**KITE, Department of General Education,
Government of Kerala**

Impact Study

E-cube English Language Lab

Baseline Study Report

RIESI and ITfC

30th September 2022

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Executive Summary

The impact study of KITE E-Language Lab (ELL) is being designed by the Regional Institute of English, South India (RIESI) and IT for Change. The third-party study is an opportunity to understand and strengthen the program through collaborative research, involving RIESI (English Language Teaching Expertise), IT for Change (Techno-pedagogical Expertise including in ELT), and KITE (Implementer). The study aims to understand the implementation of the project as well as to inform the way forward, by studying the content, transaction, and technical aspects of English Language Teaching (ELT) through the ELL.

1. Introduction

KITE (Kerala Infrastructure and Technology for Education) has designed and is implementing an E-Language Lab (ELL), throughout the state. It is a pioneering initiative by a public education system, to harness the power of free and open digital technologies to support English language learning. The program is based on participatory processes with teachers, students, academic experts and a technical support team.
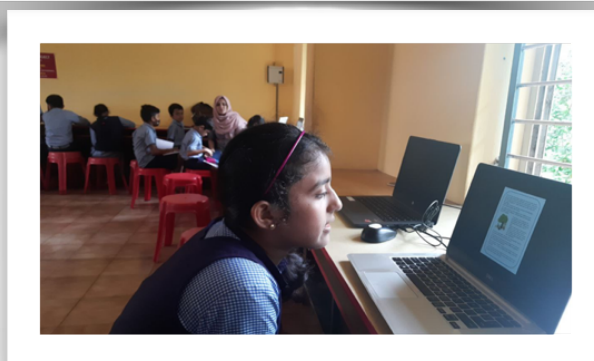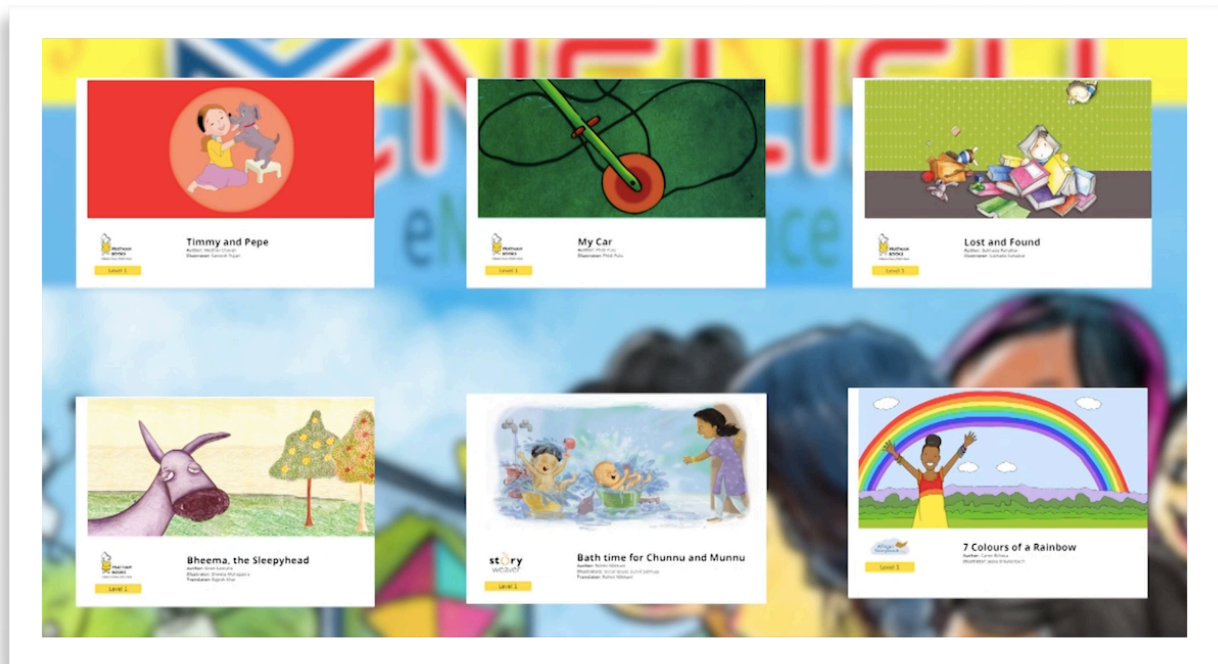
KITE has developed the ELL as a component of their E³ English program for promoting language proficiency. E³ has three components, namely the Samagra E-Library, E-Language lab, and E-Broadcast. Samagra E-library is a digital library of quality English books while E-broadcast includes programs on the KITE VICTERS Television channel that helps students to learn how to use English contextually. The ELL will provide opportunities for students to enhance their listening, speaking, reading, writing, pronunciation, grammar, and vocabulary through stories as content.

The ELL has four levels for students from classes 1 to 8 (each level is for two grades, e.g. level 1 is for grades 1 and 2, level 2 for grades 3 and 4, level 3 for grade 5 and 6, level 4 for grade 7 and 8). At each level, the learner will read and listen to stories, and do several developmental activities like answering comprehension questions, vocabulary-based activities, grammar-based activities, fluency activities, pronunciation, picture comprehension, creative expressions, and recording video's for self-assessment. The teacher is able to mentor the language development activities, and the learners work and submit their answers for teachers' feedback. Each learner can work on the ELL at their level and do the activities individually or with the help of the teacher, at their own pace. The activities are enjoyable, game-like, competency-based, and assessment is an integral part of the language lab activities. The project was inaugurated in March 2022 and will be implemented in schools starting in August 2022. Basic teacher orientation has been completed, to install/configure and use the lab.

Level 1 is designed for grades 1 & 2, and it compromises of 10 different stories with various Language activities like reading, speaking, and picture description. The stories are very attractive and grabs the attention of the students and in turn will help them acquire the language in a play way method. This level primarily focuses on the basic skills of the English language that is listening, speaking, reading and basic introduction to writing like construction of words and drawing.

Level 2, for grade 3 & 4 includes 10 stories with various language activities. The stories and activities are upgraded compared to the level1, with spiral upgradation of language development activities like picture description, reading the text, pronunciation, spellings and writing focuses on construction of words and simple sentences.

Level 3, for grade 5 & 6 compromises of 10 stories which provides scope for self-learning and promotes self-pace, and involves upgraded stories and language

development activities using discourses. The various language activities are graded to a higher level when compared to Level 2, and involves reading the text, picture description, recording the audio and videos, and writing. Writing activities are designed in such a way to provide scope to framing of open and close ended questions, writing paragraphs, compositions and creative expressions.

Level 4, is for grade 7 & 8 which again consists of 10 stories which extracted from the various sources that suits the context of students. The stories and activities are upgraded compared to all the other three levels. The various language development activities include listening, speaking, reading and writing. Speaking includes the picture description and comprehension of the stories which helps the students to think and speak creatively. Writing includes framing of complex sentences, writing composition, paragraphs and creative expressions. Creative expressions include writing the story on their own, narrating it and recording the video and uploading it ,which eventually develops the technological skills among the students.

All the four levels of E Language Lab is designed and developed spirally in order to systematically develop the English language fluency and communication through discourses, which supplements and complements the curriculum.

The impact study of ELL is being designed by the Regional Institute of English, South India (RIESI) and IT for Change. The third-party study is an opportunity to understand and strengthen the program through collaborative research, involving RIESI (ELT Expertise), IT for Change (Techno-pedagogical Expertise including in ELT), and KITE (Implementer). The study aims to understand the implementation of the project as well as to inform the way forward, by studying the content, transaction, and technical aspects of English Language Teaching (ELT) through the ELL.

The study will consist of three processes – baseline, midline and endline. This report discusses the activities connected to the baseline study conducted by RIESI and ITfC teams, in collaboration with KITE, during August.

The impact study of the KITE E-Language Lab was designed keeping in mind the following:

1.Content focus

Stories that are used in the E-language lab for various levels based on the learning outcomes of the State of Kerala.

2.Competency focus

The competencies that are focused in each of the levels is done through mapping based on the learning outcomes and is in convergence with the material in the textbook. The activities designed are based on language skills with a special focus on 21st-century skills like creative thinking, critical thinking, imagination, original thinking, analysing, organising ideas, editing and revising, discussing life's problems and their solutions, explorations of reality, decision making and problem-solving skills.

3.Skills focus

Listening, Speaking, Reading, Fluency, Vocabulary, Language Functions, Picture Description, Describing words, Phrasal Verbs, Sentence Formation, Dialogue, Story narration, Story recitation, Storytelling, Story Writing, Sense-Making.

4.Designing activities

Language activities that are designed under each of the levels focus on language, voice, body language, use of space, story structure, use of objects, shifts in role or perspective, purpose, discovery, skills, projects and assignments, modelling, visual, and auditory. This also includes the themes of worksheets, handouts etc.

5.Transaction aspects

Pedagogy and approach (Blended or online), interactive, scope for group, pair and individual work.

6.Assessment focus

Story writing, learning styles and strategies, learning difficulties, language competencies, classroom management, enjoyment of language and literature, students' ability to express opinion and face criticism, their confidence levels, enthusiasm, ability to transform the story contextually, crafting of stories as ideas, and whether students are able to express themselves without inhibition.

2. Objectives

The baseline study is guided by the following objectives/ research questions:

1. What is the current status of students' abilities in terms of Listening, Speaking, Reading and Writing in English?

2. What are the perceptions and views of teachers, relating to the training/preparation activities conducted for the ELL implementation.

3. Scope of Assessment

The scope for the baseline study included:

1. Collecting data on students' proficiency in the English language.

2. Examining the teacher's readiness to use ELL and ascertaining their views on using the ELL as a complementary learning tool for their English classroom.

3. Understanding needs, constraints and challenges faced by teachers.

4. Identifying areas that may require a review/ redesign, if any, and recommend modifications as may be required.

4. Evaluation Design

The evaluation plan and tools were designed to get a better understanding of the context, inputs, processes, and output from the ELL program, using a multi-method, multi-audience approach collecting qualitative and quantitative data. The baseline study was carried out in August 2022 with active participation from the KITE team in facilitating the data collection through questionnaires, and individual teacher and student interactions.

The student interaction tool for each of the three grades was designed referencing the program documents, the 5-Point scale of Learning Indicators (Academic Standards and Learning Indicators in English) designed by KITE, SCERT English textbooks for grades 2 through 8, as well as ELL content. The digital tools for students, included components of listening, speaking, reading and writing, compiled in a format similar to that of the activities of the ELL. A total of 541 student responses were recorded.

The teacher interaction tool was meant to capture the classroom and school contexts, challenges faced by teachers, as well as teachers' perceptions and attitudes towards the implementation of the ELL. A total of 92 teacher responses were recorded. Both these tools were implemented in an individual, one-on-one manner by members of the RIESI and IT for Change research team and master trainers from KITE.

5. Methodology

For the purpose of conducting a baseline study, a five-member research team, comprising members from RIESI and IT for Change visited the three districts identified by KITE Kerala. All 5 research team members visited Kasaragod between 10th and 12th August 2022, while two teams in parallel collected data for the Ernakulam and Kollam districts on the 16th and the 17th of August 2022. A training session was held in each of the districts, where teachers from the selected schools and master trainers were familiarised with the student and teacher interaction tools, to support the data collection processes.

5.1 Sampling

Three districts of Kerala, namely Kasargod, Ernakulam and Kollam were identified by KITE Kerala. In each district, 10 intervention schools and 2 control schools (where the ELL program implementation will not be possible during the current academic year. were identified by KITE District Offices. A total of 36 schools were considered for the study. The selection of schools was done so as to include different types of schools (in terms of school size/student strength, management type - government and government aided and urban/rural locations). Grades 3, 5 and 7 from each school were selected for the study, except in 3 schools which are high schools without the lower primary wing (grade 3). The sample size was 5 students per grade, per school. The selection of students was done based by randomly generated numbers, and students having these numbers as their roll numbers were chosen for the study. These numbers were kept common across the 36 schools. Thus, a total of 541 students were selected from Grades 3, 5 and 7 from each of the 36 schools.

Table 1: Sample size for student interaction data across districts

Student Interaction Data				
Grade	Kasargod	Ernakulam	Kollam	Total entries per grade
Grade 3	57	56	60	173
Grade 5	59	66	58	183
Grade 7	61	63	60	184
Total	178	185	178	541

The proposed sample of teachers was 2-3 English teachers (teaching grades 3, 5 or 7) per sample school. The total sample size for teacher interactions was 92 for all three districts.

Table 2: Sample size for teacher interaction data across districts

Teacher Interaction Data	
Kasargod	34
Ernakulam	34
Kollam	24
Total	92

Although the initial plan was for the research team to cover 4 schools per district, the team was able to cover 9 intervention schools and 1 control school in Kasargod, and 4 intervention and 1 control school Ernakulam, and 4 schools in Kollam. The student and teacher interactions for the remaining schools were covered by Master Trainers from KITE and teachers from each school.

5.2 Data Collection Tools

5.2.1. Review of Documentation

The documents provided by the KITE team such as the concept note, Five Point Scale learning indicators for grades 1 to 4 and 5 to 7, E3 Language Lab Module, E3 stories list with corresponding textbook chapters, software comprising for 10 stories for each of the 4 levels, and other documents provided during the field visits were examined. The

student and teacher interaction tools were developed based on the review and study of the above-mentioned materials, and accordingly designing of analysis and interpretation strategies was planned.

5.2.2 Student Interaction Tool

The objective here was to understand the language competencies of students at the time of baseline study. The relative change in these competencies between end line and baseline in the intervention and control schools is meant to provide important inputs on the effectiveness of the ELL implementation. Questions were created to assess skills such as listening, speaking, reading, and writing, as well as creative expression and the ability to follow instructions, based on pre-designed rubrics. The tool was then digitised using a Free and Open Source Software (FOSS) called 'Xerte'. Data collection was done digitally and uploaded to a central aggregate platform using the FOSS phone app 'ODK Collect' for the rubrics corresponding to different ability / competency levels for each of the skills assessed. This was conducted face-to-face for each individual student.

5.2.3 Teacher Interaction Tool

The questions included in this tool focused on the general background of students, teachers' perspectives on using digital tools for ELT and the ELL, and views on factors that might influence the success or failure of the ELL program. The data was collected through note-taking by facilitators through direct teacher interviews using a text editor software.

6. Observations & Findings

6.1 Analysis of Student Interactions

The research team could observe a number of differences among students such as variations in socio-economic backgrounds, linguistic diversity, exposure to English language, access to digital tools (including online classes during the pandemic), etc. Across all districts, students displayed higher proficiencies in listening and speaking skills as compared to reading and writing.

Grade 3 link: https://tinyurl.com/Findings-Grade3

The grade-wise analyses can be found below.

6.1.1 Grade 3 - Listening

In grade 3, across all the three districts, the student interactions revealed that in listening and speaking, 47% of the students were able to retain a majority of, or all the details that they heard in the story that was narrated as can be seen in Table 1.1 in the Annexure. In terms of individual districts, Ernakulam has the highest percentage of students who were able to retain a majority or all details from the listening discourse.

Graphic 1.1: Listening (district-wise) in Grade 3
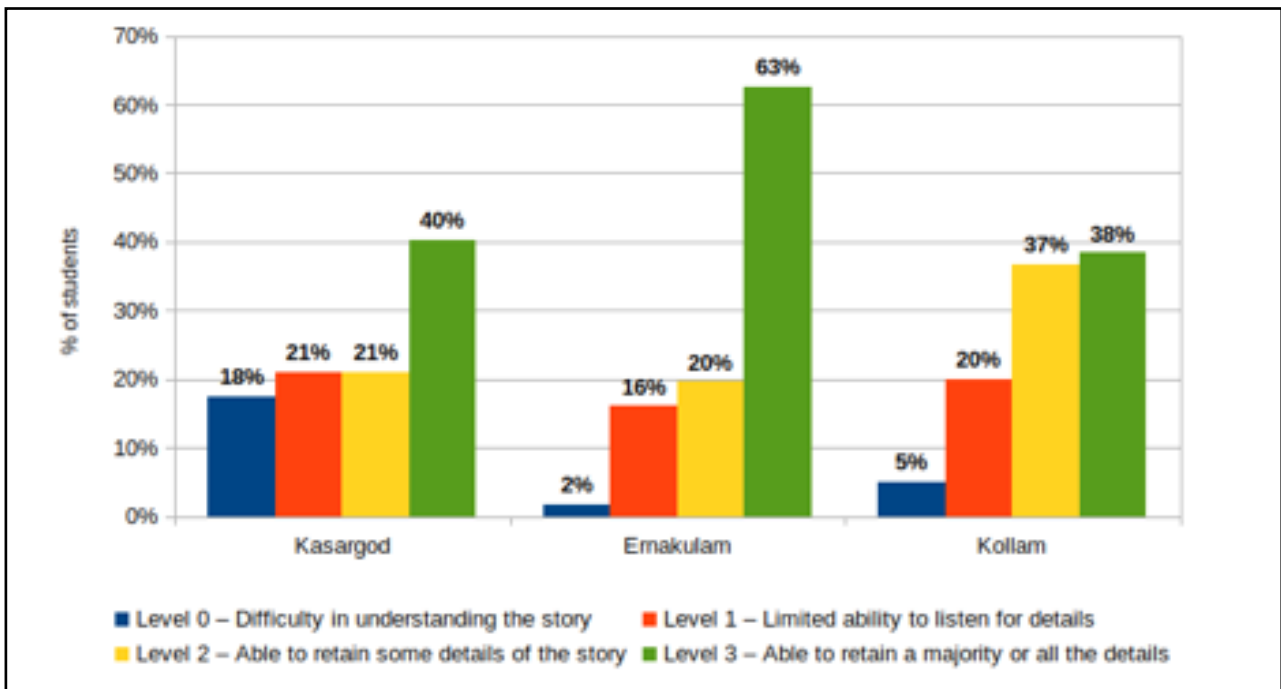
In Kasargod, 3 out of the 10 intervention schools had 40% of students at level 3. Of all three districts, it has the highest percentage of students who faced difficulty in understanding the story (18%) when compared to Ernakulam and Kollam which is respectively 2% and 5%. Kollam showed the least heterogeneity with a majority of students being able to retain some details from the story, answering at least 2 out of the 4 questions correctly.

The detailed school-wise findings can be found in tables 1.3, 1.4 and 1.5 in the Annexure.

6.1.2 Grade 3 - Reading

It was found that across all three districts, only 14% of the students were able to read the text fluently (Table 2.1 in the Annexure). Kollam had the least number of students who were unable to read any of the words provided at 5% while Kasargod had the highest at 18%.

Graphic 1.2: Reading skills (district-wise) in Grade 3
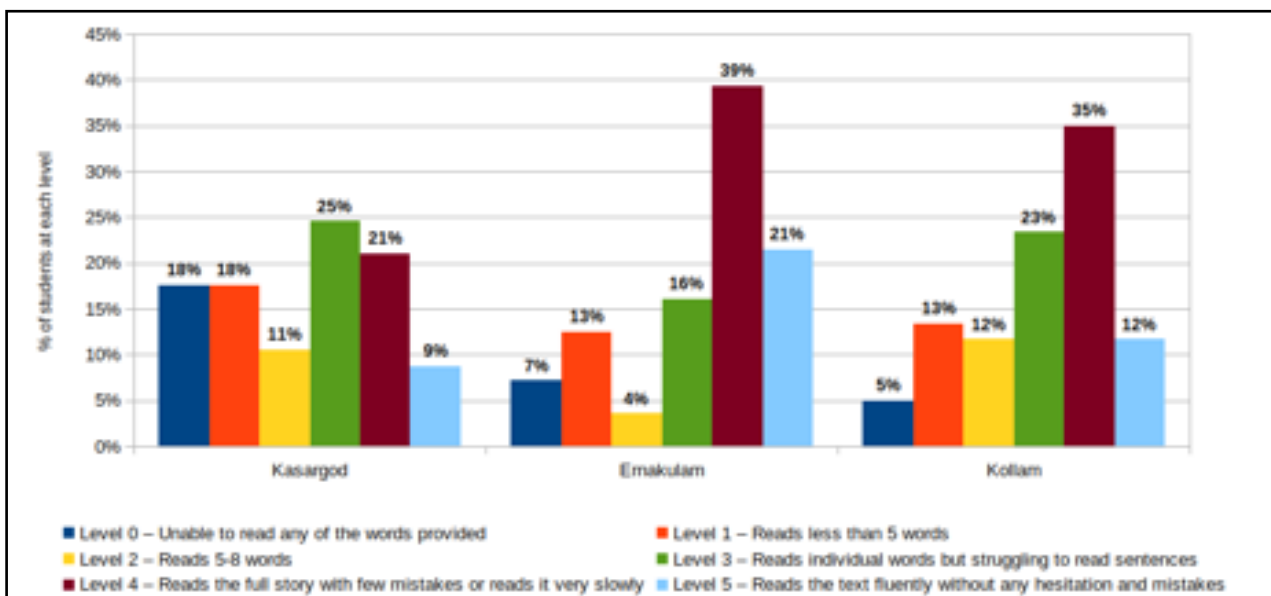
Across all the three districts, most of the students were able to read the story with a few mistakes or very slowly. Kasargod had most of the students being unable to read any of the words provided, going as high as 60% in one of the intervention schools. The detailed school-wise findings can be found in tables 2.3, 2.4 and 2.5 in the Annexure.

6.1.3 Grade 3 - Speaking

In terms of speaking, 42% of the students were at level 2 i.e. were able to answer 2 out of the 4 questions in some words or phrases in English. Only 9% of the students were able to describe the picture in simple sentences, with the highest percentage of students being from Ernakulam (21%).

Kasargod, had the maximum number of students of all districts at level 2 at 49%, while also having the highest number of students unable to speak about the picture even with prompts. In 2 of the schools, the number of students at level 0 was as high as 60%.

In Kollam, only 2% of the students could describe the picture in simple sentences, all of whom were from the same school. The detailed school-wise findings can be found in tables 3.3, 3.4 and 3.5 in the Annexure.

Graphic 1.3: Speaking (district-wise) in Grade 3
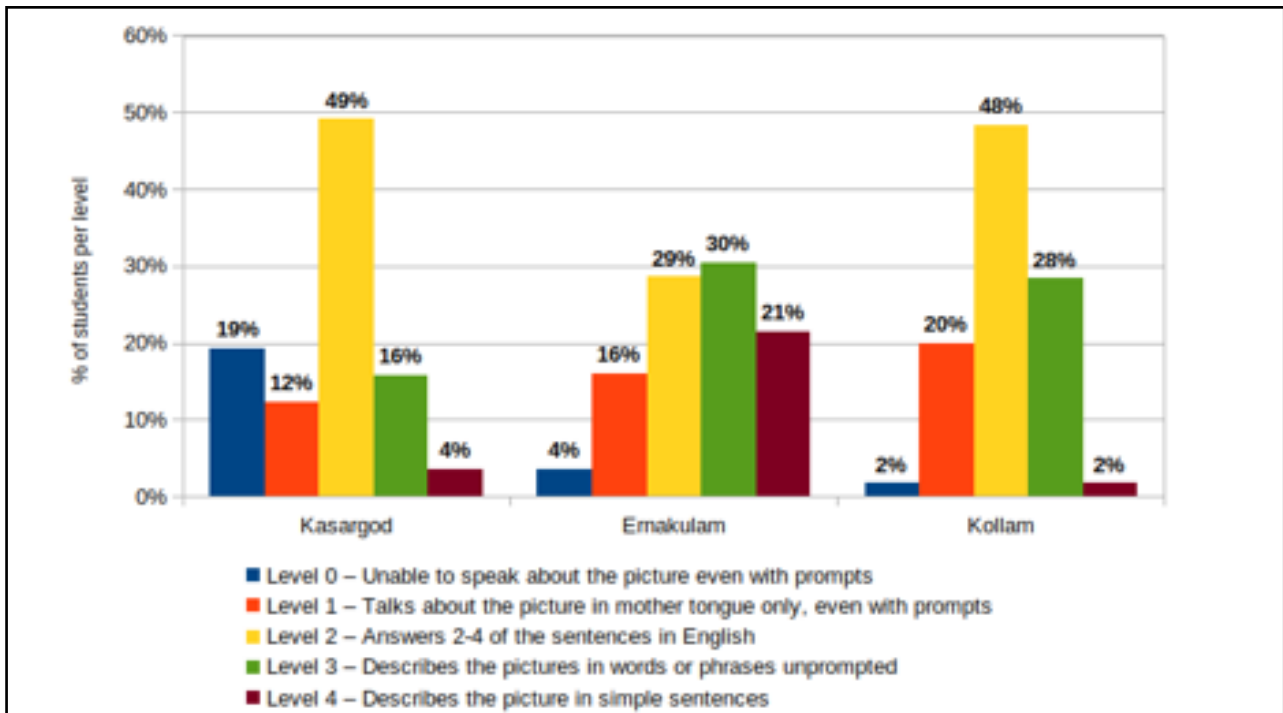
6.1.4 Grade 3 - Writing

Most of the grade 3 students could only respond using some words or phrases. In 24% of the cases, the written responses were not relevant to the context. As evident from the chart below, Ernakulam had the highest percentage of students at level 5, i.e.they were able to draw and write contextually relevant simple sentences as per the context. In two of the schools in Ernakulam, 83% of the students were at level 5. Kasargod had the most number of students who were unable to either draw or write based on the context. In Kollam, most of the students could write some words or phrases relevant to the context (38%). The detailed school-wise findings can be found in tables 4.3, 4.4 and 4.5 in the Annexure.

