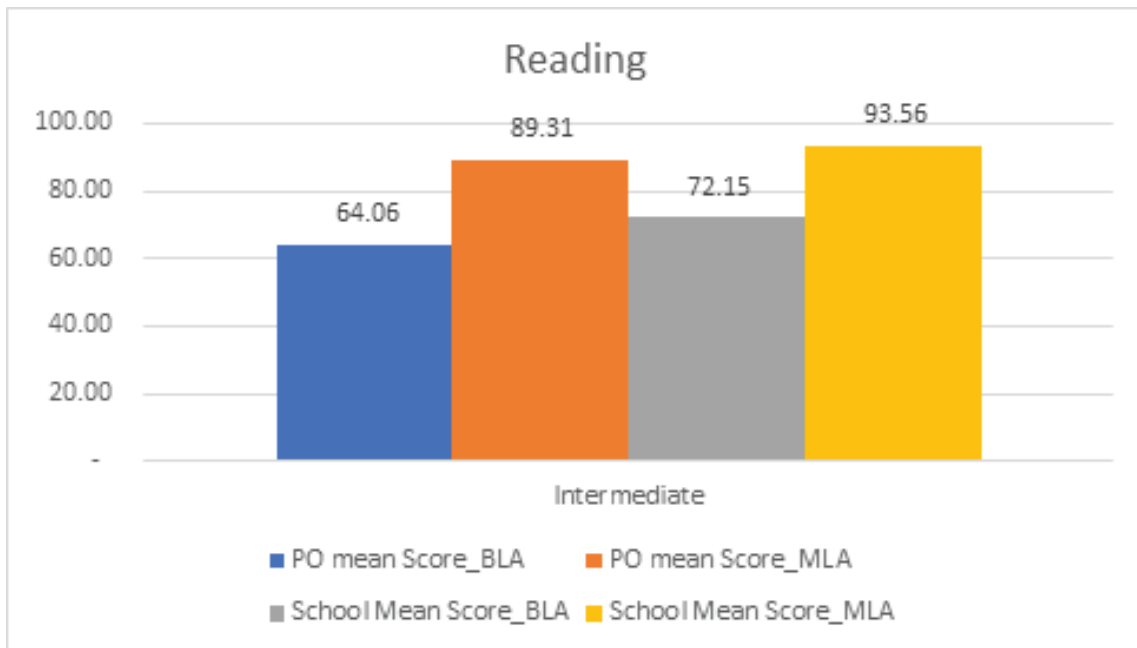


Figure 31: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Reading skills.

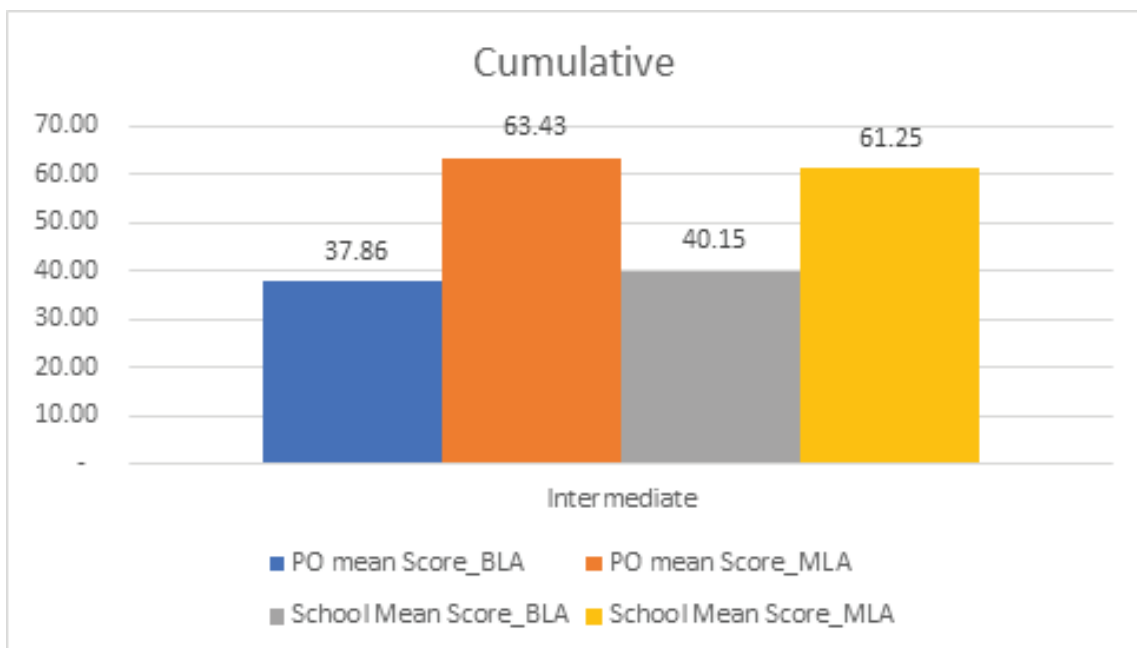


Figure 32: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

b) School: EMRS, Maveshi

- From the above graphical representations, it can be ascertained that the average Comprehension and average Reading skills of the students are higher than their current Speaking and Comprehension skills.
- Sustained engagement with the programme is likely to improve the cumulative average and individual skills of the students by the time of the End-line assessment.
- The cumulative average scores suggest that there has been a significant increase in the learning outcomes of Grade 7 students.
- The increase in the Midline scores of the Grade 8 and 9 students also indicates the effectiveness of the programme in this school.

Cumulative Scores	Grade		
	7	8	9
Cumulative Average BLA	17.83	39.69	52.76
Cumulative Average MLA	40.75	70.04	75.00
<b>Improvement Ratio</b>	<b>2.29</b>	<b>1.76</b>	<b>1.42</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>1.68</b>	<b>1.68</b>	<b>1.68</b>

Table 15: Cumulative scores comparison (BLA v/s MLA) for EMRS, Maveshi

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school’s PO location, according to skill.

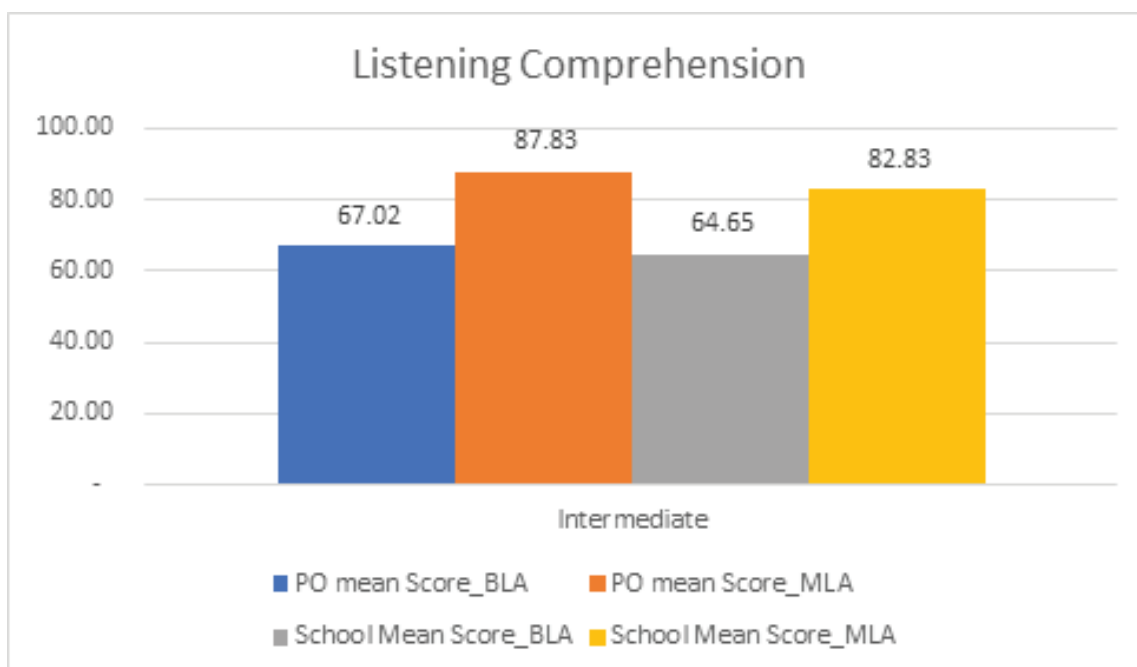


Figure 33: A graph depicting the school’s scores for the Intermediate programme as compared against the overall scores achieved in the school’s PO location for Comprehension skills

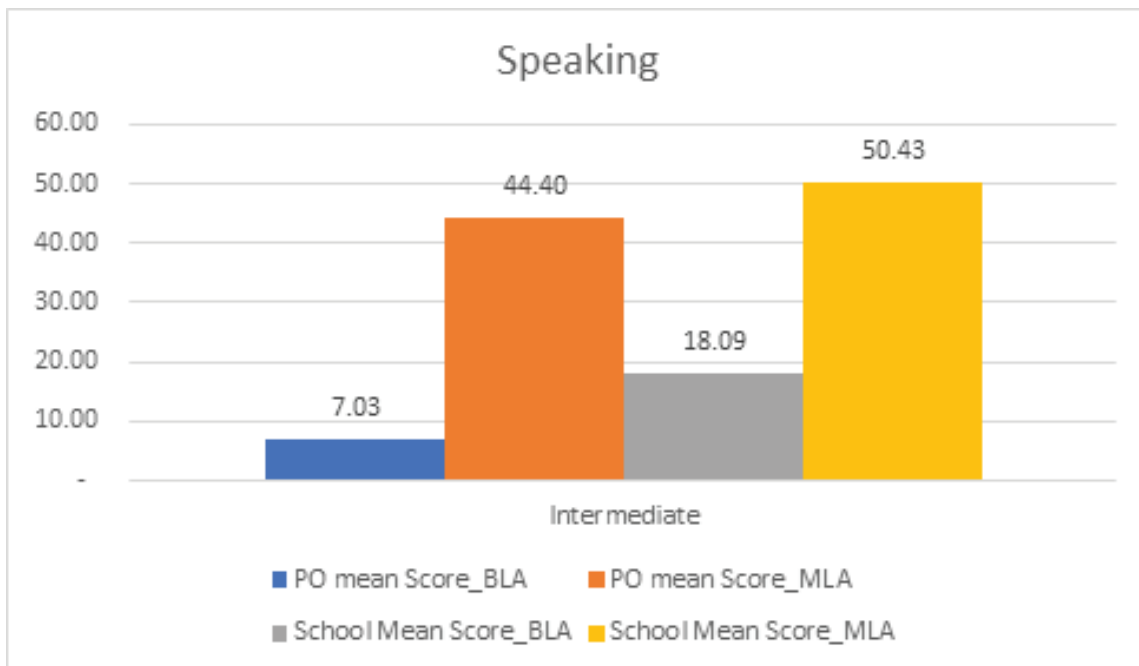


Figure 34: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Speaking skills.

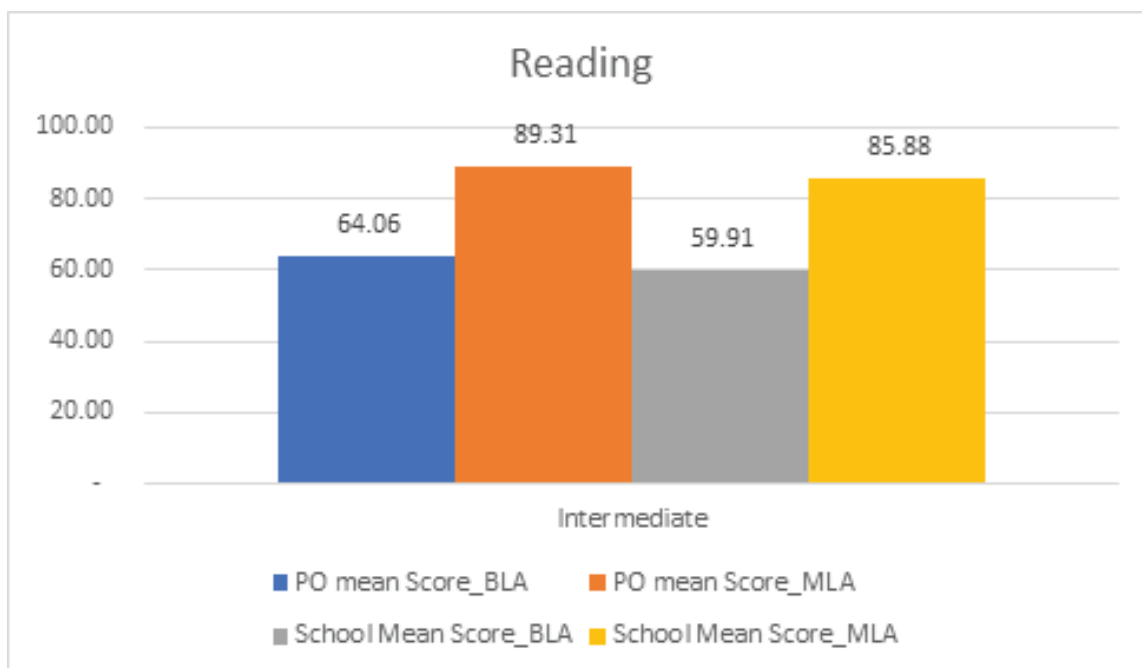


Figure 35: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Reading skills.

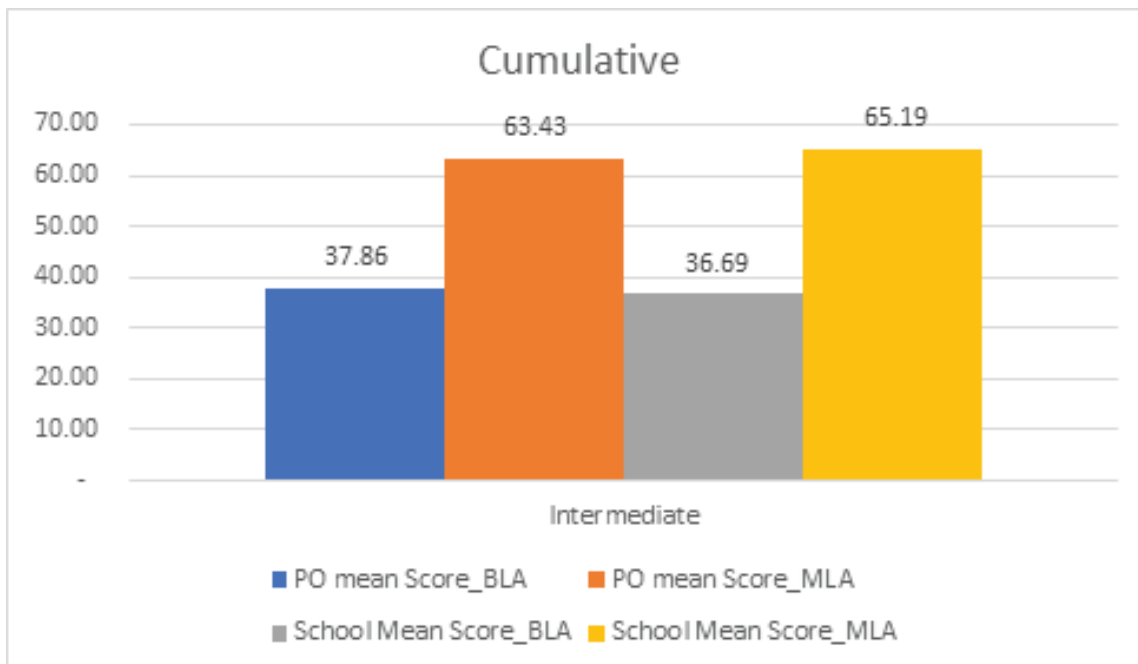


Figure 36: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- From the above graphical representations, it can be ascertained that the average Comprehension skills and average Reading skills of the students are higher than their current Speaking and Comprehension skills.
- Sustained engagement with the programme is likely to improve the cumulative average and individual skills of the students by the time of the End-line assessment.

### PO Location: Jawahar

The following table represents the BLA v/s MLA data comparison for the Jawahar PO. The Karadi Path Programme is currently being implemented in 30 Government Ashrams schools in this ITDP.

Jawahar	Assessment	Cumulative
Beginner	Baseline	4.68
	Midline	19.84
Improvement Ratio		<b>4.24</b>
Intermediate	Baseline	12.76
	Midline	36.25
Improvement Ratio		<b>2.84</b>
Overall PO scores	Baseline	9.86
	Midline	31.20
Improvement Ratio		<b>3.17</b>

Table 16: Cumulative scores comparison (BLA v/s MLA) for PO Location Jawahar

a) School: Government Ashram School, Amgaon

- There has been significant improvement in the cumulative scores of the children enrolled in the Beginner programme. The scores have seen an increase from very low levels of literacy to increasing familiarity with the language.

- The children enrolled in the Intermediate programme have also seen a similar increase in literacy skills from low levels of to increasing levels of literacy at the time of the MLA.

ME-SLL Beginner:

<b>Cumulative Scores for Grade</b>	<b>2</b>	<b>5</b>
Cumulative Average BLA	0.14	13.93
Cumulative Average MLA	36.55	37.50
<b>Improvement Ratio</b>	<b>255.83</b>	<b>2.69</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>4.24</b>	<b>4.24</b>

Table 17: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Amgaon

ME-SLL Intermediate:

<b>Cumulative Scores for Grade</b>	<b>9</b>
Cumulative Average BLA	16.71
Cumulative Average MLA	53.22
<b>Improvement Ratio</b>	<b>3.19</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>2.84</b>

Table 18: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Amgaon

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

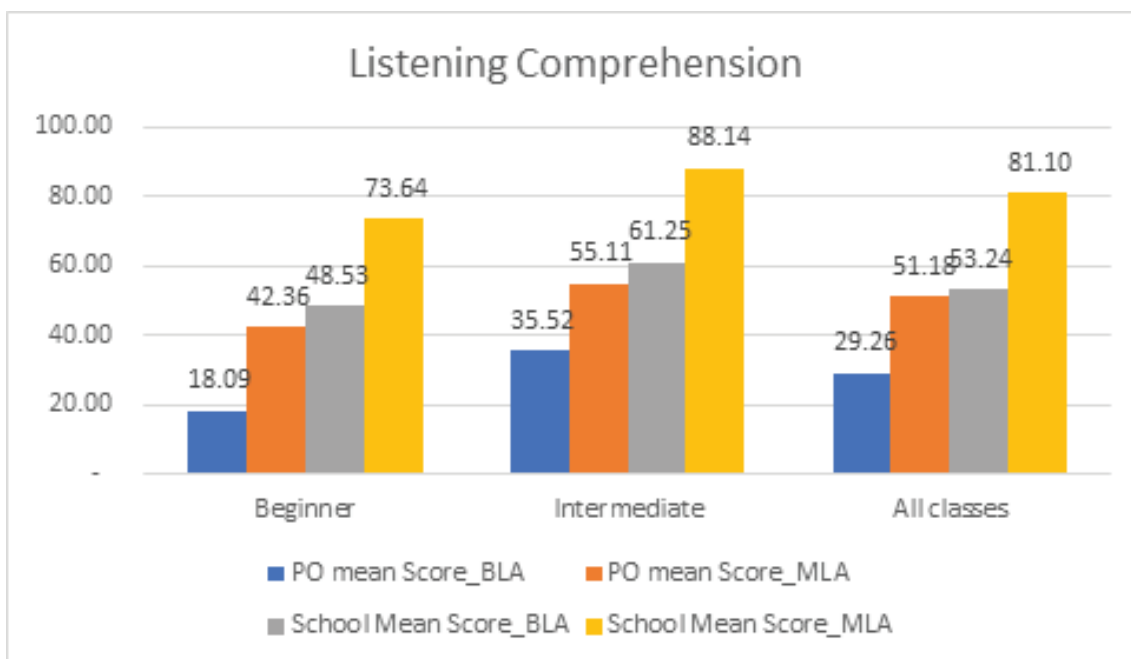


Figure 37: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

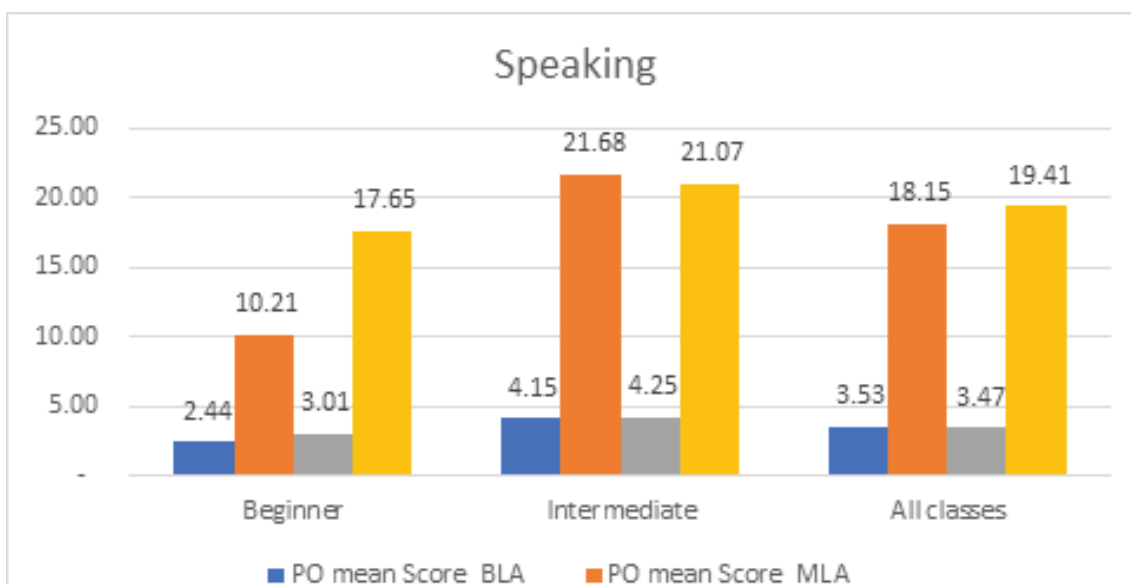


Figure 38: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking skills.

