



Measuring The Impact Of Oblf's Intervention In Primary Government Schools In Anekal 2022-2023

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IMPACT STUDY HYPOTHESIS

Learners who are exposed to OBLF's CEFR-based levelled syllabus, curriculum, and model of instruction demonstrate significantly better English language proficiency as compared to learners in non-OBLF intervention schools.

METHODOLOGY

- A quasi-experimental, external study conducted by an independent social research organization, with field assessors and analysts who are in no way connected to OBLF or its operational model.
- Statistically significant and valid sample group comprising a 'Treatment group' and 'Comparison Group'- calculated using a confidence interval of 95% and an error rate of 5%.
- The treatment group comprises learners from OBLF partner schools for a min. of one year | The Comparison group comprises learners from schools who have had absolutely no partnership with OBLF.

- For the treatment group, 100% of the students in the programme were part of the sample
- For the comparison group, **the statistically significant** sample was derived using the following formula

$$\frac{\frac{[z^2 * p(1-p)]}{e^2}}{1 + \frac{[z^2 * p(1-p)]}{e^2 * N}}$$

Confidence interval = 95%

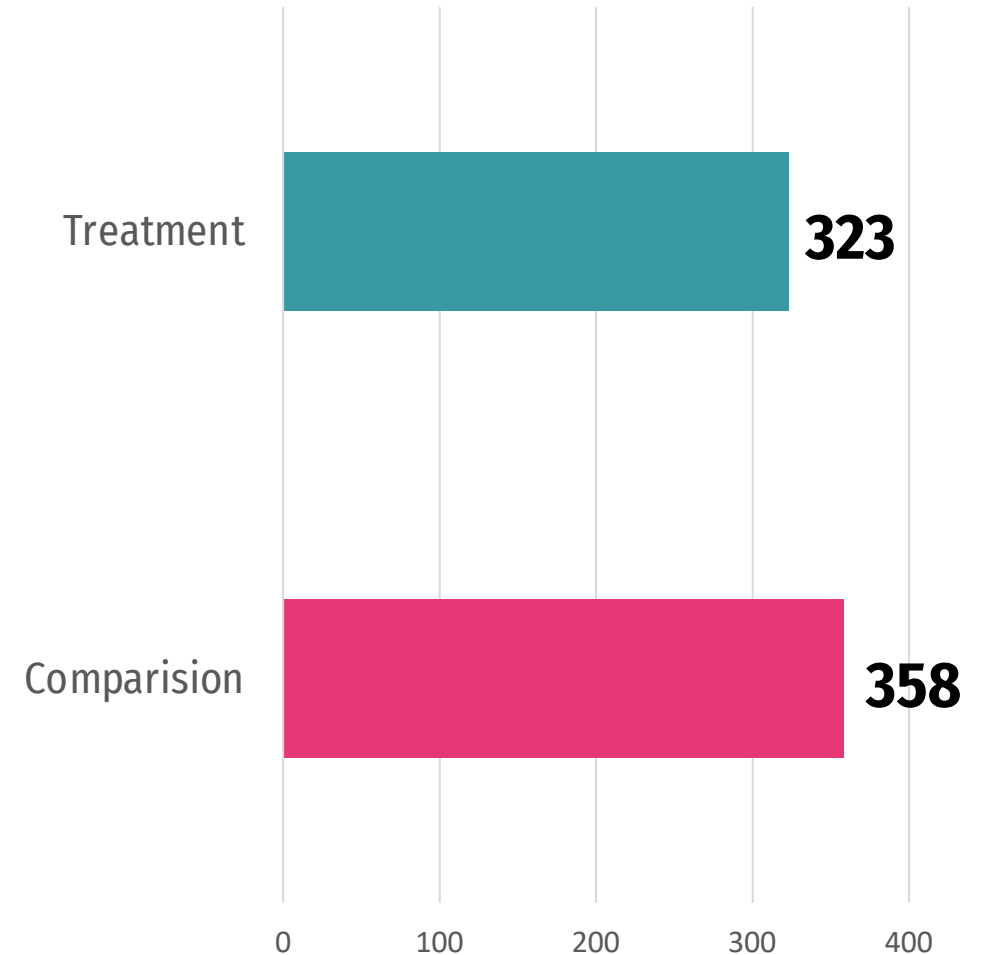
Error rate = 5%

Universe = 10,000

Sample size = 376

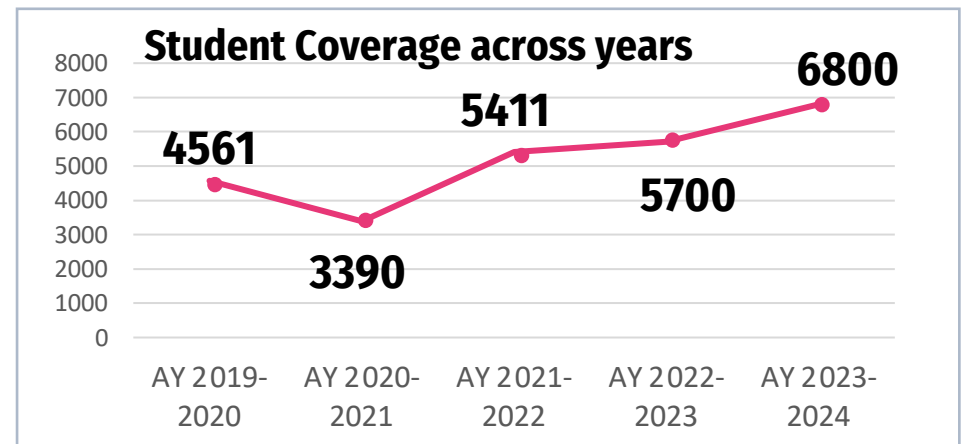
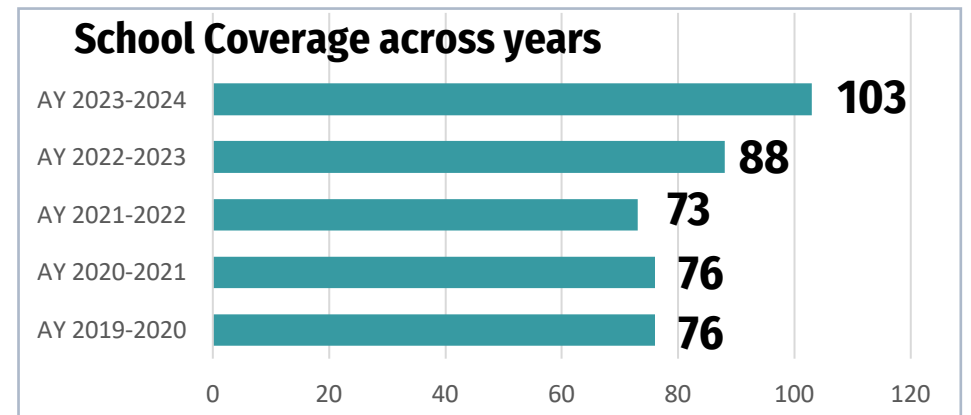
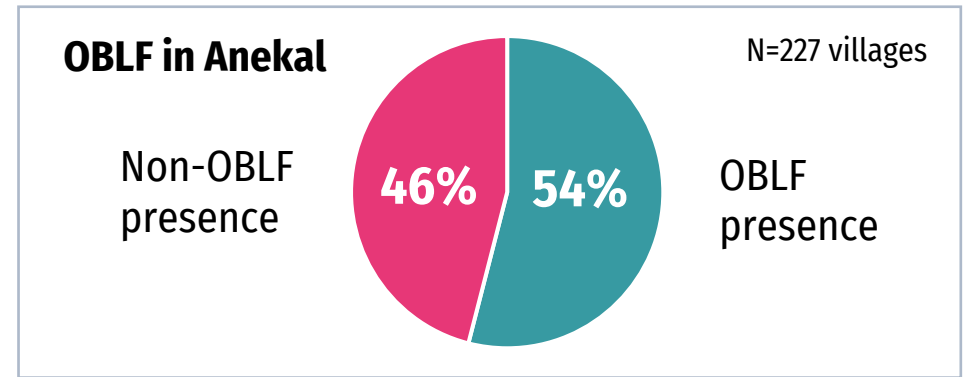
Thus, the findings for the comparison group can be confidently inferred as being representative of the complete population.