Graphic 1.4: Writing skills (district-wise) in Grade 3

Legend:
- Level 0 – Unable to draw or write
- Level 1 – Draws, but does not write anything
- Level 2 – Draws & writes some letters or words;
- Level 3 – Draws & writes words or phrases not relevant to context
- Level 4 – Draws & writes words or phrases or sentence fragments relevant to context
- Level 5 – Draws & writes contextually relevant 1-4 simple sentences
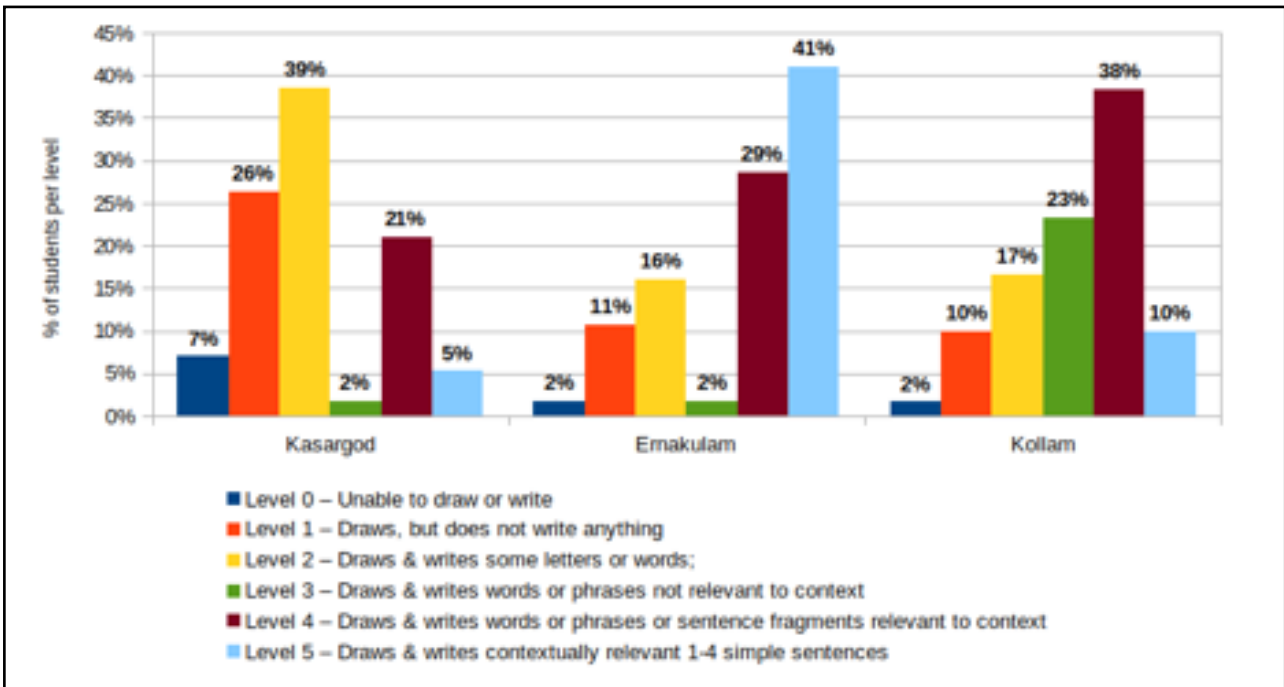
6.1.5 Grade 3 - Ability to follow instructions

In terms of their ability to follow instructions, it was found that 39% of the students could understand some of the instructions in English and responded using some relevant words or phrases. It was observed that some prompting (in English or in their mother tongue) had to be done to encourage students to respond.

Graphic 1.5: Ability to follow instructions (district-wise) in Grade 3

Legend:
- Level 0 – Did not understand instructions even in mother tongue
- Level 1 - Understood instructions in mother tongue but not in English
- Level 2 – Did not understand instructions in English; responded only in mother tongue
- Level 3 – Understood some instructions in English, responded using few words or phrases in English
- Level 4 - Understood most instructions in English, responded using few words or phrases in English
- Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English

In Kasargod, at least 20% of the students from 3 schools did not understand instructions even in their mother tongue, and no student was able to understand and respond to the instructions provided in English. Ernakulam had the highest percentage of students responding in words, with at least 50% of students from 4 schools being able to use words, phrases or sentences in English based on the instructions provided. In Kollam, students from only one school could do the same, with a majority of them (47%) being able to respond to some instructions and respond in words or phrases. The detailed school-wise findings can be found in tables 5.3, 5.4 and 5.5 in the Annexure.

6.1.6 Grade 5 - Listening and Speaking

In grade 5, most of the students were able to follow the discourse and respond to the subsequent questions either in their mother tongue or in English. Only 4% of the students were unable to understand the audio or respond in their mother tongue. Less heterogeneity was observed across districts in terms of the level of student responses. In Kasargod, most of the students (42%) could understand some of the vocabulary and details of the discourse, and responded mostly in their mother tongue, while students from only 2 schools could respond with several details relevant to the discourse. Ernakulam had the highest percentage of students at level 4 of all three districts. The detailed school-wise findings can be found in tables 1.3, 1.4 and 1.5 in the Annexure.

Grade 5 link: https://tinyurl.com/Findings-Grade5

Graphic 2.1: Listening and Speaking skills (district-wise) in Grade 5
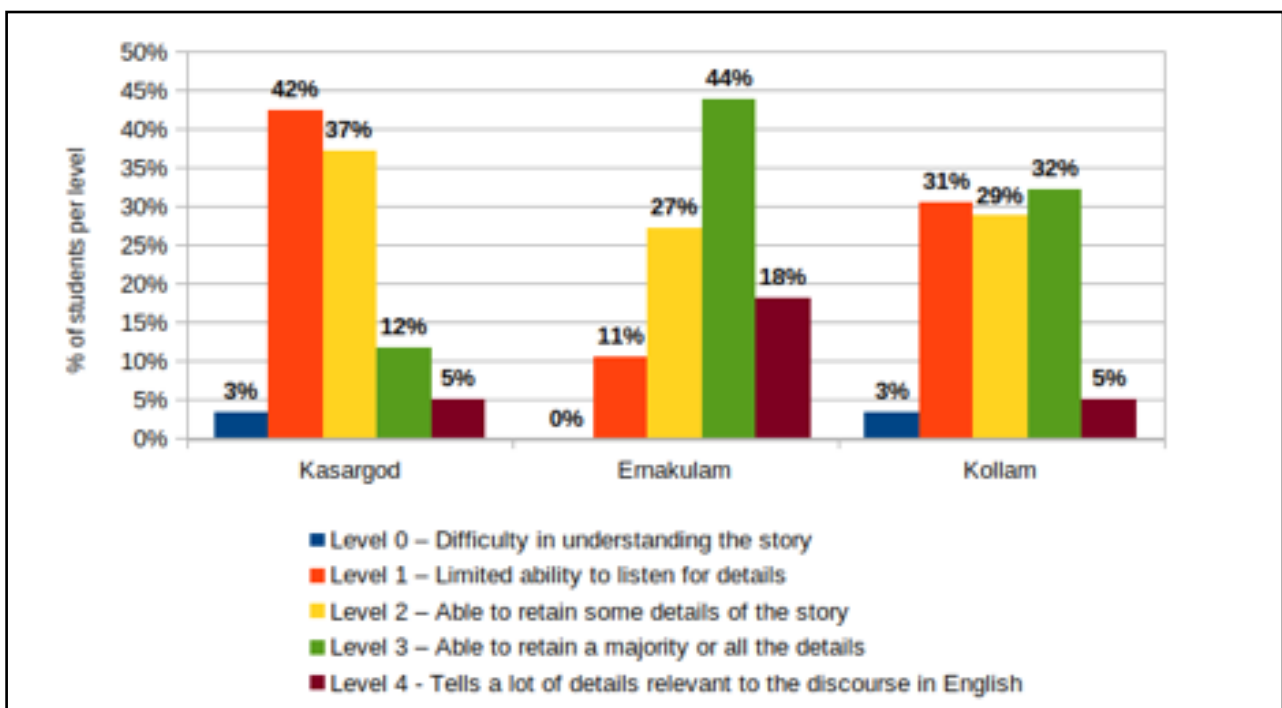
6.1.7 Grade 5 - Ability for Creative Expression

In terms of their ability for creative expression, 34% of the students responded with only a few words and thoughts with prompts from the facilitator. Only 7% used a proper sequence of ideas, vivid descriptions of events, setting, dialogues or characterisation and could sustain the conversation in English. 12% of the students from Kasargod were unable to speak about the topic in English, even with prompts from the facilitator.

Graphic 2.2: Ability for creative expression (district-wise) in Grade 5
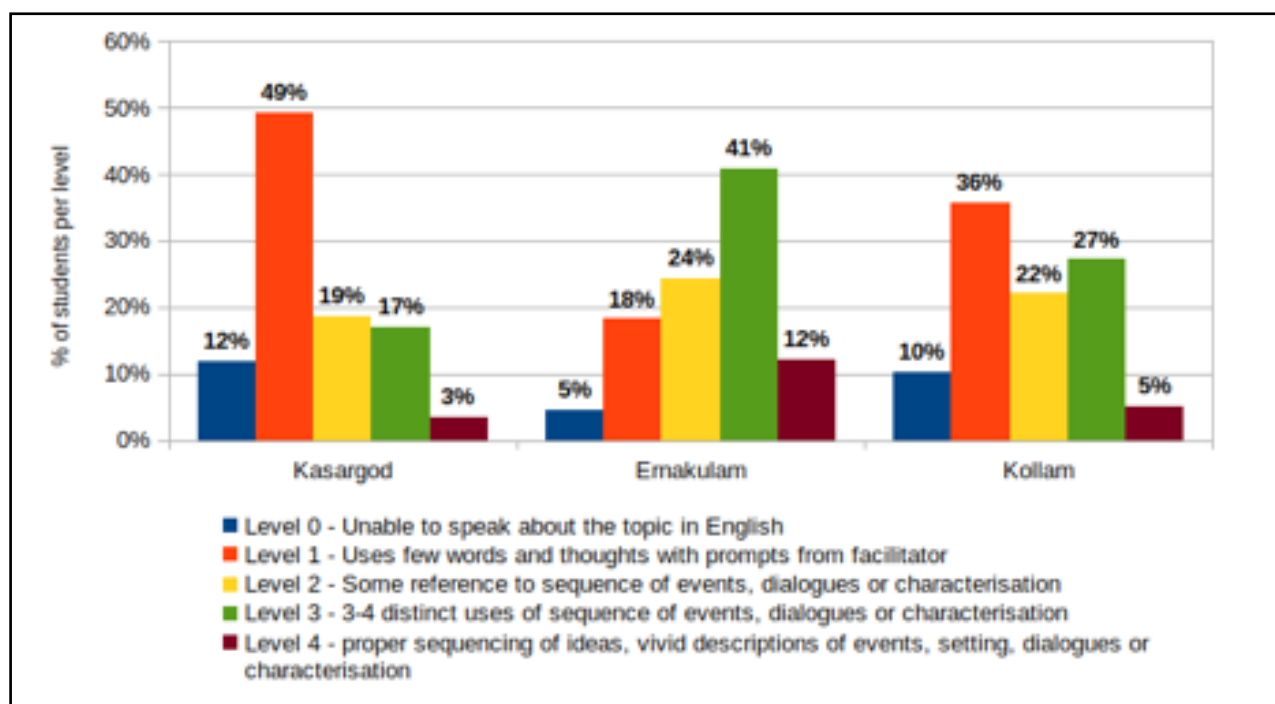
Ernakulam had the highest number of students at level 4 at 12%. In Kollam, most of the students were able to respond with at least 1-2 phrases or sentences in English. The detailed school-wise findings can be found in tables 2.3, 2.4 and 2.5 in the Annexure.

6.1.8 Grade 5 - Reading

For grade 5, reading was split into the ability to read images and reading comprehension. Only 2% of the students were unable to decipher the images and describe the details. For most of the students (38%) in reading images, the image descriptions were limited to only 2-3 details.

Graphic 2.3: Reading skills (district-wise) in Grade 5
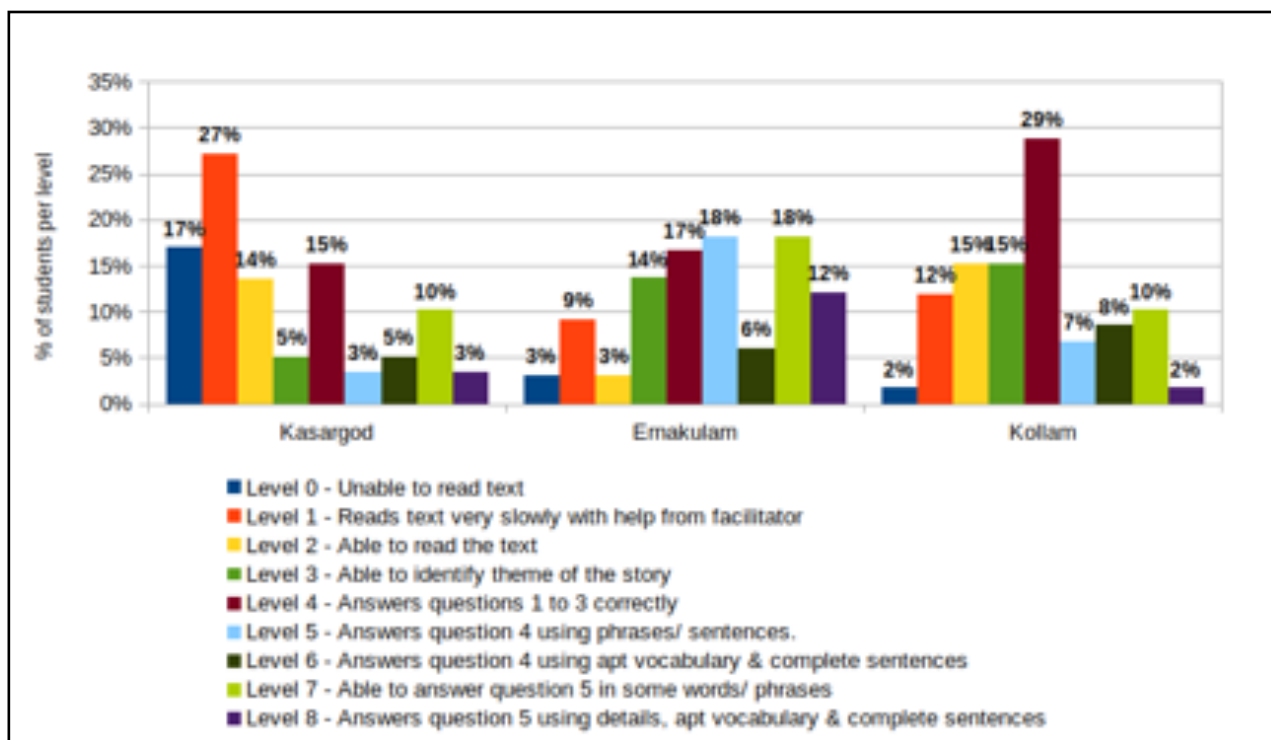
There is higher heterogeneity for grade 5, as can be seen in the chart. Kasargod had the highest number of students who were unable to read the text at 17%, while Kollam had the lowest at 2%. In schools across Kollam, 29% of the students could identify the theme of the story and answer 1-3 direct reading comprehension questions.

6.1.9 Grade 5 - Writing

Across all three districts, although 36% of the students could write at least some words and phrases relevant to the context, these sentences tended to be simple and often showed grammatical errors such as incorrect capitalisation and spelling, and lack of punctuation. Overall, 14% were unable to write anything in response to the two given questions, this being most evident in Kasargod at 25%. Kasargod also shows the most heterogeneity between levels. Kollam had the most students at level 3 (44%), while Ernakulam had the highest percentage of students writing relevant sentences using capital letters, proper spacing and punctuation at 27%.

Graphic 2.4: Writing skills (district-wise) in Grade 5
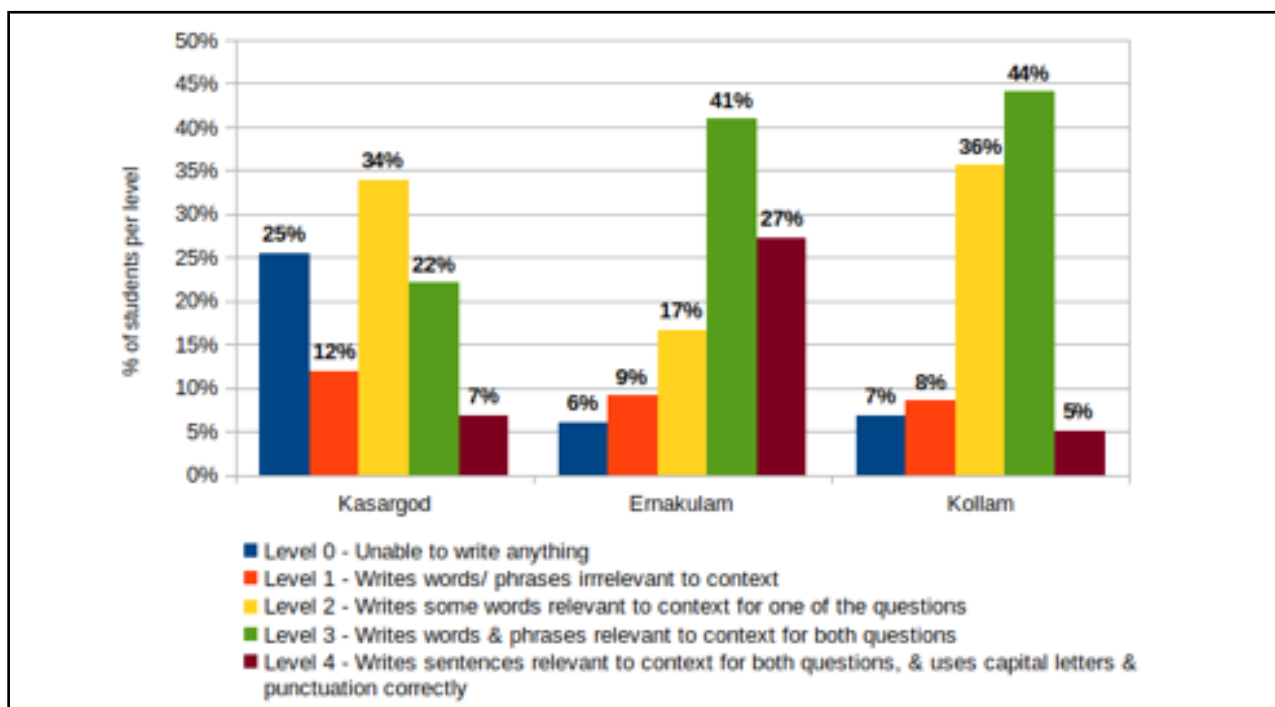
Kasargod and Ernakulam both had one school each where none of the students was able to write anything in response to the given questions. The detailed school-wise findings can be found in tables 5.3, 5.4 and 5.5 in the Annexure.

6.1.10 Grade 5 - Ability to follow instructions

In terms of their ability to follow instructions, the highest percentage of students (41%) across the three districts were those who could follow some instructions and respond using words or phrases in English (level 3). A majority of students from Kasargod fared at this level at 53%. 13% of the students across districts could follow the instructions once they were translated into their mother tongue. The highest percentage of students who could follow all instructions in English was from Ernakulam at 21%.

Graphic 2.5: Ability to follow instructions (district-wise) in Grade
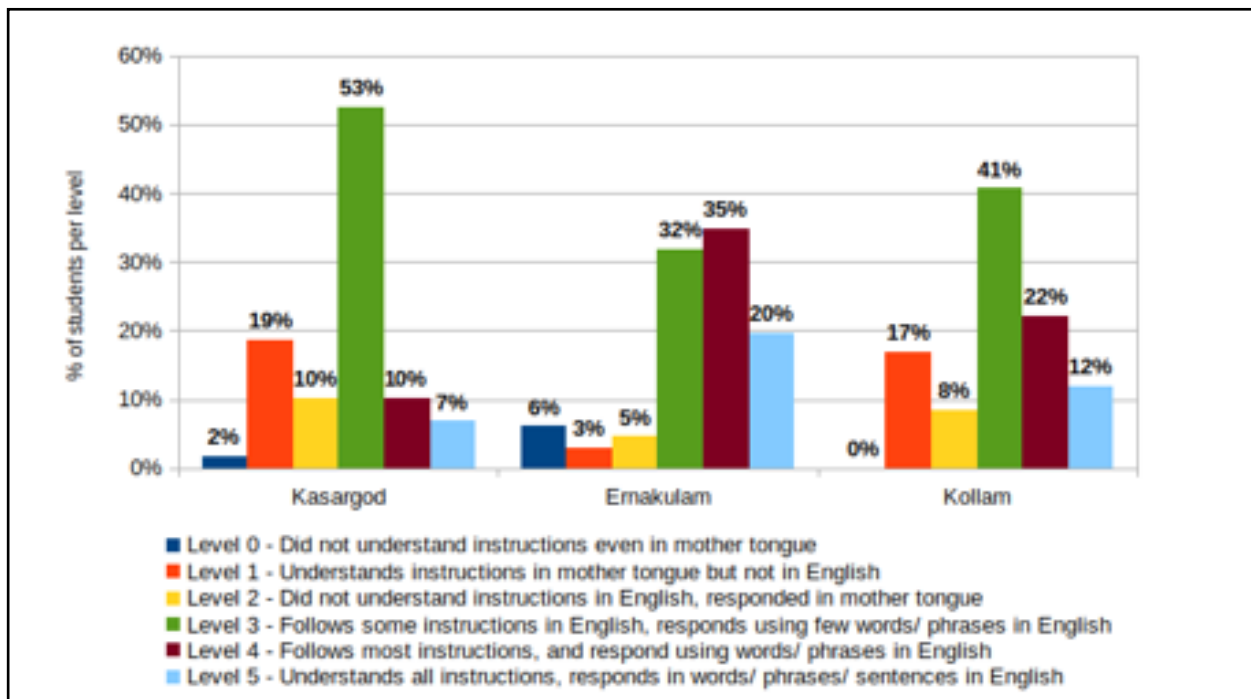
Students from Kollam were all able to follow the instructions upon being provided with some support in their mother tongue wherever it was felt necessary, while the majority of the students were at level 3 at 41%. The detailed school-wise findings can be found in tables 6.3, 6.4 and 6.5 in the Annexure.

6.1.11 Grade 7- Listening and Speaking

In grade 7 across all three districts, most of the students (35%) were able to follow the discourse in English, although only 9% were able to add 5 or more details regarding the sequence of events, dialogues and characters. 4% of the students could neither understand the audio clip nor respond to the questions even in their mother tongue. For particular districts, most students from Kasargod and Kollam were between levels 2 and 3, while those from Ernakulam were between levels 3 and 4. Kollam had the lowest number of students at level 5, who came up with well-rounded answers and added multiple details in their responses. The detailed school-wise findings can be found in tables 1.3, 1.4 and 1.5 in the annexe, under Grade 7.

Grade 7 Link: https://tinyurl.com/Findings-Grade7

Graphic 3.1: Listening and Speaking skills (district-wise) in Grade 5

Legend:
- Level 0 – Unable to understand audio clip, does not respond even in mother tongue
- Level 1 – Understands the vocabulary & some details of the discourse, speaks mostly in mother tongue
- Level 2 – Understands and follows the discourse, uses a few words or phrases in English
- Level 3 – Can tell a basic narrative using events and characters
- Level 4 – Can tell a narrative using a sequence of events, dialogues and characters
- Level 5 – Can tell a narrative using a sequence of events, dialogues and characters

6.1.12 Grade 7- Reading

In terms of reading skills based on the reading comprehension passage, 52% of students in grade 7 could answer all the given questions correctly in either phrases or sentences and only 4% were unable to read the text even with support from the facilitator.

Graphic 3.2: Reading skills (district-wise) in Grade 5

Legend:
- Level 0 – Unable to read text
- Level 1 – Able to read text slowly with help from facilitator
- Level 2 – Able to read the text
- Level 3 - Answers questions using mother tongue only
- Level 4 – Answers Questions 1, 2 or 3 in English using some words & phrases
- Level 5 – Answers Questions 1, 2 or 3 using phrases & sentences
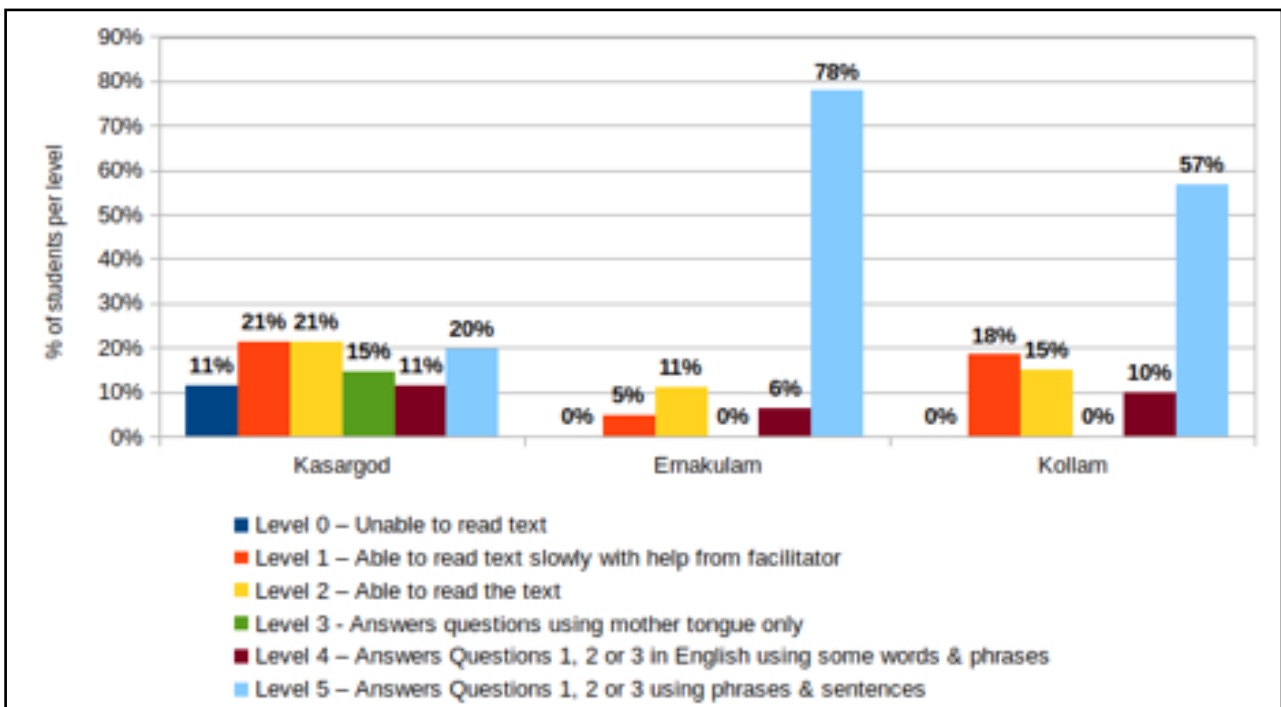
In Kasargod, 11% of students were unable to read the text, even with some support from the facilitator, while the distribution was almost even between levels 2, 3 and 5 (20%, 20% and 21% respectively). In both Ernakulam and Kollam, there were no students who were unable to read the text and the percentage of students who were able to answer all three questions using phrases or sentences in English was much higher at 78% and 57% respectively. No students from these two districts responded exclusively using their mother tongue either. The detailed school-wise findings can be found in tables 2.3, 2.4 and 2.5 in the Annexure, under Grade 7.

6.1.13 Grade 7- Writing

Across all three districts, a majority of students (34%) were able to write some words or phrases relevant to the context in English. While 7% were unable to write anything, 14% of students wrote contextually relevant responses in phrases or sentences.