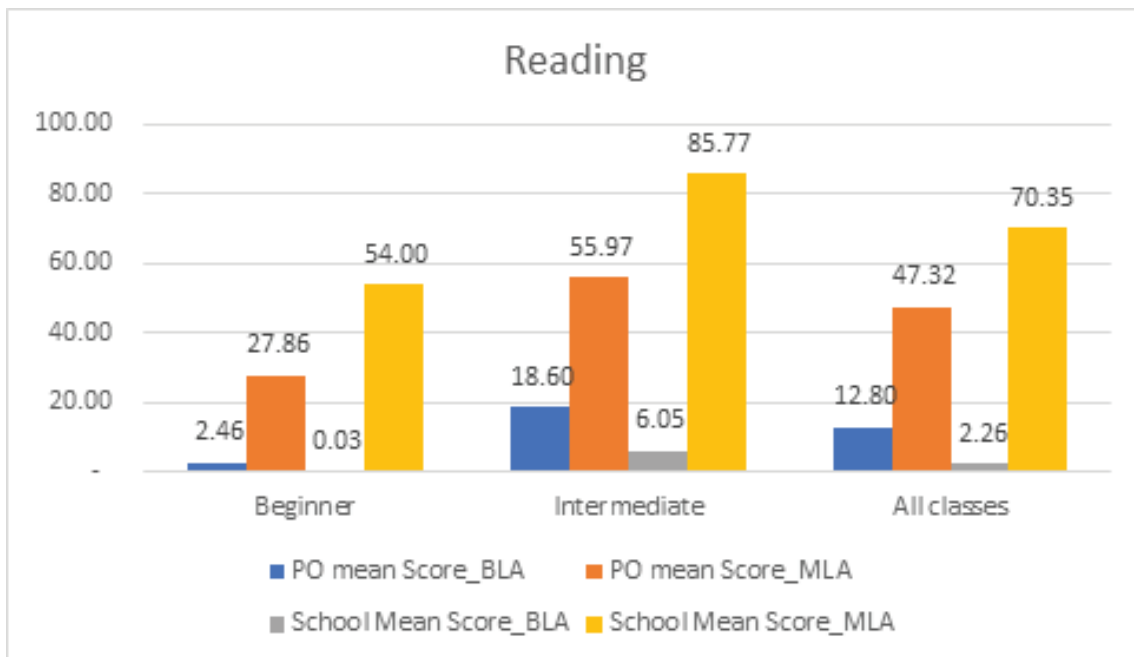


Figure 39: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

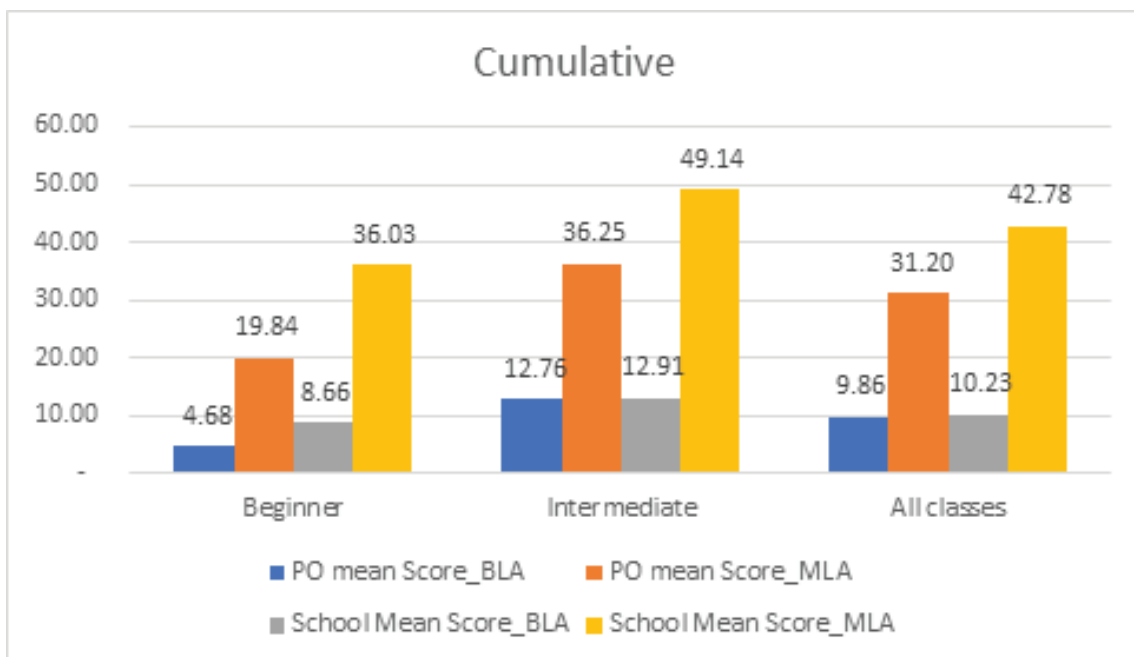


Figure 40: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- From the above graphs, it is evident that the students of Government Ashram School, Amgaon are outperforming the overall PO’s learning outcome levels.
- Sustained intervention will allow the students to further improve language acquisition and fluency in the English language.

b) School: Government Ashram School, Gargaon

- The children of Grade 6 have seen a significant leap from lower levels of literacy at the time of BLA to a cumulative average literacy of about 80% at the time of MLA.
- The children of the other 3 grades have also seen considerable increase in average scores, indicating improvement in their English literacy skills.

Cumulative Scores for Grades 6 to 9	6	7	8	9
Cumulative Average BLA	9.33	6.58	18.06	11.48
Cumulative Average MLA	83.59	35.09	35.02	37.47
<b>Improvement Ratio</b>	<b>8.96</b>	<b>5.34</b>	<b>1.94</b>	<b>3.26</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>2.84</b>	<b>2.84</b>	<b>2.84</b>	<b>2.84</b>

Table 19: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Gargaon

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school’s PO location, according to skill.

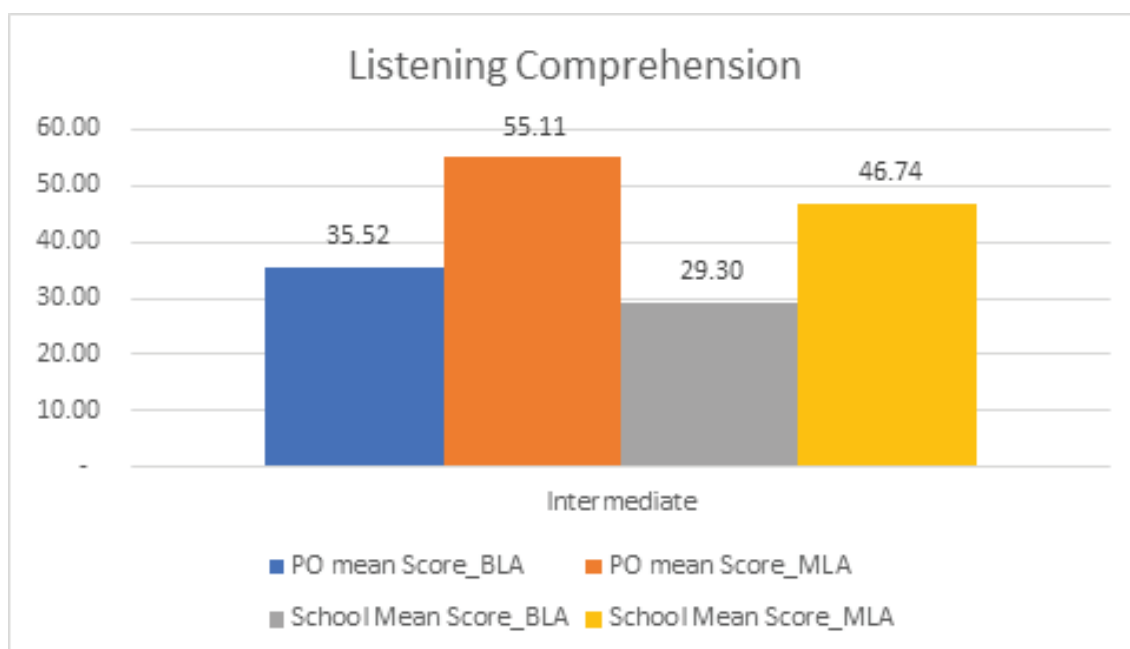


Figure 41: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Comprehension skills.

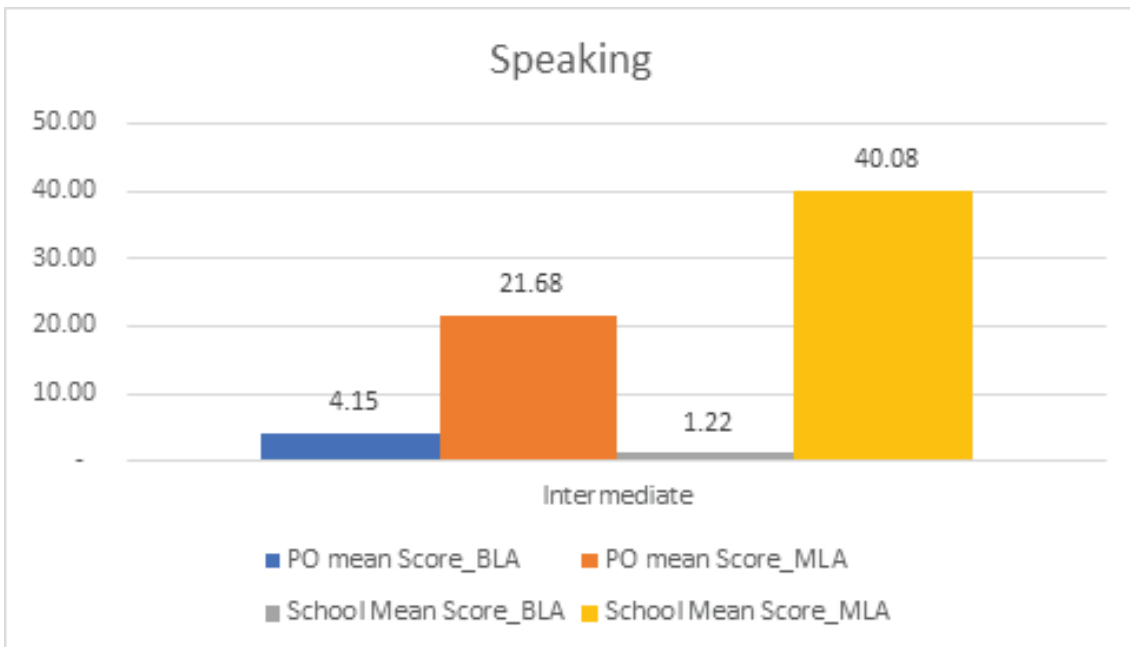


Figure 42: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking skills

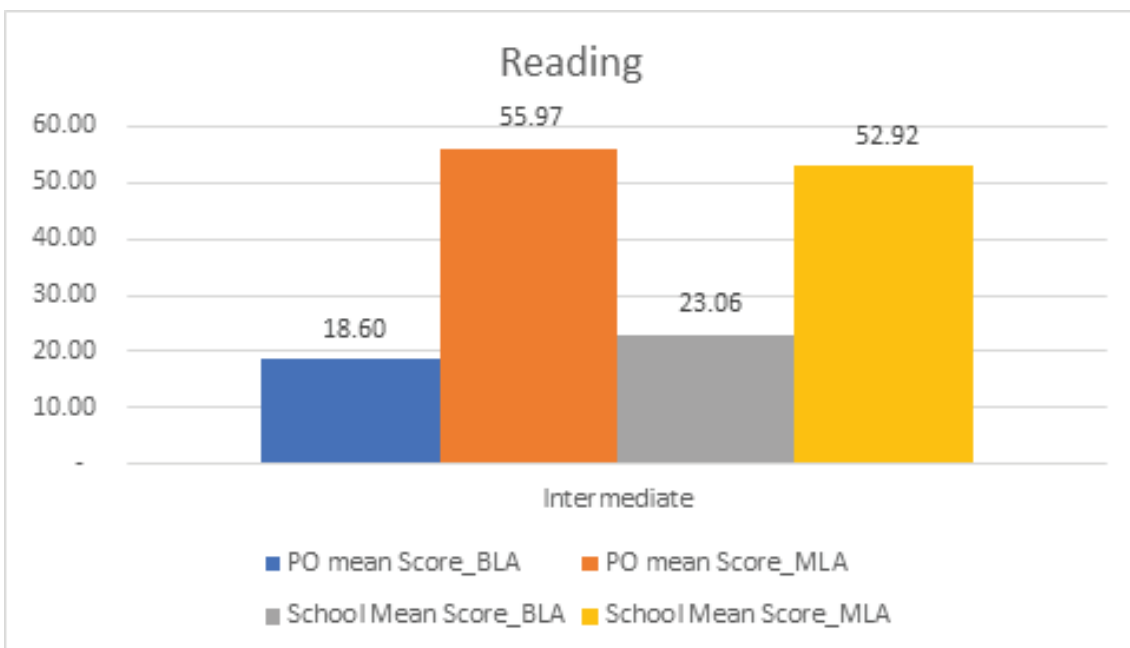


Figure 43: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

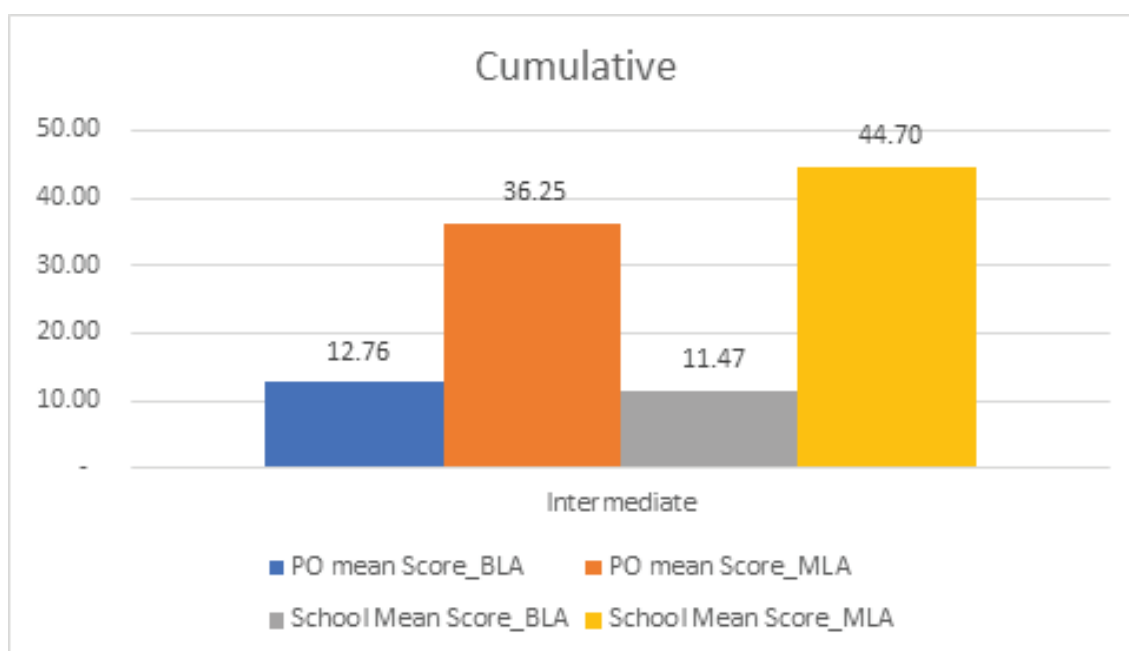


Figure 44: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for cumulative scores.

Summary:

- The performance of the students is considerably higher than the overall PO level scores.
  - The performance of Grade 6 students has seen dramatic improvement and their literacy skills exceed those of Grade 9 students at Midline point.
- c) School: Government Ashram School, Murbad
- Data insufficiency distorts the picture for children enrolled in the Intermediate programme. Nevertheless, the scores indicate that the children are on the path to gaining fluent literacy skills in English language.

Cumulative Scores for Grades 6 to 9	6	8	9
Cumulative Average BLA	2.50	24.17	40.67
Cumulative Average MLA	16.25	20.97	24.13
<b>Improvement Ratio</b>	<b>6.50</b>	<b>(1.13)</b>	<b>(1.41)</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>2.84</b>	<b>2.84</b>	<b>2.84</b>

Table 20: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Murbad

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

The graphs reflect data on the Intermediate programme only, owing to sample size insufficiency for the Beginner grades.