Sample Size

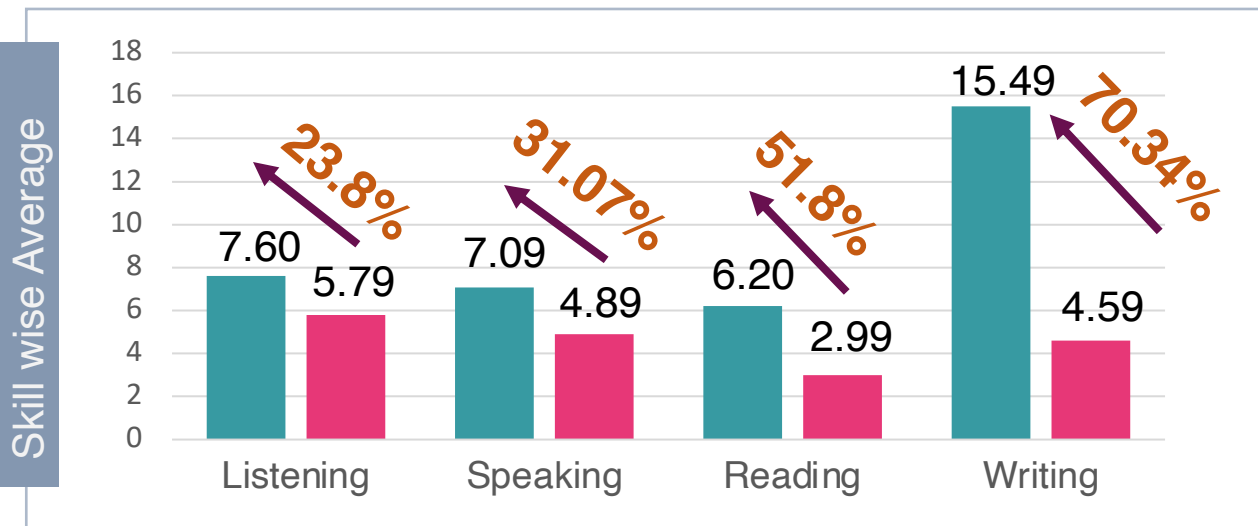
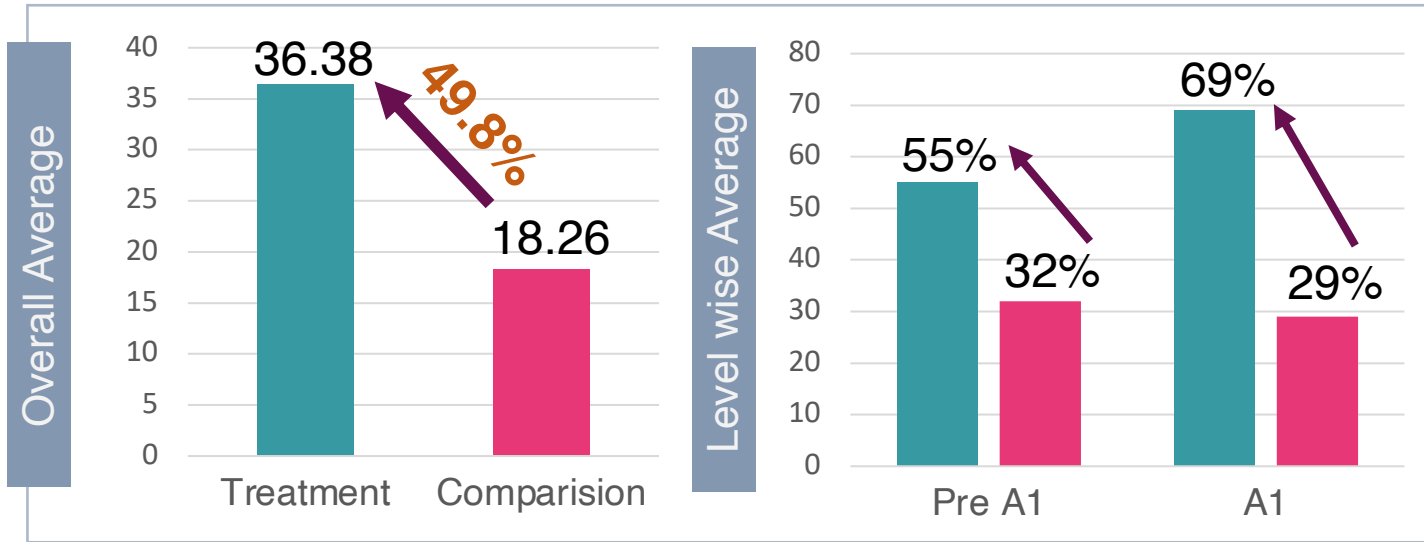


CONTEXT & BACKGROUND

- OBLF is directly present in more than **45%** of the rural, government primary schools in Anekal Taluk.
- Over the years – OBLF has steadily increased its presence in the primary schools in Anekal Taluk. It currently works with **100+ schools** covering **6800+ learners**.
- OBLF’s mission is to ensure that learners in Govt primary schools have access to good-quality English teaching – by providing learner-centric content, pedagogy and learning experiences.
- This is a **daily one-hour** English learning program based on the Cambridge syllabus [contextualised and levelled curriculum] – taught by **OBLF’s teachers**.
- OBLF has an MOU with the State Govt which allows it to teach its English program in rural government schools.



INDEPENDENT RESEARCH STUDY: AN EXECUTIVE SUMMARY



- Learners from OBLF partner schools scored on an average **49.8%** higher than the learners from non-OBLF schools.
- The performance of learners from OBLF partner schools aka treatment group improves as their level goes up.
- **Learners in the treatment group perform better than the comparison group across each of the components of the English language.**
- In the two most challenging aspects of language adoption -Writing and speaking- the difference between the two groups is highest.

#	English Language Skills	Average % difference between Treatment Group & Comparison Group	
		Pre A1	A1
1	Listening	16.05%	34.16%
2	Speaking	18.55%	46.45%
3	Reading	50.97%	54.49%
4	Writing	65.81%	75.97%
5	Overall	43.16%	57.98%

**There is no major difference between male and female students in the comparison group.*

- As exposure to the OBLF program increases, the difference in proficiency between the groups also increases i.e.– the longer the learners stay in the OBLF program, their proficiency in English increases, and the difference between them and the comparison group widens.
- The performance in writing and speaking among the treatment group is higher than the comparison group in both levels.