Graphic 3.3: Writing skills (district-wise) in Grade 5
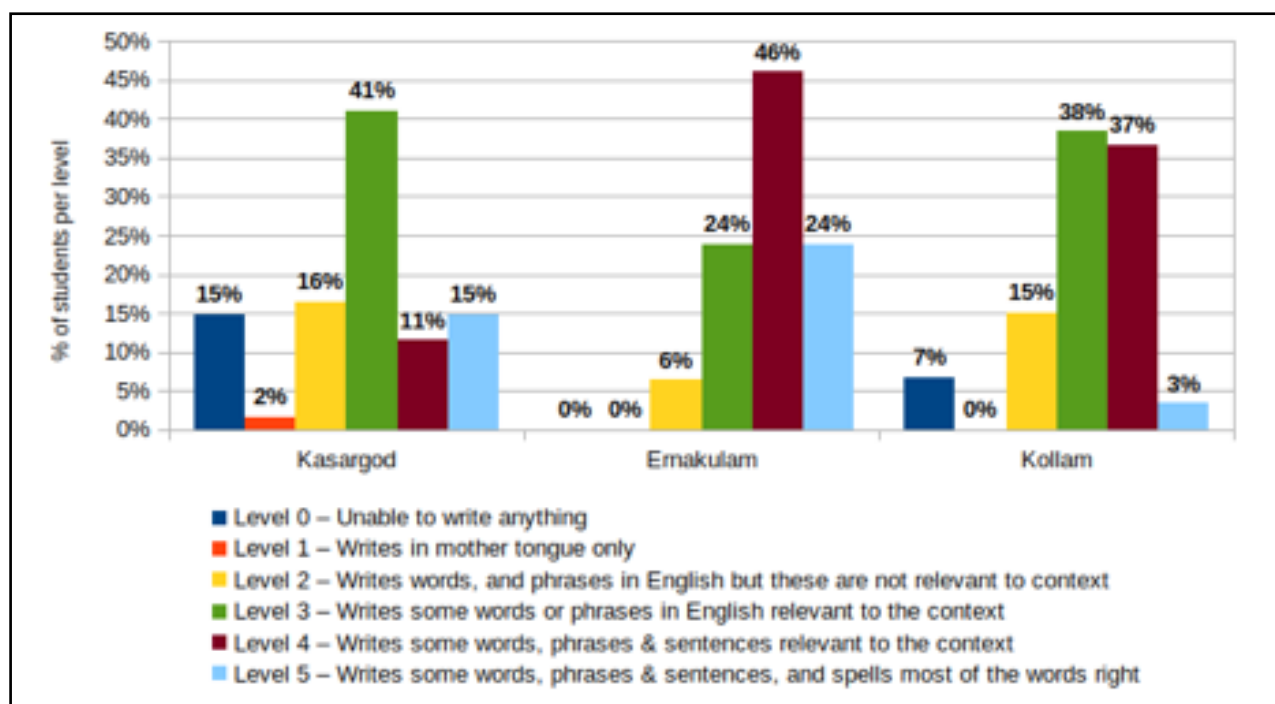
Kasargod had the highest percentage of students at level 3 at 41%, while 15% of students were unable to write anything for the given questions. All the students from Ernakulam were able to write at least words or phrases in their responses. As in grade 5, this district had the highest percentage of students writing relevant sentences using capital letters, proper spacing and punctuation at 24%. In Kollam, a majority of students fell under level 3 at 38% and level 4 at 37%. Kollam also had the lowest percentage of

students at level 5. The detailed school-wise findings can be found in tables 3.3, 3.4 and 3.5 in the Annexure, under Grade 7.

6.1.14 Grade 7- Ability for Creative Expression

In terms of creative expression in their written responses, the majority of students (35%) used 3-4 distinct thoughts with some use of sequencing of events or characterisation. 7% of the students were unable to write anything, while only 5% could add elements such as descriptions, sequencing of events, dialogues and characterisation in their responses.

At 16%, Kasargod had the highest percentage of students unable to write anything across the 3 districts. The majority of students here fell under level 2. All students from Ernakulam were able to write at least some words or phrases with prompts from the facilitator with 51% using up to 3-4 distinct thoughts or ideas. In Kollam too the majority of students (40%) fall under level 3.

Graphic 3.4: Ability for creative expression (district-wise) in Grade 5
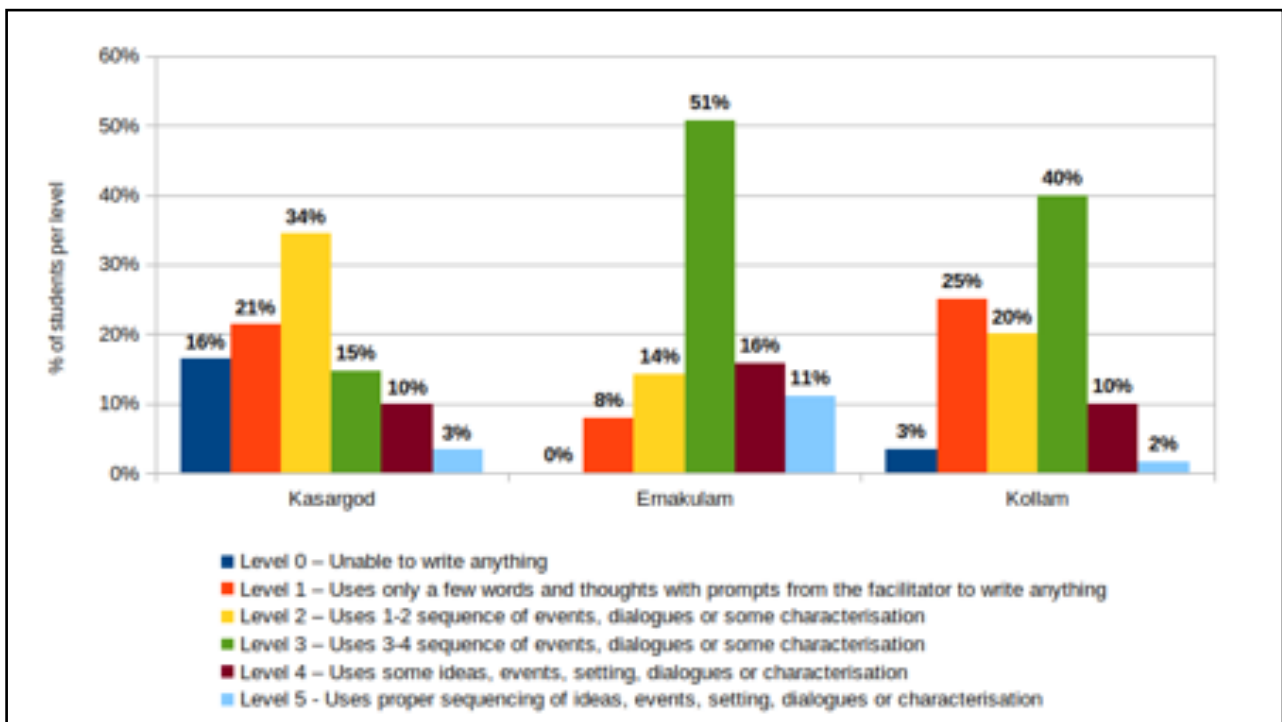
6.1.15 Grade 7- Ability to Follow Instructions

Most students were also able to follow the instructions in English, albeit with some instances of transliteration in their mother tongue and prompting by the facilitator. The majority of students (39%) could follow some instructions in English and responded using a few words or phrases. While only 1% of students were unable to understand the instructions even in their mother tongue, 15% could follow all the instructions and respond appropriately using simple sentences. In Kasargod and Kollam, the majority of the students fared at level 3 at 41% and 48% respectively, while in Ernakulam this was the case for level 4 at 37%. Ernakulam also had the most students at level 5 at 30%. The detailed school-wise findings can be found in tables 5.3, 5.4 and 5.5 in the Annexure, under Grade 7.

Graphic 3.5: Ability to follow instructions (district-wise) in Grade 5
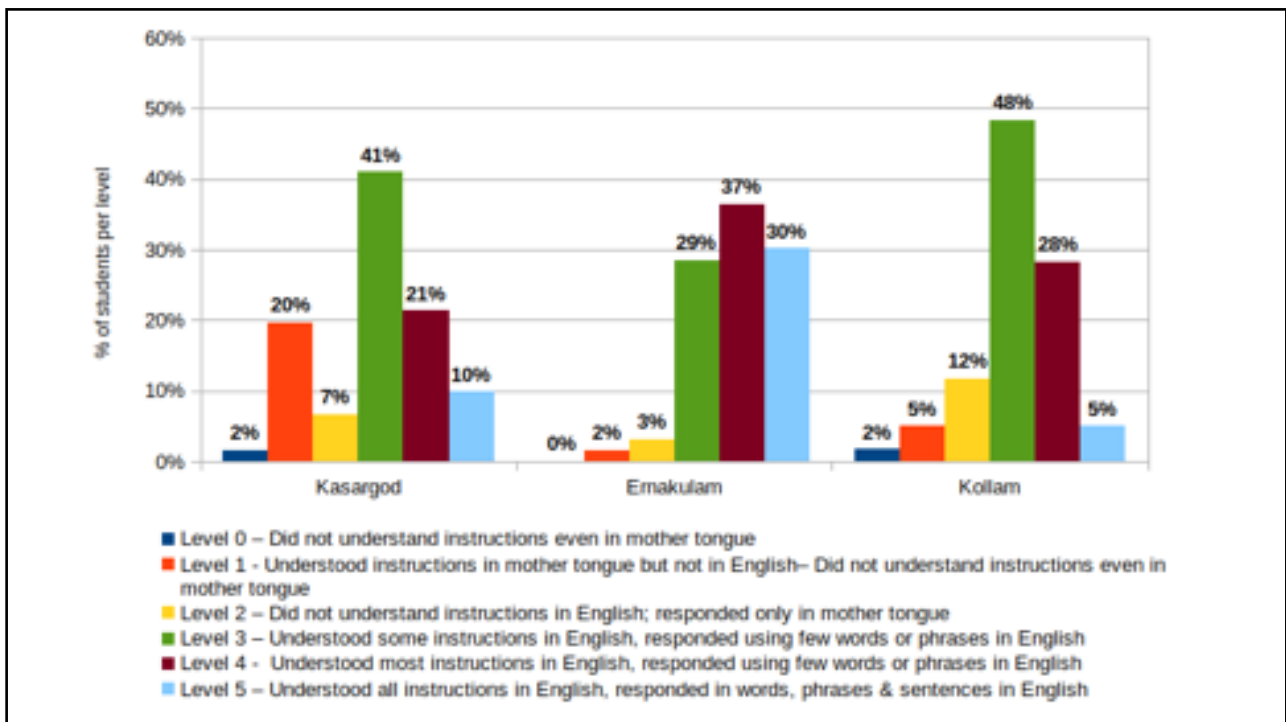
All in all, Ernakulam shows the highest percentage of students achieving the highest levels of results in all categories of skills between levels. In creative expression (in terms of speaking and writing) most student responses were restricted to a maximum of 3-4 details on average.

6.2 Analysis of Teacher Interactions

Interacting with teachers was useful in understanding their opinions and perspectives on the effectiveness of using ICT in education and the novel initiative of KITE E-Language Lab in particular using stories as pedagogy incorporating various stories level wise and language development activities.

6.2.1 English Language Teaching Challenges

1. All of the teachers unanimously agreed on the usefulness of digital tools for English language teaching.

2. 68% of the teachers brought up the impact of the pandemic and the consequent learning deprivation.

3. Most teachers felt that students' context and background played a huge role in whether they are able to learn English. 88% of the teachers spoke about the importance of parental support and the inability of parents to provide support for their child's education, be it due to them not being educated or being unable to give their child the necessary attention.

4. 60% mentioned multilingualism in students, and the challenges it poses to English teaching and learning, especially in Kasargod.

6.2.2 Views on KITE E-Language Lab and its content

1. 72% of teachers stated that using the ELL can increase students' levels of interest in English. Further, 32% think it is easy to understand, 28% feel the content is relevant for their students, 20% are positive it will increase the exposure to the English language, and 17% think it will facilitate the development of LSRW skills in students.

2. Most teachers expressed that the use of the ELL will make learners self-sufficient and that students will like the audio / video recording aspects and it will help them engage.

3. Although some teachers liked the fact that the content is theme-based like textbooks, and connected to the lessons, many felt that it should contain textbook content as well.

4. Some teachers expressed the need for a workbook to support them in using the ELL.

5. Some teachers felt that parents would complain about high screen-time or that this content should not be used for a long duration as it impacts attention span.

6.2.3 Support required and expectations going forward

1. 95% of the responses mentioned lack of adequate infrastructure or number of devices at their schools as a potential challenge to implementing E-Language Lab.

2. Another challenge high on the list is the lack of time due to the pressure to complete syllabus (91%). Many teachers felt the need for dedicated time/classes & space for language lab activities in addition to a reduction in the existing workload in English teaching.

3. Many teachers expressed the need for ICT training for themselves in order for them to effectively implement the E-Language Lab program. They felt that peer support is required and would be very useful for them.

6.2.4 Training needs

1. 42% of teachers felt that the training was good but implementation is difficult. Some teachers expressed that they lost interest in the training because they felt implementation in their schools is not feasible.

2. Many teachers felt the training of 2 days was too short and did not give them enough of an opportunity for hands-on practice. They said that they needed more training and a refresher training program would help.

6.3 Limitations of the Baseline Study

The student and teacher interaction tools were conducted individually for each participant in a face-to-face manner by either the facilitators from the research team or KITE master trainers from each district. Since the teacher interaction tool relied on note-taking by different facilitators as well as master trainers, some possible variations in reporting were anticipated. To mitigate this, RIESI and IT for Change conducted a training session for the teachers and master trainers in each district to explain the purpose of the study and tools, and to triangulate some of the data with direct observation of key information.

7. Recommendations

Stories have great potential and help in the production and acquisition of the language, which makes KITE E Language Lab a crucial and commendable project. Overall, the Research Team found all the teachers to be very supportive and accommodating of the study. They spoke quite freely about the background of their students, the use of ICT in Education, Language Lab, the training provided, etc. The teachers were unanimous regarding the usefulness of digital tools for English language teaching because of the appealing nature of e-content, students' higher interest levels, greater inclusivity, more opportunities for exposure to the English language, and also the possibility of creation of contextual digital resources at school level etc.

As per the Team's findings from the baseline study, the major recommendations are as follows:

7.1 Indicative guidelines or models for implementing ELL

Although all teachers seemed enthusiastic about Language Lab as a concept, the issue of systems/devices not being adequate came up frequently, which might make it challenging to ensure that all students are able to use the LL as intended. Another key challenge flagged by teachers is the difficulty in finding time for Language Lab sessions, due to the pressure to complete the syllabus. In this regard, it might be helpful to perhaps prepare a document containing some broad guidelines on how to implement the ELL in schools. Even though eventually models will emerge based on actual experiences, some indicative models or templates might be helpful for some teachers. The document could also contain FAQs that discusses challenges faced by teachers and potential suggestions to resolve the same.

7.2 Teacher Capacity Building

Almost all teachers found the Language Lab training quite useful. However, for a few teachers who aren't very familiar with the use of digital technologies, it was a bit challenging to fully grasp the ELL usage in the 2 days of training. Some teachers brought up that they might require more support for installation, troubleshooting, etc. (for instance, there is a training module for the Resource Persons but no guide for teachers for the same).

Additionally, on ELL content specifically, the research team found that teachers had different opinions on how similar or different it should be from the content of the SCERT textbooks. Some teachers see ELL as what should be a textbook appendage, whereas the spirit of ELL is completely the opposite.

Since teacher abilities, understanding of and keenness to implement the ELL is perhaps the most crucial factor for its successful implementation, the teacher capacity building aspect needs more attention. The team feels it will be useful to re-iterate the aims of the program through the same. Apart from a refresher program of adequate duration, creating specific (district-wide) virtual forums for regular sharing of experiences, learnings and insights of teachers would provide for continuous professional development. These groups could be facilitated by 'expert/experienced' teachers to encourage peers to explore, experiment and learn in the implementation of the ELL.

On a related note, teachers shared that they would like more training on how to use digital resources and tools in teaching.

8. Moving Forward

From the team's field observations and data analysis it appears that several factors could be responsible for variations in students' performance, such as the context of the district (higher linguistic diversity in Kasargod), impact of the pandemic and school closures, mediums of instruction in the school, variations in exposure to the English language, etc. These may need to be taken into account while designing the midline and end-line studies for deeper insights. Since the students' performance generally has been high overall, it may be necessary to increase the difficulty level of questions for the subsequent student interactions. Tracking student data of intervention against control schools will be crucial, as well as varying the students selected.

Some parameters to be focused on in the midline and end-line research can include the pedagogical strategies for including the ELL in classroom teaching, the time required to complete the ELL program for a grade, evaluation and monitoring strategies designed by functionaries, and the management of Lab (strengthening and sustainability), among others. Mapping competencies with language skills, imagination and original thinking, analysing, organising ideas, critical thinking, editing and revising, decision making and problem-solving skills can also be explored. It would be useful to conduct an FGD to

interact with state officials and master trainers in order to discuss these themes before going proceeding with the design of the midline study.

9. Annexure

9.1 The detailed tables and charts providing school level information

https://tinyurl.com/KITE-ELL-Baseline-Annexure

9.2 KITE E-Language Lab Baseline Report tables Grade wise - Links to findings

https://tinyurl.com/Findings-Grade3
https://tinyurl.com/Findings-Grade5
https://tinyurl.com/Findings-Grade7

9.3 Link to download KITE ELL Student Interaction Tool (XERTE)

https://tinyurl.com/ELL-StudentInteractionTool-ZIP

9.4 Link to Student Interaction Tool with Rubric (PDF)

https://tinyurl.com/StudentInteractionTool

9.5 Link to Teacher Interaction Tool (PDF) :

https://tinyurl.com/TeacherInteractionTool

9.6. Link to ODK Export (raw) Data for grades 3, 5 and 7 :

https://tinyurl.com/ELLBaselineData

9.7. Link to Writing submission photos for grades 3, 5 and 7 across all three districts

https://tinyurl.com/ELLBaseline-WritingSubmissions

9.8. Link to Teacher Interaction Data :

https://tinyurl.com/TeacherInteractionData

9.9 Photos and videos from Baseline Study :

https://tinyurl.com/ELLBaseline-PhotosVideos

9.1 Annexure

Findings from Student Interactions for GRADE 3

Grade 3 – Part 1 – Listening Comprehension

Table 1.1: Listening across all three districts

Rubric	No. of students per level	%
Level 0 – Difficulty in understanding the story	14	8
Level 1 – Limited ability to listen for details	33	19
Level 2 – Able to retain some details of the story	45	26
Level 3 – Able to retain a majority or all the details	81	47
Total Result	173	

Chart 1.1: Listening across all three districts
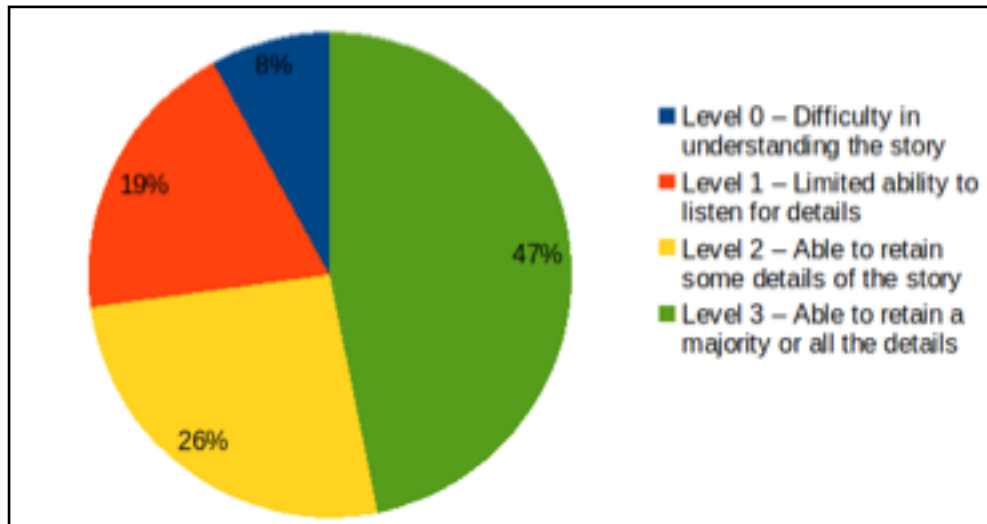
Table 1.2: Listening (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Difficulty in understanding the story	18%	2%	5%
Level 1 – Limited ability to listen for details	21%	16%	20%
Level 2 – Able to retain some details of the story	21%	20%	37%
Level 3 – Able to retain a majority or all the details	40%	63%	38%

Chart 1.2: Listening (district-wise)
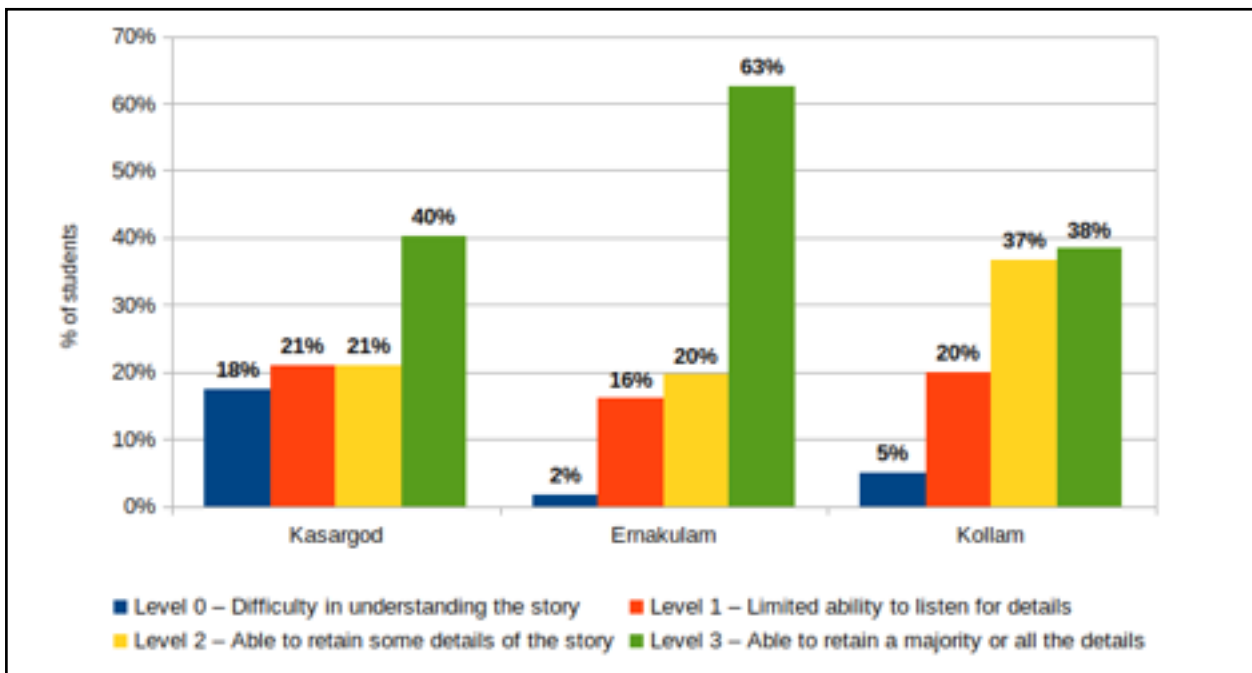
Table 1.3: Listening across schools in district Kasargod

Schools	Level 0 – Difficulty in understanding the story	Level 1 – Limited ability to listen for details	Level 2 – Able to retain some details of the story	Level 3 – Able to retain a majority or all the details
S2	40%	0%	20%	40%
S3	33%	33%	17%	17%
S4	0%	0%	20%	80%
S5	0%	0%	20%	80%
S6	40%	20%	40%	0%
S7	0%	20%	0%	80%
S8	60%	0%	0%	40%
S9	0%	20%	20%	60%
S10	0%	20%	20%	60%
C1	0%	67%	33%	0%
C2	20%	40%	40%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 1.4: Listening across schools in district Ernakulam

Schools	Level 0 – Difficulty in understanding the story	Level 1 – Limited ability to listen for details	Level 2 – Able to retain some details of the story	Level 3 – Able to retain a majority or all the details
S2	0%	0%	17%	83%
S3	0%	0%	0%	100%
S4	0%	0%	0%	100%
S5	0%	25%	0%	75%
S6	0%	40%	20%	40%
S7	0%	0%	20%	80%
S8	0%	20%	20%	60%
S9	0%	0%	80%	20%
S10	0%	20%	20%	60%
C1	0%	17%	17%	67%
C2	20%	60%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 1.5: Listening across schools in district Kollam

Schools	Level 0 – Difficulty in understanding the story	Level 1 – Limited ability to listen for details	Level 2 – Able to retain some details of the	Level 3 – Able to retain a majority or all the details
S2	0%	0%	60%	40%
S3	20%	40%	20%	20%
S4	0%	0%	0%	100%
S5	0%	20%	40%	40%
S6	0%	20%	40%	40%
S7	0%	20%	40%	40%
S8	0%	0%	40%	60%
S9	0%	33%	56%	11%
S10	0%	0%	20%	80%
C1	33%	33%	33%	0%
C2	0%	40%	40%	20%

Here S1 is a school without a lower primary wing (Grade 3)

Grade 3 – Part 2 – Reading

Table 2.1: Reading across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to read any of the words provided	17	10
Level 1 – Reads less than 5 words	25	14
Level 2 – Reads 5-8 words	15	9
Level 3 – Reads individual words but struggling to read sentences	37	21
Level 4 – Reads the full story with few mistakes or reads it very slowly	55	32
Level 5 – Reads the text fluently without any hesitation and mistakes	24	14
Total Result	173	

Chart 2.1: Reading across all three districts
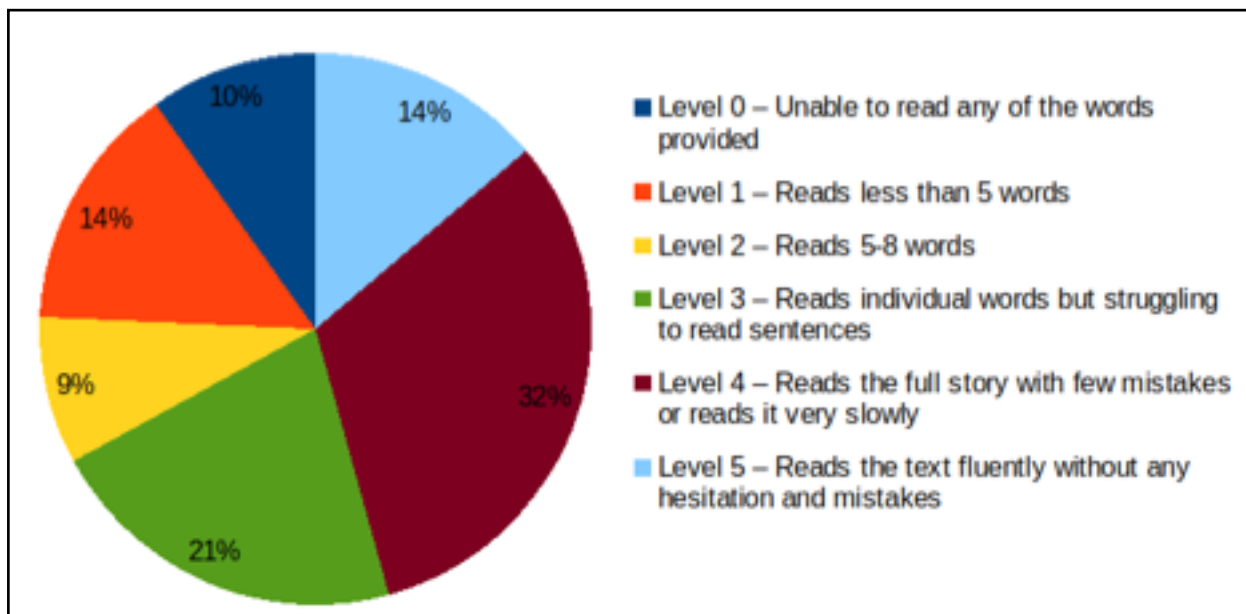
Pie chart legend:
- Level 0 – Unable to read any of the words provided
- Level 1 – Reads less than 5 words
- Level 2 – Reads 5-8 words
- Level 3 – Reads individual words but struggling to read sentences
- Level 4 – Reads the full story with few mistakes or reads it very slowly
- Level 5 – Reads the text fluently without any hesitation and mistakes