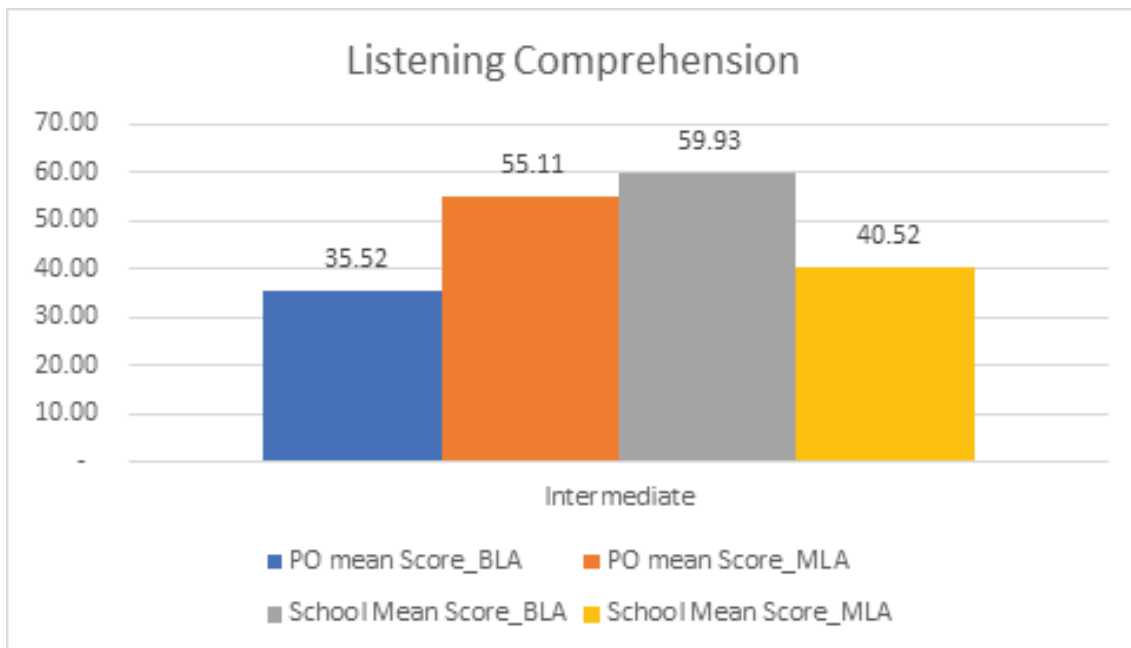


Figure 45: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Comprehension skills.

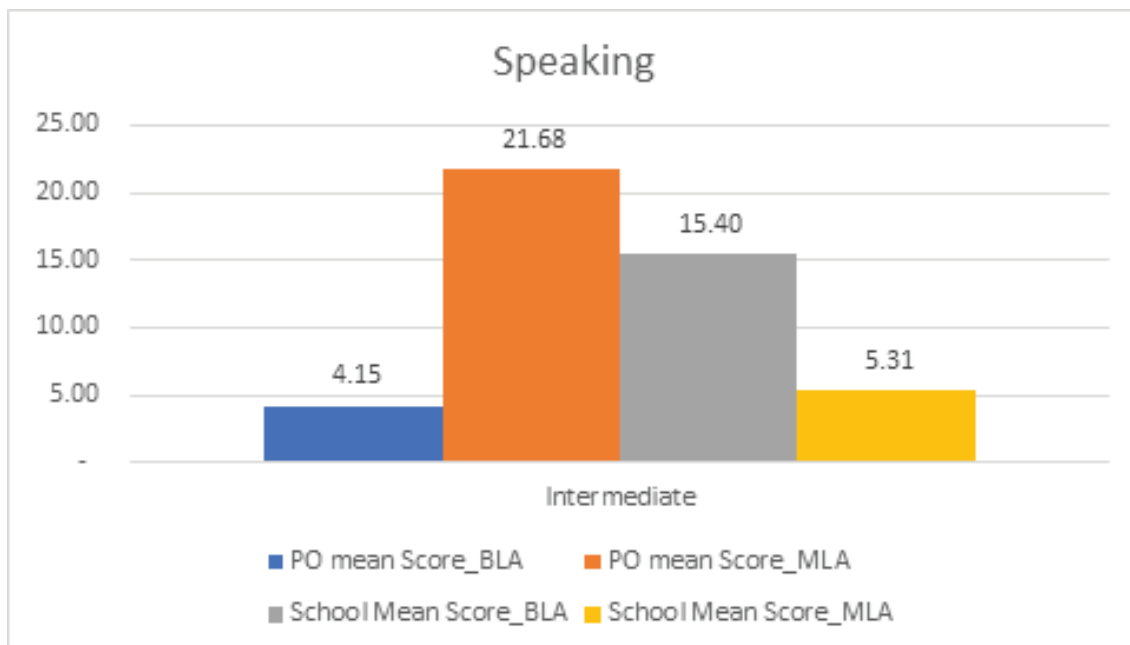


Figure 46: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Speaking skills.

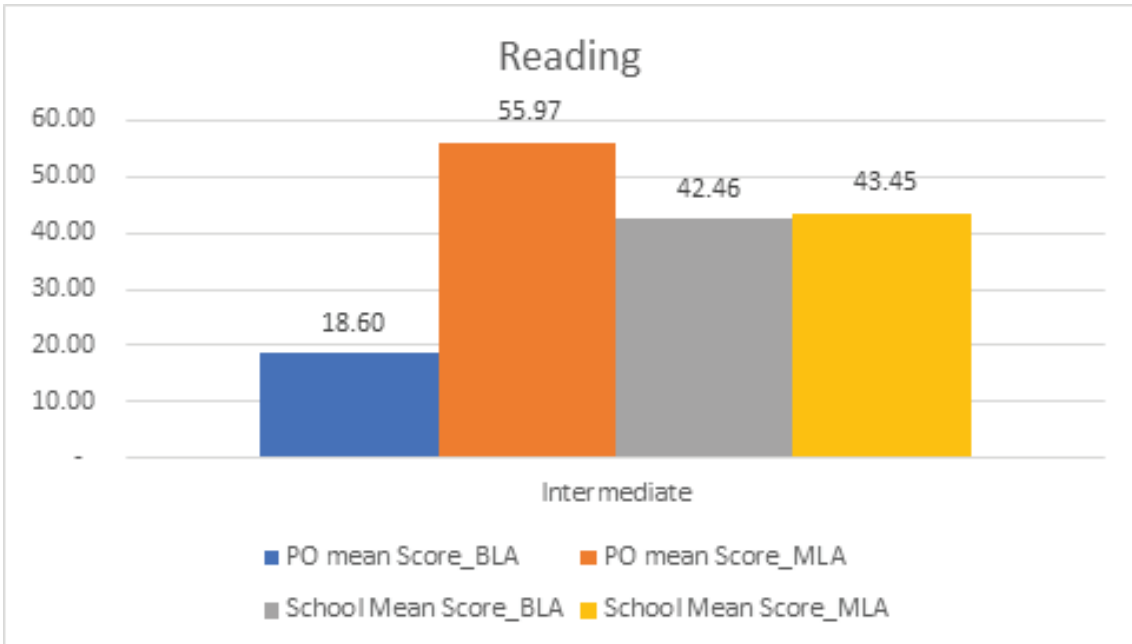


Figure 47: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Reading skills.

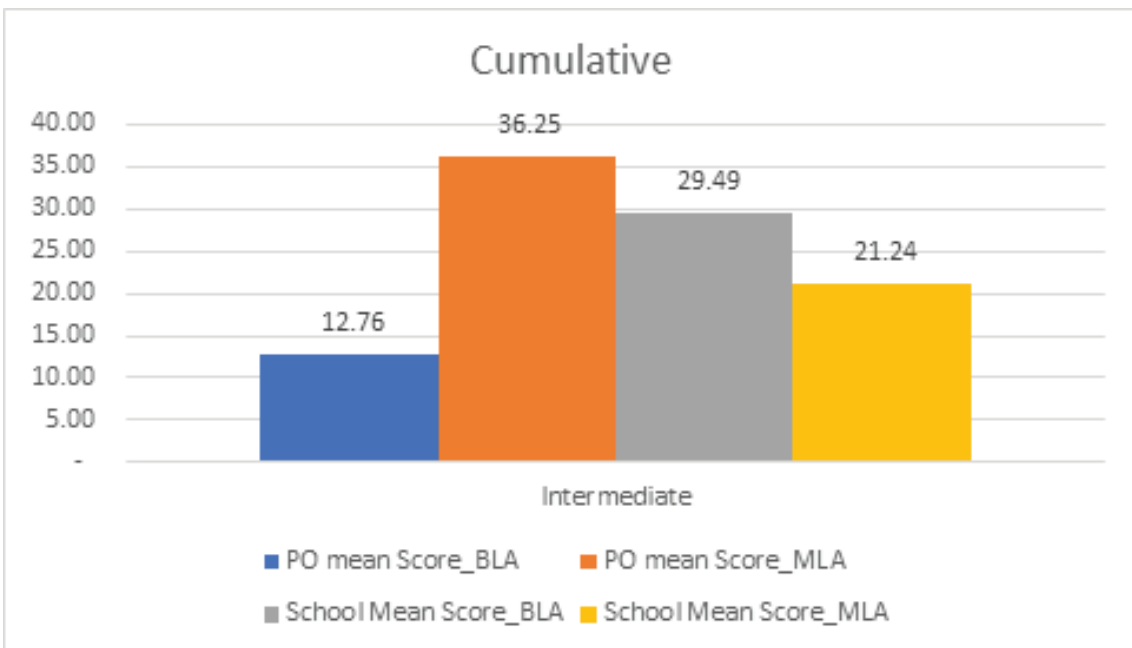


Figure 48: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The above graphs reflect that the children from the Intermediate programme are performing at levels that are slightly below the PO's cumulative average.
- Further immersion in the programme will serve to improve English language acquisition by the time of the End-line assessment.

d) Government Ashram School, Sakur

- The students at the Beginner level may require further sustained intervention to improve the current literacy levels for these grades.
- The students at the Intermediate level have seen considerable improvement in their average scores, indicating that they have moved from not using the language to being hesitant users of the language.

<b>Cumulative Scores for Grade 5</b>	<b>5</b>
Cumulative Average BLA	-
Cumulative Average MLA	6.72
<b>Improvement Ratio</b>	<b>7.72</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>4.24</b>

Table 21: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Sakur

<b>Cumulative Scores for Grades 6 to 9</b>	<b>6</b>	<b>8</b>	<b>9</b>
Cumulative Average BLA	2.07	4.29	14.28
Cumulative Average MLA	16.25	20.63	20.02
<b>Improvement Ratio</b>	<b>7.85</b>	<b>4.81</b>	<b>1.40</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>2.84</b>	<b>2.84</b>	<b>2.84</b>

Table 22: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Sakur

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

The graphs reflect data on the Intermediate programme only, owing to insufficient data for the Beginner grades.

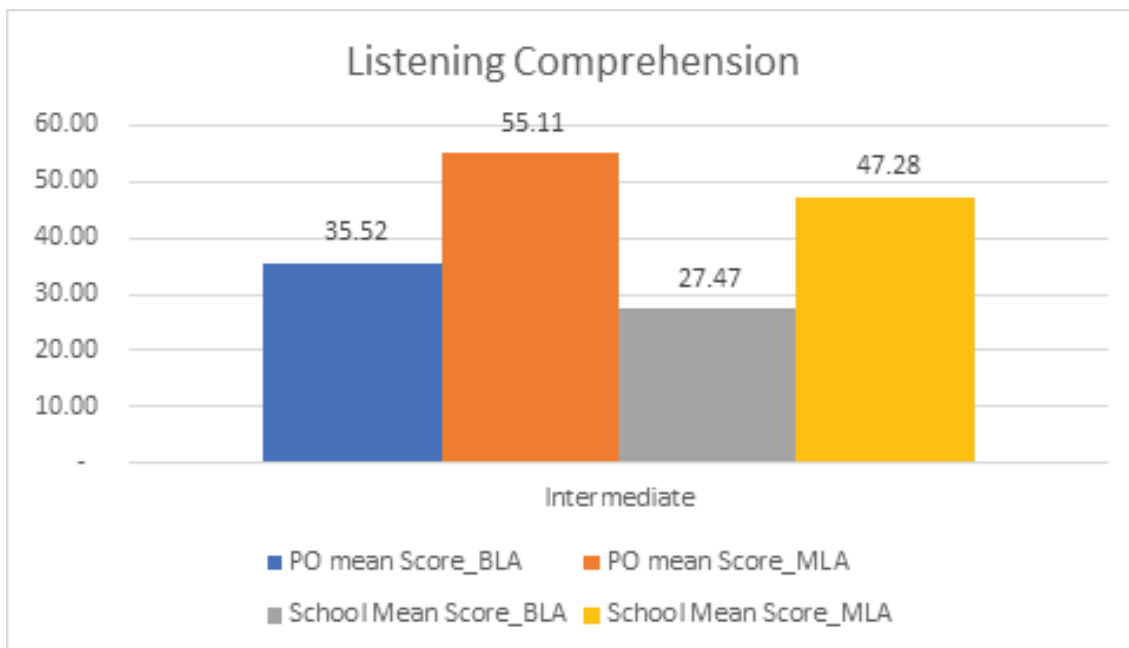


Figure 49: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Comprehension skills.

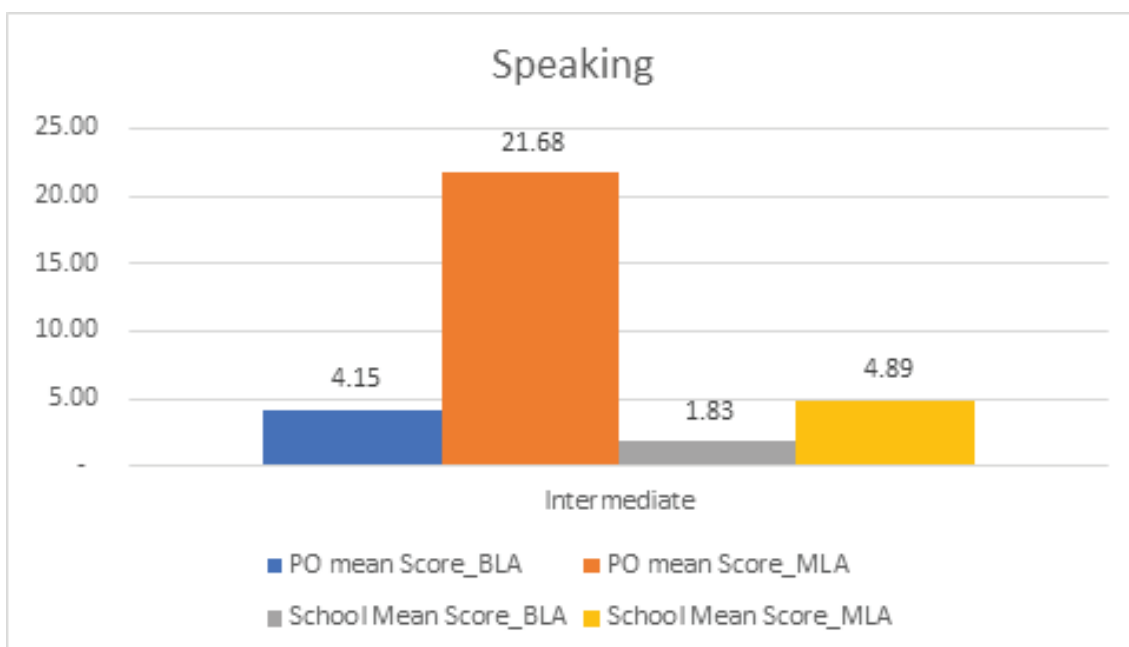


Figure 50: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Speaking skills.

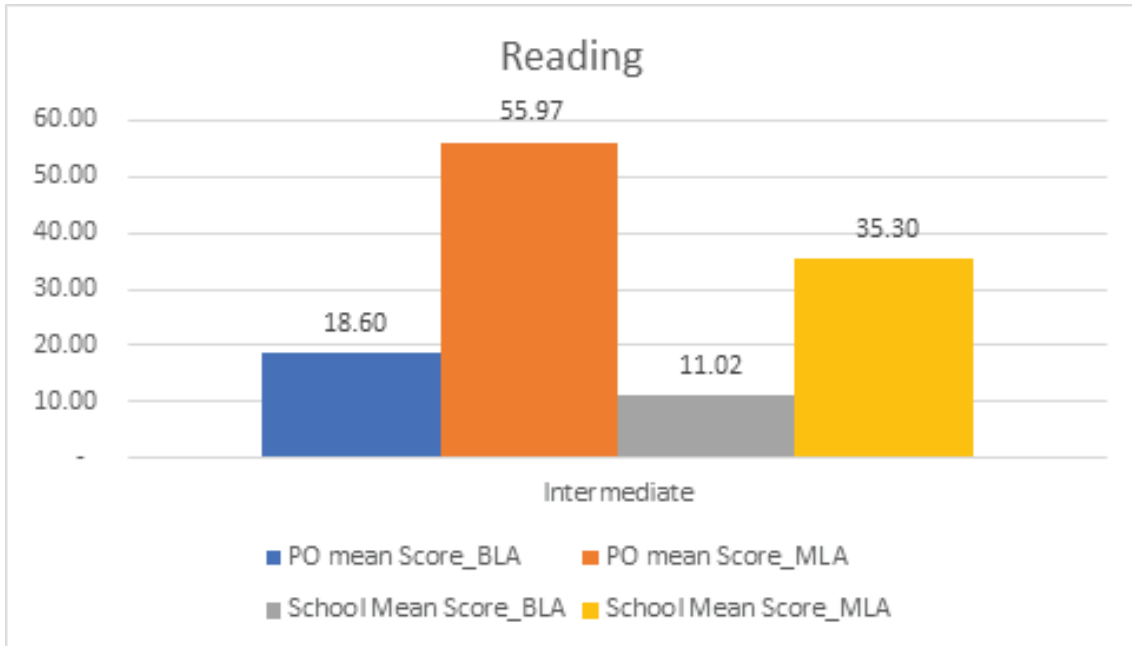


Figure 51: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for Reading skills.

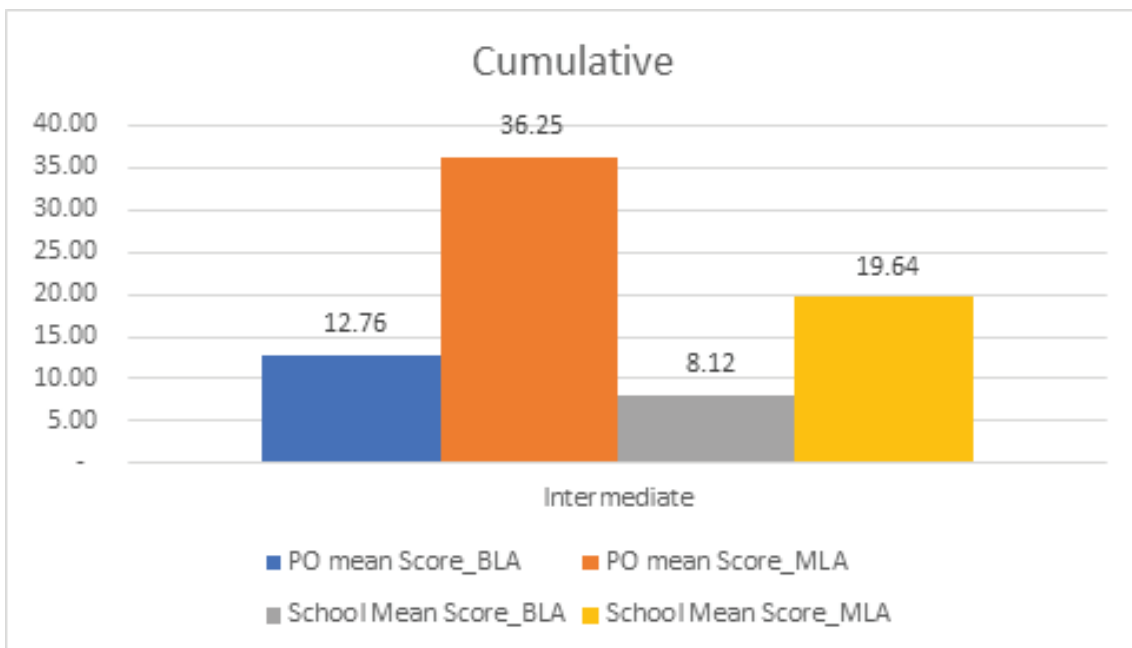


Figure 52: A graph depicting the school's scores for the Intermediate programme as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

e) School: Government Ashram School, Chas

- The above graphs indicate that the students are performing below the average PO level of learning outcomes.
- Continued immersion in the programme will be required to help the students improve the rate of their English language acquisition.
- The children of Grade 2 have seen a significant increase in their literacy levels, moving from being non-users of the language to hesitant users of the language.
- The children of grade 7 have shown significant increase in their literacy levels. Other children enrolled in the Intermediate programme have also seen a significant increase in the literacy skills.

