

Help create a Billion Literates

Six Monthly Report

June–November 2025

Submitted by



One Billion Lives Foundation

Executive Summary

Program Overview:

During June–November 2025, Program continued to advance its mission of improving English language learning and teacher capacity in rural and peri-urban government schools. The program reached students through regular, activity-based English sessions and strengthened the teaching community by training local educators through intensive, National Education Policy (NEP) aligned professional development programs.

Teaching and Learning Achievements:

Teachers completed 170+ hours of structured training focusing on reading comprehension, classroom management, and assessment-driven instruction. Consistent implementation of five English sessions per week across schools ensured sustained student engagement and measurable improvement in foundational literacy and confidence in spoken English.

Monitoring and Quality Assurance:

Baseline and midline assessments were completed across partner schools to benchmark progress. Regular classroom observations and data reviews helped identify learning gaps and informed adaptive teaching strategies, ensuring that each learner received targeted academic support. Elevate continued to foster women’s empowerment by employing and upskilling local women as educators.

Looking Ahead:

The first half of FY 2025–26 has laid a strong foundation for the continued expansion and deepening impact of Program Elevate. With strengthened pedagogy, robust monitoring systems, and empowered educators, the program is well-positioned to scale its reach and sustain long-term improvements in English literacy and learning outcomes.

Program Elevate – Six-Monthly Report (June–November 2025)

At One Billion Lives Foundation (OBLF), we believe that education is a powerful catalyst for transforming lives and communities. This programme addresses persistent learning gaps in rural and peri-urban government schools by strengthening English literacy through an engaging, activity-based, and interactive approach. By integrating child-centred pedagogy, digital learning tools, and assessment-driven, the programme enables children to learn at their own pace while building strong competencies **in** reading, writing, listening, and speaking.

The programme also creates a sustainable social impact by empowering local women training and employing them as educators. This model not only improves learning outcomes for children but also promotes women’s economic independence, leadership, and community participation, resulting in a meaningful and lasting dual impact.

Project Goal: To transform rural education by empowering women teachers, enhancing English proficiency, and motivating children to pursue continued learning for a brighter future.

Activities Conducted

1. Teacher Training and Capacity Building:

A comprehensive 170+ hour summer and winter training programme, supported by ongoing professional development sessions, was implemented for all teachers to build strong and consistent instructional capacity. The programme emphasized effective classroom pedagogy, English fluency development, and the practical integration of NEP-aligned teaching approaches. To ensure continuity and classroom-level impact, weekly, focused trainings on reading comprehension strategies and assessment design and implementation were conducted throughout **Q2**, enabling teachers to translate learning into improved instructional practices and student outcomes.

2. Classroom Implementation:

Classes were conducted five days a week across participating schools, ensuring consistent and structured learning exposure. Student enrolment tracking, bridge learning programmes, and phonics-based instruction formed the core of daily classroom delivery. Teachers observed noticeable improvements in student engagement, participation, and confidence, particularly in students’ willingness to speak and communicate in English.

3. Program Operations: All participating schools successfully operationalized the programme, ensuring full readiness prior to rollout. The team facilitated timely teacher deployment, obtained required government approvals, and reinforced quality assurance through structured feedback systems and regular classroom observation cycles, enabling smooth and effective implementation. In close collaboration with the Education Department, we organized engaging and interactive Parent–Teacher Meetings that used games and open discussions to foster meaningful dialogue and strengthen parental involvement. Alongside this, students actively participated in Independence Day celebrations, providing platforms to build confidence, express creativity, and deepen connections between schools, families, and the broader community.

4. Monitoring and Evaluation

The first two quarters provided valuable benchmarks for academic planning. Observation-based feedback supported instructional improvements, while assessment results informed differentiated learning plans for upcoming terms. A strong, ongoing feedback mechanism anchored in regular classroom observations and tailored assessments drives focused improvements in instruction. This process supports teachers in responding to varied learning needs, strengthening classroom practices, and substantially improving the program’s overall quality, adaptability, and impact.

Quantitative Outcomes:

The programme showed strong performance across key **quantitative indicators**. A total of **171 training hours** were delivered, reflecting sustained capacity-building efforts aligned with the approved training framework. **Regular classroom instruction was maintained at five sessions per week per class**, as validated through timetables and classroom monitoring records, ensuring consistency in programme delivery. In addition, a **100% functional student database** was established on the technology platform, enabling systematic tracking, monitoring, and data-driven decision-making for all enrolled students.

Qualitative Outcomes:

The programme achieved significant **qualitative outcomes** across teaching capacity, alignment, and operations. Teachers demonstrated strengthened English language teaching and pedagogical skills through summer and winter trainings supported by weekly refresher sessions, with early feedback indicating improved confidence in classroom delivery, reading comprehension instruction, and assessment practices. Exposure to government education policies during summer training enhanced teachers’ understanding of policy alignment and foundational literacy goals, leading to smoother and more effective engagement with Headmasters. Organisational culture and stakeholder engagement were reinforced through targeted training modules and structured school allocation planning, resulting in greater outcome orientation, accountability, and improved coordination with Education

Department officials. Overall, the programme rollout for **AY 2025–26** was smooth, with classes commencing on schedule, minimal operational challenges, stabilized timetables, and completion of the first round of classroom observations.

Upcoming Quarter Plan

- **Parent Engagement:** Conducting parent meetings across schools to build awareness about the program and encourage parental involvement in children’s learning.
- **Gram Panchayat Collaboration:** Visiting Gram Panchayats to seek infrastructural and community support for school development initiatives.

Government Coordination: Organizing follow-up meetings with BEOs, BRCs, Block Nodal Officers, and CRPs to share program progress, discuss challenges, and plan collaborative efforts for improved outcomes.

Teachers Successful Story

Madhura’s Journey: From Challenge to Confidence



I am Madhura, an OBLF English teacher at Dommasandra Girls School, teaching Grades 1 to 4. For the first time, I was assigned Nali Kali combined classes for Grades 1 and 2. At first, managing two grades together was overwhelming, and I even considered quitting.

Instead of giving up, I shared my struggles with my supervisor and peers. Their support, guidance, and a demo class from a colleague gave me the confidence I needed. Gradually, I learned to manage the combined classes effectively and started enjoying teaching again.

Today, I can confidently handle Nali Kali classes. This journey taught me that challenges become stepping stones to success when you have support, guidance, and determination.



Teacher and students during an interactive session