Pie values: 10%, 14%, 14%, 9%, 21%, 32%

Table 2.2: Reading (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to read any of the words provided	18%	7%	5%
Level 1 – Reads less than 5 words	18%	13%	13%
Level 2 – Reads 5-8 words	11%	4%	12%
Level 3 – Reads individual words but struggles to read sentences	25%	16%	23%
Level 4 – Reads story with few mistakes or reads it very slowly	21%	39%	35%
Level 5 – Reads story fluently without any hesitation and mistakes	9%	21%	12%

Chart 2.2: Reading (district-wise)
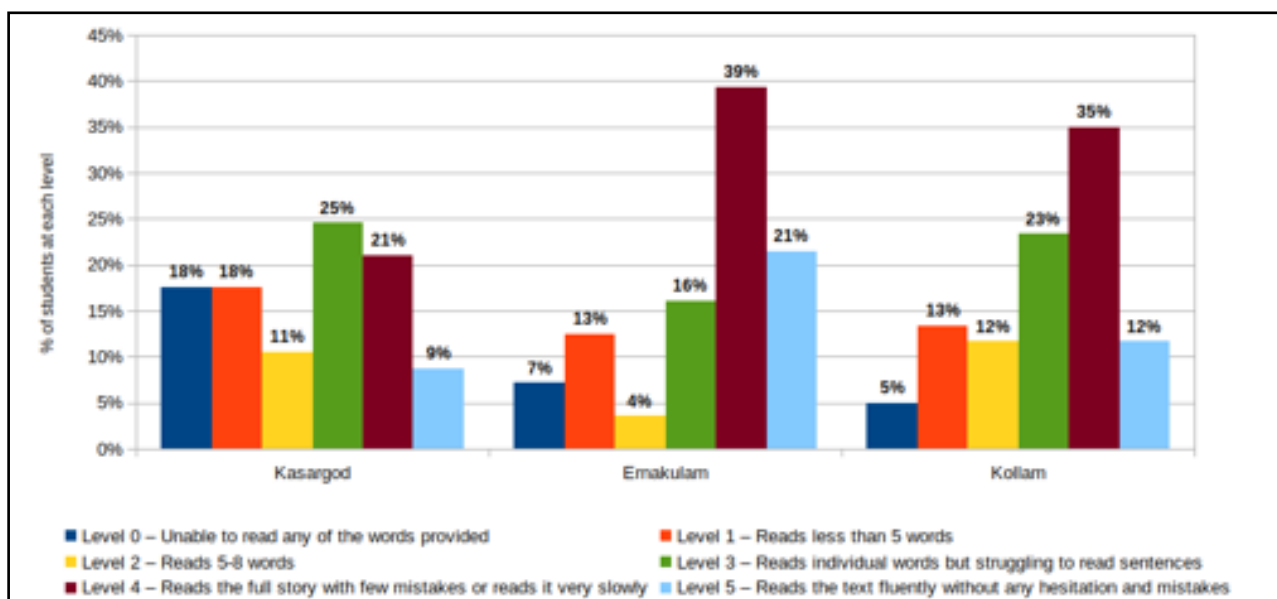
Table 2.3: Reading across schools in district Kasargod

Schools	Level 0 – Unable to read any of the words provided	Level 1 – Reads less than 5 words	Level 2 – Reads 5-8 words	Level 3 – Reads individual words but struggle with sentences	Level 4 – Reads the full story with few mistakes/ reads it very slowly	Level 5 – Reads the text fluently without any hesitation and mistakes
S2	20%	20%	20%	0%	40%	0%
S3	33%	0%	0%	33%	17%	17%
S4	0%	0%	20%	80%	0%	0%
S5	60%	0%	0%	0%	20%	20%
S6	0%	20%	0%	40%	20%	20%
S7	0%	0%	0%	20%	60%	20%
S8	40%	40%	0%	0%	20%	0%
S9	20%	20%	0%	40%	20%	0%
S10	20%	0%	20%	40%	20%	0%
C1	0%	33%	33%	0%	17%	17%
C2	0%	60%	20%	20%	0%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 2.4: Reading across schools in district Ernakulam

Schools	Level 0 – Unable to read any of the words provided	Level 1 – Reads less than 5 words	Level 2 – Reads 5-8 words	Level 3 – Reads individual words but struggles to read	Level 4 – Reads story with few mistakes or reads it	Level 5 – Reads story fluently without any
S2	17%	0%	0%	33%	50%	0%
S3	0%	0%	0%	0%	40%	60%
S4	0%	0%	20%	20%	0%	60%
S5	0%	0%	0%	25%	0%	75%
S6	0%	0%	0%	20%	60%	20%
S7	0%	40%	0%	20%	20%	20%
S8	0%	0%	0%	0%	80%	20%
S9	20%	20%	0%	20%	40%	0%
S10	20%	20%	0%	20%	40%	0%
C1	0%	0%	17%	0%	83%	0%
C2	20%	60%	0%	20%	0%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 2.5: Reading across schools in district Kollam

Schools	Level 0 – Unable to read any of the words provided	Level 1 – Reads less than 5 words	Level 2 – Reads 5-8 words	Level 3 – Reads individual words but struggles to read	Level 4 – Reads story with few mistakes or reads	Level 5 – Reads story fluently without any
S2	0%	20%	20%	0%	40%	20%
S3	0%	40%	0%	40%	20%	0%
S4	0%	20%	20%	40%	0%	20%
S5	0%	40%	0%	20%	40%	0%
S6	0%	0%	60%	20%	20%	0%
S7	20%	20%	0%	20%	40%	0%
S8	0%	0%	20%	20%	40%	20%
S9	0%	0%	11%	22%	56%	11%
S10	0%	0%	0%	0%	40%	60%
C1	33%	17%	0%	33%	17%	0%

| C2 | 0% | 0% | 0% | 40% | 60% | 0% |

Here S1 is a school without a lower primary wing (Grade 3)

Grade 3 – Part 3 – Speaking

Table 3.1: Speaking across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to speak about the picture even with prompts	14	8
Level 1 – Talks about the picture in mother tongue only, even with prompts	28	16
Level 2 – Answers 2-4 of the sentences in English	73	42
Level 3 – Describes the pictures in words or phrases unprompted	43	25
Level 4 – Describes the picture in simple sentences	15	9
Total Result	173	

Chart 3.1: Speaking across all three districts
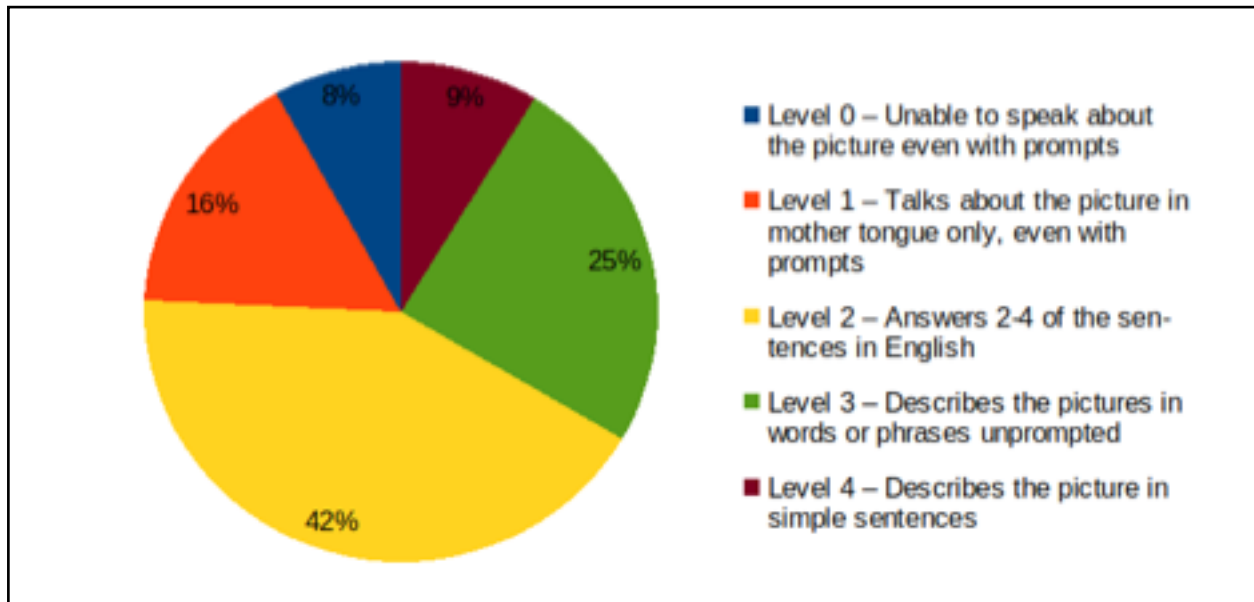
Table 3.2: Speaking (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to speak about the picture even with prompts	19%	4%	2%
Level 1 – Talks about the picture in mother tongue only, even with prompts	12%	16%	20%
Level 2 – Answers 2-4 of the sentences in English	49%	29%	48%
Level 3 – Describes the pictures in words or phrases unprompted	16%	30%	28%
Level 4 – Describes the picture in simple sentences	4%	21%	2%

Chart 3.2: Speaking (district-wise)
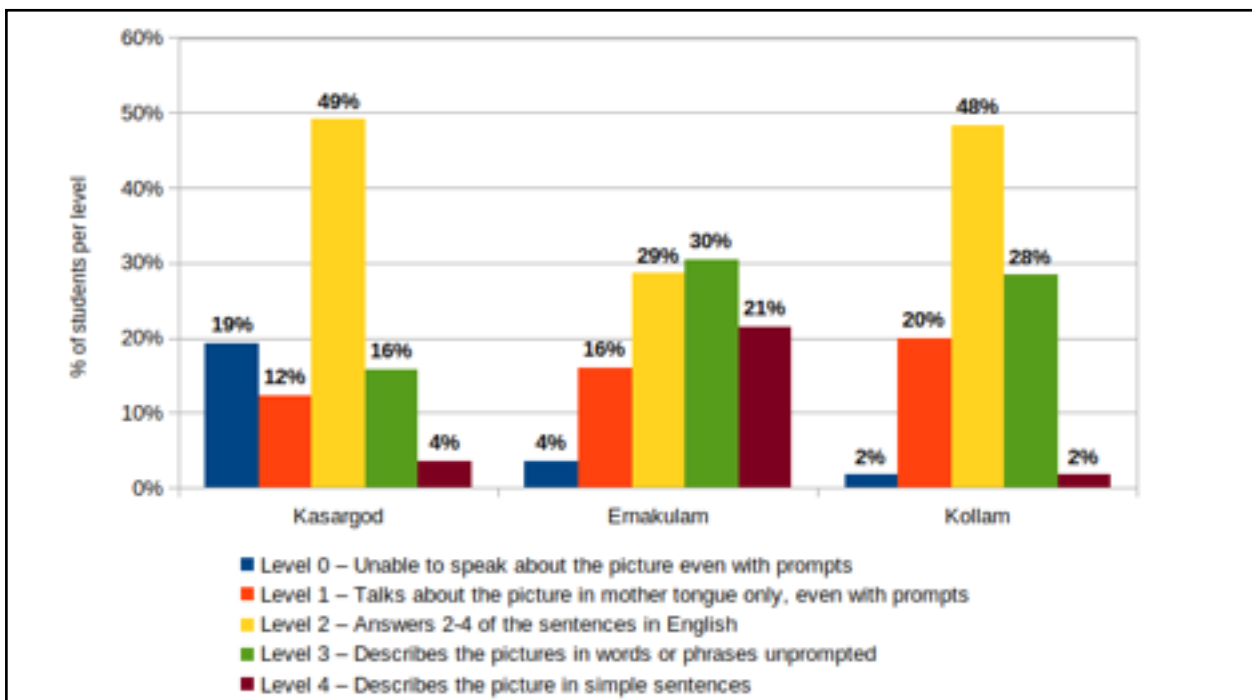
Table 3.3: Speaking across schools in district Kasargod

Schools	Level 0 – Unable to speak about the picture even with	Level 1 – Talks about the picture in mother tongue only,	Level 2 – Answers 2-4 of the sentences in English	Level 3 – Describes the pictures in words or phrases	Level 4 – Describes the picture in simple
S2	0%	0%	100%	0%	0%
S3	33%	17%	33%	0%	17%
S4	0%	0%	60%	40%	0%
S5	60%	20%	0%	20%	0%
S6	20%	20%	20%	40%	0%
S7	0%	0%	60%	20%	20%
S8	60%	0%	40%	0%	0%
S9	20%	40%	40%	0%	0%
S10	0%	20%	80%	0%	0%
C1	0%	17%	50%	33%	0%
C2	20%	0%	60%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 3.4: Speaking across schools in district Ernakulam

Schools	Level 0 – Unable to speak about the picture even with prompts	Level 1 – Talks about the picture in mother tongue only, even with prompts	Level 2 – Answers 2-4 of the sentences in English	Level 3 – Describes the pictures in words or phrases unprompted	Level 4 – Describes the picture in simple sentence
S2	0%	17%	33%	33%	17%
S3	0%	0%	0%	40%	60%
S4	0%	0%	0%	40%	60%
S5	0%	25%	0%	25%	50%
S6	0%	20%	40%	20%	20%
S7	0%	40%	40%	0%	20%
S8	0%	20%	60%	20%	0%
S9	0%	20%	80%	0%	0%

S10	0%	0%	40%	40%	20%
C1	0%	0%	0%	100%	0%
C2	40%	40%	20%	0%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 3.5: Speaking across schools in district Kollam

Schools	Level 0 – Unable to speak about the picture even with prompts	Level 1 – Talks about the picture in mother tongue only, even with	Level 2 – Answers 2-4 of the sentences in English	Level 3 – Describes the pictures in words or phrases unprompted	Level 4 – Describes the picture in
S2	0%	20%	20%	60%	0%
S3	0%	60%	40%	0%	0%
S4	0%	20%	60%	20%	0%
S5	0%	40%	0%	60%	0%
S6	0%	20%	60%	20%	0%
S7	20%	20%	40%	20%	0%
S8	0%	20%	60%	20%	0%
S9	0%	0%	78%	11%	11%
S10	0%	0%	0%	100%	0%
C1	0%	17%	83%	0%	0%
C2	0%	20%	60%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Grade 3 – Part 4 – Writing

Table 4.1: Writing across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to draw or write	6	3
Level 1 – Draws, but does not write anything	27	16
Level 2 – Draws & writes some letters or words;	41	24
Level 3 – Draws & writes words or phrases not relevant to context	16	9
Level 4 – Draws & writes words or phrases or sentence fragments relevant to contexts or phrases not relevant to context	51	29
Level 5 – Draws & writes contextually relevant 1-4 simple sentences	32	18
Total Result	**173**	

Chart 4.1: Writing across all three districts
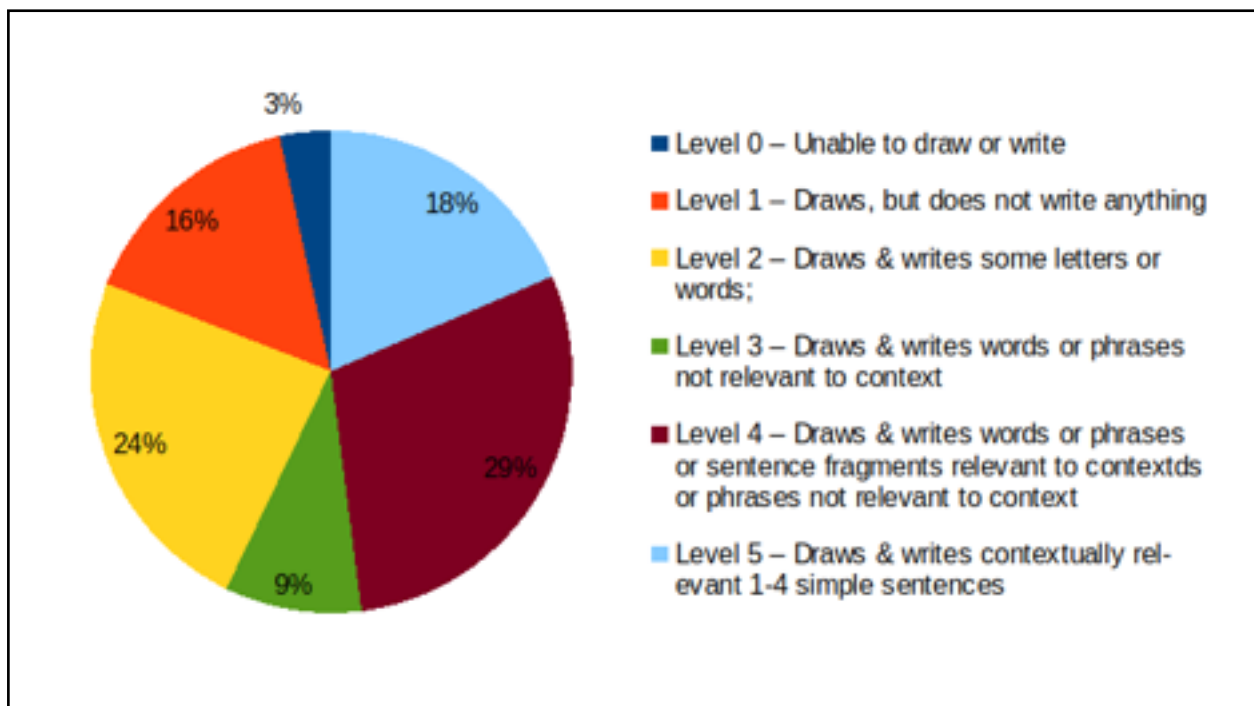
Table 4.2: Writing (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to draw or write	7%	2%	2%
Level 1 – Draws, but does not write anything	26%	11%	10%
Level 2 – Draws & writes some letters or words;	39%	16%	17%
Level 3 – Draws & writes words or phrases not relevant to context	2%	2%	23%
Level 4 – Draws & writes words or phrases or sentence fragments relevant to contexts	21%	29%	38%
Level 5 – Draws & writes contextually relevant 1-4 simple sentences	5%	41%	10%

Chart 4.2: Writing (district-wise)
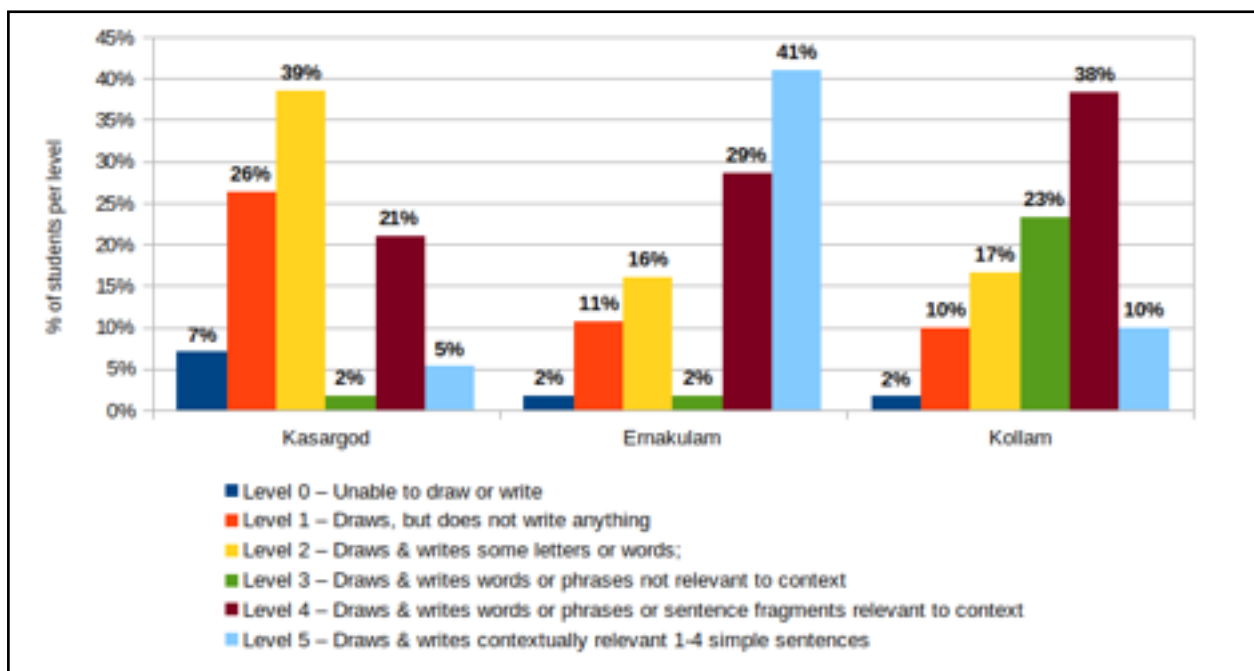
Table 4.3: Writing across schools in district Kasargod

Schools	Level 0 – Unable to draw or write	Level 1 – Draws, but does not write anything	Level 2 – Draws & writes some letters or	Level 3 – Draws & writes words or phrases not relevant to	Level 4 – Draws & writes words or phrases or sentence fragments	Level 5 – Draws & writes contextually relevant 1-4 simple
S2	0%	0%	80%	0%	20%	0%
S3	0%	50%	17%	0%	17%	17%
S4	0%	0%	80%	0%	20%	0%
S5	20%	60%	0%	0%	20%	0%
S6	20%	0%	60%	0%	20%	0%
S7	0%	20%	40%	0%	0%	40%
S8	20%	40%	20%	0%	20%	0%
S9	0%	40%	20%	0%	40%	0%
S10	0%	20%	60%	0%	20%	0%
C1	17%	17%	17%	17%	33%	0%
C2	0%	40%	40%	0%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 4.4: Writing across schools in district Ernakulam

Schools	Level 0 – Unable to draw or write	Level 1 – Draws, but does not write anything	Level 2 – Draws & writes some letters or words;	Level 3 – Draws & writes words or phrases not relevant	Level 4 – Draws & writes words or phrases or sentence fragments	Level 5 – Draws & writes contextually relevant 1-4 simple
S2	0%	0%	0%	0%	17%	83%
S3	0%	0%	0%	0%	40%	60%
S4	0%	0%	0%	0%	60%	40%
S5	0%	25%	0%	0%	25%	50%
S6	0%	0%	20%	0%	60%	20%

S7	0%	60%	20%	0%	0%	20%
S8	0%	20%	0%	20%	40%	20%
S9	0%	20%	20%	0%	60%	0%
S10	0%	0%	40%	0%	0%	60%
C1	0%	0%	0%	0%	17%	83%
C2	20%	0%	80%	0%	0%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 4.5: Writing across schools in district Kollam

Schools	Level 0 – Unable to draw or write	Level 1 – Draws, but does not write anything	Level 2 – Draws & writes some letters or words;	Level 3 – Draws & writes words or phrases not relevant to context	Level 4 – Draws & writes words/ phrases or sentence fragments relevant to context	Level 5 – Draws & writes contextually relevant 1-4 simple sentences
S2	0%	20%	0%	20%	40%	20%
S3	0%	0%	40%	40%	20%	0%
S4	0%	20%	40%	0%	40%	0%
S5	0%	0%	40%	40%	20%	0%
S6	0%	0%	0%	20%	80%	0%
S7	20%	20%	0%	0%	40%	20%
S8	0%	0%	20%	60%	20%	0%
S9	0%	0%	11%	44%	11%	33%
S10	0%	0%	0%	20%	60%	20%
C1	0%	50%	0%	0%	50%	0%
C2	0%	0%	40%	0%	60%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Grade 3 – Part 5 – Ability to Follow Instructions

Table 5.1: Ability to follow instructions across all three districts

Rubric	No. of students per level	%
Level 0 – Did not understand instructions even in mother tongue	6	4
Level 1 - Understood instructions in mother tongue but not in English	17	10
Level 2 – Did not understand instructions in English; responded only in mother tongue	22	13
Level 3 – Understood some instructions in English, responded using few words or phrases in English	68	39
Level 4 - Understood most instructions in English, responded using few words or phrases in English	40	23
Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English	20	12
Total Result	173	

Chart 5.1: Ability to follow instructions across all three districts
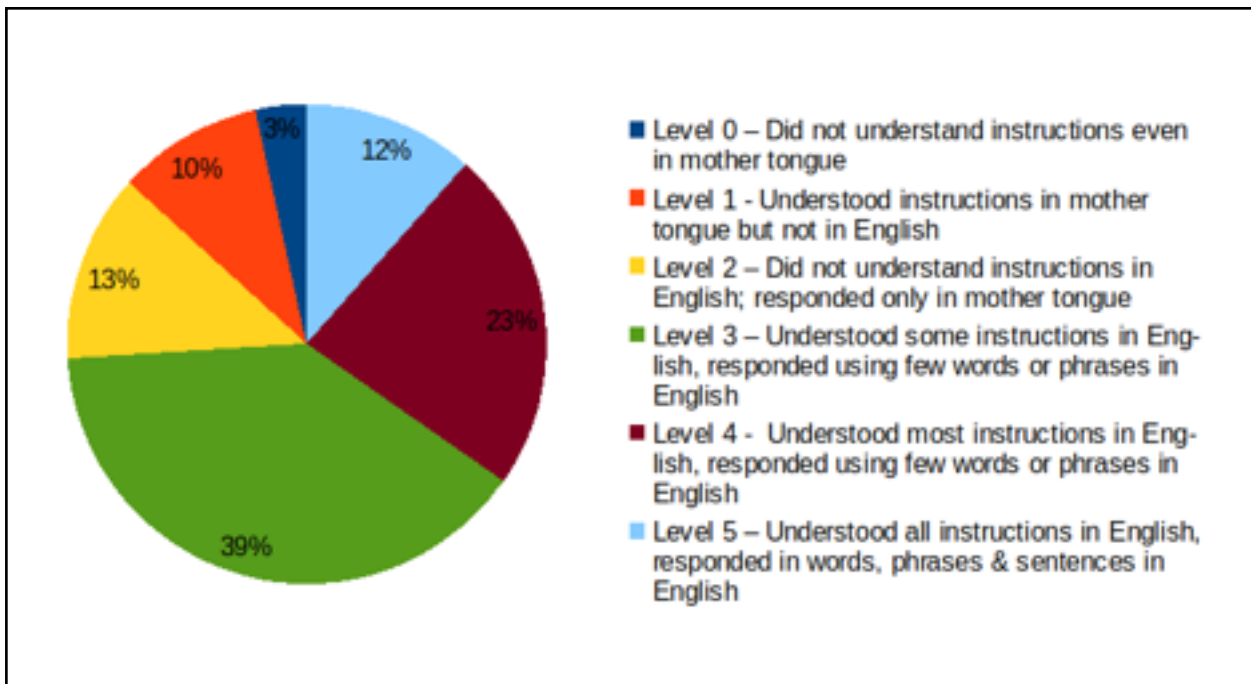
Table 5.2: Ability to follow instructions (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Did not understand instructions even in mother tongue	7%	4%	0%
Level 1 - Understood instructions in mother tongue but not in English	23%	2%	5%
Level 2 – Did not understand instructions in English; responded only in mother tongue	16%	9%	13%
Level 3 – Understood some instructions in English, responded using few words or phrases in English	39%	32%	47%
Level 4 - Understood most instructions in English responded using few words or phrases in English	16%	21%	32%
Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English	0%	32%	3%