<b>Cumulative Scores for Grade</b>	<b>2</b>
Cumulative Average BLA	0.53
Cumulative Average MLA	22.00
<b>Improvement Ratio</b>	<b>41.72</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>4.24</b>

Table 23: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Chas

<b>Cumulative Scores for Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>
Cumulative Average BLA	0.83	5.46	6.06
Cumulative Average MLA	36.47	42.17	48.15
<b>Improvement Ratio</b>	<b>43.76</b>	<b>7.73</b>	<b>7.95</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>2.84</b>	<b>2.84</b>	<b>2.84</b>

Table 24: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Chas

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school’s PO location, according to skill.

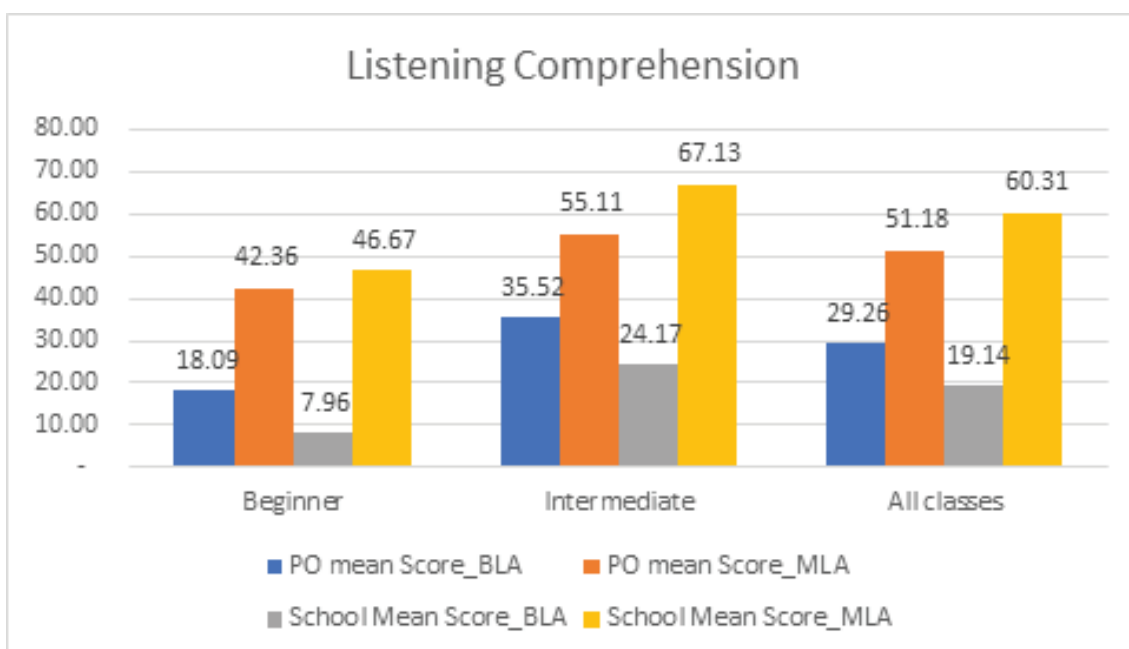


Figure 53: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Comprehension skills.

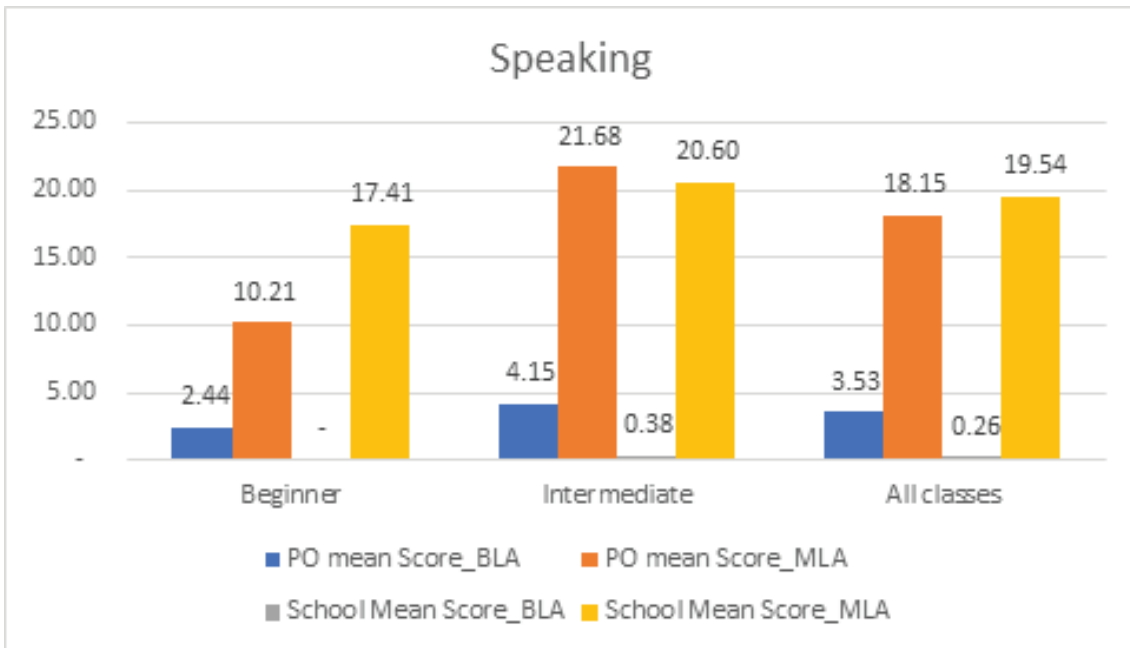


Figure 54: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Speaking skills.

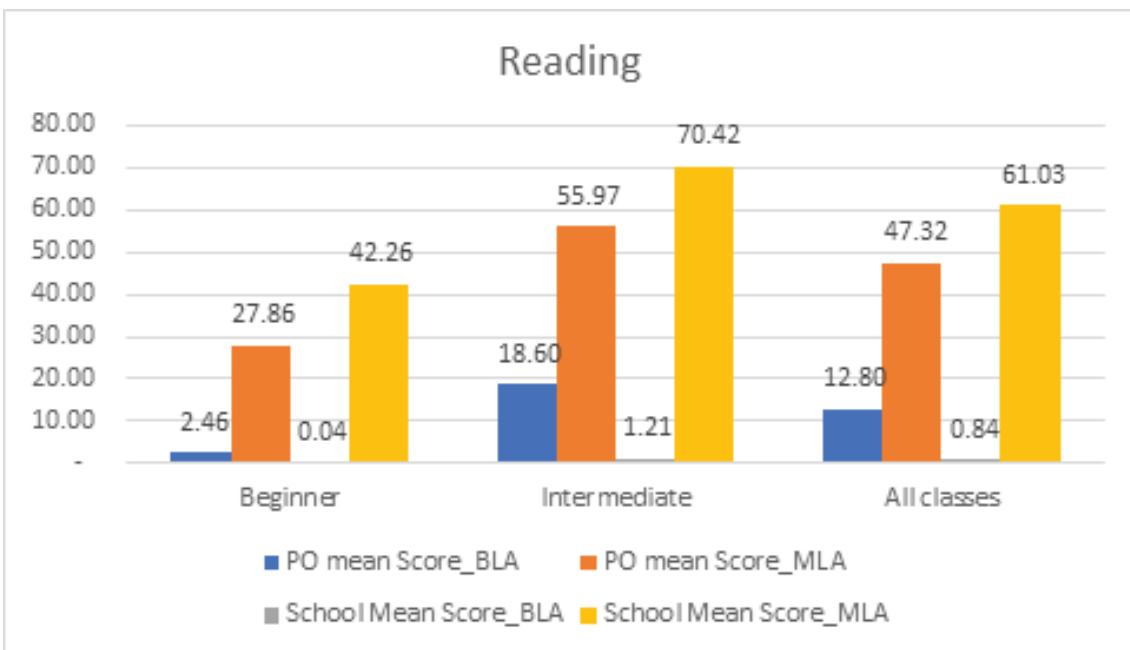


Figure 55: A graph depicting the school’s scores for the Intermediate programme as compared against the overall scores achieved in the school’s PO location for Reading skills.

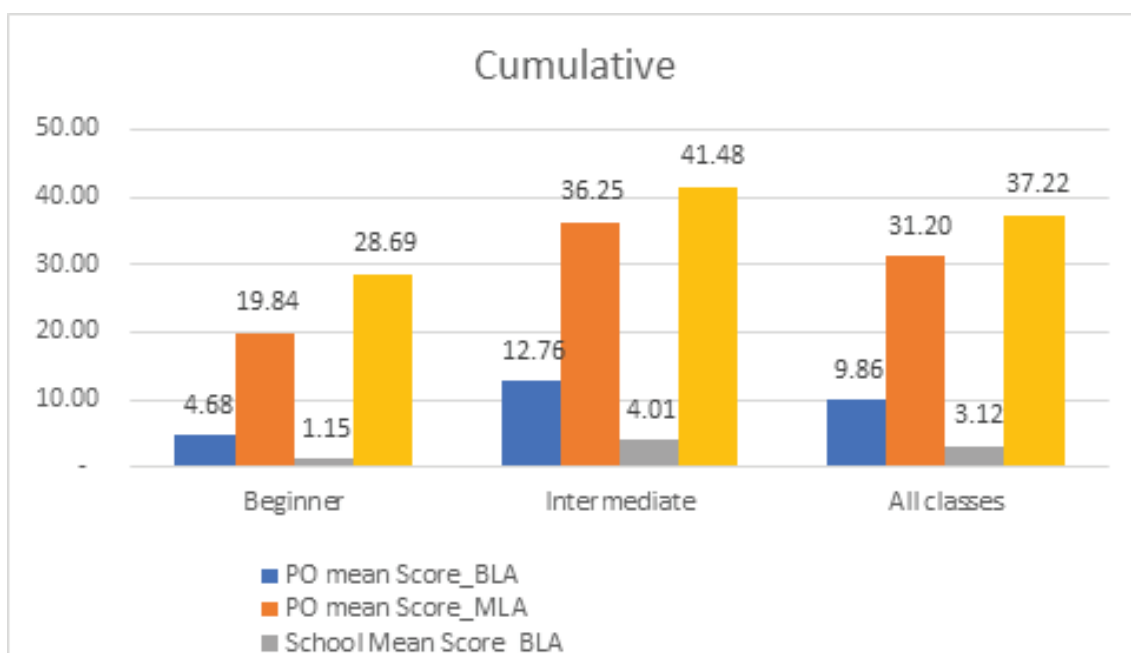


Figure 56: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The above graphs indicate that students enrolled in both the Beginner and Intermediate programmes are outperforming the average cumulative scores achieved at the overall PO levels.
- Given the current ratio of improvement in language acquisition, it is likely that the students will achieve fluency in English language by the time of the End-line assessment.

### PO Location: Nandurbar

Following are the cumulative results for the Nandurbar PO. The KP programme has been implemented in 32 Government Ashram Schools in this ITDP.

Nandurbar	Assessment	Cumulative
Beginner	Baseline	2.99
	Midline	16.54
Improvement Ratio		<b>5.54</b>
Intermediate	Baseline	7.38
	Midline	29.49
Improvement Ratio		<b>3.99</b>
Overall PO scores	Baseline	5.16
	Midline	22.45
Improvement Ratio		<b>4.35</b>

Table 25: Cumulative scores comparison (BLA v/s MLA) for PO Location Nandurbar

a) School: Government Ashram School, Bhandare

- The students enrolled in the Beginner programme have seen a significant increase in their literacy levels; particularly the students of Grade 5.

- The children enrolled in the Intermediate programme have also seen a significant increase in their learning outcomes moving from being mostly non-users of the language to becoming hesitant users of the language.

Cumulative Scores for Grades 2 to 5	2	3	4
Cumulative Average BLA	0.82	2.84	4.37
Cumulative Average MLA	1.76	12.32	8.28
<b>Improvement Ratio</b>	<b>2.16</b>	<b>4.34</b>	<b>1.90</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>5.54</b>	<b>5.54</b>	<b>5.54</b>

Table 26: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Bhandare

Cumulative Scores for Grades 6 to 9	6	7	9
Cumulative Average BLA	3.94	3.30	14.83
Cumulative Average MLA	22.91	28.76	38.56
<b>Improvement Ratio</b>	<b>5.81</b>	<b>8.72</b>	<b>2.60</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>3.99</b>	<b>3.99</b>	<b>3.99</b>

Table 27: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Bhandare

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

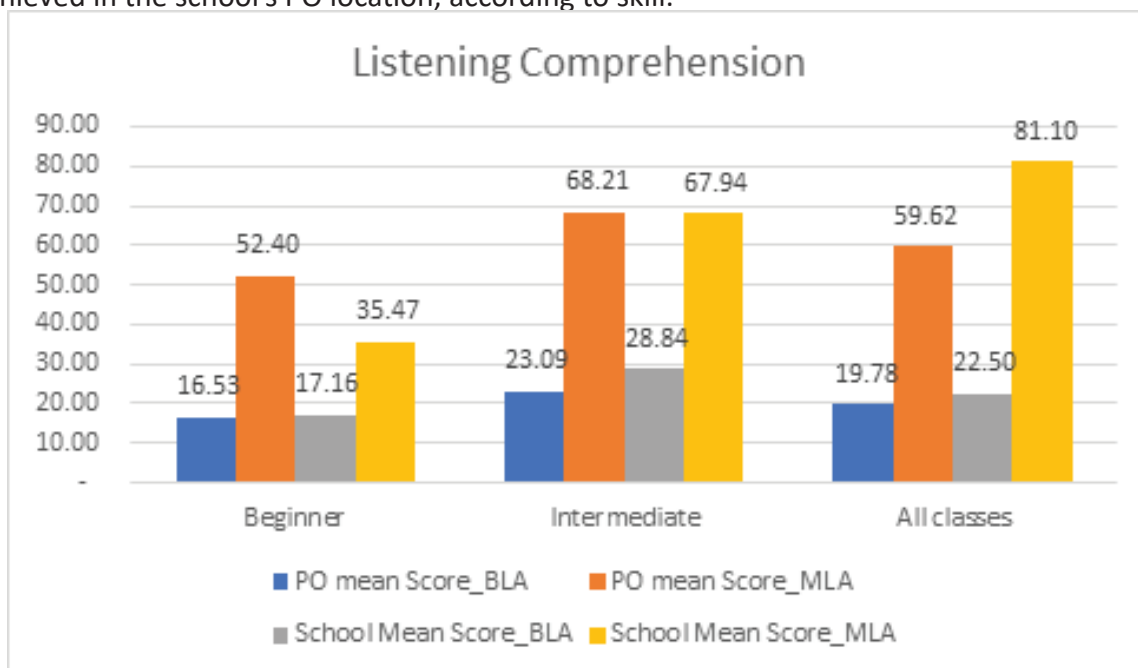


Figure 57: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

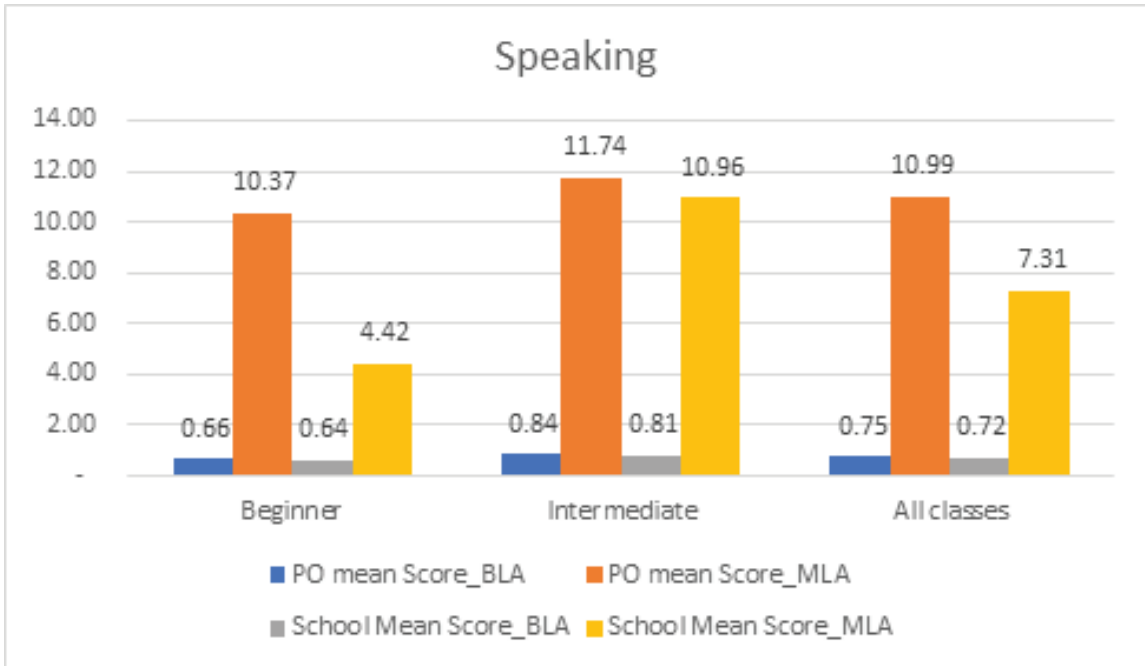


Figure 58: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Speaking and Comprehension skills.