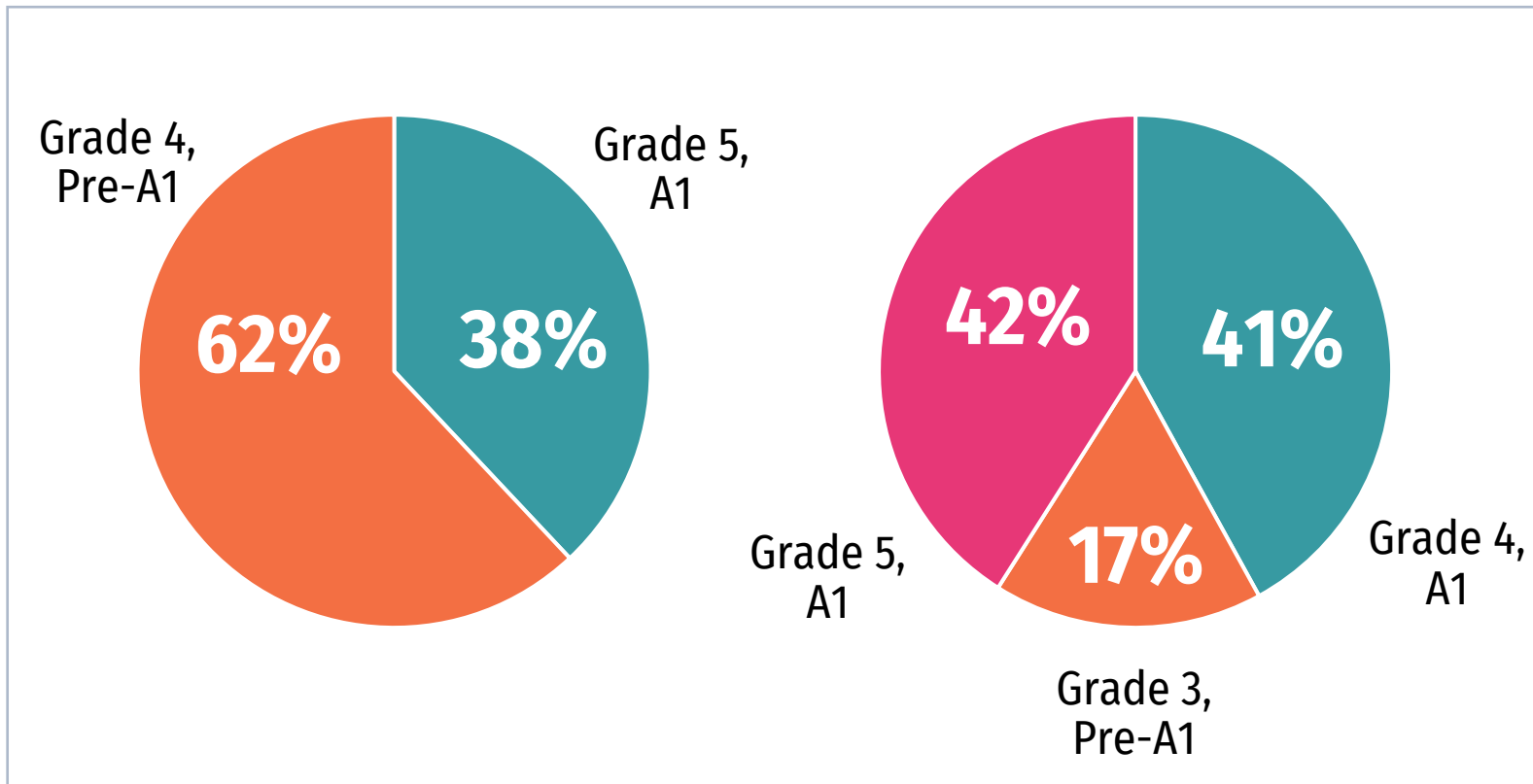
Bottomline: This study conclusively validates the following:

1. Learners in OBLF partner schools have significantly higher English language proficiency than learners in non-OBLF schools.
2. The longer the learner stays in the program– the higher the language proficiency, and the wider the gap between OBLF and non-OBLF learners.
3. Proficiency in productive skills of Speaking and Writing are markedly and significantly higher in learners from OBLF partner schools– relative to other components of Listening and Reading.
4. The scores validate OBLF’s approach, methodology and emphasis on functional and productive English components in its syllabus and curriculum. This was a deliberate emphasis created as part of OBLF’s shift to CEFR methodology 3 years ago.

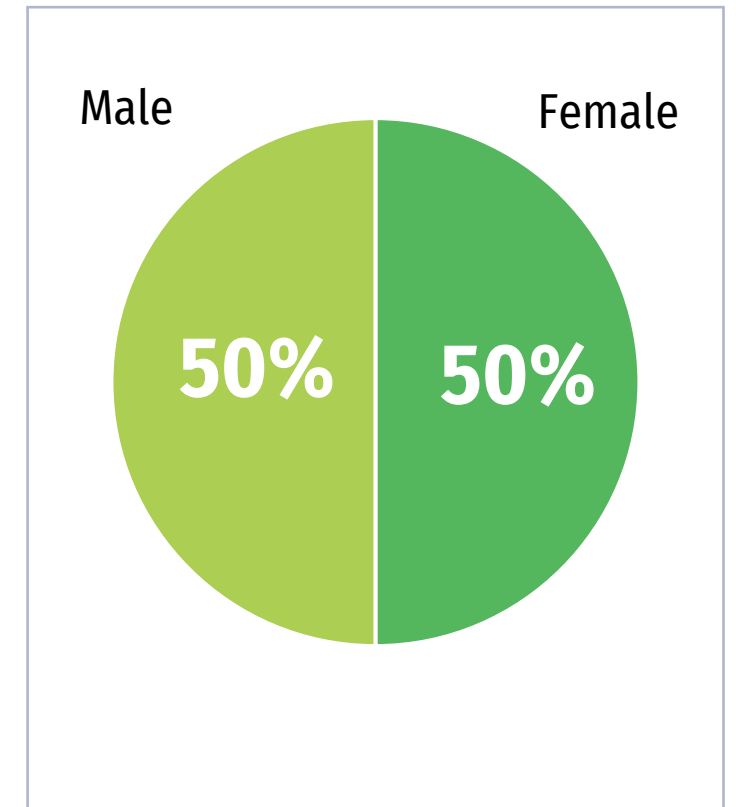
POPULATION DETAILS

As we can see from the graphs, the proportion of students in Pre-A1 (62% in treatment and 58% in comparison) and A1 (38% and 42% respectively) is similar, thus making the results comparable.