Chart 5.2: Ability to follow instructions (district-wise)
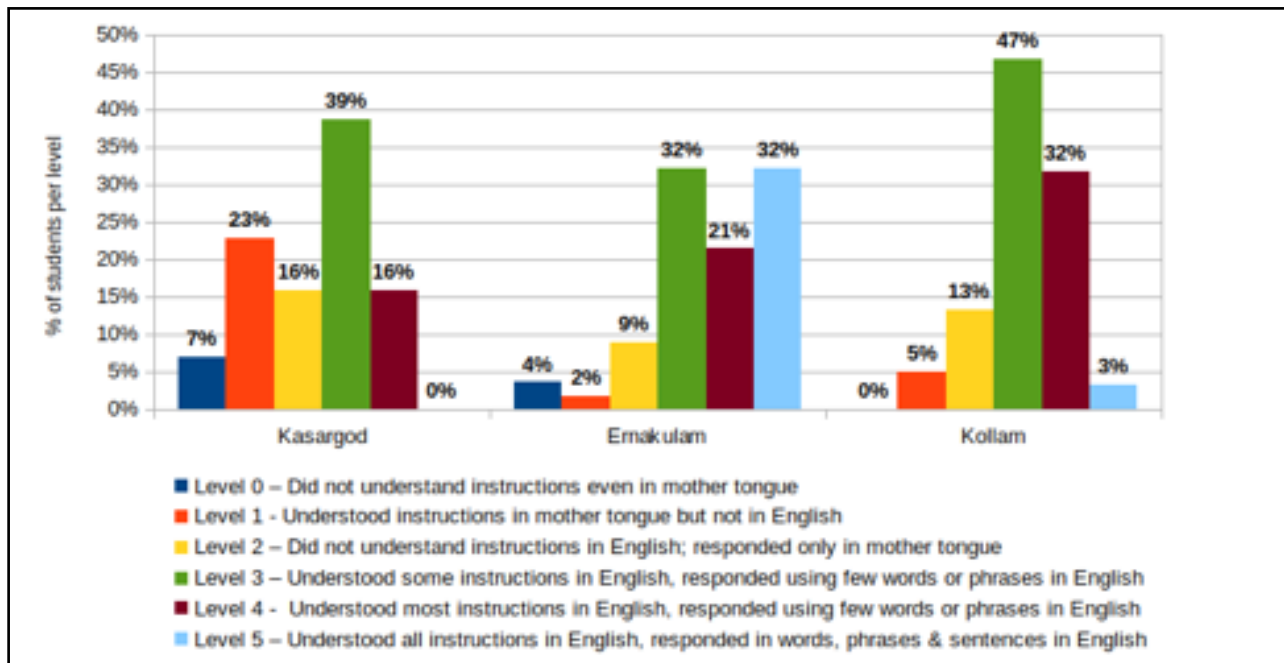
Table 5.3: Ability to follow instructions across schools in district Kasargod

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother	Level 3 – Understood some instructions in English, responded using few words or phrases in	Level 4 - Understood most instructions in English, responded using few words or	Level 5 – Understood all instructions in English, responded in words, phrases
S2	0%	20%	40%	40%	0%	0%
S3	0%	50%	0%	33%	17%	0%
S4	0%	0%	0%	40%	60%	0%
S5	20%	40%	0%	20%	20%	0%
S6	0%	20%	20%	40%	20%	0%
S7	0%	0%	20%	40%	40%	0%
S8	40%	20%	0%	40%	0%	0%
S9	0%	20%	20%	60%	0%	0%
S10	0%	0%	20%	80%	0%	0%
C1	0%	17%	50%	33%	0%	0%
C2	20%	60%	0%	0%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 5.4: Ability to follow instructions across schools in district Ernakulam

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother	Level 3 – Understood some instructions in English, responded using few words or phrases in	Level 4 - Understood most instructions in English, responded using few words or phrases in	Level 5 – Understood all instructions in English, responded in words, phrases
S2	0%	0%	17%	17%	33%	33%
S3	0%	0%	0%	0%	0%	100%
S4	0%	0%	0%	0%	20%	80%

S5	0%	25%	0%	0%	25%	50%
S6	0%	0%	20%	40%	20%	20%
S7	0%	0%	0%	60%	40%	0%
S8	0%	0%	0%	40%	40%	20%
S9	0%	0%	0%	80%	20%	0%
S10	0%	0%	20%	20%	0%	60%
C1	0%	0%	17%	50%	33%	0%
C2	40%	0%	20%	40%	0%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Table 5.5: Ability to follow instructions across schools in district Kollam

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother tongue	Level 3 – Understood some instructions in English, responded using few words or phrases	Level 4 - Understood most instructions in English, responded using few words or phrases in English	Level 5 – Understood all instructions in English, responded in words, phrases &
S2	0%	0%	0%	60%	40%	0%
S3	0%	20%	20%	60%	0%	0%
S4	0%	0%	0%	60%	40%	0%
S5	0%	0%	20%	60%	20%	0%
S6	0%	0%	20%	20%	60%	0%
S7	0%	20%	20%	40%	20%	0%
S8	0%	0%	0%	60%	40%	0%
S9	0%	0%	33%	33%	33%	0%
S10	0%	0%	0%	0%	60%	40%
C1	0%	17%	17%	50%	17%	0%
C2	0%	0%	0%	80%	20%	0%

Here S1 is a school without a lower primary wing (Grade 3)

Findings from Student Interactions for GRADE 5

Grade 5 – Part 1 – Listening-Speaking

Table 1.1: Listening & Speaking across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to understand audio or respond in mother tongue	4	2
Level 1 - Understands some vocabulary or details, speaks mostly in mother tongue	50	27
Level 2 - Understands and follows discourse, speaks few words/ phrases in English	57	31
Level 3 - Follows the discourse, speaks few phrases/ sentences in English	55	30
Level 4 - Tells a lot of details relevant to the discourse in English	18	10
Total Result	**184**	

Chart 1.1: Listening & Speaking across all three districts
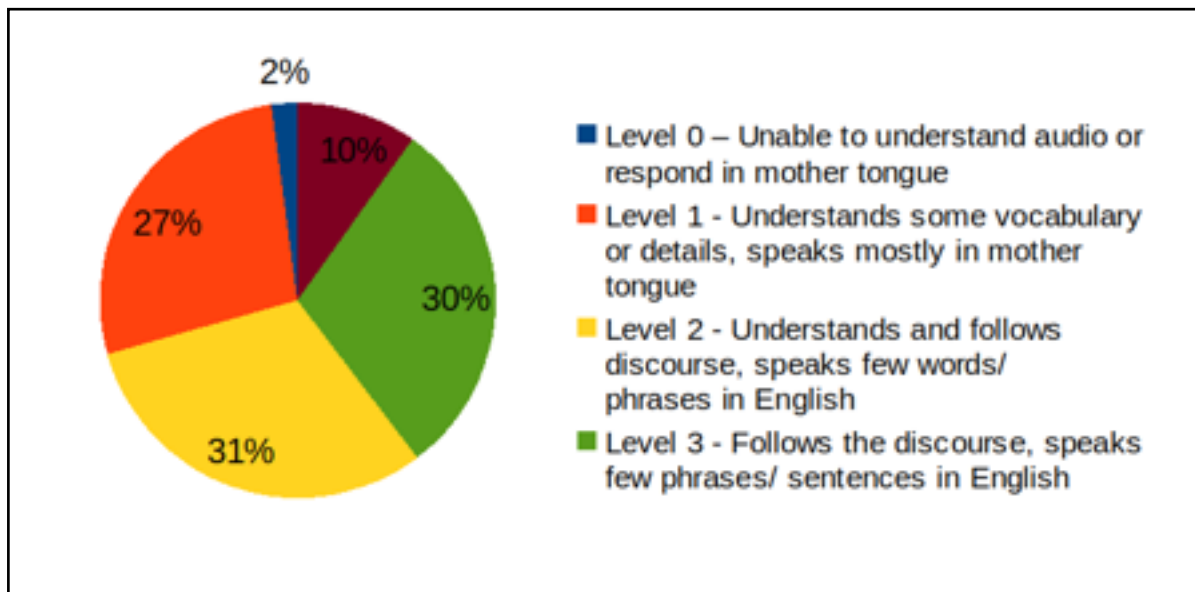
Table 1.2: Listening & Speaking (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Difficulty in understanding the story/ audio	3%	0%	3%
Level 1 – Limited ability to listen for details	42%	11%	31%
Level 2 – Able to retain some details of the story, responds in few words or phrases	37%	27%	29%
Level 3 – Able to retain a majority or all the details, responds in few words, phrases or fragments of sentences	12%	44%	32%
Level 4 - Tells a lot of details relevant to the discourse in English, responds in phrases or simple sentences	5%	18%	5%

Chart 1.2: Listening & Speaking (district-wise)

Table 1.3: Listening & Speaking across schools in district Kasargod

School	Level 0 – Unable to understand audio or respond in mother tongue	Level 1 - Understands some vocabulary or details, speaks mostly in mother...	Level 2 - Understands and follows discourse, speaks few words/ phrases in English...	Level 3 - Follows the discourse, speaks few phrases/ sentences in English	Level 4 - Tells a lot of details relevant to the discourse in English
S1	0%	83%	17%	0%	0%
S2	0%	0%	80%	20%	0%
S3	0%	25%	75%	0%	0%
S4	0%	40%	40%	0%	20%
S5	0%	40%	40%	20%	0%
S6	0%	40%	20%	40%	0%
S7	0%	0%	40%	20%	40%
S8	0%	60%	20%	20%	0%
S9	0%	80%	20%	0%	0%
S10	25%	25%	25%	25%	0%
C1	0%	20%	80%	0%	0%
C2	20%	80%	0%	0%	0%

Table 1.4: Listening & Speaking across schools in district Ernakulam

School	Level 0 – Unable to understand audio or respond in mother tongue	Level 1 - Understands some vocabulary or details, speaks mostly in mother tongue	Level 2 - Understands and follows discourse speaks few words/ phrases in English	Level 3 - Follows the discourse, speaks few phrases/ sentences in English	Level 4 - Tells a lot of details relevant to the discourse in English
S1	0%	0%	20%	40%	40%
S2	0%	0%	20%	60%	20%
S3	0%	0%	0%	80%	20%
S4	0%	0%	0%	0%	100%
S5	0%	20%	40%	20%	20%
S6	0%	0%	40%	60%	0%
S7	0%	60%	40%	0%	0%

School					
S8	0%	33%	67%	0%	0%
S9	0%	0%	20%	80%	0%
S10	0%	0%	40%	40%	20%
C1	0%	0%	20%	80%	0%
C2	0%	20%	40%	40%	0%

Table 1.5: Listening & Speaking across schools in district Kollam

School	Level 0 – Unable to understand audio or respond in mother tongue	Level 1 - Understands some vocabulary or details, speaks mostly in mother...	Level 2 - Understands and follows discourse, speaks few words/ phrases in English...	Level 3 - Follows the discourse, speaks few phrases/ sentences in English	Level 4 - Tells a lot of details relevant to the discourse in English...
S1	20%	60%	0%	20%	0%
S2	0%	40%	40%	20%	0%
S3	0%	80%	20%	0%	0%
S4	0%	0%	0%	60%	40%
S5	0%	0%	100%	0%	0%
S6	0%	20%	0%	60%	20%
S7	20%	20%	40%	20%	0%
S8	0%	0%	0%	100%	0%
S9	0%	0%	33%	67%	0%
S10	0%	60%	20%	20%	0%
C1	0%	40%	60%	0%	0%
C2	0%	33%	33%	33%	0%

Grade 5 – Part 2 – Creative Expression

Table 2.1: Ability for Creative Expression across all three districts

Rubric	No. of students per level	%
Level 0 - Unable to speak about the topic in English	16	9
Level 1 - Uses few words and thoughts with prompts from facilitator	62	34
Level 2 - Some reference to sequence of events, dialogues or characterisation	40	22
Level 3 - 3-4 distinct uses of sequence of events, dialogues or characterisation	53	29
Level 4 - Uses proper sequence of ideas, events, dialogues or characterisation	13	7
Total Result	184	

Chart 2.1: Ability for Creative Expression across all three districts
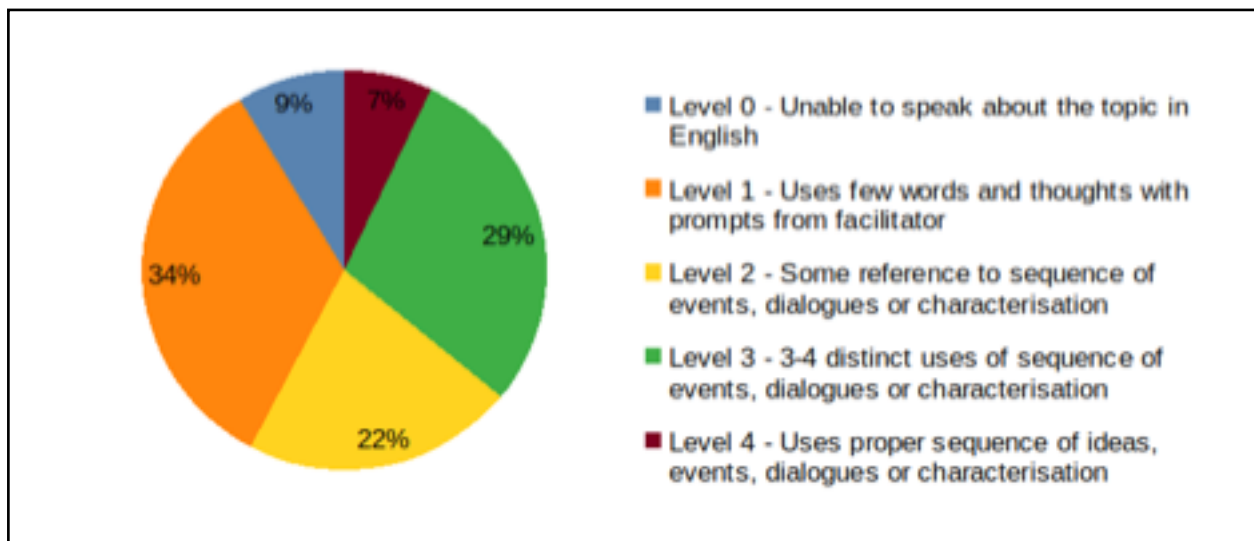
Table 2.2: Ability for Creative expression (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 - Unable to speak about the topic in English	12%	5%	10%
Level 1 - Uses few words and thoughts with prompts from facilitator	49%	18%	36%
Level 2 - Some reference to sequence of events, dialogues or characterisation	19%	24%	22%
Level 3 - 3-4 distinct uses of sequence of events, dialogues or characterisation	17%	41%	27%
Level 4 - Uses proper sequencing of ideas, vivid descriptions of events, setting, dialogues or characterisation	3%	12%	5%

Chart 2.2: Ability for creative expression (district-wise)
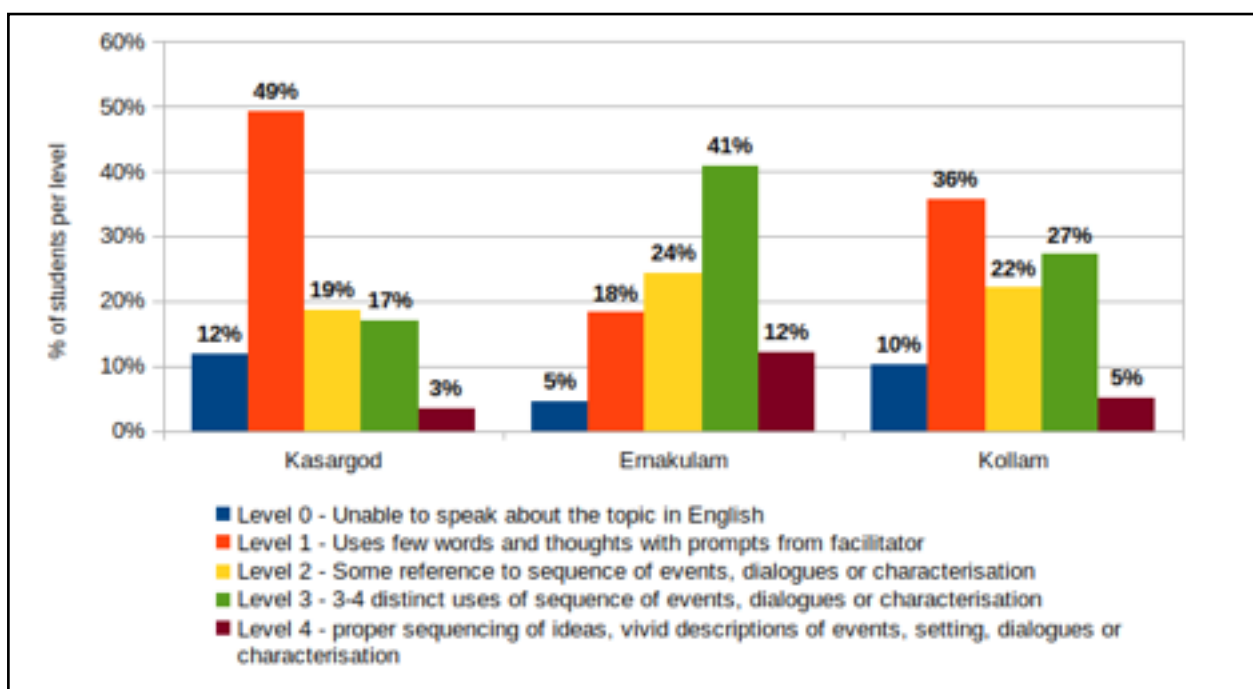
Table 2.3: Ability for Creative Expression across schools in district Kasargod

Schools	Level 0 - Unable to speak about the topic in English	Level 1 - Uses few words and thoughts with	Level 2 - Some reference to sequence of events, dialogues or	Level 3 - 3-4 distinct uses of sequence of events, dialogues or	Level 4 - Uses proper sequence of ideas, events,
S1	33%	67%	0%	0%	0%
S2	0%	20%	40%	40%	0%
S3	0%	75%	25%	0%	0%
S4	0%	80%	0%	20%	0%
S5	0%	60%	20%	20%	0%
S6	20%	20%	20%	40%	0%
S7	0%	0%	40%	40%	20%
S8	20%	60%	0%	0%	20%
S9	60%	40%	0%	0%	0%
S10	0%	75%	0%	25%	0%
C1	0%	0%	80%	20%	0%
C2	0%	100%	0%	0%	0%

Table 2.4: Ability for Creative Expression across schools in district Ernakulam

Schools	Level 0 - Unable to speak about the topic in English	Level 1 - Uses few words and thoughts with	Level 2 - Some reference to sequence of events,	Level 3 - 3-4 distinct uses of sequence of events, dialogues or	Level 4 - Uses proper sequence of ideas, events,
S1	0%	0%	40%	20%	40%
S2	0%	0%	60%	40%	0%
S3	0%	0%	0%	80%	20%
S4	0%	0%	0%	40%	60%
S5	0%	20%	20%	60%	0%
S6	0%	0%	40%	60%	0%
S7	40%	40%	0%	20%	0%
S8	17%	50%	33%	0%	0%
S9	0%	40%	20%	40%	0%

S10	0%	0%	60%	20%	20%
C1	0%	0%	40%	60%	0%
C2	0%	80%	0%	20%	0%

Table 2.5: Ability for Creative Expression across schools in district Kollam

Schools	Level 0 - Unable to speak about the topic in English	Level 1 - Uses few words and thoughts with prompts from facilitator	Level 2 - Some reference to sequence of events, dialogues or characterizati...	Level 3 - 3-4 distinct uses of sequence of events, dialogues or characterize...	Level 4 - Uses proper sequence of ideas, events, dialogues or characterize...
S1	20%	60%	0%	20%	0%
S2	0%	40%	20%	40%	0%
S3	40%	40%	20%	0%	0%
S4	0%	0%	20%	40%	40%
S5	0%	20%	40%	40%	0%
S6	0%	20%	60%	0%	20%
S7	40%	0%	20%	40%	0%
S8	0%	0%	20%	80%	0%
S9	0%	67%	0%	33%	0%
S10	20%	40%	20%	20%	0%
C1	0%	100%	0%	0%	0%
C2	0%	50%	33%	17%	0%

Grade 5 – Part 3 – Reading Images

Table 3.1: Ability to Read Images across all three districts

Rubric	No. of students per level	%
Level 0 - Unable to read and find out details from image	3	2
Level 1 - Able to describe image but only in mother tongue	24	13

Level 2 - Able describe the image using a few words in English	70	38
Level 3 - Able to decode meaning/ theme & describe some details	43	23
Level 4 - Able to decode meaning & describe details using phrases/ sentences	21	11
Level 5 -Able to decode the meaning & describe multiple details	23	13
Total Result	184	

Chart 3.1: Ability to Read Images across all three districts

Table 3.2: Ability to Read Images (district-wise)
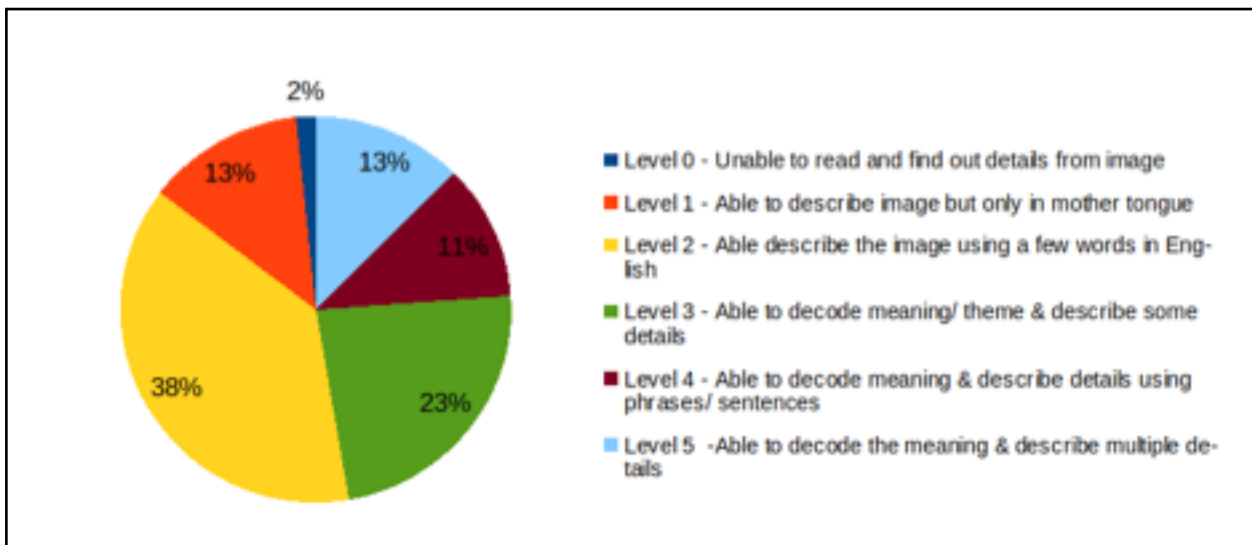
Rubric	Kasargod	Ernakulam	Kollam
Level 0 - Unable to read and find out details from image	3%	0%	2%
Level 1 - Able to describe image but only in mother tongue	24%	6%	10%
Level 2 - Able describe the image using a few words in English	44%	27%	44%
Level 3 - Able to decode meaning/ theme & describe some details	12%	24%	34%
Level 4 - Able to decode meaning & describe details using phrases/ sentences	7%	21%	5%
Level 5 -Able to decode the meaning & describe multiple details	10%	21%	5%

Chart 3.2: Ability to Read Images (district-wise)
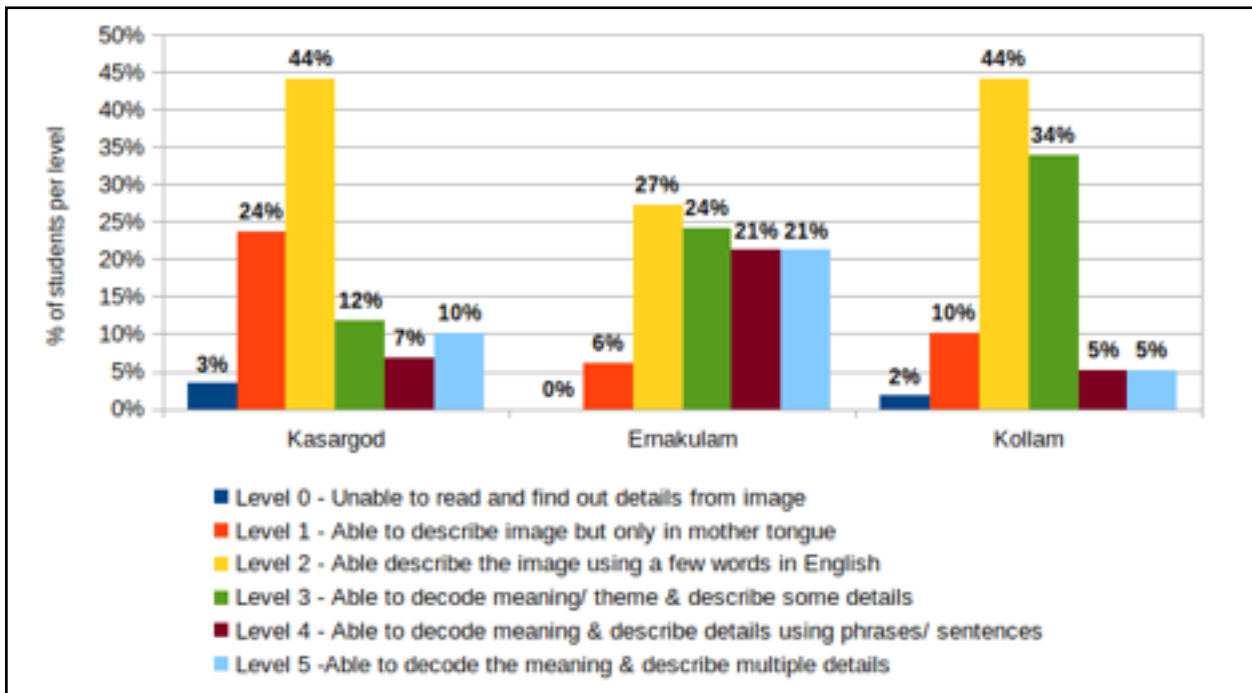
Table 3.3: Ability to Read Images across schools in district Kasargod