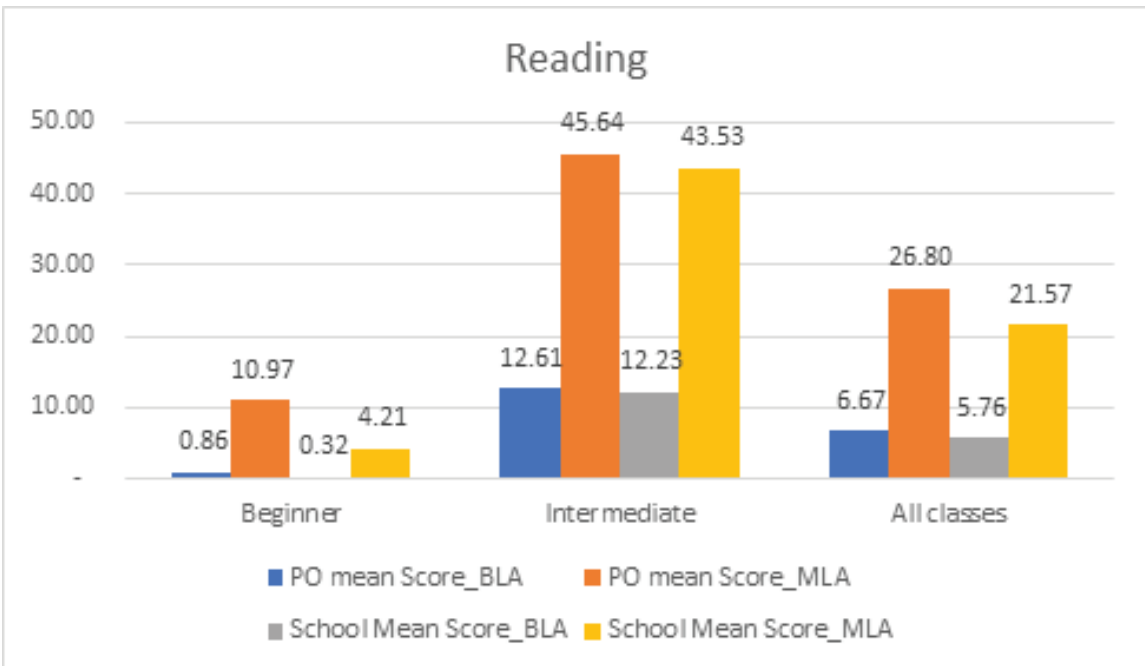


Figure 59: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Reading skills.

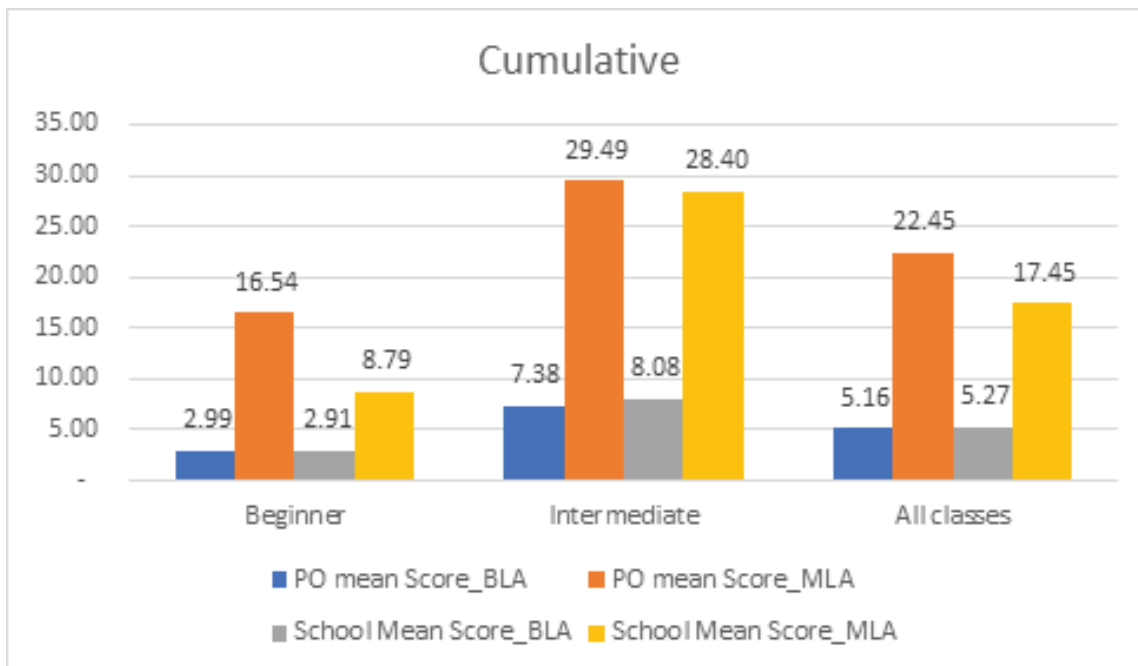


Figure 60: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for cumulative scores.

Summary:

- The students’s literacy levels are significantly higher as compared to the overall average scores for the PO location.
- Continued immersion in the programme is likely to help the students improve their Speaking and Comprehension skills from being functional to higher levels of functionality and fluency.

b) School: Government Ashram School, Malgaon

- The children of Grade 2 might require sustained immersion in the programme to help them improve their literacy skills in English language.
- The children of Grade 6 have seen a dramatic leap in their learning outcomes, moving from scoring nearly 0% average at the time of BLA to about 30% at the time of MLA.

<b>Cumulative Scores for Grades 2 to 5</b>	<b>2</b>
Cumulative Average BLA	2.14
Cumulative Average MLA	5.43
<b>Improvement Ratio</b>	<b>2.53</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>5.54</b>

Table 28: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Malgaon

<b>Cumulative Scores for Grades 6 to 9</b>	<b>6</b>
Cumulative Average BLA	3.63
Cumulative Average MLA	33.50
<b>Improvement Ratio</b>	<b>9.24</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>3.99</b>

Table 29: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Malgaon

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

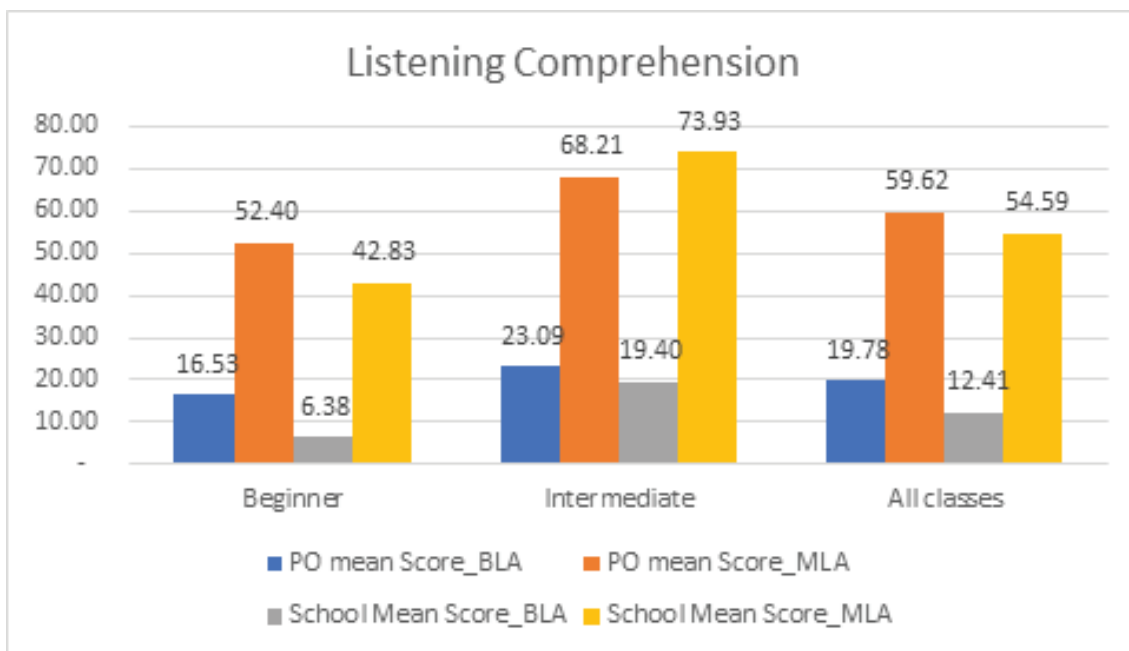


Figure 61: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

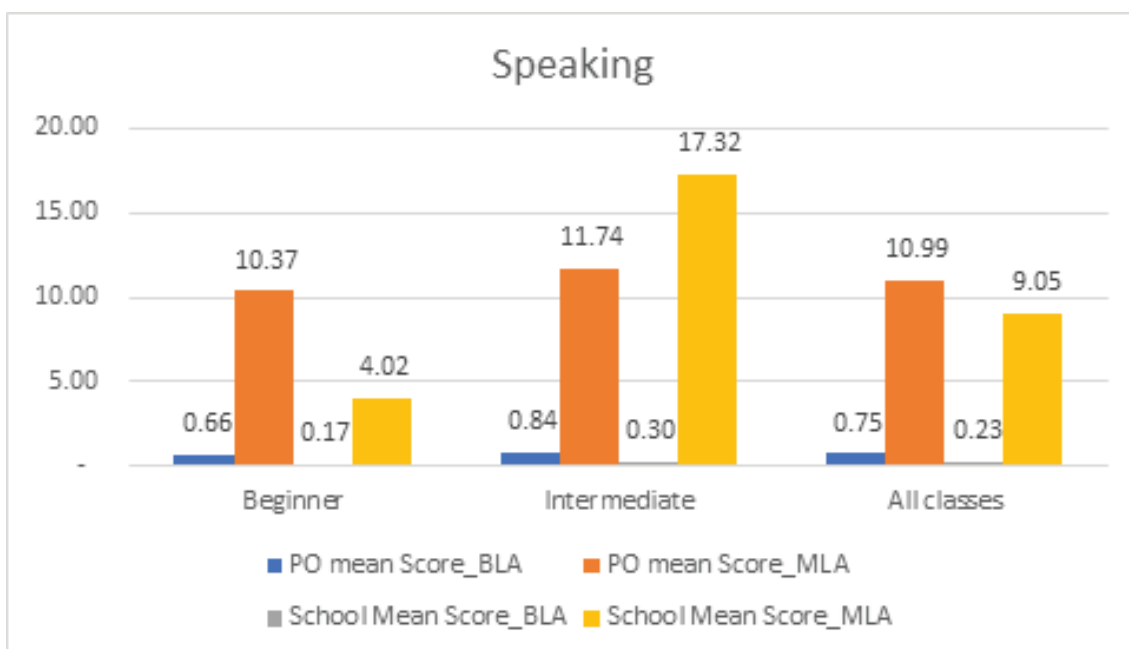


Figure 62: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking and Comprehension skills.

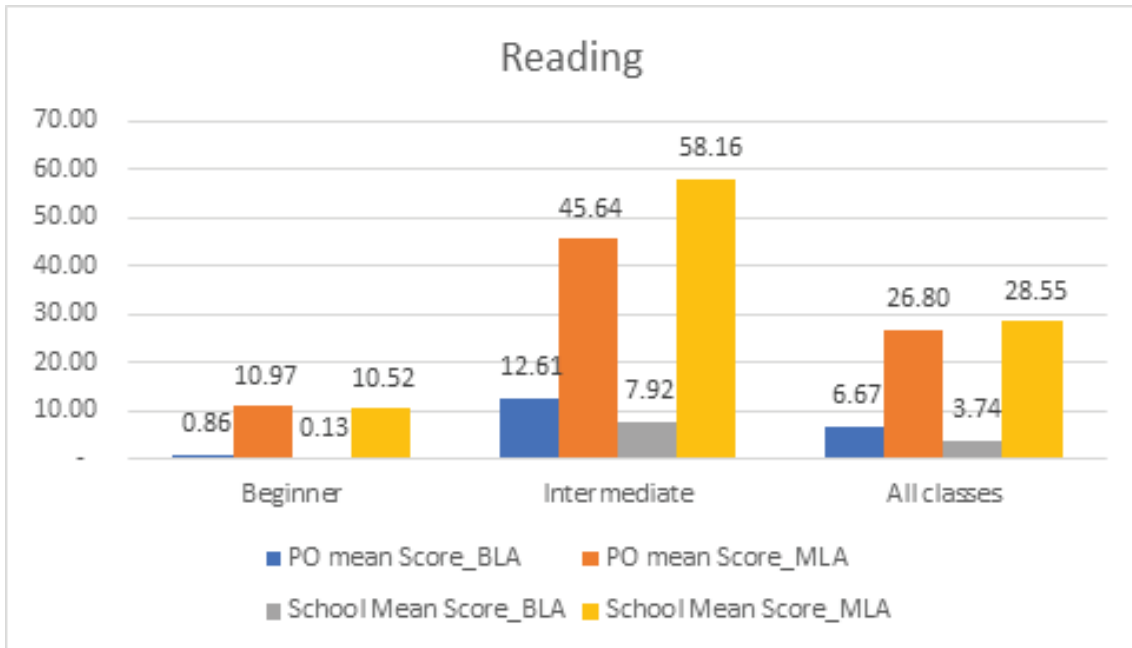


Figure 63: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

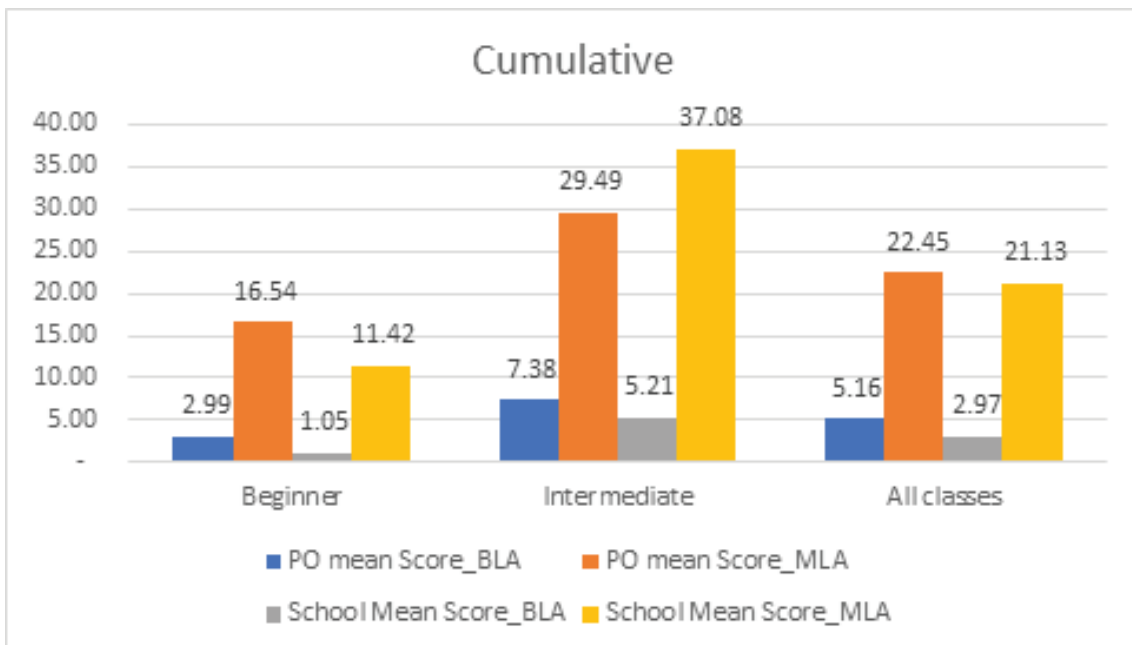


Figure 64: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The children of Grade 2 might require further immersion in the programme to help them achieve higher levels of functionality in English.
- Given the ratio of improvement in score lines of children in Grade 6, it is likely that they will achieve higher levels of literacy in English by the time of the End-line assessment.

c) School: Government Ashram School, Navalpur

- Sustained engagement with the programme should help children of grades 2 and 3 achieve higher levels of literacy.
- Children enrolled in the Intermediate programme have seen significant increases in learning outcome levels. Sustained intervention should see them achieve higher literacy levels by the time of the End-line assessment.

Cumulative Scores for Grades 2 to 5	2	3
Cumulative Average BLA	1.95	2.96
Cumulative Average MLA	5.21	18.51
<b>Improvement Ratio</b>	<b>2.67</b>	<b>6.25</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>5.54</b>	<b>5.54</b>

Table 30: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Navalpur

Cumulative Scores for Grades 6 to 9	6	7
Cumulative Average BLA	2.41	6.16
Cumulative Average MLA	27.76	30.25
<b>Improvement Ratio</b>	<b>11.50</b>	<b>4.91</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>3.99</b>	<b>3.99</b>

Table 31: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Navalpur

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

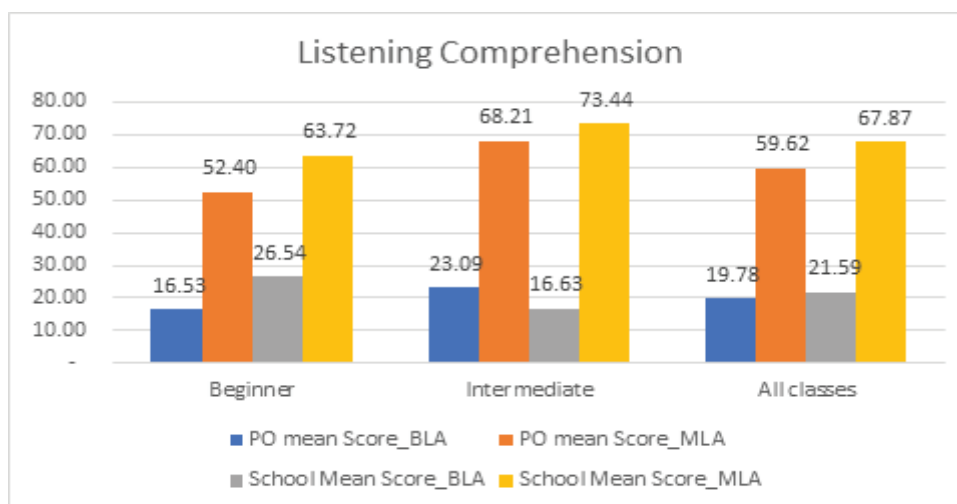


Figure 65: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

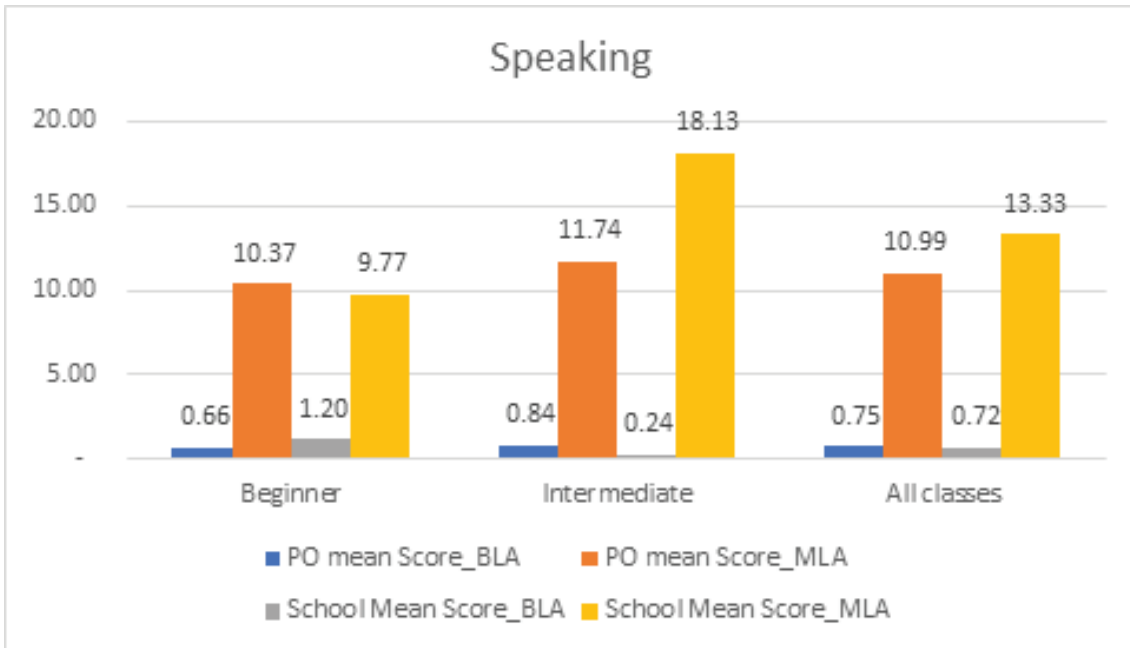


Figure 66: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking and Comprehension skills.