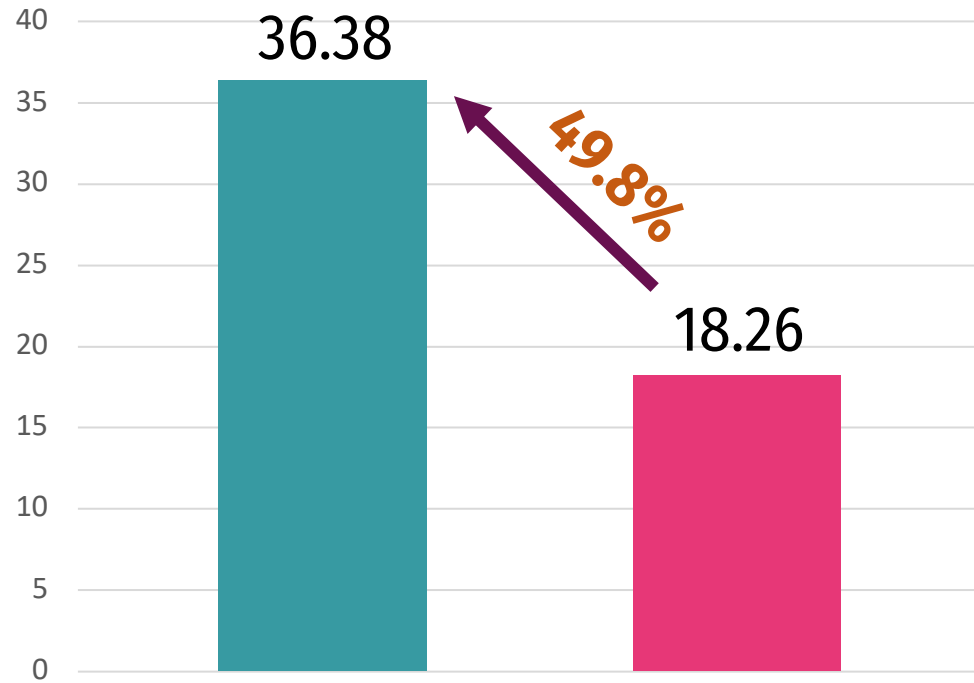
Grade Wise Distribution



Gender Wise Distribution

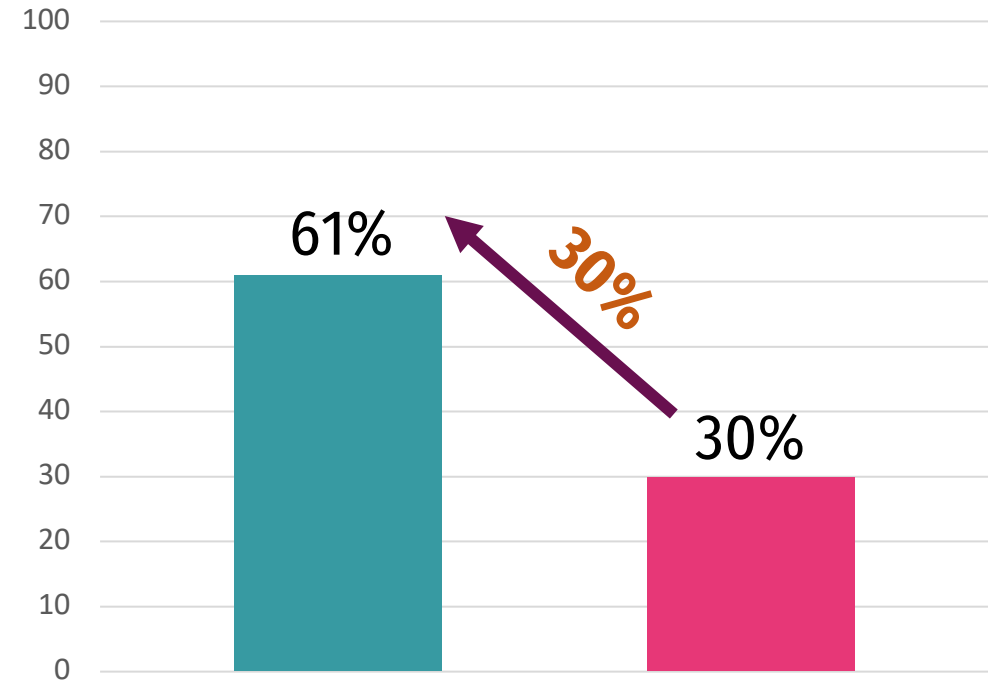


OVERALL AVERAGE MARKS



The average marks of students where the program by OBLF is implemented is 49.8% higher than the students who have not been exposed to the program.

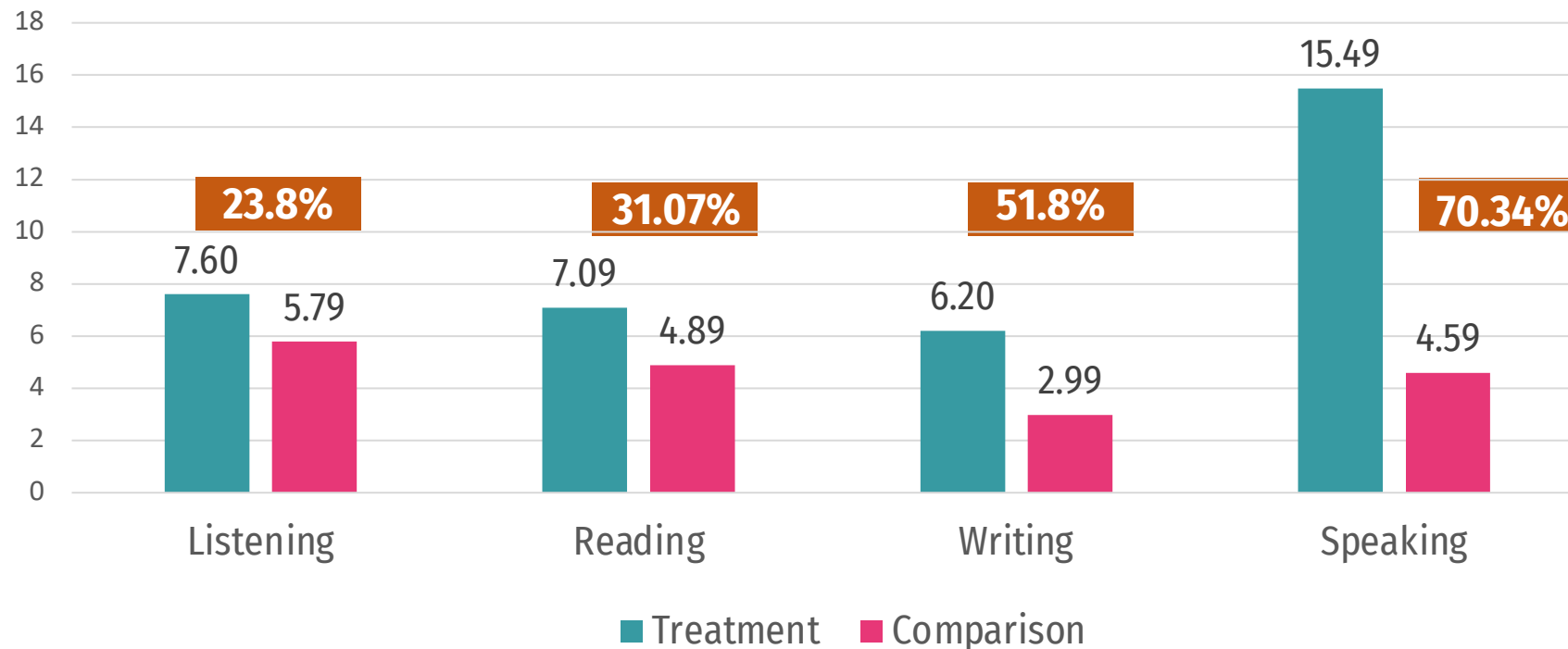
OVERALL PERCENTAGE MARKS



The overall percentage of students where the program by OBLF is implemented is 30% higher than the students who have not been exposed to the program.

ACTIVITY WISE AVERAGE

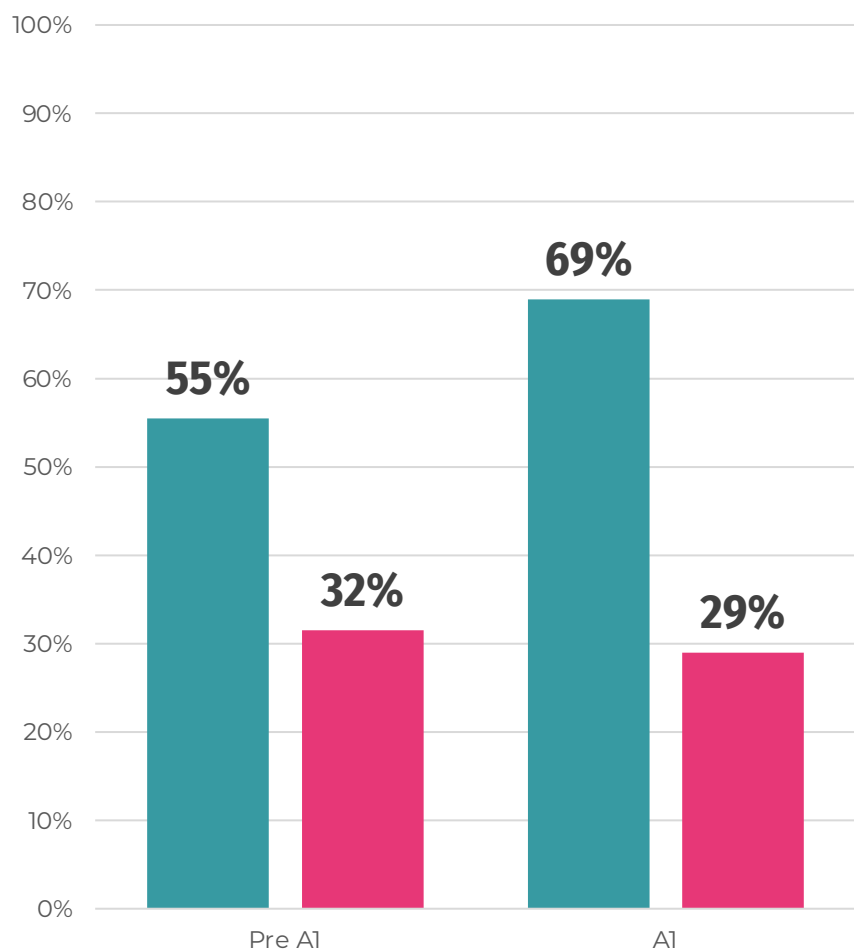
- The students in the treatment group performed better than the comparison group across each of the components of the English language. It is interesting to note that students in the comparison group perform decently well in listening and reading. This can be attributed to the education in the government schools which are often focused on listening and reading.
- Writing and speaking are the most difficult aspects that students face the most challenges in and the difference between the two groups is the highest here.