Schools	Level 0 - Unable to read and find out details from image	Level 1 - Able to describe image but only in mother tongue	Level 2 - Able describe the image using a few words in English	Level 3 - Able to decode meaning/ theme & describe some details	Level 4 - Able to decode meaning & describe details using phrases/ sentences	Level 5 -Able to decode the meaning & describe multiple details
S1	0%	17%	83%	0%	0%	0%
S2	0%	0%	40%	40%	20%	0%
S3	0%	25%	25%	50%	0%	0%
S4	0%	40%	20%	0%	20%	20%
S5	0%	0%	60%	20%	0%	20%
S6	40%	0%	40%	20%	0%	0%
S7	0%	0%	20%	20%	20%	40%
S8	0%	80%	0%	0%	0%	20%
S9	0%	60%	40%	0%	0%	0%
S10	0%	0%	50%	0%	25%	25%
C1	0%	40%	60%	0%	0%	0%
C2	0%	20%	80%	0%	0%	0%

Table 3.4: Ability to Read Images across schools in district Ernakulam

Schools	Level 0 - Unable to read and find out details from image	Level 1 - Able to describe image but ...	Level 2 - Able describe the image using a few ...	Level 3 - Able to decode meaning/ theme & describe some ...	Level 4 - Able to decode meaning & describe details ...	Level 5 - Able to decode the meaning & describe ...
S1	0%	0%	0%	20%	60%	20%
S2	0%	0%	0%	20%	40%	40%
S3	0%	0%	0%	20%	50%	30%
S4	0%	0%	0%	0%	0%	100%
S5	0%	0%	20%	40%	20%	20%
S6	0%	0%	40%	40%	20%	0%
S7	0%	60%	40%	0%	0%	0%
S8	0%	0%	83%	17%	0%	0%
S9	0%	0%	40%	40%	20%	0%
S10	0%	0%	20%	40%	0%	40%
C1	0%	0%	20%	60%	20%	0%
C2	0%	20%	80%	0%	0%	0%

Table 3.5: Ability to Read Images across schools in district Kollam

Schools	Level 0 - Unable to read and find out details from image	Level 1 - Able to describe image but ...	Level 2 - Able describe the image using a few ...	Level 3 - Able to decode meaning/ theme & describe some ...	Level 4 - Able to decode meaning & describe details ...	Level 5 - Able to decode the meaning & describe multiple details
S1	0%	20%	60%	20%	0%	0%
S2	0%	0%	60%	20%	20%	0%
S3	0%	60%	40%	0%	0%	0%
S4	0%	0%	0%	40%	20%	40%
S5	0%	0%	20%	80%	0%	0%

S6	0%	0%	20%	40%	20%	20%
S7	0%	20%	20%	60%	0%	0%
S8	0%	0%	80%	20%	0%	0%
S9	0%	0%	67%	33%	0%	0%
S10	20%	20%	40%	20%	0%	0%
C1	0%	0%	60%	40%	0%	0%
C2	0%	0%	67%	33%	0%	0%

Grade 5 – Part 4 – Reading Comprehension

Table 4.1: Reading Comprehension across all three districts

Rubric	No. of students per level	%
Level 0 - Unable to read text	13	7
Level 1 - Reads text very slowly with help from facilitator	29	16
Level 2 - Able to read the text	19	10
Level 3 - Able to identify theme of the story	21	11
Level 4 - Answers questions 1 to 3 correctly	37	20
Level 5 - Answers question 4 using phrases/ sentences.	18	10
Level 6 - Answers question 4 using apt vocabulary & complete sentences	12	7
Level 7 - Able to answer question 5 in some words/ phrases	24	13
Level 8 - Answers question 5 using details, apt vocabulary & complete sentences	11	6
Total Result	**184**	

Chart 4.1: Reading Comprehension across all three districts
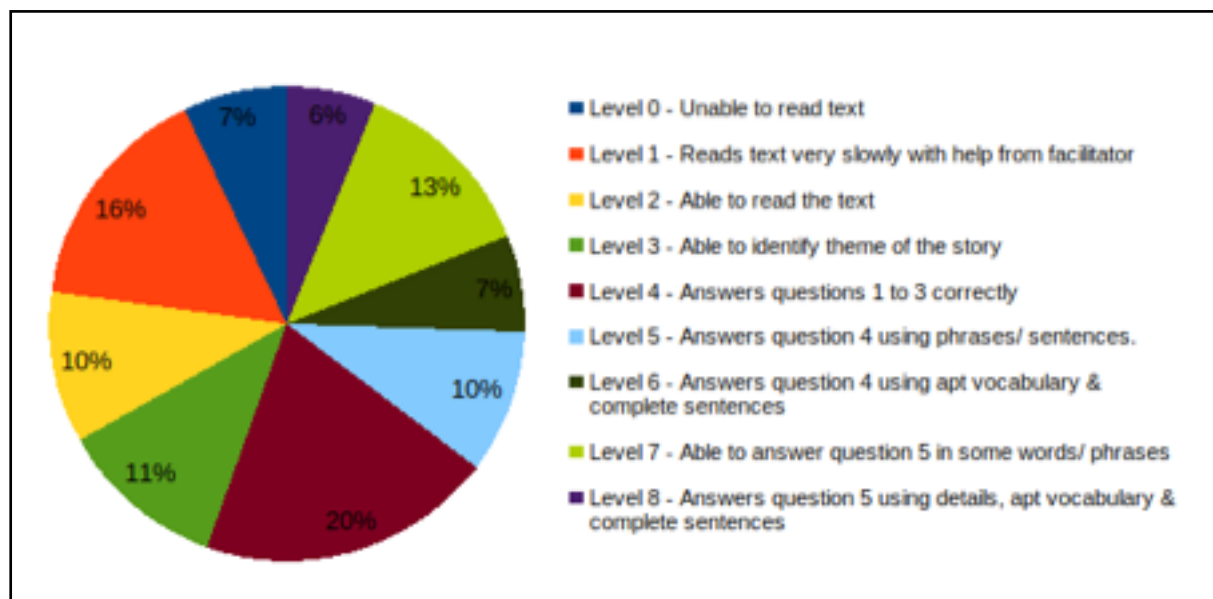
Table 4.2: Reading Comprehension (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 - Unable to read text	17%	3%	2%
Level 1 - Reads text very slowly with help from facilitator	27%	9%	12%
Level 2 - Able to read the text	14%	3%	15%
Level 3 - Able to identify theme of the story	5%	14%	15%
Level 4 - Answers questions 1 to 3 correctly	15%	17%	29%
Level 5 - Answers question 4 using phrases/ sentences	3%	18%	7%
Level 6 - Answers question 4 using apt vocabulary & complete sentences	5%	6%	8%
Level 7 - Able to answer question 5 in some words/ phrases	10%	18%	10%
Level 8 - Answers question 5 using details, apt vocabulary & complete sentences	3%	12%	2%

Chart 4.2: Reading Comprehension (district-wise)

Table 4.3: Reading Comprehension across schools in district Kasargod

Schools	Level 0 - Unable to read text	Level 1 - Reads text very slowly with help from	Level 2 - Able to read the text	Level 3 - Able to identify theme of	Level 4 - Answers questions 1 to 3 corre	Level 5 - Answers question 4 using phras es/	Level 6 - Answers question 4 using apt vocab	Level 7 - Able to answer question 5 in	Level 8 - Answers question 5 using details apt
S1	50%	33%	17%	0%	0%	0%	0%	0%	0%
S2	0%	0%	40%	0%	40%	0%	20%	0%	0%
S3	0%	50%	0%	0%	0%	25%	0%	25%	0%
S4	40%	20%	0%	0%	20%	0%	0%	20%	0%
S5	0%	0%	40%	20%	40%	0%	0%	0%	0%
S6	20%	20%	0%	0%	20%	20%	20%	0%	0%
S7	0%	20%	0%	0%	0%	0%	0%	60%	20%
S8	0%	60%	0%	0%	20%	0%	0%	20%	0%
S9	60%	20%	0%	0%	20%	0%	0%	0%	0%
S10	25%	25%	0%	0%	0%	0%	25%	0%	25%
C1	0%	0%	60%	40%	0%	0%	0%	0%	0%
C2	0%	80%	0%	0%	20%	0%	0%	0%	0%

Table 4.4: Reading Comprehension across schools in district Ernakulam

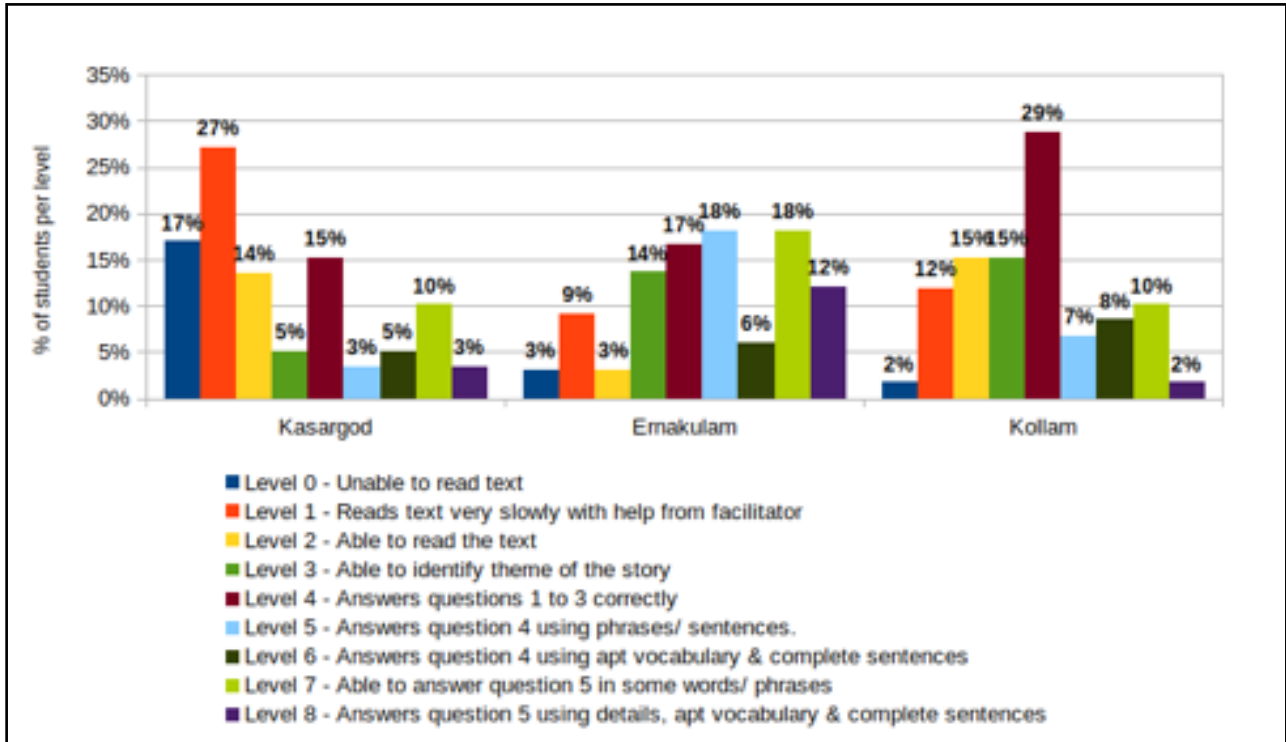| Schools	Level 0 - Unable to read text	Level 1 - Reads text very slowly with	Level 2 - Able to read the text	Level 3 - Able to identify the me	Level 4 - Answers questions 1 to 3 corre	Level 5 - Answers question 4 using phras	Level 6 - Answers question 4 using apt	Level 7 - Able to answer question 5	Level 8 - Answers question 5 using details
S1	0%	0%	0%	0%	0%	20%	0%	40%	40%
S2	0%	20%	0%	0%	0%	0%	0%	80%	0%
S3	0%	0%	0%	30%	10%	0%	10%	30%	20%
S4	0%	0%	0%	0%	0%	0%	40%	0%	60%
S5	0%	0%	20%	0%	40%	20%	0%	20%	0%
S6	0%	0%	0%	0%	80%	20%	0%	0%	0%
S7	20%	80%	0%	0%	0%	0%	0%	0%	0%
S8	0%	17%	17%	33%	0%	33%	0%	0%	0%
S9	0%	0%	0%	20%	20%	60%	0%	0%	0%
S10	0%	0%	0%	20%	20%	0%	0%	40%	20%
C1	0%	0%	0%	0%	20%	60%	20%	0%	0%
C2	20%	0%	0%	40%	20%	20%	0%	0%	0%

Table 4.5: Reading Comprehension across schools in district Kollam

Schools	Level 0 - Unable to read text	Level 1 - Reads text very slowly with help from	Level 2 - Able to read the text	Level 3 - Able to identify the	Level 4 - Answers questions 1 to 3 correc th	Level 5 - Answers question 4 using phras	Level 6 - Answers question 4 using apt	Level 7 - Able to answer question 5 in	Level 8 - Answers question 5 using details, apt
S1	0%	20%	0%	40%	20%	0%	0%	20%	0%
S2	0%	20%	20%	20%	20%	0%	20%	0%	0%
S3	0%	40%	20%	20%	20%	0%	0%	0%	0%
S4	0%	0%	0%	20%	20%	20%	20%	0%	20%

S5	0%	0%	20%	20%	60%	0%	0%	0%	0%
S6	0%	0%	0%	0%	20%	0%	20%	60%	0%
S7	20%	0%	40%	0%	0%	20%	0%	20%	0%
S8	0%	0%	0%	20%	40%	40%	0%	0%	0%
S9	0%	0%	33%	0%	33%	0%	0%	33%	0%
S10	0%	20%	60%	0%	0%	0%	20%	0%	0%
C1	0%	0%	0%	40%	40%	0%	20%	0%	0%
C2	0%	33%	0%	0%	67%	0%	0%	0%	0%

Grade 5 – Part 5 – Writing
Table 5.1: Writing across all three districts

Rubric	No. of students per level	%
Level 0 - Unable to write anything	23	13
Level 1 - Writes words/ phrases irrrelevant to context	18	10
Level 2 - Writes some words relevant to context for one of the questions	52	28
Level 3 - Writes words & phrases relevant to context for both questions	66	36
Level 4 - Writes sentences relevant to context for both questions, & uses correct grammar	25	14
Total Result	184	

Chart 5.1: Writing across all three districts
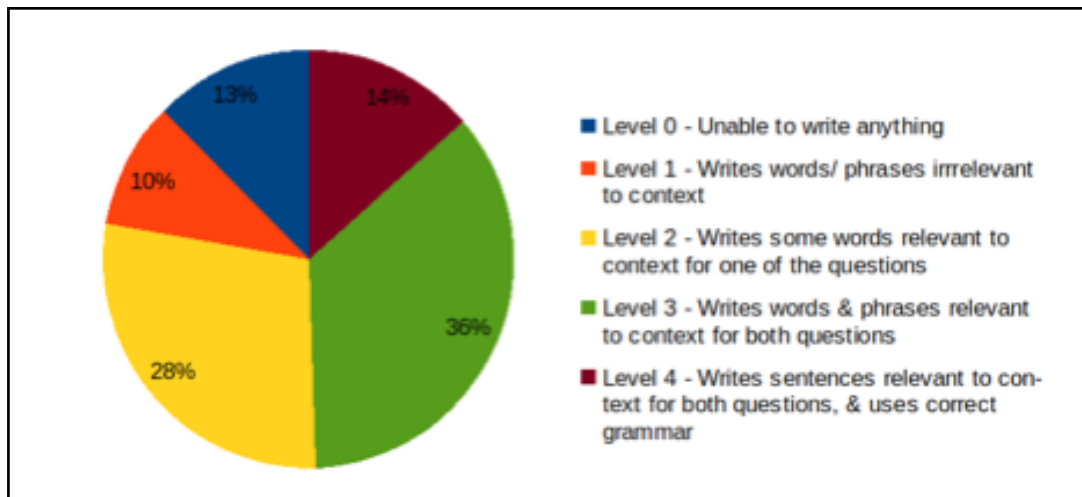
Table 5.2: Writing (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 - Unable to write anything	25%	6%	7%
Level 1 - Writes words/ phrases irrrelevant to context	12%	9%	8%
Level 2 - Writes some words relevant to context for one of the questions	34%	17%	36%
Level 3 - Writes words & phrases relevant to context for both questions	22%	41%	44%
Level 4 - Writes sentences relevant to context for both questions, & uses capital letters & punctuation correctly	7%	27%	5%

Chart 5.2: Writing (district-wise)

Table 5.3: Writing across schools in district Kasargod

School	Level 0 - Unable to write anything	Level 1 - Writes words/ phrases irrrelevant to context	Level 2 - Writes some words relevant to context for one of the	Level 3 - Writes words & phrases relevant to context for both questions	Level 4 - Writes sentences relevant to context for both questions, & uses capital letters & punctuation
S1	0%	0%	80%	20%	0%
S2	0%	0%	20%	80%	0%
S3	0%	20%	40%	20%	20%
S4	80%	0%	0%	0%	20%
S5	0%	0%	100%	0%	0%
S6	33%	50%	17%	0%	0%
S7	100%	0%	0%	0%	0%
S8	0%	25%	0%	50%	25%
S9	0%	0%	40%	60%	0%
S10	0%	50%	0%	50%	0%
C1	60%	0%	20%	0%	20%
C2	20%	0%	80%	0%	0%

Table 5.4: Writing across schools in district Ernakulam

School	Level 0 - Unable to write anything	Level 1 - Writes words/ phrases irrrelevant to context	Level 2 - Writes some words relevant to context for one of the	Level 3 - Writes words & phrases relevant to context for both	Level 4 - Writes sentences relevant to context for both questions, & uses capital letters &
S1	0%	0%	40%	60%	0%
S2	0%	50%	0%	50%	0%
S3	60%	0%	20%	0%	20%
S4	20%	0%	80%	0%	0%
S5	100%	0%	0%	0%	0%

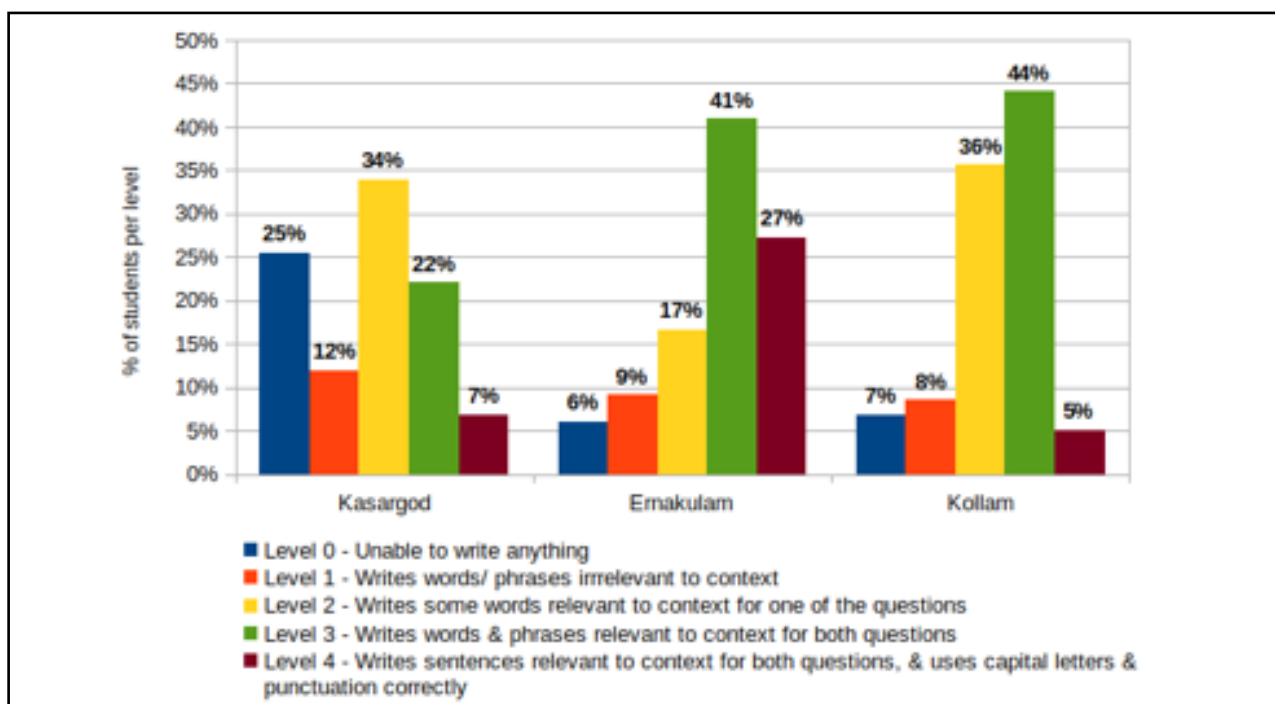| School					
S6	0%	20%	40%	20%	20%
S7	0%	0%	100%	0%	0%
S8	33%	50%	17%	0%	0%
S9	0%	25%	0%	50%	25%
S10	80%	0%	0%	0%	20%
C1	0%	0%	80%	20%	0%
C2	0%	0%	20%	80%	0%

Table 5.5: Writing across schools in district Kollam

School	Level 0 - Unable to write anything	Level 1 - Writes words/ phrases irrrelevant to context	Level 2 - Writes some words relevant to context for one of	Level 3 - Writes words & phrases relevant to context for both	Level 4 - Writes sentences relevant to context for both questions, & uses capital letters &
S1	0%	20%	40%	40%	0%
S2	0%	0%	40%	60%	0%
S3	0%	0%	60%	40%	0%
S4	0%	0%	40%	20%	40%
S5	0%	0%	60%	40%	0%
S6	0%	0%	0%	100%	0%
S7	40%	0%	40%	20%	0%
S8	0%	20%	0%	80%	0%
S9	0%	33%	0%	67%	0%
S10	40%	40%	0%	20%	0%
C1	0%	0%	100%	0%	0%
C2	0%	0%	33%	50%	17%

Grade 5 – Part 6 – Ability to follow instructions

Table 6.1: Ability to follow instructions across all three districts

Rubric	No. of students per level	%
Level 0 - Did not understand instructions even in mother tongue	5	3
Level 1 - Understands instructions in mother tongue but not in English	23	13
Level 2 - Did not understand instructions in English, responded in mother tongue	14	8
Level 3 - Follows some instructions in English, responds using few words/ phrases in English	76	41
Level 4 - Follows most instructions, and respond using words/ phrases in English	42	23
Level 5 - Understands all instructions, responds in words/ phrases/ sentences in English	24	13
Total Result	**184**	

Chart 6.1: Ability to follow instructions across all three districts
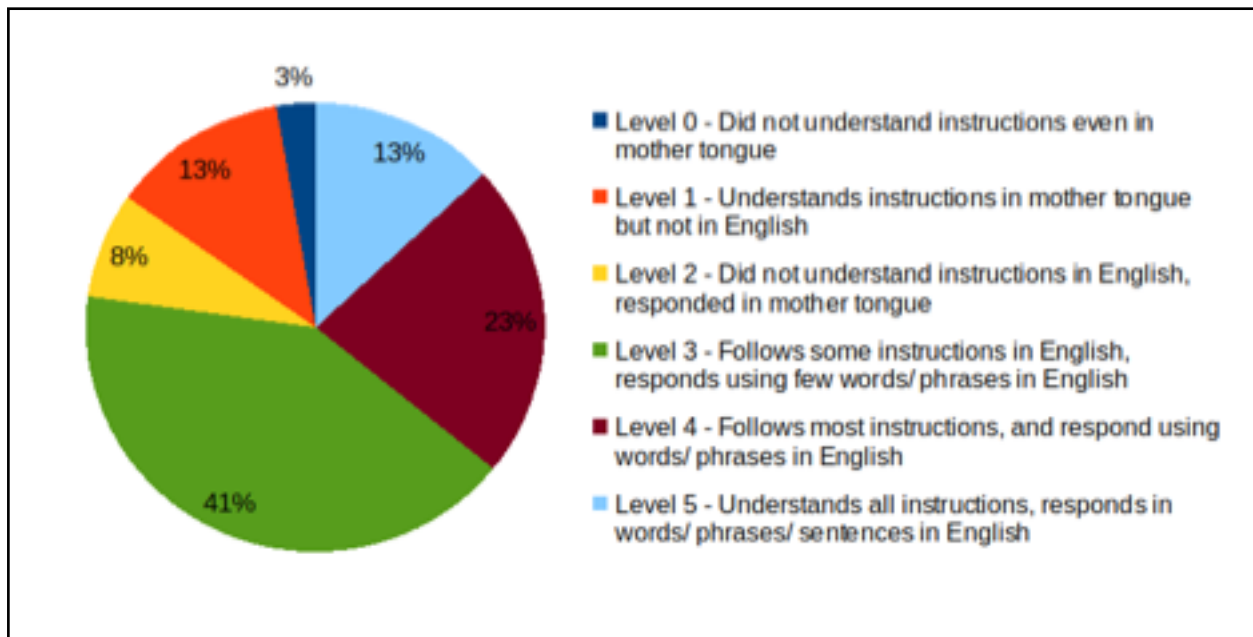
Table 6.2: Ability to follow instructions (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 - Did not understand instructions even in mother tongue	2%	6%	0%
Level 1 - Understands instructions in mother tongue but not in English	19%	3%	17%
Level 2 - Did not understand instructions in English, responded in mother tongue	10%	5%	8%
Level 3 - Follows some instructions in English, responds using few words/ phrases in English	53%	32%	41%
Level 4 - Follows most instructions, and respond using words/ phrases in English	10%	35%	22%
Level 5 - Understands all instructions, responds in words/ phrases/ sentences in English	7%	20%	12%