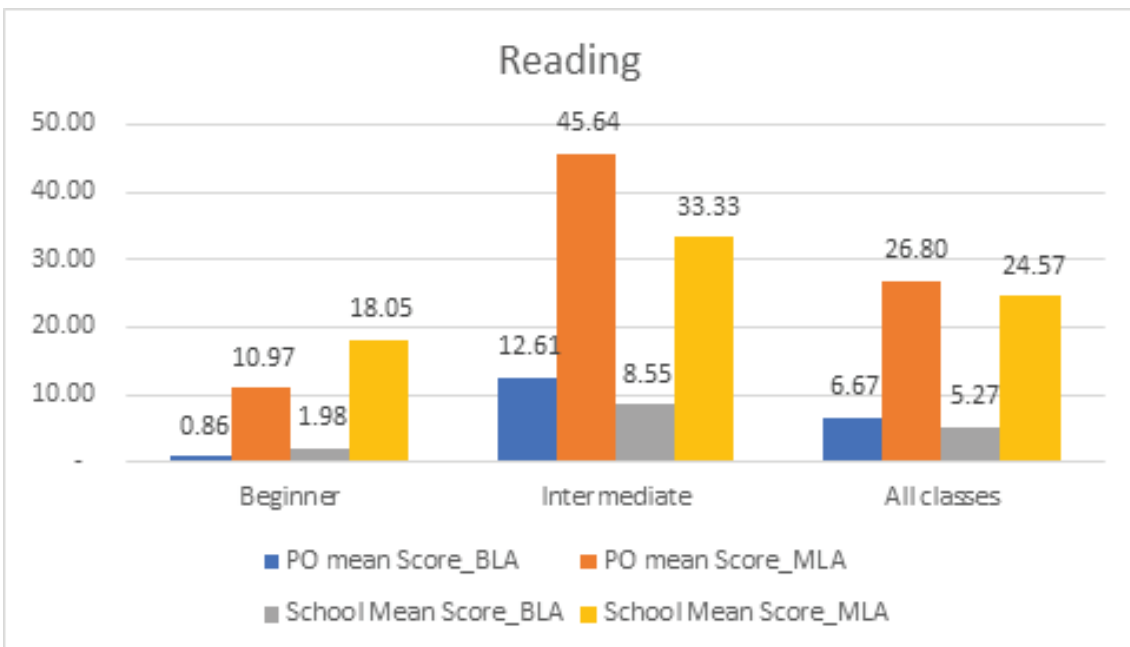


Figure 67: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

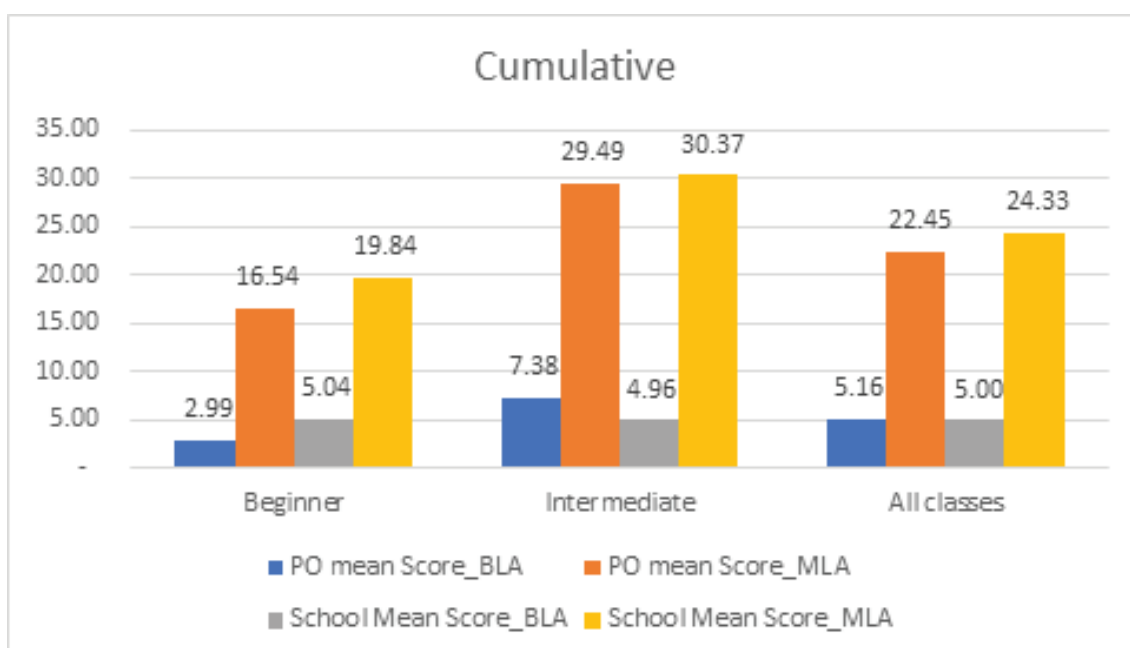


Figure 68: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- The average Comprehension skills of the students enrolled under both programmes remains high and improving.
- The school might require further intervention to help students achieve higher levels of functionality in English.

d) School: Government Ashram School, Nijampur

- Students of grade 4 have seen a dramatic leap in learning outcome levels at 55.04 times of the BLA scores.
- Sustained intervention should allow the students enrolled in the Intermediate programme to reach fluent literacy levels by the time of the End-line assessment.

Cumulative Scores for Grades 2 to 5	3	4	5
Cumulative Average BLA	4.29	0.29	2.41
Cumulative Average MLA	14.32	15.73	19.88
<b>Improvement Ratio</b>	<b>3.34</b>	<b>55.04</b>	<b>8.23</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>5.54</b>	<b>5.54</b>	<b>5.54</b>

Table 32: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Nijampur

<b>Cumulative Scores for Grade 8</b>	<b>8</b>
Cumulative Average BLA	10.20
Cumulative Average MLA	28.27
<b>Improvement Ratio</b>	<b>2.77</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>3.99</b>

Table 33: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Nijampur

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

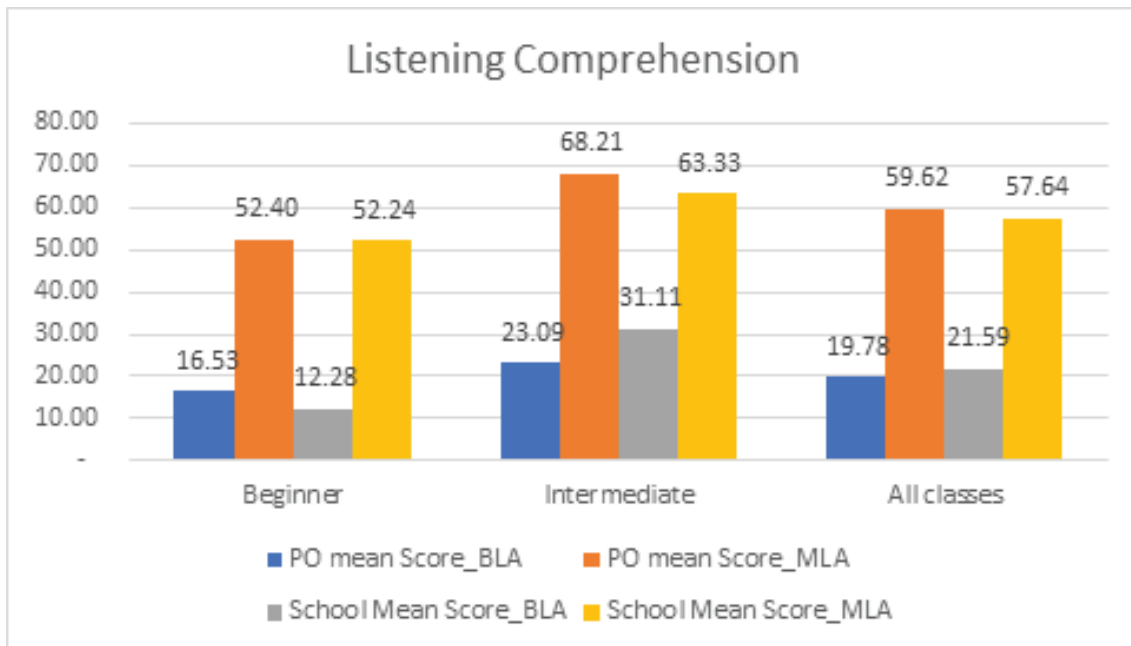


Figure 69: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

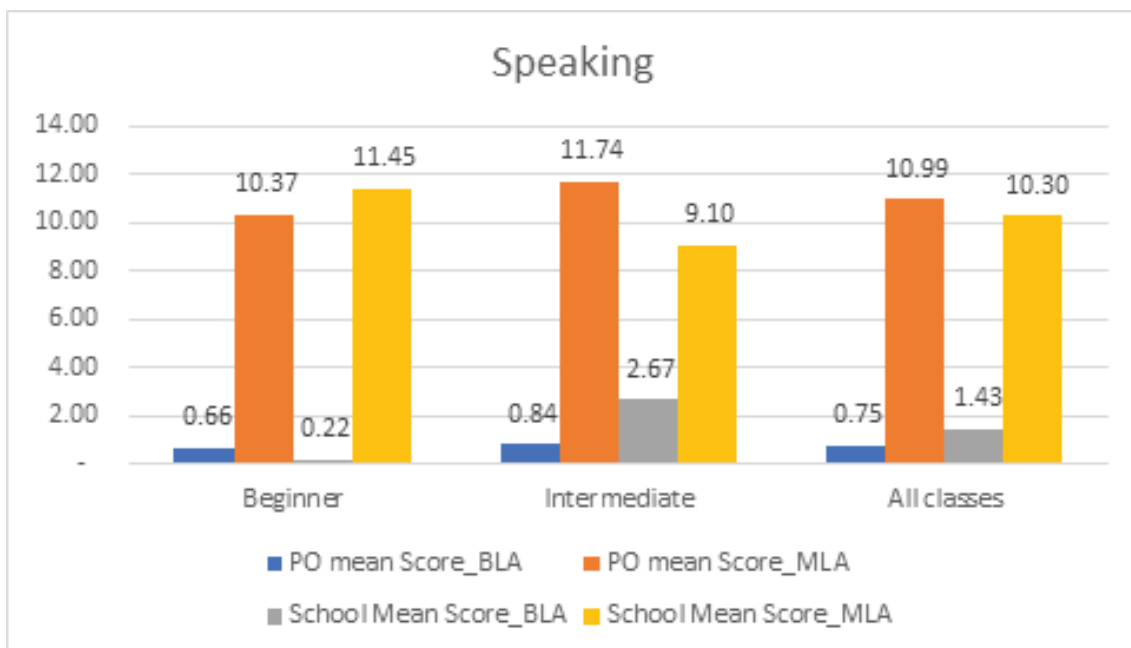


Figure 70: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Speaking and Comprehension skills.

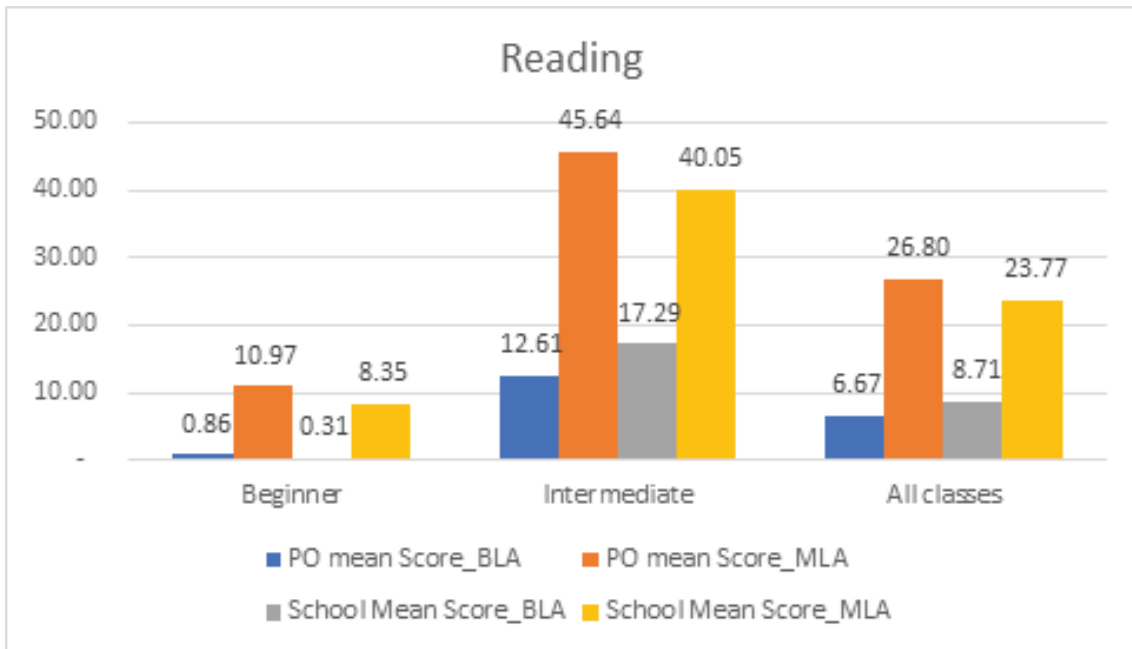


Figure 71: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Reading skills.

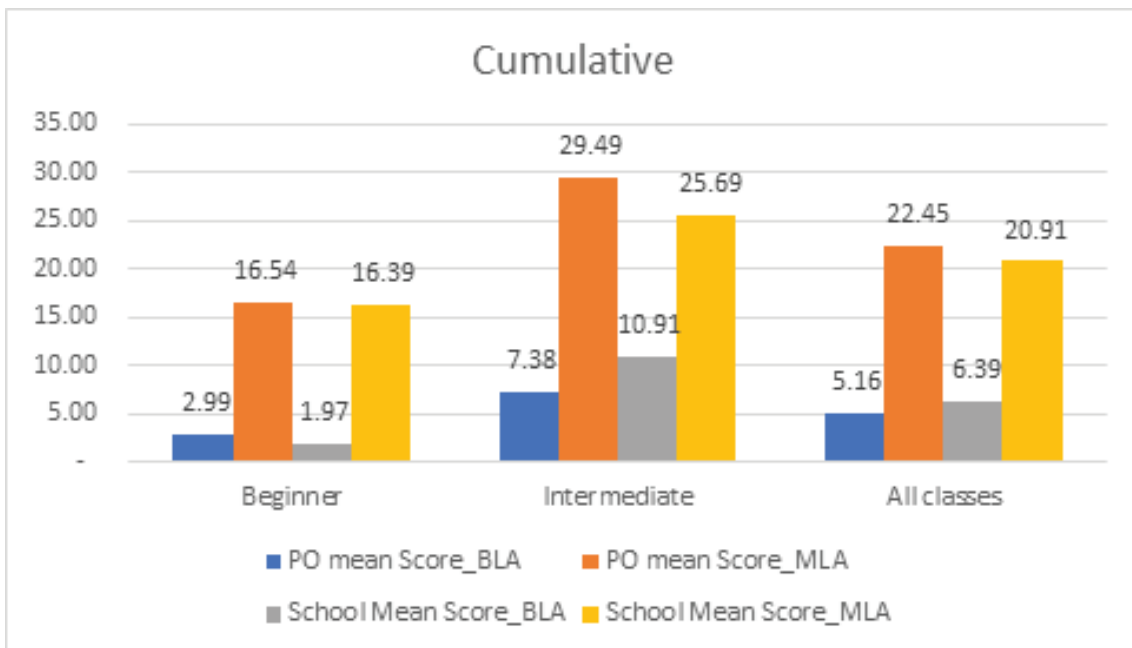


Figure 72: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for cumulative scores.

Summary:

- There has been a notable improvement in the Reading skills and Speaking skills of the students enrolled in the Beginner programme.
- The programmes have shown a positive effect on the learning outcomes of the students across grades.

e) School: Government Ashram School, Vadkalambi

- Students enrolled in both the Intermediate and Beginner programmes have seen a significant leap in learning outcome levels from low literacy levels to highly functional literacy levels.
- Further engagement with the programme should lead to the students developing fluency in the English language by the time of the End-line assessment.

Cumulative Scores for Grades 2 to 5	2	3	4	5
Cumulative Average BLA	4.12	6.93	3.36	3.68
Cumulative Average MLA	14.14	20.30	44.05	14.00
<b>Improvement Ratio</b>	<b>3.43</b>	<b>2.93</b>	<b>13.12</b>	<b>3.81</b>
<b>Improvement Ratio for Beginner Programme at PO Level</b>	<b>5.54</b>	<b>5.54</b>	<b>5.54</b>	<b>5.54</b>

Table 34: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Beginner, Government Ashram School, Vadkalambi

Cumulative Scores for Grades 6 to 9	6	7	8	9
Cumulative Average BLA	5.09	6.88	9.74	14.01
Cumulative Average MLA	22.34	24.53	31.68	35.10
<b>Improvement Ratio</b>	<b>4.39</b>	<b>3.56</b>	<b>3.25</b>	<b>2.51</b>
<b>Improvement Ratio for Intermediate Programme at PO Level</b>	<b>3.99</b>	<b>3.99</b>	<b>3.99</b>	<b>3.99</b>

Table 35: Cumulative scores comparison (BLA v/s MLA) for ME-SLL Intermediate, Government Ashram School, Vadkalambi

The following set of graphs show a comparison between the scores achieved by the school and the overall scores achieved in the school's PO location, according to skill.

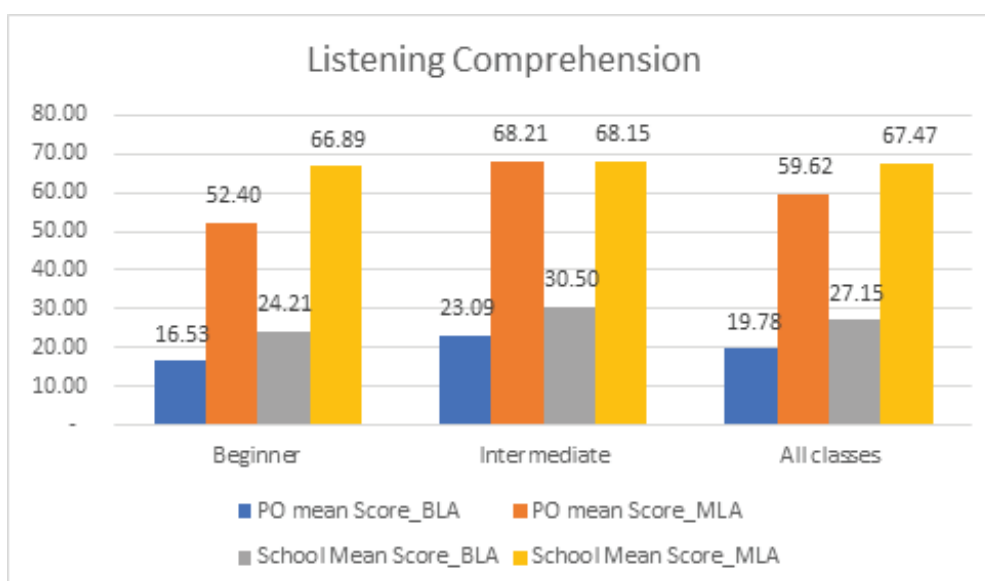


Figure 73: A graph depicting the school's scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school's PO location for Comprehension skills.