The average score for the treatment group is higher than the comparison group as follows:

Skill	% diff
Listening	23.8%
Reading	31.07%
Writing	51.8%
Speaking	70.34%

CEFR LEVEL-WISE PERCENTAGE



As we can see from the adjacent graph, the treatment group students have performed better than the ones in the comparison group. The performance of the treatment group students improves as the level improves. However, vice-versa is noticed for the comparison groups, thus highlighting the need for an intervention of this nature.

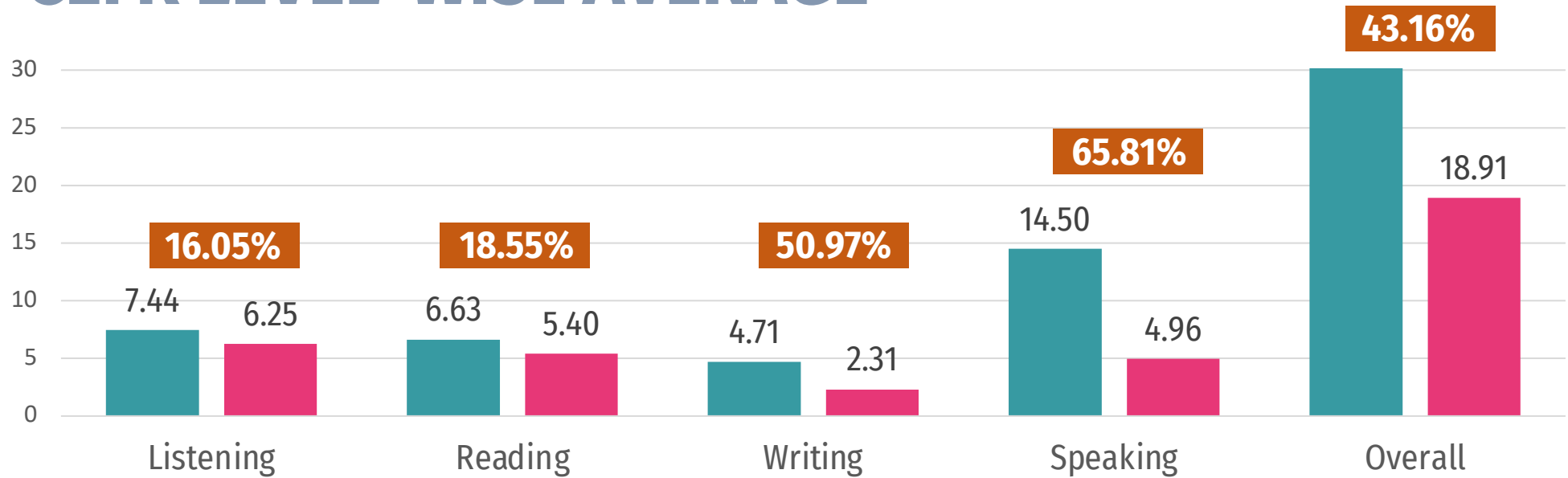
Type	% diff between treatment and comparison average score	
	Pre-A1	A1
Listening	16.05%	34.16%
Reading	18.55%	46.45%
Writing	50.97%	54.49%
Speaking	65.81%	75.97%
Overall	43.16%	57.98%

The average activity score for CEFR levels is higher for OBLF students than the non-OBLF students. It is interesting to note that the difference between the treatment and the comparison group increases for the students in the A1 group. Two key takeaways:

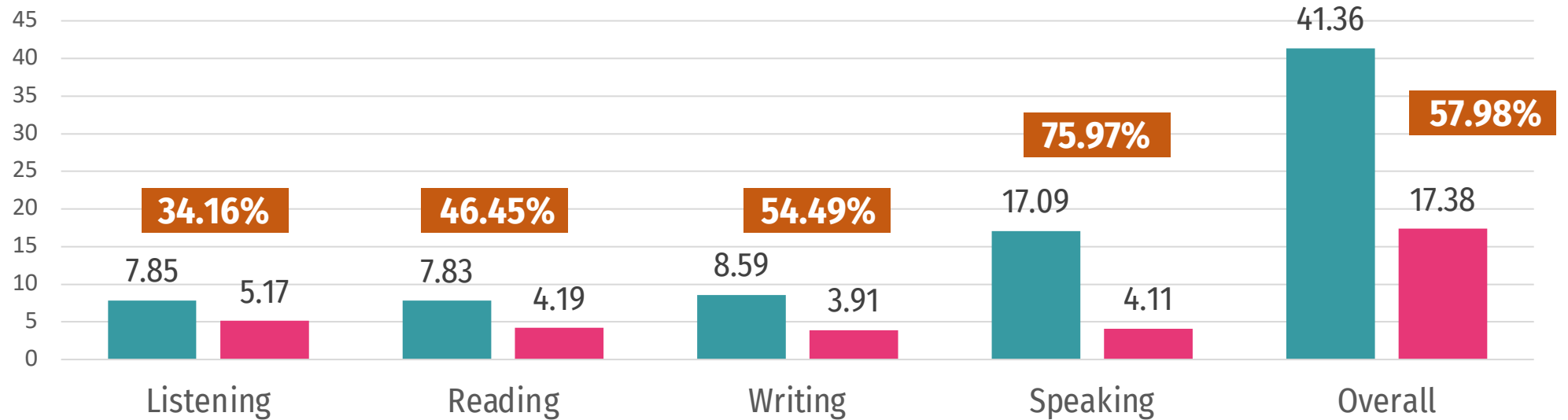
- As exposure to the programme increases, the scores improve
- The performance in writing and speaking among the treatment group is higher than the comparison group in both levels