Chart 6.2: Ability to follow instructions (district-wise)
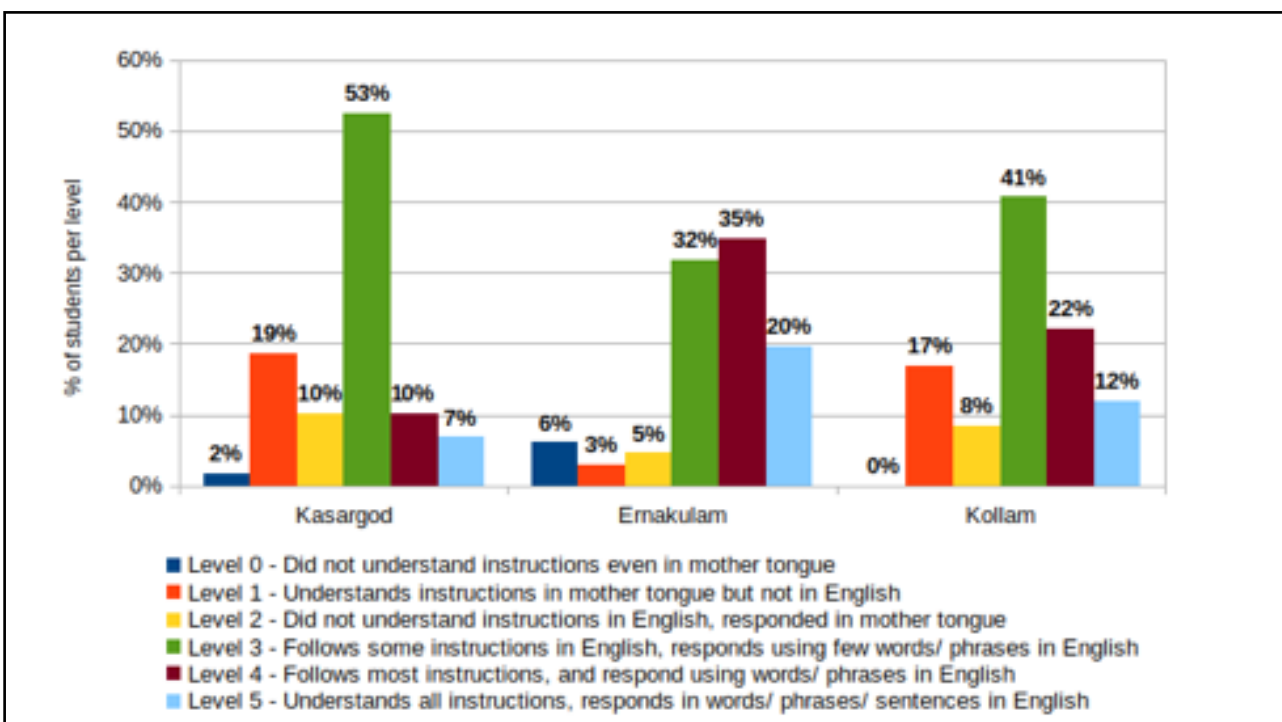
Table 6.3: Ability to follow instructions across schools in district Kasargod

School	Level 0 - Did not understand instructions even in mother tongue	Level 1 - Understands instructions in mother tongue but not in English	Level 2 - Did not understand instructions in English, responded in mother...	Level 3 - Follows some instructions in English, responds using few words/ phrases...	Level 4 - Follows most instructions, and respond using words/ phrases in English...	Level 5 - Understands all instructions, responds in words/ phrases/ sentence...
S1	0%	50%	0%	50%	0%	0%
S2	0%	0%	0%	60%	40%	0%
S3	0%	50%	0%	25%	25%	0%
S4	0%	0%	40%	40%	0%	20%
S5	0%	0%	0%	80%	0%	20%
S6	0%	0%	20%	60%	20%	0%
S7	0%	0%	0%	60%	20%	20%
S8	0%	0%	0%	80%	0%	20%
S9	0%	60%	20%	20%	0%	0%
S10	25%	0%	0%	50%	25%	0%
C1	0%	0%	20%	80%	0%	0%
C2	0%	60%	20%	20%	0%	0%

Table 6.4: Ability to follow instructions across schools in district Ernakulam

School	Level 0 - Did not understand instructions even in mother tongue	Level 1 - Understands instructions in mother tongue but not in English	Level 2 - Did not understand instructions in English, responded in mother...	Level 3 - Follows some instructions in English, responds using few words/ phrases...	Level 4 - Follows most instructions, and respond using words/ phrases in English...	Level 5 - Understands all instructions, responds in words/ phrases/ sentence...
S1	0%	0%	0%	20%	40%	40%
S2	0%	0%	0%	60%	20%	20%
S3	0%	0%	0%	0%	80%	20%
S4	0%	0%	0%	0%	0%	100%

|						
S5	0%	0%	0%	40%	40%	20%
S6	0%	0%	0%	80%	20%	0%
S7	80%	20%	0%	0%	0%	0%
S8	0%	17%	33%	33%	17%	0%
S9	0%	0%	0%	20%	60%	20%
S10	0%	0%	0%	40%	40%	20%
C1	0%	0%	0%	40%	60%	0%
C2	0%	0%	20%	80%	0%	0%

Table 6.4: Ability to follow instructions across schools in district Kollam

School	Level 0 - Did not understand instructions even in mother tongue	Level 1 - Understands instructions in mother tongue but not in English	Level 2 - Did not understand instructions in English, responded in mother	Level 3 - Follows some instructions in English, responds using few words/ phrases in	Level 4 - Follows most instructions, and respond using words/ phrases in	Level 5 - Understands all instructions, responds in words/ phrases/ sentence ain
S1	0%	20%	0%	40%	40%	0%
S2	0%	0%	0%	80%	20%	0%
S3	0%	60%	0%	40%	0%	0%
S4	0%	0%	0%	0%	0%	100%
S5	0%	0%	40%	40%	20%	0%
S6	0%	0%	0%	40%	20%	40%
S7	0%	40%	40%	0%	20%	0%
S8	0%	0%	0%	80%	20%	0%
S9	0%	0%	0%	33%	67%	0%
S10	0%	40%	0%	40%	20%	0%
C1	0%	20%	20%	40%	20%	0%
C2	0%	17%	0%	50%	33%	0%

Findings from Student Interactions for GRADE 7

Grade 7 – Part 1 – Listening & Speaking

Table 1.1: Listening across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to understand audio clip, does not respond even in mother tongue	7	4
Level 1 – Understands the vocabulary & some details of the discourse, speaks mostly in mother tongue	32	17
Level 2 – Understands and follows the discourse, uses a few words or phrases in English	65	35
Level 3 – Can tell a basic narrative using events and characters	37	20
Level 4 – Can tell a narrative using a simple phrases & senetences	27	15
Level 5 – Can tell a narrative using a sequence of events, dialogues and characters	16	9
Total Result	**184**	

Chart 1.1: Listening & Speaking across all three districts
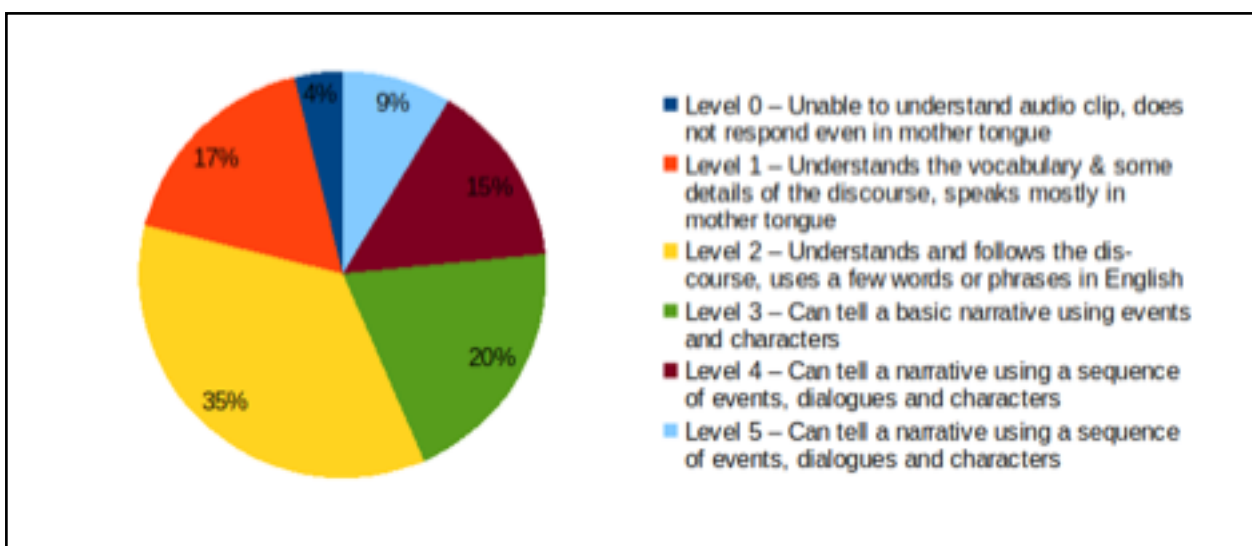
Table 1.2: Listening & Speaking (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to understand audio clip, does not respond even in mother tongue	8%	0%	3%
Level 1 – Understands the vocabulary & some details of the discourse, speaks mostly in mother tongue	20%	8%	25%
Level 2 – Understands and follows the discourse, uses a few words or phrases in English	44%	21%	42%
Level 3 – Can tell a basic narrative using events and characters	16%	29%	15%
Level 4 – Can tell a narrative using a sequence of events, dialogues and characters	7%	24%	13%
Level 5 – Can tell a narrative using a sequence of events, dialogues and characters	5%	19%	2%

Chart 1.2: Listening & Speaking (district-wise)

Table 1.3: Listening & Speaking across schools in district Kasargod

Schools	Level 0 – Unable to understand audio clip, does not	Level 1 – Understands vocabulary & some details of the discourse, speaks mostly in	Level 2 – Understands and follows the discourse, uses a few words or phrases	Level 3 – Can tell a basic narrative using events and	Level 4 – Can tell a narrative using a sequence of events, dialogues and	Level 5 – Can tell a narrative using a sequence of events, dialogues and
S1	50%	50%	0%	0%	0%	0%
S2	0%	0%	40%	20%	20%	20%
S3	0%	33%	50%	17%	0%	0%
S4	0%	0%	20%	20%	40%	20%
S5	0%	40%	40%	20%	0%	0%
S6	0%	0%	60%	40%	0%	0%
S7	0%	0%	50%	33%	17%	0%
S8	40%	0%	60%	0%	0%	0%
S9	20%	80%	0%	0%	0%	0%
S10	0%	20%	60%	0%	0%	20%
C1	0%	0%	80%	20%	0%	0%
C2	0%	20%	60%	20%	0%	0%

Table 1.4: Listening & Speaking across schools in district Ernakulam

Schools	Level 0 – Unable to understand audio clip, does	Level 1 – Understands vocabulary & some details of the discourse, speaks	Level 2 – Understands and follows the discourse, uses a few words or	Level 3 – Can tell a basic narrative using events and	Level 4 – Can tell a narrative using a sequence of events, dialogues and	Level 5 – Can tell a narrative using a sequence of events, dialogue
S1	0%	0%	0%	40%	0%	60%

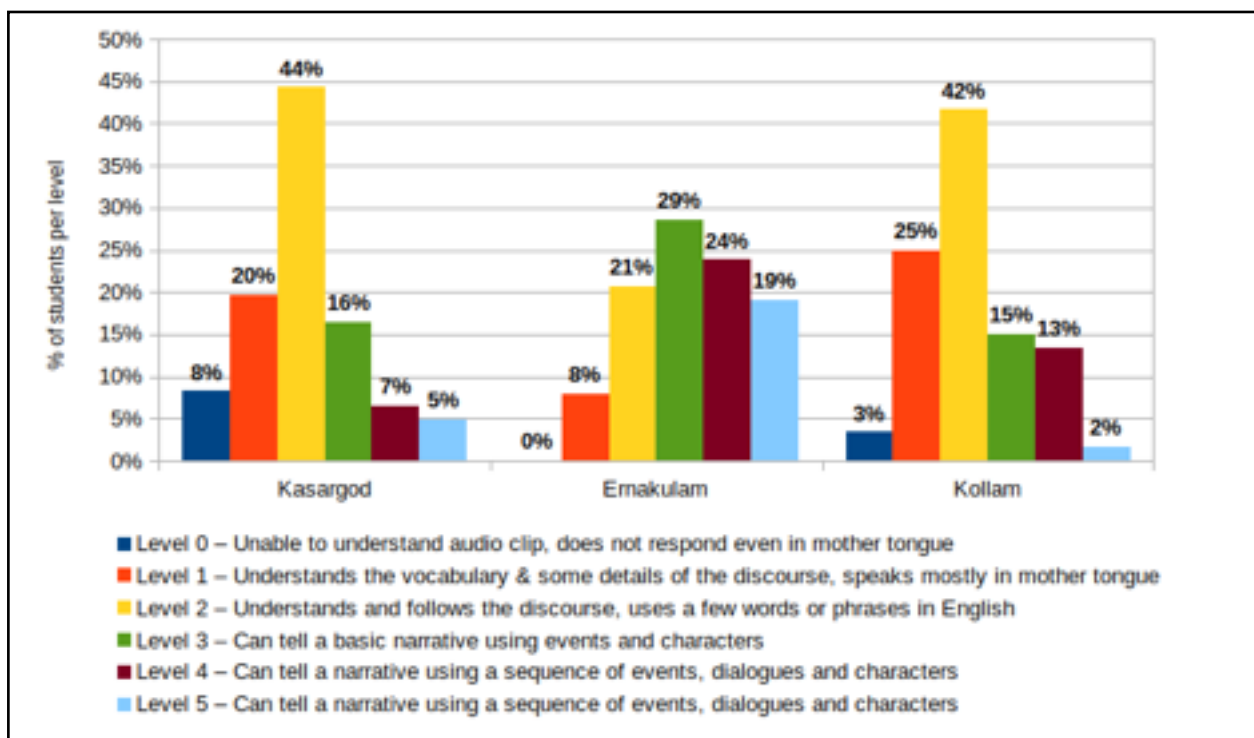| Schools						
S2	0%	0%	0%	40%	40%	20%
S3	0%	0%	50%	33%	17%	0%
S5	0%	20%	20%	20%	20%	20%
S6	0%	0%	40%	60%	0%	0%
S7	0%	0%	20%	60%	20%	0%
S8	0%	33%	17%	17%	17%	17%
S9	0%	0%	20%	20%	40%	20%
S10	0%	40%	20%	40%	0%	0%
C1	0%	0%	0%	0%	100%	0%
C2	0%	0%	50%	17%	0%	33%

Table 1.5: Listening & Speaking skills across schools in district Kollam

Schools	Level 0 – Unable to understand audio clip, does	Level 1 – Understands vocabulary & some details of the discourse, speaks	Level 2 – Understands and follows the discourse, uses	Level 3 – Can tell a basic narrative using events and	Level 4 – Can tell a narrative using a sequence of events, dialogues and character	Level 5 – Can tell a narrative using a sequence of events,
S1	0%	100%	0%	0%	0%	0%
S2	0%	0%	60%	20%	20%	0%
S3	0%	20%	40%	20%	20%	0%
S4	0%	40%	20%	40%	0%	0%
S5	0%	20%	20%	40%	20%	0%
S6	0%	40%	40%	0%	0%	20%
S7	40%	20%	0%	20%	20%	0%
S8	0%	0%	80%	0%	20%	0%
S9	0%	0%	100%	0%	0%	0%
S10	0%	0%	20%	20%	60%	0%
C1	0%	40%	60%	0%	0%	0%
C2	0%	20%	60%	20%	0%	0%

Grade 7 – Part 2 – Reading Comprehension

Table 2.1: Reading across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to read text	7	4
Level 1 – Able to read text slowly with help from facilitator	27	15
Level 2 – Able to read the text	29	16
Level 3 - Answers questions using mother tongue only	9	5
Level 4 – Answers Questions 1, 2 or 3 in English using some words & phrases	17	9
Level 5 – Answers Questions 1, 2 or 3 using phrases & sentences	95	52
Total Result	**184**	

Chart 2.1: Reading across all three districts
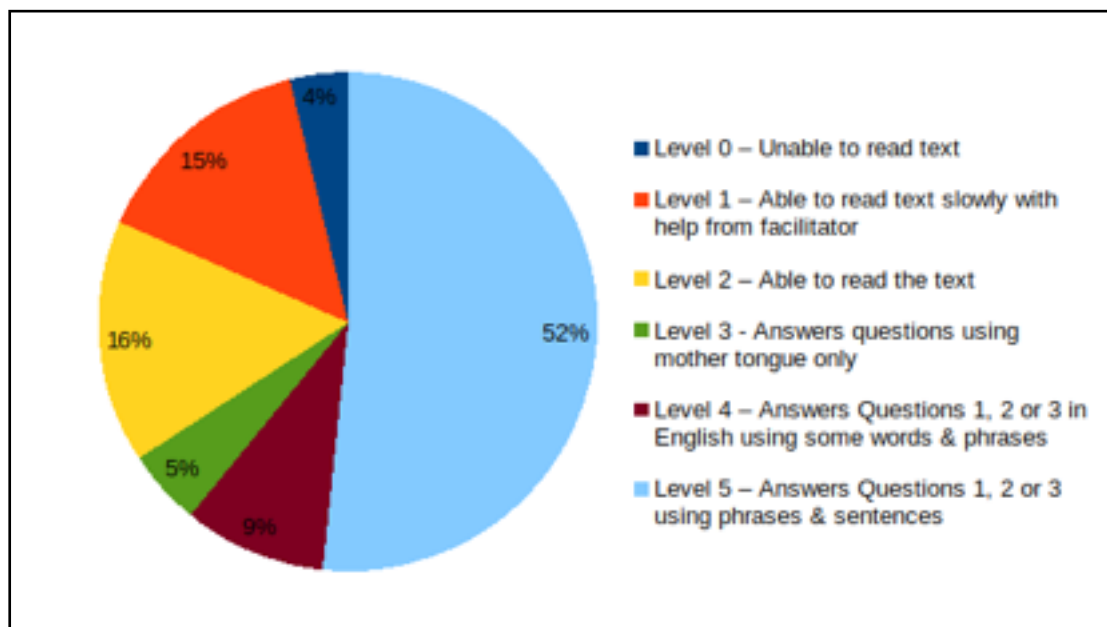
Table 2.2: Reading (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to read text	11%	0%	0%
Level 1 – Able to read text slowly with help from facilitator	21%	5%	18%
Level 2 – Able to read the text	21%	11%	15%
Level 3 - Answers questions using mother tongue only	15%	0%	0%
Level 4 – Answers Questions 1, 2 or 3 in English using some words & phrases	11%	6%	10%
Level 5 – Answers Questions 1, 2 or 3 using phrases & sentences	20%	78%	57%

Chart 2.2: Reading (district-wise)

Table 2.3: Reading across schools in district Kasargod

School	Level 0 – Unable to read text	Level 1 – Able to read text slowly with help from	Level 2 – Able to read the text	Level 3 - Answers questions using mother tongue	Level 4 – Answers Questions 1, 2 or 3 using words or	Level 5 – Answers Questions 1, 2 or 3 using phrases or
S1	75%	0%	0%	25%	0%	0%
S2	0%	0%	20%	20%	20%	40%
S3	0%	50%	17%	17%	17%	0%
S4	0%	0%	20%	0%	0%	80%
S5	0%	20%	20%	60%	0%	0%
S6	0%	20%	0%	20%	20%	40%
S7	0%	17%	33%	0%	33%	17%
S8	20%	60%	20%	0%	0%	0%
S9	60%	20%	0%	0%	0%	20%
S10	0%	0%	80%	0%	0%	20%
C1	0%	0%	20%	40%	40%	0%
C2	0%	60%	20%	0%	0%	20%

Table 2.4: Reading across schools in district Ernakulam

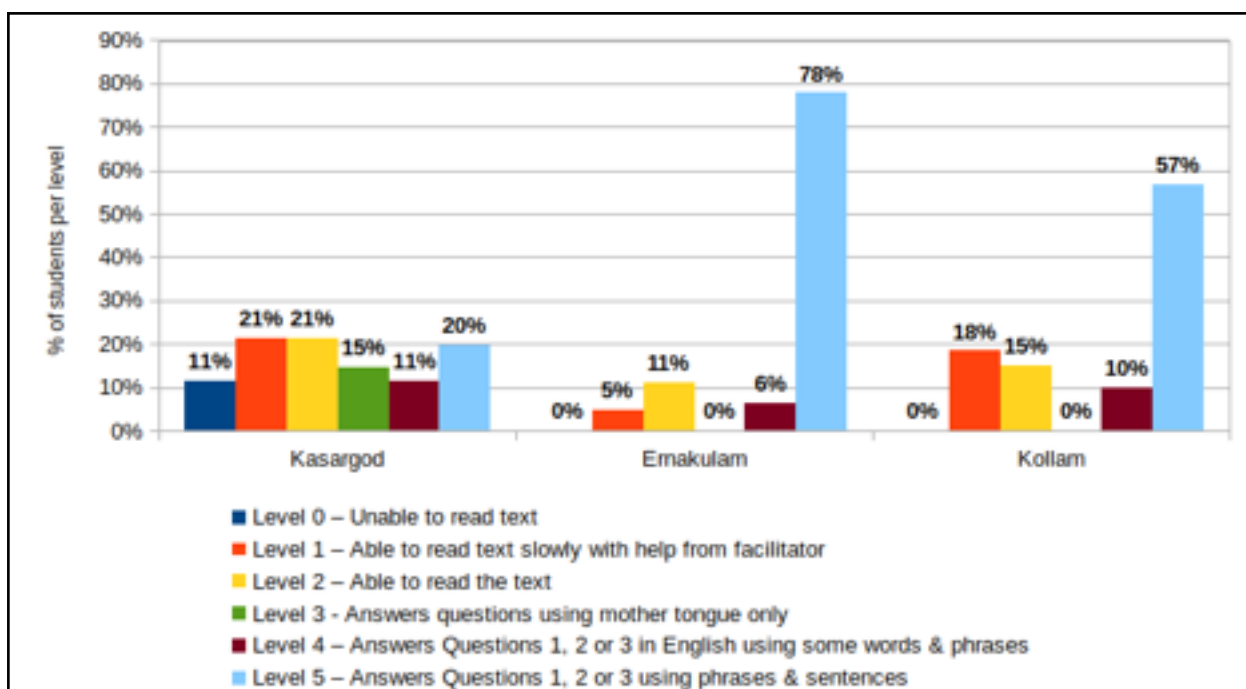| School	Level 0 – Unable to read text	Level 1 – Able to read text slowly with help from facilitator	Level 2 – Able to read the text	Level 3 - Answers questions using mother tongue only	Level 4 – Answers Questions 1, 2 or 3 using words or phrases	Level 5 – Answers Questions 1, 2 or 3 using phrases or sentences
S1	0%	0%	0%	0%	0%	100%
S2	0%	0%	0%	0%	0%	100%
S3	0%	0%	83%	0%	0%	17%
S4	0%	0%	0%	0%	0%	100%
S5	0%	20%	0%	0%	0%	80%
S6	0%	0%	0%	0%	40%	60%
S7	0%	0%	20%	0%	0%	80%
S8	0%	0%	0%	0%	33%	67%
S9	0%	0%	0%	0%	0%	100%
S10	0%	20%	20%	0%	0%	60%
C1	0%	0%	0%	0%	0%	100%
C2	0%	17%	0%	0%	0%	83%

Table 2.5: Reading across schools in district Kollam

School	Level 0 – Unable to read text	Level 1 – Able to read text slowly with help from facilitator	Level 2 – Able to read the text	Level 3 - Answers questions using mother tongue only	Level 4 – Answers Questions 1, 2 or 3 using words or phrases	Level 5 – Answers Questions 1, 2 or 3 using phrases or sentences
S1	0%	0%	0%	0%	0%	100%
S2	0%	20%	20%	0%	0%	60%
S3	0%	40%	20%	0%	20%	20%
S4	0%	20%	0%	0%	20%	60%
S5	0%	0%	20%	0%	20%	60%
S6	0%	20%	40%	0%	40%	0%
S7	0%	60%	0%	0%	0%	40%
S8	0%	60%	20%	0%	0%	20%
S9	0%	0%	0%	0%	0%	100%

S10	0%	0%	0%	0%	20%	80%
C1	0%	0%	60%	0%	0%	40%
C2	0%	0%	0%	0%	0%	100%

Grade 7 – Part 3 – Writing

Table 3.1: Writing across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to write anything	13	7
Level 1 – Writes in mother tongue only	1	1
Level 2 – Writes words, and phrases in English but these are not relevant to context	23	13
Level 3 – Writes some words or phrases in English relevant to the context	63	34
Level 4 – Writes some words, phrases & sentences relevant to the context	58	32
Level 5 – Writes some words, phrases & sentences, and spells most of the words right	26	14
Total Result	184	

Chart 3.1: Writing across all three districts
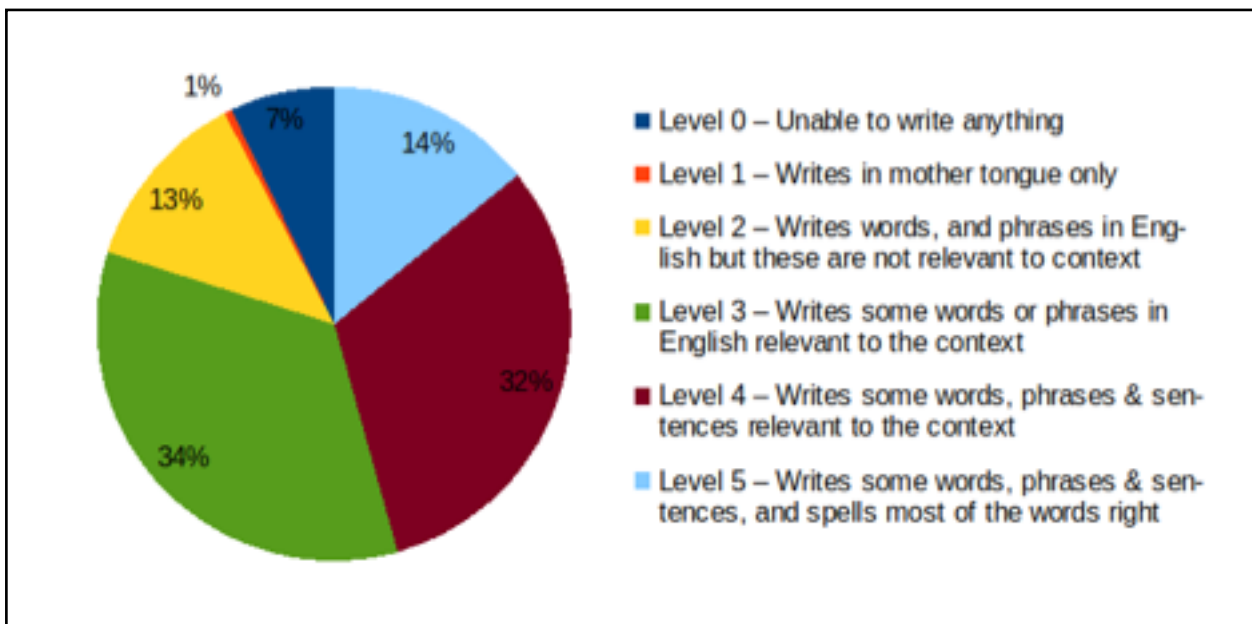
Table 3.2: Writing (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to write anything	15%	0%	7%
Level 1 – Writes in mother tongue only	2%	0%	0%
Level 2 – Writes words, and phrases in English but these are not relevant to context	16%	6%	15%
Level 3 – Writes some words or phrases in English relevant to the context	41%	24%	38%
Level 4 – Writes some words, phrases & sentences relevant to the context	11%	46%	37%
Level 5 – Writes some words, phrases & sentences, and spells most of the words right	15%	24%	3%