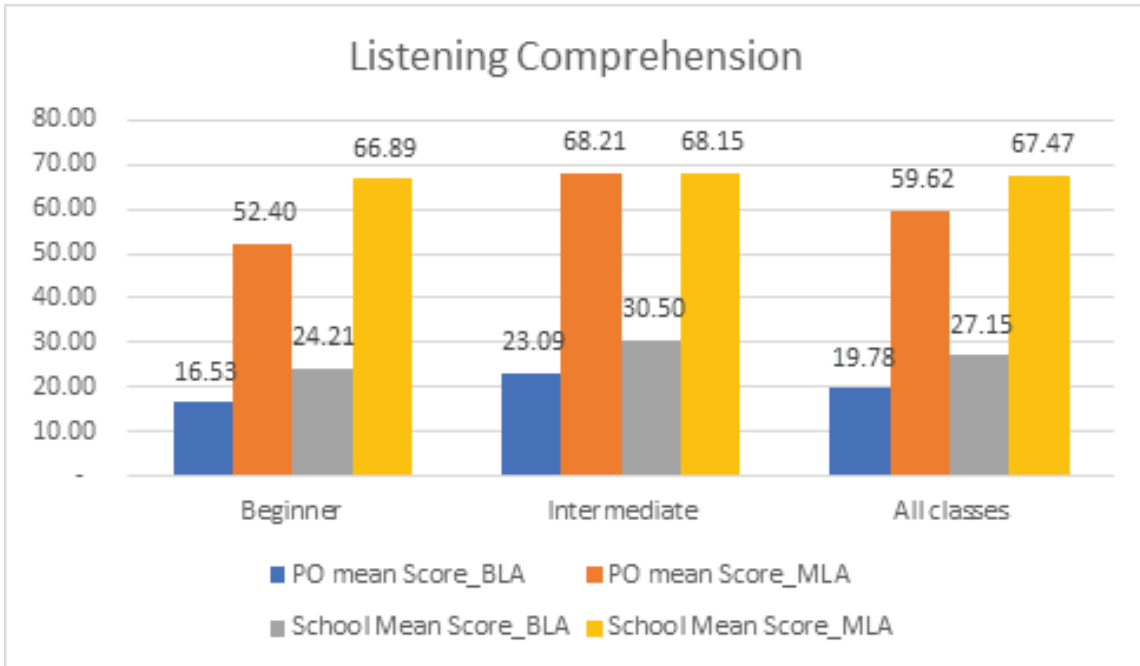


Figure 73: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Comprehension skills.

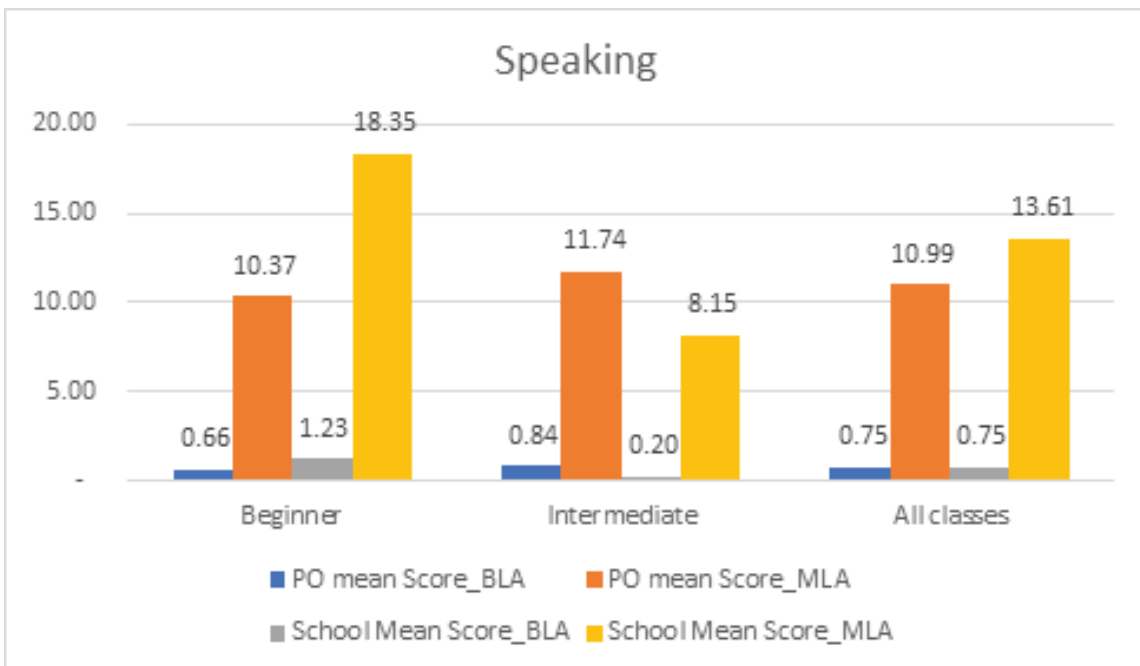


Figure 74: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Speaking and Comprehension skills.

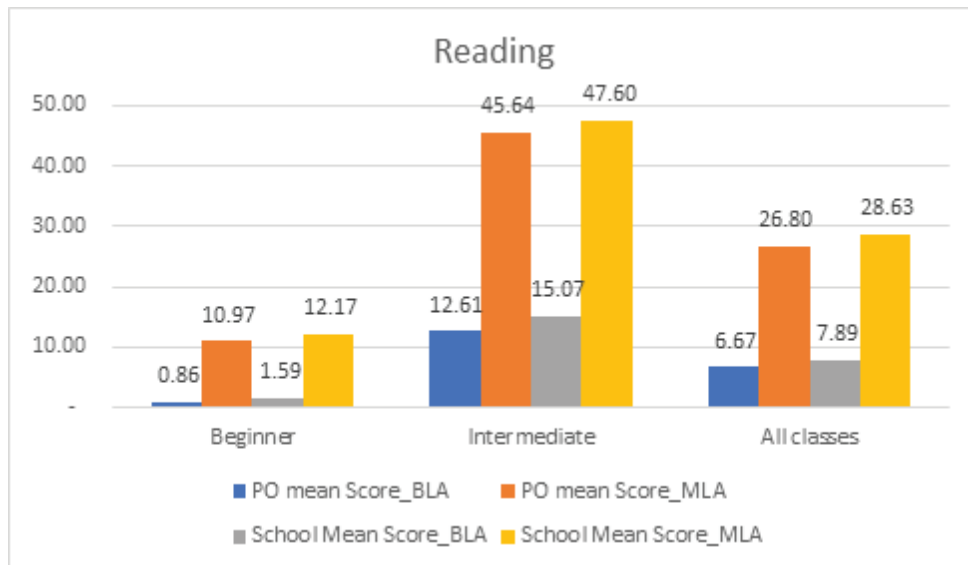


Figure 75: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for Reading skills.

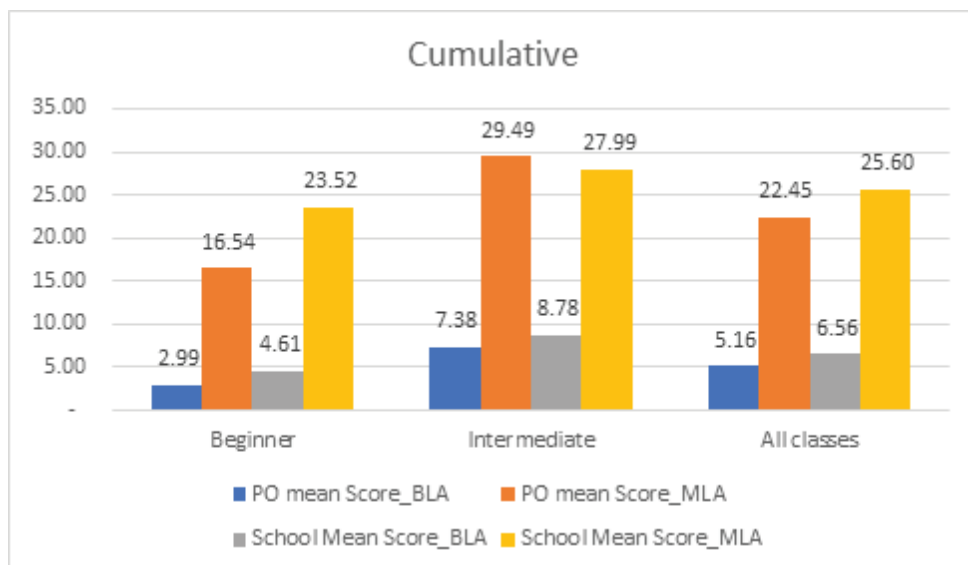


Figure 76: A graph depicting the school’s scores for the Beginner and Intermediate programmes as compared against the overall scores achieved in the school’s PO location for cumulative scores.

Summary:

- Notably, average Comprehension skills of students enrolled in the Beginner programme are on par with students enrolled in the Intermediate programme.
- Speaking skills of students enrolled in the Beginner programme exceed those of students enrolled in the Intermediate programme. This indicates the necessity to immerse students in audio-rich and print-rich environments at an early age to facilitate effective language acquisition.



1 HOUR

24.69  
HOURS



1 HOUR = 24.69 HOURS

OF KARADI PATH ME-SLL

of conventional English Instruction



महाराष्ट्र शासन

Maharashtra Tribal Welfare  
Department (MTDD)

# Midline Assessment Report

April 2019

## Appendix



## Appendix:

### Karadi Path Magic English SLL Programme

Students in India are capable of achieving a substantially high level of language proficiency. But the benchmarks have been lowered primarily because of the unnatural way in which language is taught in schools. When a child picks up a language naturally, the learning is easy and efficient. Karadi Path is an indigenously developed methodology for language-learning based on the unique Indian experience of multilingualism. It mimics the natural language-acquisition process, and has successfully adapted the same into the classroom environment.

There is a growing demand and aspiration among the general population for acquiring English proficiency. This is fed by the persistent requirement for English in higher education and at workplaces. The lacunae in existing pedagogies especially affect students belonging to the communities at the base of the pyramid. Karadi Path has developed a novel programme that caters to the specific needs of students from such backgrounds and contexts, called Magic English – Second Language Learning (SLL).

The program is designed around four modules:

- **Action Path:** In this module, students learn sentence structures and vocabulary through a series of imperative statements. The sentences range from single word commands to complex compound sentences which demonstrate proper use of many of the components of language which are difficult to obtain without extensive practice.
- **Music Path:** This module uses the familiarity and enjoyment that a child has when listening to music as a foundation to develop language skills. The songs have been carefully written to create many opportunities for conversations and vocabulary development, all in a stress-free environment for the child and teacher.
- **Reading Path:** As it is expected that students from non-English environments would not have had much exposure to reading, the Reading Path module starts with introducing students to the basic phonetic sounds of the English alphabet, and progresses to building phonic and sight word recognition in the students. The module is designed to rapidly give students confidence in their word recognition ability with the phonic words, but quickly accelerates into development of sight reading.
- **Story Path:** The Story Path module tries to replicate as much of the mother-tongue learning process as possible in the classroom. In the mother-tongue approach, we use our voice expression, facial expression, gestures, and objects to help a child develop language proficiency. Similarly, in Story Path, the key tools used are professionally narrated stories with contextually appropriate background music (voice expression); a range of activities including miming, conversation practice, and tiny theatre (facial expression and gestures); and vividly illustrated story books (objects).

The entire program is designed such that:

- A child should not need an explanation of a grammar rule or a definition of a term. The context in which such things are presented should be sufficient for the child to be able to derive the meaning on their own.
- A child who goes through the program would be equipped with both the skill and attitude of continuously improving their language skills from whatever they are exposed to in their environment (television, newspapers, and so on).
- The program should place low demands on the English language proficiency of the teacher. The session plans and trainings offered to the teachers specify what the teacher should do, when they should do it, and how it should be done. This also reduces the burden of a teacher having to prepare systematic lesson plans with a long-term language development perspective on their own.
- The program should not place too much of a demand on expensive infrastructure. All that is required is a relatively quiet place and an audio system capable of playing audio CDs loudly enough that all students in the class can hear the audio clearly.

## Karadi Path in Maharashtra Tribal Development Department Schools

Maharashtra Tribal Development Department and Karadi Path Education Company Pvt. Ltd have partnered to implement Karadi Path's Magic English-SLL (Secondary Language Learners)

programme in 132 Ashram and Eklavya Schools in Maharashtra. Karadi Path Magic English SLL is specifically designed for students from the bottom of the pyramid segment, where their exposure to English is minimal as the environment doesn't support English and teachers themselves have limited proficiency in English.

The Karadi Path ME-SLL programme is offered as two-level, differentiated programmes for two sets of grades as follows:

- a) The ME-SLL Beginner programme, Levels 1 and 2, for students of Grades 1 to 5.
- b) The ME-SLL Intermediate programme, Levels 1 and 2, for students of Grades 6 to 9.

Karadi Path ME SLL Beginner and Intermediate Level 1 programmes are implemented in 118 schools from Jawhar, Dahanu, Shahpur, Nandurbar regions and Karadi Path Magic English SLL Intermediate level 1 programme is implemented in 14 Eklavya schools (In-Nasik, Amaravathi, Nagpur, Thane, Ahmadnagar).

The programme targets Class 6 to 9 students in Eklavya Schools and Class 2 to 9 in the remaining schools. Approximately 50000 students from these schools are expected to benefit from the programme.

ITDP Region	Number of schools	District	Number of schools
Dahanu	33	Palghar	31
		Vasai	2
Jawahar	30	Palghar	30
Nandurbar	32	Nandurbar	32
Shahpur	23	Thane	22
		Vasai	1
Eklavya	14	Amravati	2
		Nagpur	4
		Nandurbar	1
		Nashik	3
		Nasik	2
		Thane	2
Total	132		

Table 36: Distribution of schools

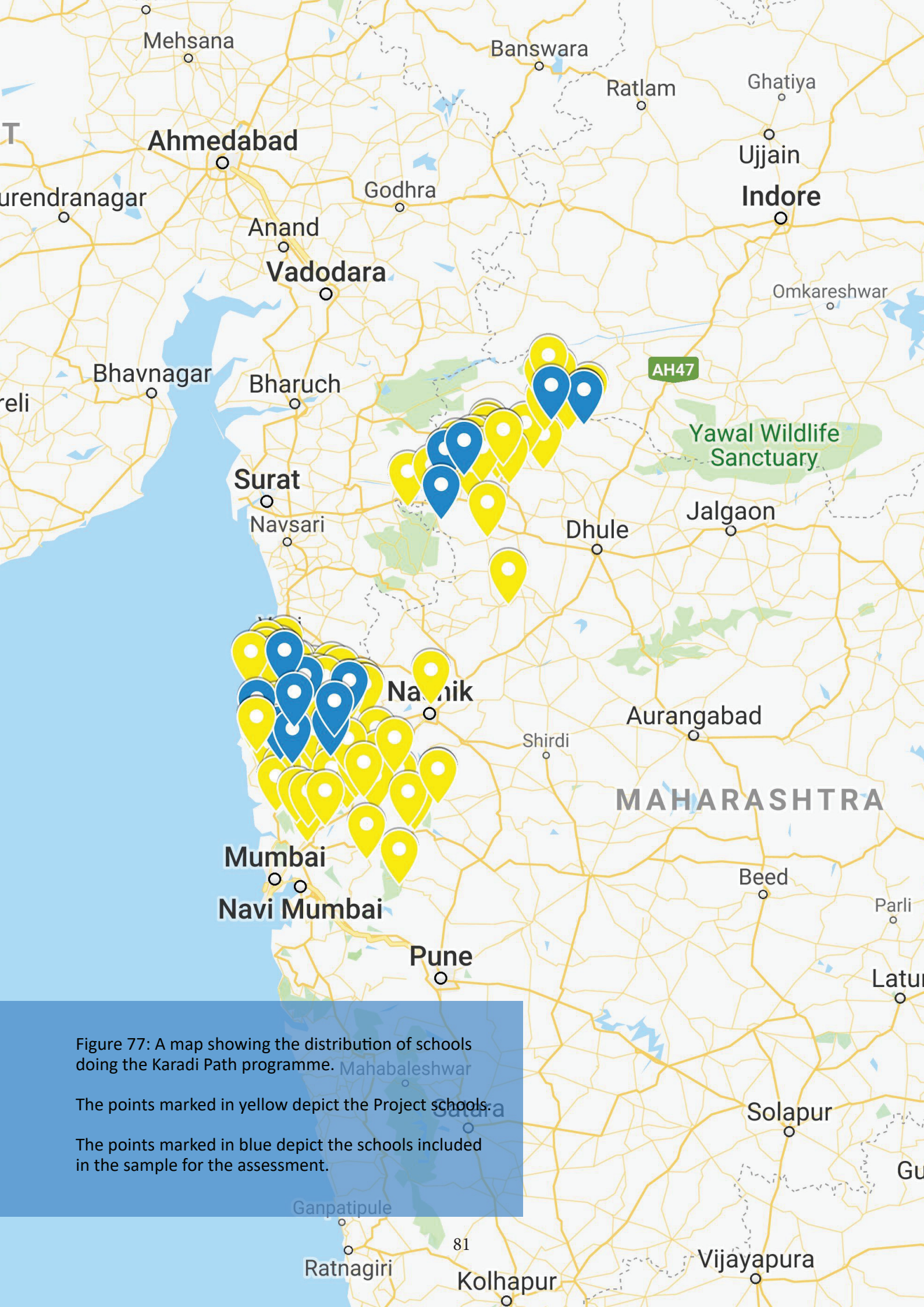


Figure 77: A map showing the distribution of schools doing the Karadi Path programme.

The points marked in yellow depict the Project Schools.

The points marked in blue depict the schools included in the sample for the assessment.

## Assessment Design

The Karadi Path program assessment is objective by design. The assessor does not ask questions that require subjective answers. The complete question and answer keys are provided to the assessor who is expected to only record the linguistic quality of the responses.

The Karadi Path program assessment tests language understanding and usage in contexts that are unlinked from the Karadi Path Magic English SLL material. While the test is based around the vocabulary and language usage that the students would have encountered during the program, the linguistic constructions of the answers are not found in the text for the students to memorise and repeat. The assessment tests if students are able to generate English sentences independently in new contexts using the vocabulary and grammar that they have learned with Action, Music, Reading, and Story Path.

Based on the above and based on the limitations of resources available, some fundamental premises in the design of the Karadi Path assessment protocol were as follows:

- The assessment was simple and easy to administer and record results.
- It was realistic to the domain of students being assessed.
- The assessment showed pre-program and post-program levels of the students for English, specific to understanding and speaking. Hence the same test was administered at the baseline and midline to assess program impact.

- It was completely objective since multiple assessors would be administering the tests to the students, and a significant period of time would have elapsed between the Baseline and Endline assessments.

### Assessment Training and Orientation

Special orientation was provided to the government officials and the teachers in conducting the assessment. This orientation was given by the trainers when they visit schools for assessment. The orientation comprised of two parts.

- The first part included orientation on how to interpret the responses of the students and protocols to be followed to mark and score the answers.
- The second part of the orientation was to train the teachers on how to enter the data using the KoBoCollect mobile app. The KoBoCollect app is part of the KoBo Toolbox<sup>1</sup> and facilitates field-level offline data entry on devices such as laptops or Android phones. The data collection in this study was done using Android mobile phone with the KoBoCollect app, customised for the Karadi Path Baseline data collection process and formats.

In addition to this, the KP trainers were present during the assessments in each schools and supported the teachers in the entire process.

## SAMPLING

### Sampling of Schools and Students

A random sample of 24 schools was selected among the 132 project schools. The list of schools is given below.