CEFR LEVEL-WISE AVERAGE

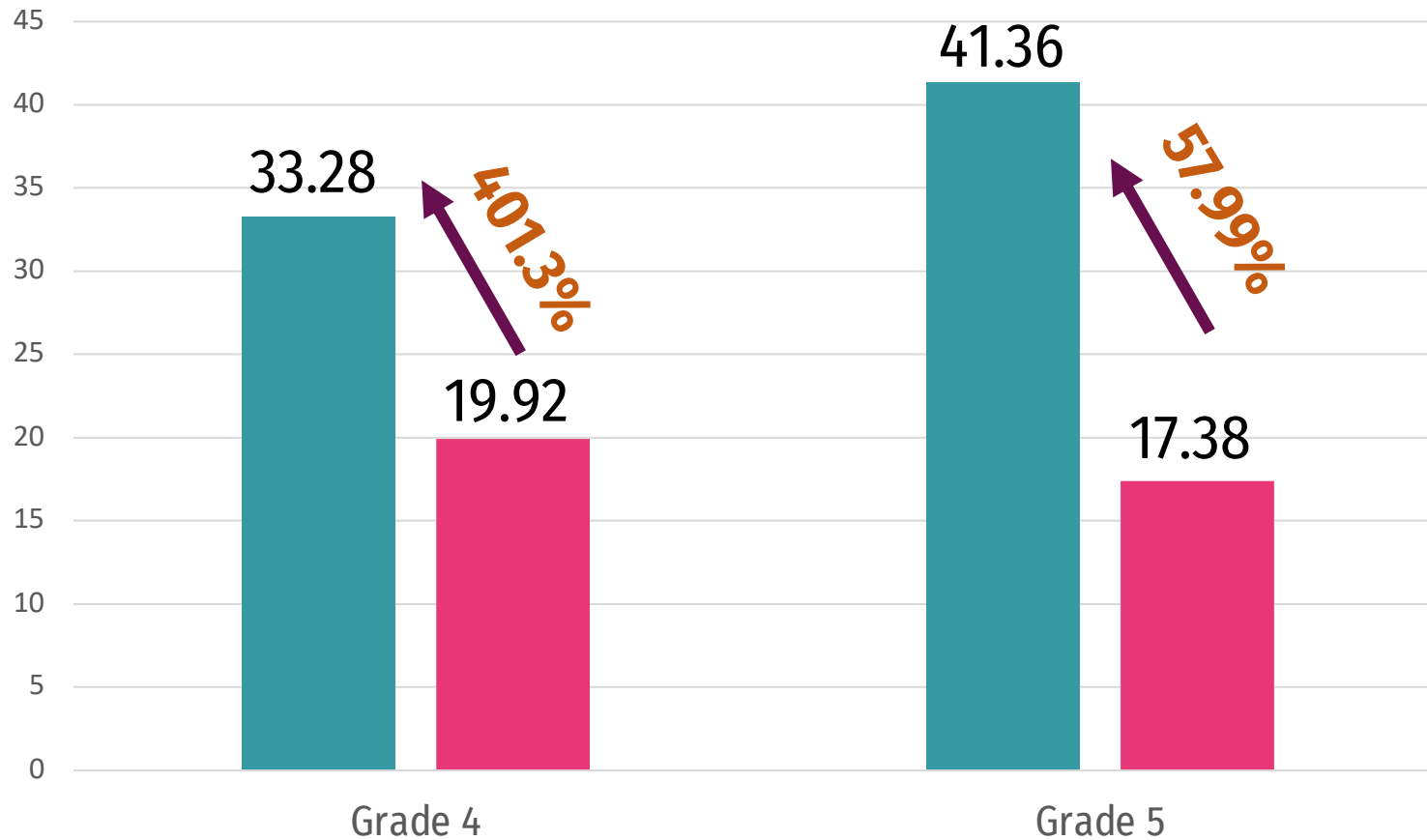
Pre-A1



A1



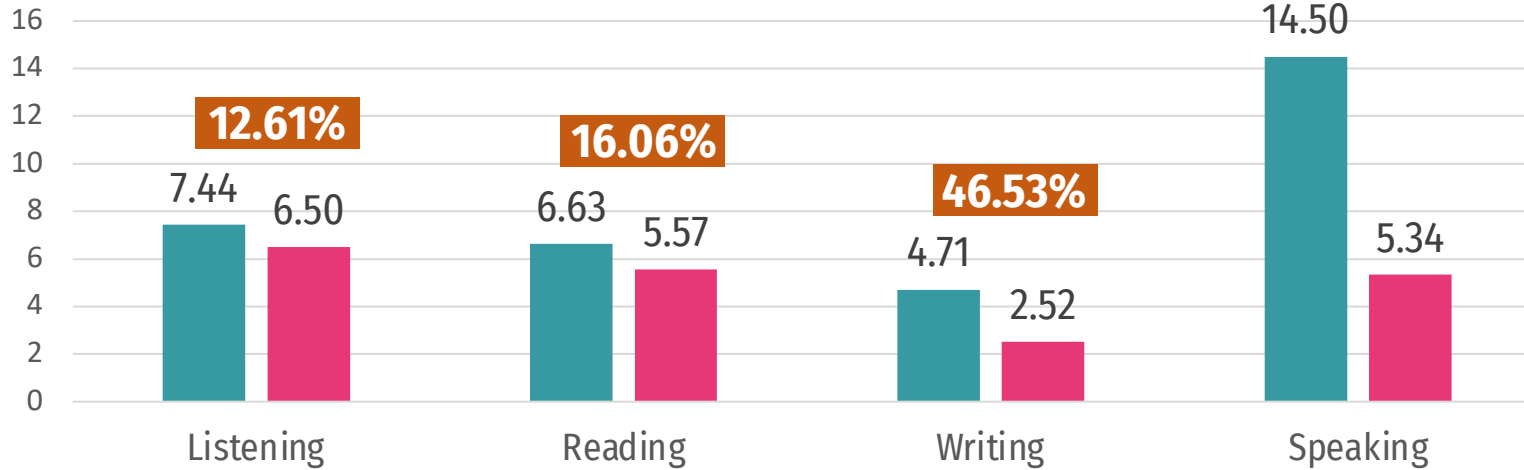
GRADE WISE AVERAGE



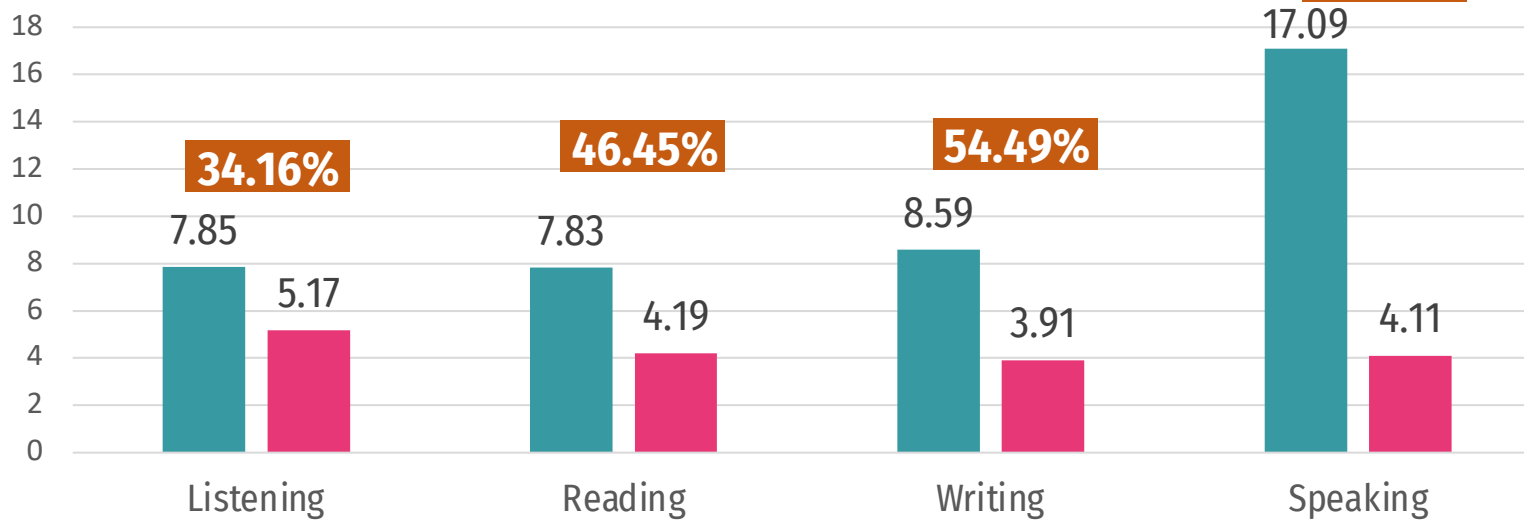
- The average score for Grade 4 students is more by **40.13%** for OBLF students
- The same for Grade 5 students is more by **57.99%** for OBLF students