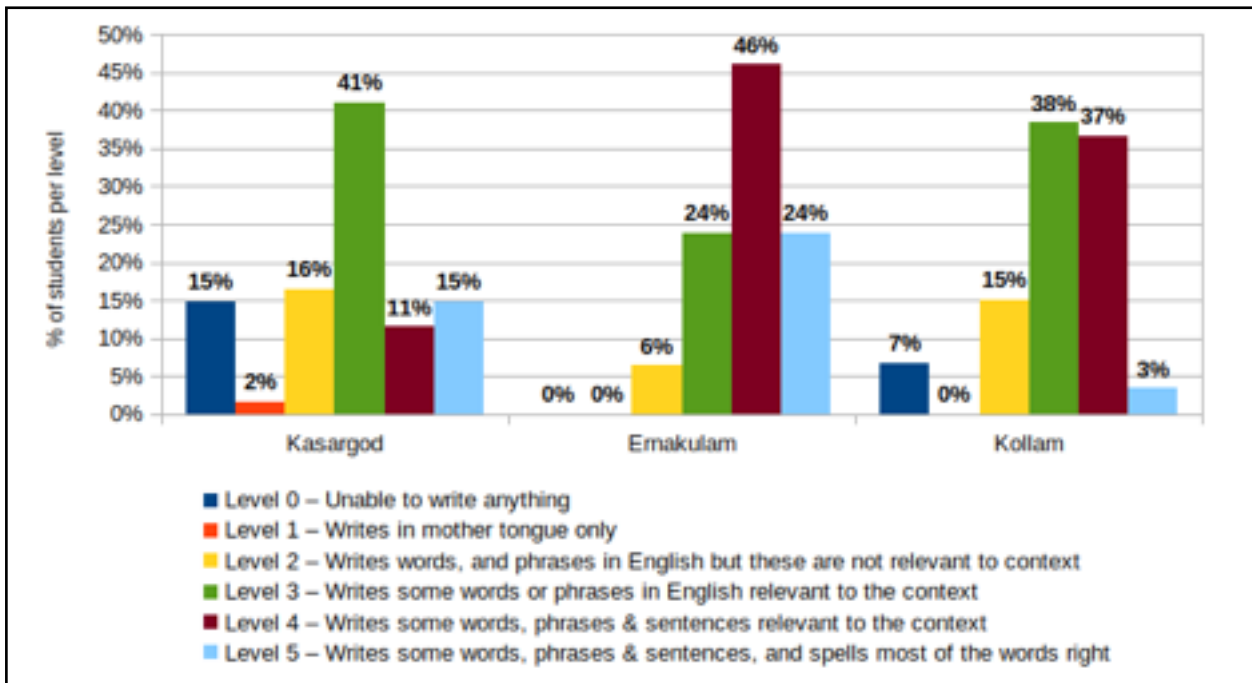**Chart 3.2: Writing (district-wise)**

Table 3.3: Writing across schools in district Kasargod

Schools	Level 0 – Unable to write anything	Level 1 – Writes in mother tongue	Level 2 – Writes words, and phrases in English but these are not	Level 3 – Writes some words or phrases in English relevant to the	Level 4 – Writes some words, phrases & sentences	Level 5 – Writes some words, phrases & sentences, and spells most of
S1	75%	0%	25%	0%	0%	0%
S2	0%	0%	0%	40%	20%	40%
S3	17%	0%	33%	50%	0%	0%
S4	0%	0%	0%	20%	40%	40%
S5	40%	0%	0%	20%	20%	20%
S6	0%	0%	20%	80%	0%	0%
S7	0%	0%	0%	33%	33%	33%
S8	0%	0%	60%	20%	20%	0%
S9	20%	20%	40%	20%	0%	0%
S10	0%	0%	20%	60%	0%	20%
C1	0%	0%	0%	100%	0%	0%
C2	40%	0%	0%	40%	0%	20%

Table 3.4: Writing across schools in district Ernakulam

Schools	Level 0 – Unable to write anything	Level 1 – Writes in mother tongue only	Level 2 – Writes words, and phrases in English but these are not	Level 3 – Writes some words or phrases in English relevant to the	Level 4 – Writes some words, phrases & sentences relevant	Level 5 – Writes some words, phrases & sentences, and
S1	0%	0%	0%	0%	60%	40%
S2	0%	0%	0%	60%	20%	20%
S3	0%	0%	0%	67%	17%	17%
S4	0%	0%	0%	0%	20%	80%

Schools						
S5	0%	0%	0%	20%	40%	40%
S6	0%	0%	0%	20%	80%	0%
S7	0%	0%	20%	40%	40%	0%
S8	0%	0%	0%	50%	50%	0%
S9	0%	0%	0%	0%	60%	40%
S10	0%	0%	40%	20%	40%	0%
C1	0%	0%	0%	0%	60%	40%
C2	0%	0%	17%	0%	67%	17%

Table 3.5: Writing across schools in district Kollam

Schools	Level 0 – Unable to write anything	Level 1 – Writes in mother tongue only	Level 2 – Writes words, and phrases in English but these are not relevant to	Level 3 – Writes some words or phrases in English relevant	Level 4 – Writes some words, phrases & sentences	Level 5 – Writes some words, phrases & sentences, and
S1	0%	0%	60%	0%	40%	0%
S2	0%	0%	20%	20%	60%	0%
S3	0%	0%	0%	40%	40%	20%
S4	0%	0%	20%	20%	60%	0%
S5	0%	0%	20%	20%	60%	0%
S6	20%	0%	20%	60%	0%	0%
S7	60%	0%	0%	20%	20%	0%
S8	0%	0%	20%	80%	0%	0%
S9	0%	0%	0%	100%	0%	0%
S10	0%	0%	0%	40%	60%	0%
C1	0%	0%	0%	20%	80%	0%
C2	0%	0%	20%	40%	20%	20%

Grade 7 – Part 4 – Creative Expression

Table 4.1: Ability for Creative Expression across all three districts

Rubric	No. of students per level	%
Level 0 – Unable to write anything	12	7
Level 1 – Uses only a few words and thoughts with prompts from the facilitator to write anything	33	18
Level 2 – Uses 1-2 sequence of events, dialogues or some characterisation	42	23
Level 3 – Uses 3-4 sequence of events, dialogues or some characterisation	65	35
Level 4 – Uses some ideas, events, setting, dialogues or characterisation	22	12
Level 5 - Uses proper sequencing of ideas, events, setting, dialogues or characterisation	10	5
Total Result	184	

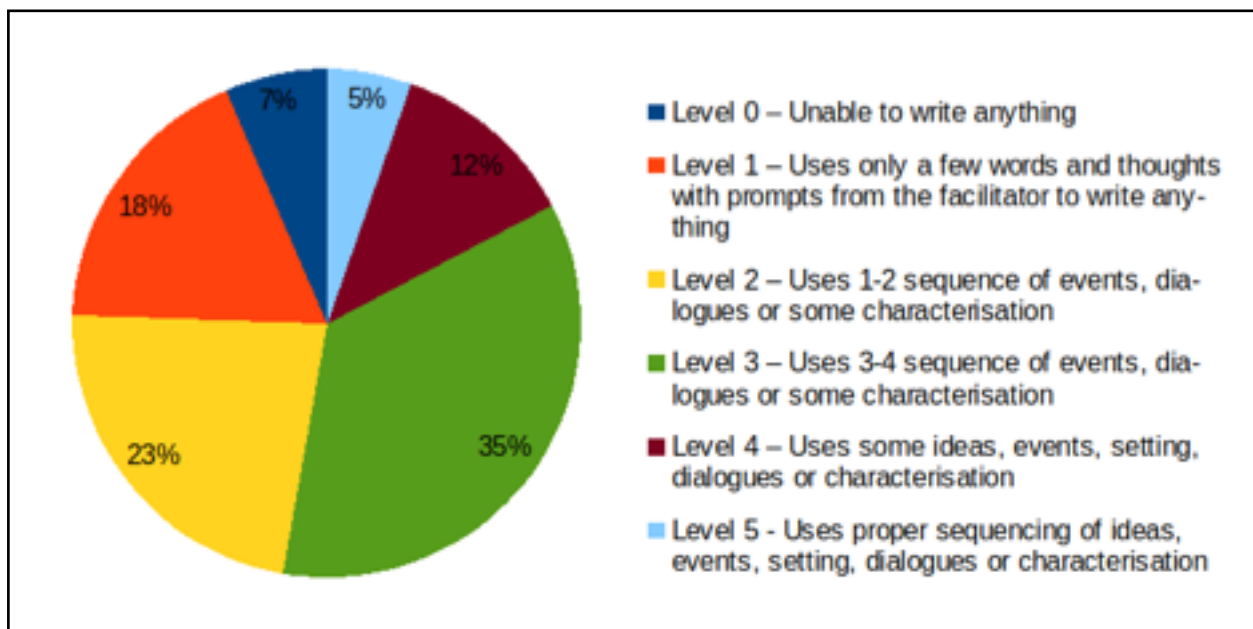Chart 4.1: Ability for Creative Expression across all three districts

Table 4.2: Ability for Creative Expression (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Unable to write anything	16%	0%	3%
Level 1 – Uses only a few words and thoughts with prompts from the facilitator to write anything	21%	8%	25%
Level 2 – Uses 1-2 sequence of events, dialogues or some characterisation	34%	14%	20%
Level 3 – Uses 3-4 sequence of events, dialogues or some characterisation	15%	51%	40%
Level 4 – Uses some ideas, events, setting, dialogues or characterisation	10%	16%	10%
Level 5 - Uses proper sequencing of ideas, events, setting, dialogues or characterisation	3%	11%	2%

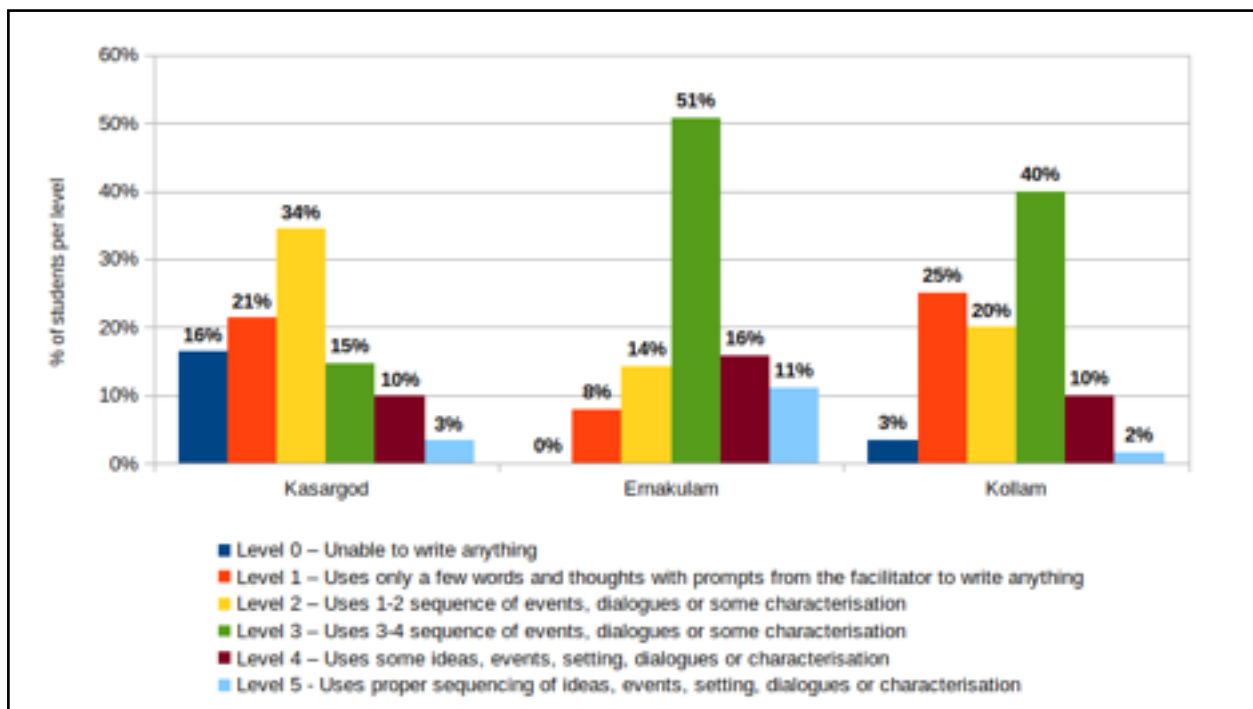Chart 4.2: Ability for Creative Expression (district-wise)

Table 4.3: Ability for Creative Expression across schools in district Kasargod

Schools	Level 0 – Unable to write anything	Level 1 – Uses only a few words and thoughts with prompts from the facilitator	Level 2 – Uses 1-2 sequence of events, dialogues or some characterisation	Level 3 – Uses 3-4 sequence of events, dialogues or some characterisation	Level 4 – Uses some ideas, events, setting, dialogues or charact erisation	Level 5 - Uses proper sequencing of ideas, events, setting, dialogues or characteris
S1	50%	50%	0%	0%	0%	0%
S2	0%	0%	40%	40%	0%	20%
S3	17%	17%	67%	0%	0%	0%
S4	0%	0%	20%	20%	60%	0%
S5	40%	40%	0%	20%	0%	0%
S6	0%	40%	60%	0%	0%	0%
S7	0%	0%	50%	17%	33%	0%
S8	0%	40%	60%	0%	0%	0%
S9	60%	20%	20%	0%	0%	0%
S10	0%	40%	40%	0%	0%	20%
C1	0%	0%	40%	60%	0%	0%
C2	40%	20%	0%	20%	20%	0%

Table 4.4: Ability for Creative Expression across schools in district Ernakulam

Schools	Level 0 – Unable to write anything	Level 1 – Uses only a few words and thoughts with prompts from the facilitator	Level 2 – Uses 1-2 sequence of events, dialogues or some characterisation	Level 3 – Uses 3-4 sequence of events, dialogues or some characterisation	Level 4 – Uses some ideas, events, setting, dialogues or charact erisation	Level 5 - Uses proper sequencing of ideas, events, setting, dialogues or characteris
S1	0%	0%	0%	40%	40%	20%
S2	0%	0%	0%	60%	20%	20%
S3	0%	0%	17%	50%	33%	0%
S4	0%	0%	0%	20%	40%	40%

S5	0%	20%	20%	40%	0%	20%
S6	0%	0%	0%	100%	0%	0%
S7	0%	20%	20%	20%	40%	0%
S8	0%	0%	50%	50%	0%	0%
S9	0%	0%	0%	80%	0%	20%
S10	0%	40%	40%	20%	0%	0%
C1	0%	0%	0%	60%	20%	20%
C2	0%	17%	17%	67%	0%	0%

Table 4.5: Ability for Creative Expression across schools in district Kollam

Schools	Level 0 – Unable to write anything	Level 1 – Uses only a few words and thoughts with prompts from the facilitat…	Level 2 – Uses 1-2 sequence of events, dialogues or some characterisation	Level 3 – Uses 3-4 sequence of events, dialogues or	Level 4 – Uses some ideas, events, setting, dialogues or	Level 5 - Uses proper sequencing of ideas, events, setting, dialogues
S1	0%	60%	20%	20%	0%	0%
S2	0%	20%	20%	60%	0%	0%
S3	0%	20%	0%	60%	20%	0%
S4	0%	20%	40%	0%	40%	0%
S5	0%	0%	20%	20%	40%	20%
S6	0%	80%	20%	0%	0%	0%
S7	40%	20%	0%	40%	0%	0%
S8	0%	40%	20%	40%	0%	0%
S9	0%	0%	20%	80%	0%	0%
S10	0%	0%	40%	60%	0%	0%
C1	0%	40%	20%	40%	0%	0%
C2	0%	0%	20%	60%	20%	0%

Grade 7 – Part 5 – Ability to follow instructions

Table 5.1: Ability to follow instructions across all three districts

Rubric	No. of students per level	%
Level 0 – Did not understand instructions even in mother tongue	2	1
Level 1 - Understood instructions in mother tongue but not in English– Did not understand instructions even in mother tongue	16	9
Level 2 – Did not understand instructions in English; responded only in mother tongue	13	7
Level 3 – Understood some instructions in English, responded using few words or phrases in English	72	39
Level 4 - Understood most instructions in English, responded using few words or phrases in English	53	29
Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English	28	15
Total Result	184	

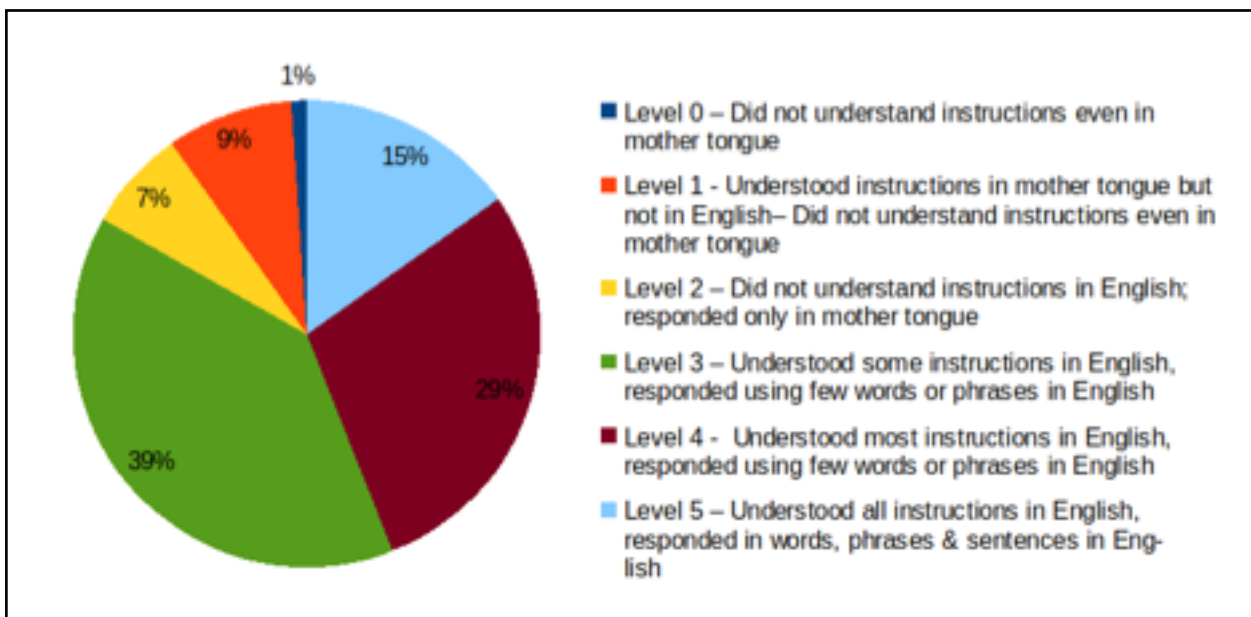Chart 5.1: Ability to follow instructions across all three districts

Table 5.2: Ability to follow instructions (district-wise)

Rubric	Kasargod	Ernakulam	Kollam
Level 0 – Did not understand instructions even in mother tongue	2%	0%	2%
Level 1 - Understood instructions in mother tongue but not in English	20%	2%	5%
Level 2 – Did not understand instructions in English; responded only in mother tongue	7%	3%	12%
Level 3 – Understood some instructions in English, responded using few words or phrases in English	41%	29%	48%
Level 4 - Understood most instructions in English, responded using few words or phrases in English	21%	37%	28%
Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English	10%	30%	5%

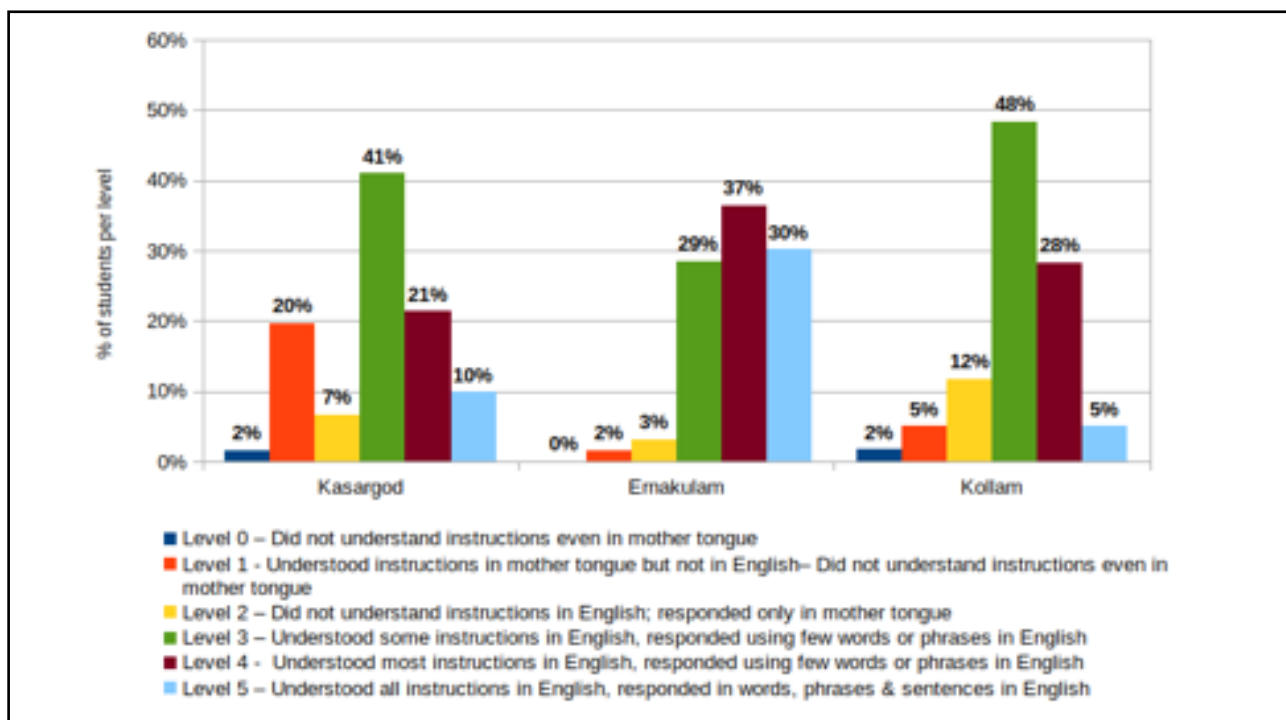**Chart 5.2: Ability to follow instructions (district-wise)**

Table 5.3: Ability to follow instructions across schools in district Kasargod

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother t	Level 3 – Understood some instructions in English, responded using few	Level 4 - Understood most instructions in English, responded using few	Level 5 – Understood all instructions in English, responded in words, phrases & sentences i E li h
S1	0%	100%	0%	0%	0%	0%
S2	0%	0%	0%	40%	40%	20%
S3	0%	33%	17%	33%	17%	0%
S4	0%	0%	0%	0%	60%	40%
S5	0%	20%	0%	60%	20%	0%
S6	0%	0%	0%	80%	20%	0%
S7	0%	0%	0%	50%	33%	17%
S8	0%	0%	20%	40%	40%	0%
S9	0%	60%	20%	20%	0%	0%
S10	0%	20%	0%	60%	0%	20%
C1	0%	0%	0%	100%	0%	0%
C2	20%	20%	20%	0%	20%	20%

Table 5.4: Ability to follow instructions across schools in district Ernakulam

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother tongue	Level 3 – Understood some instructions in English, responded using for	Level 4 - Understood most instructions in English, responded using few words or phrases i	Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English
S1	0%	0%	0%	0%	0%	100%
S2	0%	0%	0%	40%	40%	20%
S3	0%	0%	0%	0%	83%	17%
S4	0%	0%	0%	0%	20%	80%
S5	0%	0%	20%	20%	20%	40%
S6	0%	0%	0%	80%	20%	0%
S7	0%	0%	0%	40%	60%	0%
S8	0%	0%	0%	83%	17%	0%
S9	0%	0%	0%	0%	40%	60%
S10	0%	20%	20%	60%	0%	0%
C1	0%	0%	0%	0%	80%	20%
C2	0%	0%	0%	17%	50%	33%

Table 5.5: Ability to follow instructions across schools in district Kollam

Schools	Level 0 – Did not understand instructions even in mother tongue	Level 1 - Understood instructions in mother tongue but not in English	Level 2 – Did not understand instructions in English; responded only in mother tongue	Level 3 – Understood some instructions in English, responded using	Level 4 - Understood most instructions in English, responded using few words or phrases	Level 5 – Understood all instructions in English, responded in words, phrases & sentences in English
S1	0%	20%	20%	40%	20%	0%
S2	0%	0%	0%	20%	80%	0%
S3	0%	0%	0%	60%	0%	40%
S4	0%	0%	20%	0%	80%	0%
S5	0%	0%	0%	60%	20%	20%
S6	0%	0%	60%	40%	0%	0%
S7	20%	20%	20%	40%	0%	0%
S8	0%	0%	0%	80%	20%	0%
S9	0%	0%	20%	80%	0%	0%
S10	0%	0%	0%	40%	60%	0%
C1	0%	20%	0%	60%	20%	0%
C2	0%	0%	0%	60%	40%	0%

10. Integration of Digital technology in KITE E-Language Lab Baseline StudyTools

The impact study of E-Language Lab (ELL) is being designed by the Regional Institute of English, South India (RIESI) and IT for Change. The third-party study is an opportunity to understand and strengthen the program through collaborative research, involving RIESI (ELT Expertise), IT for Change (Techno-pedagogical Expertise including in ELT), and KITE (Implementer). The study aims to understand the implementation of the project as well as to inform the way forward, by studying the content, transaction, and technical aspects of English Language Teaching (ELT) through the ELL.

This note discusses the use of digital technology tools in the various activities connected to the ELL baseline study.

1. LibreOffice Writer is a free and open-source word processor and desktop publishing component of the LibreOffice software package, similar to Microsoft Word. It was used for data capturing and creation of program-related documents such as designing the student interaction tool, the baseline research study plan and the baseline report.

2. Xerte is a free and open source content authoring tool that helps bring together different types of material in order to present information on a topic. It can include text, images, video, audio as well as embed web pages or web widgets for rich interactivity. For the baseline study, Xerte was used to digitise the student interaction tool by incorporating different types of discourses as well as instructions for the facilitator.

Xerte-based Student Interaction Tool Design
Sample questions from the Student Interaction Tool on Xerte

After the initial designing of the student interaction tool, questions for each grade were digitised and the respective resource material was added to Xerte. During the

orientation session at each district, the research team and master trainers helped install the tool for each of the facilitators (in their laptops/ tabs). Xerte not only helped avoid additional printouts, but it also provided easy offline access.

1. For data collection, an app called *ODK Collect* was used. Open Data Kit (ODK) is a open-source suite of tools that allows data collection using Android mobile devices and data submission to an online server, even without an Internet connection or mobile carrier service at the time of data collection.

The ODK Collect interface for data collection based on the student interaction tool.

Grade-wise data collection forms were generated based on the rubrics from the student interaction tool in an MCQ-type format. The facilitator would select the form for the appropriate Grade, will in school and student-related details and proceed as per the instructions provided. The installation process was easy and it helped facilitate smooth collection and digitisation of data. Upon completion of data collection, a grade-wise consolidated list of all records could be downloaded in an xlm format.

1. LibreOffice Calc proved particularly useful in data cleanup and analysis. For example, the Pivot function helped generate district and level-wise data in tabular format as well as for the charts from the collected data.

2. Google Drive proved helpful in compiling and storing all program-related documents as well as in collaborative working between teams. For example, individual Google Drive links were provided to facilitators which helped in capturing teacher interaction data for each district separately.