Jawahar	Ashram	Government secondary Asharam School- Gargaon
Jawahar	Ashram	Government Primary Asharam school-Aamgaon
Jawahar	Ashram	Government Secondary Asharam School- Nandgaon
Jawahar	Ashram	Government secondary Asharam School- Sakur
Jawahar	Ashram	Government Secondary Asharam School-Chas
Jawahar	Ashram	Government Secondary Asharam School-Murbad
Dahanu	Ashram	Government secondary Ashram School, Khambale
Dahanu	Ashram	Government secondary and higher secondary Ashram School, Kalamdevi
Dahanu	Ashram	Government Primary Ashram School, Chalani
Dahanu	Ashram	Government secondary Asharam School Sutraka
Dahanu	Ashram	Government Primary Ashram School, Takwahal
Nandurbar	Ashram	Govt. Ashram School, Bhandare
Nandurbar	Ashram	Govt. Ashram School, Vadkalambi
Nandurbar	Ashram	Govt. Ashram School, Niljampur
Nandurbar	Ashram	Govt. Ashram School, Navalpur
Nandurbar	Ashram	Govt. Ashram School, Chirkhan
Nandurbar	Ashram	Govt. Ashram School, Malgaon
Shahapur	Ashram	Govt. Ashram School, Aghai
Shahapur	Ashram	Govt. Ashram School, Vihigaon mal

Shahapur	Ashram	Govt. Ashram School, Susarwadi
Shahapur	Ashram	Govt. Ashram School, Shenva
Shahapur	Ashram	Govt. Ashram School, Sasane
Thane	Ekalavya	Eklavya Residential School, Kambalgaon (Boisar)
Nandurbar	Ekalavya	Eklavya Residential School, Maveshi

Selection of students was done at random using the random number app, which helps the assessor to randomize a series of numbers in a verifiable manner using a specific seed value. While the generated numbers are random, measures were taken to ensure the reproducibility of the sampling process. For this, the Karadi Path trainers used an android app, in which the assessor enters the sampling parameters and is provided with the list of roll numbers to be assessed in each class and section. In order to draw the sample, the trainer or assessor needed the following information:

1. Overall enrolment in classes 6 through 9.
2. Class and section-wise enrolment.
3. The date of the assessment.

A 10% (ceiling) buffer sample was taken and used in cases that students were absent. The only criterion for exclusion of a student was their absence on the day of the assessment. After providing the teachers the random samples the teachers were given an orientation and the assessments were conducted with the support and supervision of the Karadi Path trainers. Data entry was completed at the field level, with offline data being uploaded whenever the trainers returned to the office or had access to an internet connection.

### Sample size and distribution

The following tables detail the number of students covered by the analysis in this report.

PO location	BLA sample size	MLA sample size
Dahanu	353	315
Ekalavya	109	83
Jawahar	554	393
Nandurbar	536	403
Shahpur	576	393
Grand Total	2128	1587

The baseline scores for Shahpur PO were higher than the baseline scores for the English medium Ekalavya schools, and marginally lower than the midline scores from the same set of samples. Since this indicated a possibility of erroneous assessment or data entry during the baseline, the scores were not considered during the analysis of this report.

## Reliability of the Assessment

The assessment is a reliable test of improvement in English language proficiency for the following reasons:

- The students are tested on unfamiliar material at the time of the Baseline.
- The students are tested on the same material that were used for the Baseline assessment, at the time of Midline 1, thereby making the scores comparable.
- There is clarity and transparency in the process, with the objectives of the assessment communicated to the students at the outset of the test.
- The directions for carrying out the assessment are clear and simple and require basic knowledge of English.
- The assessment and score-entry has been carried out by the teachers in the sample schools.

The assessment beliefs and process may be validated by Karadi Path's assessment record prior to the implementation of the ME-SLL programme in Maharashtra. The results of earlier assessments have been ratified by government and non-governmental stakeholders. The Karadi Path Education Company has been engaged in impact-assessment of intuitive language learning in government schools in Goa, Isha Foundation-supported government schools in Tamil Nadu, schools adopted by the not-for-profit

organization, Samanvaya, in Bengaluru, and schools in Pali, Rajasthan, which fall under the KGBV scheme of Sarva Shiksha Abhiyaan. The assessment procedures and reports given by the company have been accepted by policy-makers, government officials, and NGOs in making renewal decisions on the Karadi Path language programmes and studying the progress in English language competencies of groups of students.

School-Wise Representation: Data Tables

PO Location: Dahanu

Skill	Assessment	2	3	4	5	6	7	8	9
Comprehension Skills	Baseline	-	7.19	12.31	12.19	14.17	5.00	24.50	34.40
	Midline	5.00	30.63	24.58	33.13	46.39	40.00	32.62	57.38
<b>Improvement Ratio</b>		<b>6.00</b>	<b>4.26</b>	<b>2.00</b>	<b>2.72</b>	<b>3.27</b>	<b>8.00</b>	<b>1.33</b>	<b>1.67</b>
Speaking Skills	Baseline	N/A	-	-	-	-	-	-	2.90
	Midline	N/A	9.84	4.38	3.44	13.33	4.64	3.33	9.40
<b>Improvement Ratio</b>		<b>N/A</b>	<b>10.84</b>	<b>10.38</b>	<b>4.44</b>	<b>14.33</b>	<b>5.64</b>	<b>4.33</b>	<b>3.24</b>
Reading Skills	Baseline	-	0.06	1.47	0.30	12.91	-	6.52	21.52
	Midline	0.15	12.02	12.14	15.12	41.43	30.41	38.05	52.29
<b>Improvement Ratio</b>		<b>1.15</b>	<b>202.00</b>	<b>8.29</b>	<b>50.80</b>	<b>3.21</b>	<b>31.41</b>	<b>5.83</b>	<b>2.43</b>

Table 37: Performance by students of Grades 2 to 9 in Government Ashram School, Khambale

Skill	Assessment	3	4	5	6	7	8	9
Comprehension Skills	Baseline	28.18	43.57	40.00	56.25	44.69	57.78	56.14
	Midline	82.50	66.36	58.00	95.42	78.13	58.75	83.68
<b>Improvement Ratio</b>		<b>2.93</b>	<b>1.52</b>	<b>1.45</b>	<b>1.70</b>	<b>1.75</b>	<b>1.02</b>	<b>1.49</b>
Speaking Skills	Baseline	3.18	10.89	3.00	15.00	3.59	7.08	18.18
	Midline	20.21	9.77	7.50	31.46	19.53	14.22	24.47
<b>Improvement Ratio</b>		<b>6.35</b>	<b>(1.10)</b>	<b>2.50</b>	<b>2.10</b>	<b>5.43</b>	<b>2.01</b>	<b>1.35</b>
Reading Skills	Baseline	0.17	2.18	10.86	16.90	15.89	46.46	38.14
	Midline	44.13	31.60	40.19	68.41	64.17	49.76	80.80
<b>Improvement Ratio</b>		<b>254.83</b>	<b>14.52</b>	<b>3.70</b>	<b>4.05</b>	<b>4.04</b>	<b>1.07</b>	<b>2.12</b>

Table 38: Performance by students of Grades 3 to 9 in Government Ashram School, Sutraga

Skill	Assessment	5	6
Comprehension Skills	Baseline	26.50	20.00
	Midline	48.13	26.79
<b>Improvement Ratio</b>		<b>1.82</b>	<b>1.34</b>
Speaking Skills	Baseline	1.50	0.91
	Midline	10.00	4.64
<b>Improvement Ratio</b>		<b>6.67</b>	<b>5.11</b>
Reading Skills	Baseline	6.00	14.72
	Midline	34.88	24.29
<b>Improvement Ratio</b>		<b>5.81</b>	<b>1.65</b>

Table 39: Performance by students of Grades 5 and 6 in Government Ashram School, Takwahal

Skill	Assessment	5	7
Comprehension Skills	Baseline	50.45	35.00
	Midline	70.00	71.50
<b>Improvement Ratio</b>		<b>1.39</b>	<b>2.04</b>
Speaking Skills	Baseline	8.64	6.46
	Midline	13.41	6.00
<b>Improvement Ratio</b>		<b>1.55</b>	<b>0.92</b>
Reading Skills	Baseline	6.75	14.92
	Midline	43.29	29.14
<b>Improvement Ratio</b>		<b>6.41</b>	<b>1.95</b>

Table 40: Performance by students of Grades 5 and 7 in Government Ashram School, Chalani.

PO Location: Eklavya Model Residential Schools (EMRS)

Skill	Assessment	7	8	9
Comprehension Skills	Baseline	65.83	82.50	66.92
	Midline	91.82	95.83	94.29
<b>Improvement Ratio</b>		<b>1.39</b>	<b>1.16</b>	<b>1.41</b>
Speaking Skills	Baseline	15.63	17.92	15.38
	Midline	35.45	46.04	30.18
<b>Improvement Ratio</b>		<b>2.27</b>	<b>2.57</b>	<b>1.96</b>
Reading Skills	Baseline	63.89	76.51	75.75
	Midline	N/A	98.10	93.27
<b>Improvement Ratio</b>		<b>N/A</b>	<b>1.28</b>	<b>1.23</b>

Table 41: Performance by students of Grades 7 to 9 in EMRS, Kambalagaon

Skill	Assessment	7	8	9
Comprehension Skills	Baseline	39.62	76.18	86.52
	Midline	60.45	87.67	91.50
<b>Improvement Ratio</b>		<b>1.53</b>	<b>1.15</b>	<b>1.06</b>
Speaking Skills	Baseline	5.77	17.35	31.30
	Midline	21.82	55.67	62.25
<b>Improvement Ratio</b>		<b>3.78</b>	<b>3.21</b>	<b>1.99</b>
Reading Skills	Baseline	31.06	66.11	78.80
	Midline	N/A	89.97	92.24
<b>Improvement Ratio</b>		<b>N/A</b>	<b>1.36</b>	<b>1.17</b>

Table 42: Performance by students of Grades 7 to 9 in EMRS, Maveshi

PO Location: Jawahar

Skill	Assessment	2	5	9
Comprehension Skills	Baseline	1.00	74.50	81.67
	Midline	72.50	77.00	89.58
<b>Improvement Ratio</b>		<b>72.50</b>	<b>1.03</b>	<b>1.10</b>
Speaking Skills	Baseline	-	5.75	5.21
	Midline	19.50	17.00	23.96
<b>Improvement Ratio</b>		<b>20.50</b>	<b>2.96</b>	<b>4.60</b>
Reading Skills	Baseline	-	-	7.22
	Midline	52.67	58.76	93.57
<b>Improvement Ratio</b>		<b>53.67</b>	<b>59.76</b>	<b>12.96</b>

Table 43: Performance by students of Grades 2, 5 and 9 in Government Ashram School, Amgaon

Skill	Assessment	6	7	8	9
Comprehension Skills	Baseline	26.43	-	60.00	81.67
	Midline	77.86	87.86	94.44	89.58
<b>Improvement Ratio</b>		<b>2.95</b>	<b>88.86</b>	<b>1.57</b>	<b>1.10</b>
Speaking Skills	Baseline	2.50	-	5.00	5.21
	Midline	17.50	19.29	21.39	23.96
<b>Improvement Ratio</b>		<b>7.00</b>	<b>20.29</b>	<b>4.28</b>	<b>4.60</b>
Reading Skills	Baseline	1.09	-	26.67	7.22
	Midline	65.99	81.77	93.86	93.57
<b>Improvement Ratio</b>		<b>60.63</b>	<b>82.77</b>	<b>3.52</b>	<b>12.96</b>

Table 44: Performance by students of Grades 6 to 9 in Government Ashram School, Gargaon

Skill	Assessment	6	8	9	6	8	9
Comprehension Skills	Baseline	17.50	50.79	77.89	17.50	50.79	77.89
	Midline	37.08	40.71	42.27	37.08	40.71	42.27
<b>Improvement Ratio</b>		<b>2.12</b>	<b>0.80</b>	<b>0.54</b>	<b>2.12</b>	<b>(1.20)</b>	<b>(1.46)</b>
Speaking Skills	Baseline	-	13.16	21.38	-	13.16	21.38
	Midline	4.17	4.11	6.70	4.17	4.11	6.70
<b>Improvement Ratio</b>		<b>4.17</b>	<b>0.31</b>	<b>0.31</b>	<b>5.17</b>	<b>(1.69)</b>	<b>(1.69)</b>
Reading Skills	Baseline	-	32.88	60.65	-	32.88	60.65
	Midline	30.00	44.83	49.91	30.00	44.83	49.91
<b>Improvement Ratio</b>		<b>30.00</b>	<b>1.36</b>	<b>0.82</b>	<b>31.00</b>	<b>1.36</b>	<b>(1.18)</b>

Table 45: Performance by students of Grades 6, 8 and 9 in Government Ashram School, Murbad

Skill	Assessment	5	6	8	9
Comprehension Skills	Baseline	-	12.35	10.38	41.45
	Midline	32.22	50.00	43.93	47.33
<b>Improvement Ratio</b>		<b>33.22</b>	<b>4.05</b>	<b>4.23</b>	<b>1.14</b>
Speaking Skills	Baseline	-	-	-	4.19
	Midline	3.33	3.53	6.79	4.67
<b>Improvement Ratio</b>		<b>4.33</b>	<b>4.53</b>	<b>7.79</b>	<b>1.11</b>
Reading Skills	Baseline	-	1.06	9.82	20.86
	Midline	0.74	32.61	36.67	37.08
<b>Improvement Ratio</b>		<b>1.74</b>	<b>30.63</b>	<b>3.74</b>	<b>1.78</b>

Table 46: Performance by students of Grades 5, 6, 8 and 9 in Government Ashram School, Sakur

Skill	Assessment	2	7	8	9
Comprehension Skills	Baseline	3.50	5.83	35.29	32.22
	Midline	39.50	56.54	64.33	85.00
<b>Improvement Ratio</b>		<b>11.29</b>	<b>9.69</b>	<b>1.82</b>	<b>2.64</b>
Speaking Skills	Baseline	-	-	0.59	0.69
	Midline	13.00	19.62	20.83	22.08
<b>Improvement Ratio</b>		<b>14.00</b>	<b>20.62</b>	<b>35.42</b>	<b>31.80</b>
Reading Skills	Baseline	0.10	-	0.28	3.70
	Midline	31.24	60.15	73.78	81.85
<b>Improvement Ratio</b>		<b>328.00</b>	<b>61.15</b>	<b>263.39</b>	<b>22.10</b>

Table 47: Performance by students of Grades 2, 7, 8 and 9 in Government Ashram School, Chas

PO Location: Nandurbar

Skill	Assessment	2	3	4	6	7	9
Comprehension Skills	Baseline	5.00	12.00	26.47	15.83	-	41.50
	Midline	8.93	43.33	49.64	55.00	79.44	80.56
<b>Improvement Ratio</b>		<b>1.79</b>	<b>3.61</b>	<b>1.88</b>	<b>3.47</b>	<b>80.44</b>	<b>1.94</b>
Speaking Skills	Baseline	0.18	1.25	1.03	-	-	0.25
	Midline	0.71	5.28	1.61	8.61	14.44	13.06
<b>Improvement Ratio</b>		<b>4.00</b>	<b>4.22</b>	<b>1.56</b>	<b>9.61</b>	<b>15.44</b>	<b>52.22</b>
Reading Skills	Baseline	-	1.43	-	5.87	1.05	30.67
	Midline	0.27	10.90	0.95	35.45	32.06	68.57
<b>Improvement Ratio</b>		<b>1.27</b>	<b>7.63</b>	<b>1.95</b>	<b>6.04</b>	<b>30.61</b>	<b>2.24</b>

Table 48: Performance by students of Grades 2 to 9 in Government Ashram School, Bhandare

Skill	Assessment	2	6
Comprehension Skills	Baseline	13.00	21.36
	Midline	33.46	67.22
<b>Improvement Ratio</b>		<b>2.57</b>	<b>3.15</b>
Speaking Skills	Baseline	0.50	0.23
	Midline	0.77	17.22
<b>Improvement Ratio</b>		<b>1.54</b>	<b>75.78</b>
Reading Skills	Baseline	-	1.56
	Midline	0.73	49.21
<b>Improvement Ratio</b>		<b>1.73</b>	<b>31.57</b>

Table 49: Performance by students of Grades 2 and 6 in Government Ashram School, Malgaon

Skill	Assessment	2	3	6	7
Comprehension Skills	Baseline	12.50	20.63	26.54	10.36
	Midline	29.58	71.15	63.72	76.36
<b>Improvement Ratio</b>		<b>2.37</b>	<b>3.45</b>	<b>2.40</b>	<b>7.37</b>
Speaking Skills	Baseline	0.21	-	-	-
	Midline	1.04	9.04	17.27	18.64
<b>Improvement Ratio</b>		<b>5.00</b>	<b>10.04</b>	<b>18.27</b>	<b>19.64</b>
Reading Skills	Baseline	0.16	0.06	3.27	12.06
	Midline	1.35	11.14	24.42	31.34
<b>Improvement Ratio</b>		<b>8.50</b>	<b>187.08</b>	<b>7.48</b>	<b>2.60</b>

Table 50: Performance by students of Grades 2, 3, 6 and 7 in Government Ashram School, Navalpur

Skill	Assessment	3	4	5	8
Comprehension Skills	Baseline	29.17	2.00	13.00	34.00
	Midline	69.00	42.78	56.36	65.63
<b>Improvement Ratio</b>		<b>2.37</b>	<b>21.39</b>	<b>4.34</b>	<b>1.93</b>
Speaking Skills	Baseline	0.21	-	0.50	1.50
	Midline	7.00	14.44	14.77	10.00
<b>Improvement Ratio</b>		<b>33.60</b>	<b>15.44</b>	<b>29.55</b>	<b>6.67</b>
Reading Skills	Baseline	-	-	0.95	16.38
	Midline	1.62	4.76	11.86	40.00
<b>Improvement Ratio</b>		<b>2.62</b>	<b>5.76</b>	<b>12.45</b>	<b>2.44</b>

Table 51: Performance by students of Grades 3, 4, 5 and 8 in Government Ashram School, Nijampur

Skill	Assessment	2	3	4	5	6	7	8	9
Comprehension Skills	Baseline	28.85	21.88	22.14	24.64	24.21	29.64	21.67	33.75
	Midline	51.15	73.85	77.50	64.23	66.89	68.46	57.92	71.50
<b>Improvement Ratio</b>		<b>1.77</b>	<b>3.38</b>	<b>3.50</b>	<b>2.61</b>	<b>2.76</b>	<b>2.31</b>	<b>2.67</b>	<b>2.12</b>
Speaking Skills	Baseline	-	4.38	-	-	-	-	-	5.75
	Midline	9.62	8.46	50.36	2.50	5.58	4.17	10.75	13.18
<b>Improvement Ratio</b>		<b>10.62</b>	<b>1.93</b>	<b>51.36</b>	<b>3.50</b>	<b>6.58</b>	<b>5.17</b>	<b>11.75</b>	<b>2.29</b>
Reading Skills	Baseline	-	4.58	0.68	0.54	2.99	13.25	17.22	28.81
	Midline	4.69	17.22	14.69	11.87	32.82	48.57	53.62	58.53
<b>Improvement Ratio</b>		<b>5.69</b>	<b>3.76</b>	<b>21.60</b>	<b>21.81</b>	<b>10.97</b>	<b>3.66</b>	<b>3.11</b>	<b>2.03</b>

Table 52: Performance by students of Grades 2 to 9 in Government Ashram School, Vadkalambi







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