Grade	Treatment	Comparison
Grade 3	NA	16.51 (28%)
Grade 4	33.28 (55%)	19.92 (33%)
Grade 5	41.36 (69%)	17.38 (29%)

Grade 4 - Average marks



Grade 5- Average marks

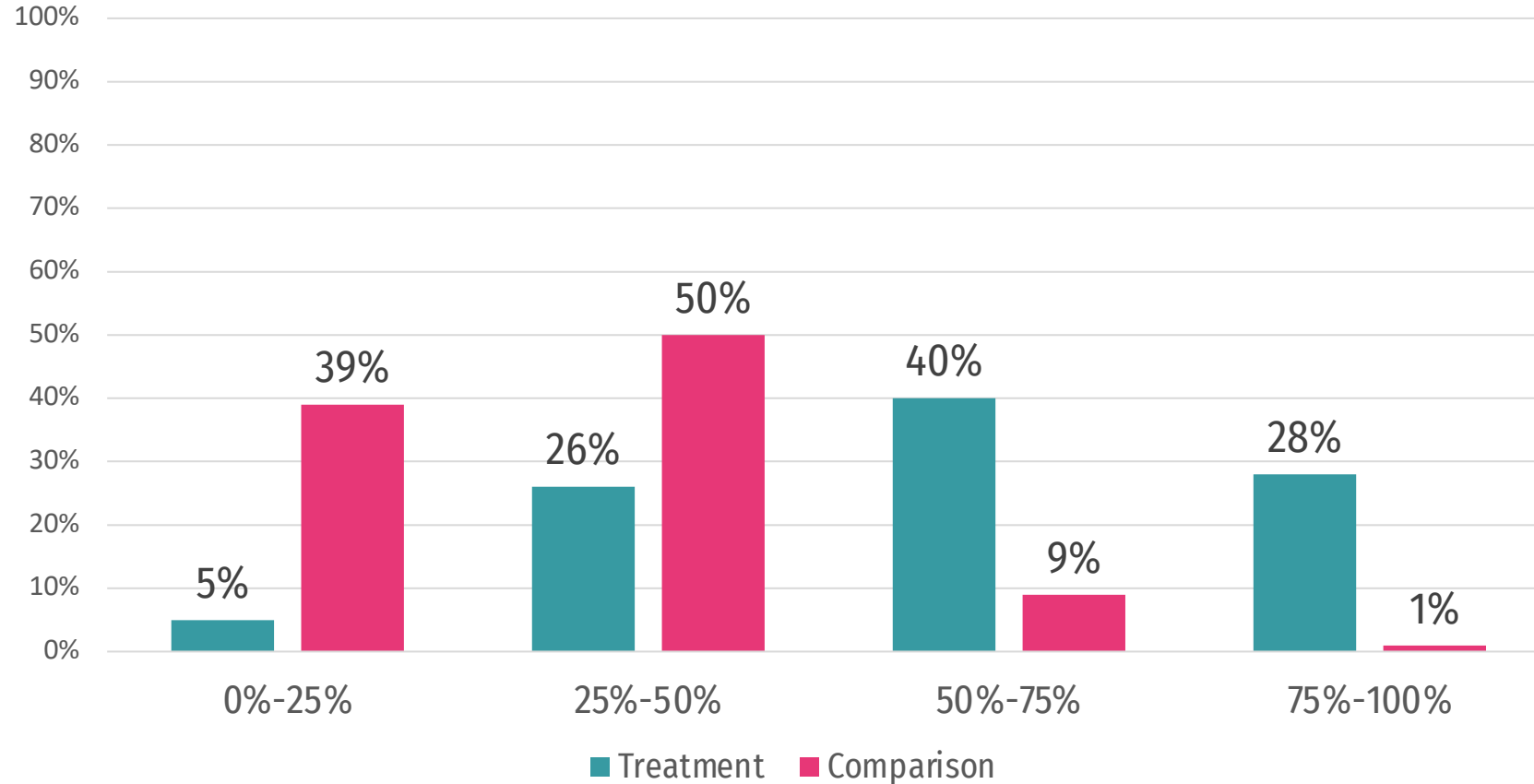


As we can see from the table above, the difference between the two groups increases as the standards increase – thus highlighting the **improvements as exposure to the program increases**

Type	% difference between treatment and comparison average score	
	4 th standard	5 th standard
Listening	12.61%	34.16%
Reading	16.06%	46.45%
Writing	46.53%	54.49%
Speaking	63.18%	75.97%
Overall	40.12%	57.98%

SKILL WISE SCORE RANGE AND DISTRIBUTION

Overall

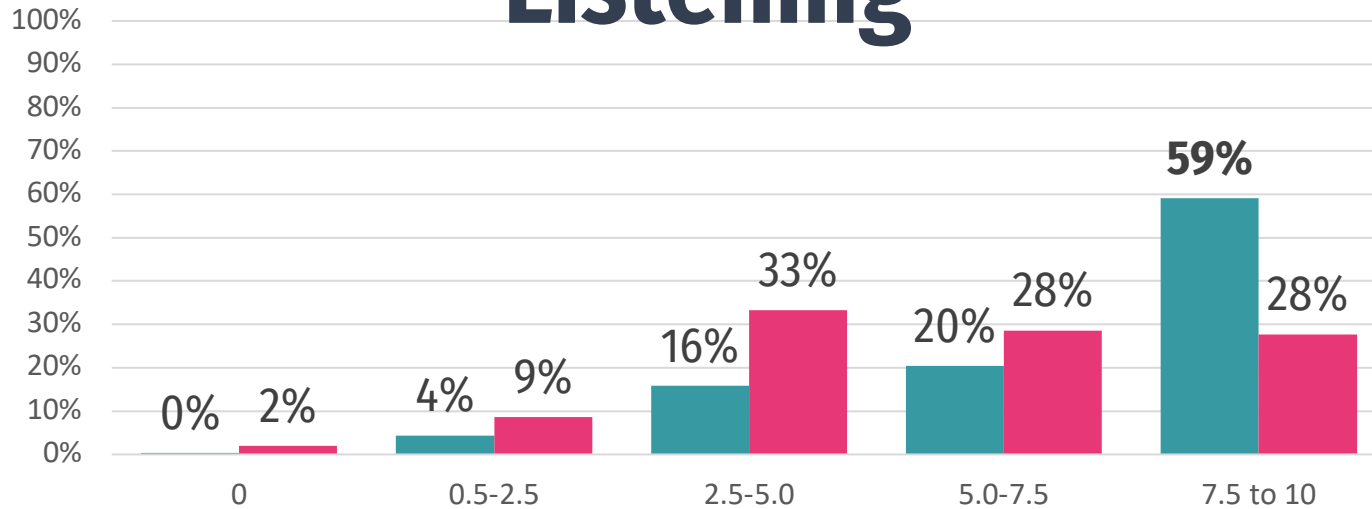


The overall distribution of the scores shows the treatment group students scoring within the 50-75% and the comparison group students scoring within the 25-50% range.

A large number of the treatment group (28%) also scored between the range 75-100%.

**For this, and onwards, quartiles (25%) have been considered for the ranges*

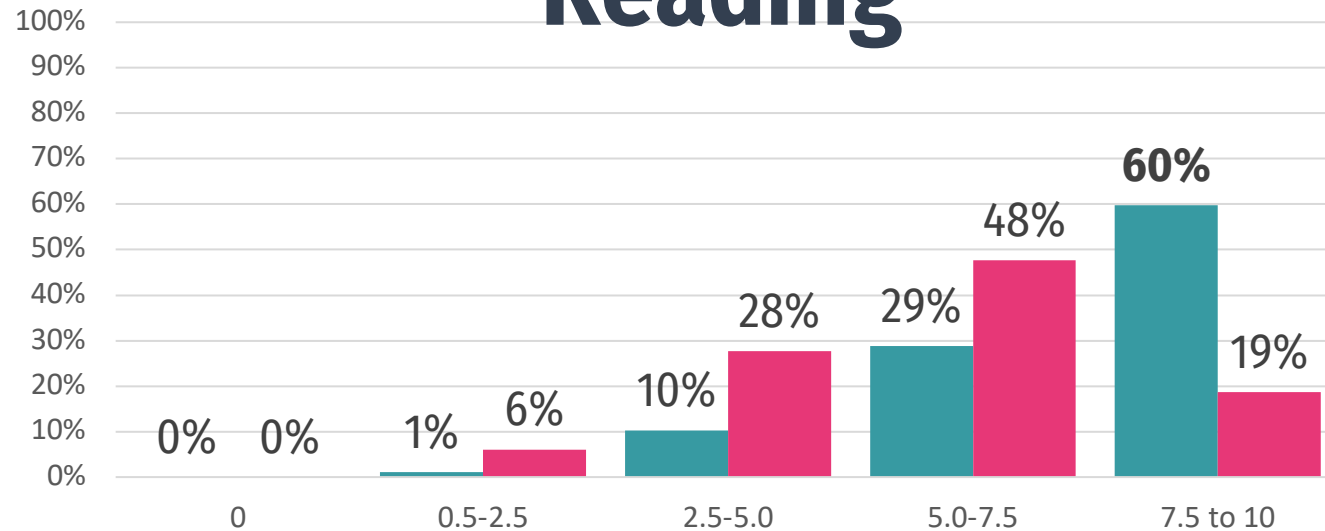
Listening



During listening assessment, 79% of students who are part of the programme have secured higher marks between the range of 5 to 10.

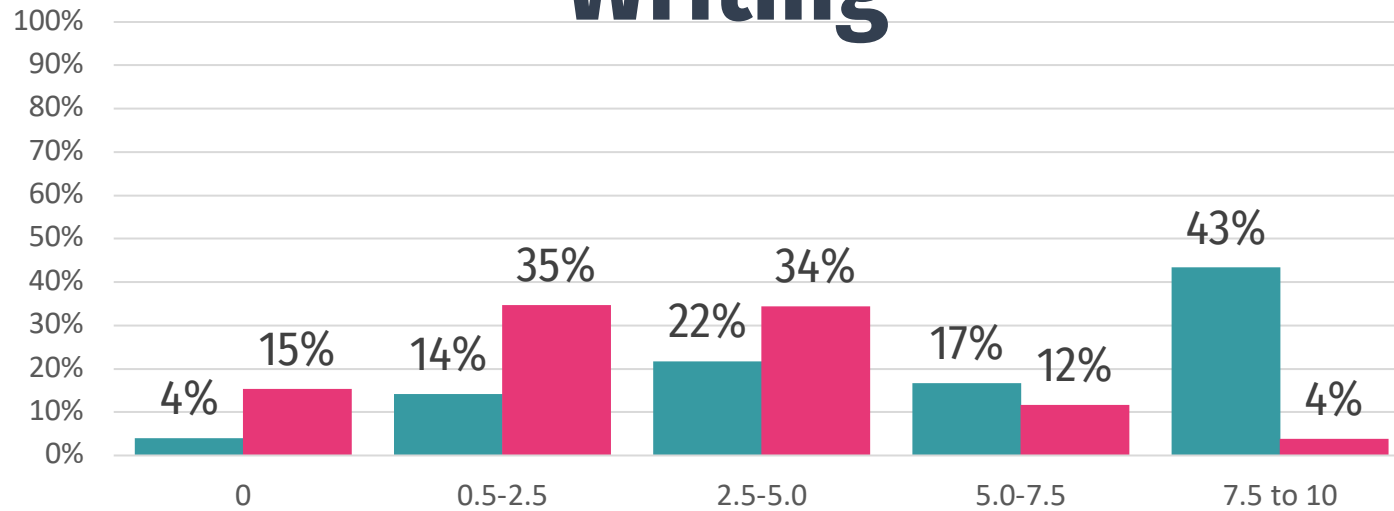
Further, the proportion of students with 2.5 or lower scores is higher (11%) in the comparison group against the 4% in the treatment group.

Reading



Similar results were observed for reading assessment as well. However, it is important to note that it is slightly lower in both the treatment and the comparison group in absolute terms.

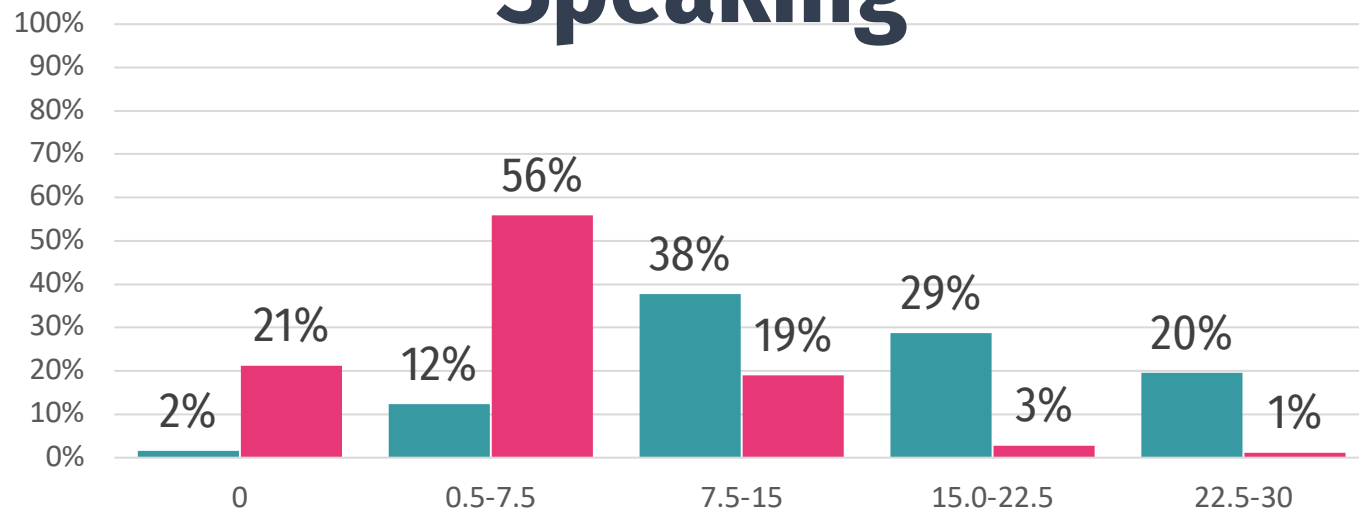
Writing



As seen in the case of reading and listening, the proportion scoring 0 is very less in the treatment group and the ones scoring more than 5 are very high in the same group.

A very high number of writing scores for the treatment group fall within the 7.5-10 range.

Speaking



The adjacent figure is representative of the bell curve for both the treatment and the comparison group. As we see, it peaks between 1 to 10 for the comparison group vs between 10 to 20 for the treatment group, thus signifying better performance.

Key takeaways

- Focus on functional English with emphasis on its communicative function. Hence the two production skills - writing and speaking have shown higher proficiency and scores among the treatment group.
- OBLF uses curated audio recordings for listening activities, thus issues of playback, speakers, accent & intonation may have resulted in lesser differences in the listening scores between the treatment and comparison groups.
- Under the OBLF program – the community teachers tend to resort to rote writing methods where they spell every word out or make students write it on the board or their books - this may have led to higher scores in writing
- Lower scores for 4th standard in treatment. Reasons include:
 1. 4th standard corresponds to pre-A1 which has three editions rolled out to improve level accuracy. This may lead to a degree of variance. A1 has remained standardized across three years.
 2. Teacher proficiency may be a factor – where higher competency teachers teach at A1 while lower competency teachers are assigned to Pre-A1.