

Impact Study: KITE E-Language Lab

Midline Study Report

Prepared for:

KITE (Kerala Infrastructure and Technology for Education)

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1. Introduction

The impact study of KITE E-Language Lab (ELL) has been designed by the Regional Institute of English, South India (RIESI) and IT for Change. This 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. The midline study report, in particular, focuses on the ongoing implementation status of the program as well as the monitoring and support processes.

2. Background

The impact study of KITE's E-Language Lab aims to understand the implementation of the E-Language Lab project, as well as to inform the way forward by identifying specific aspects of strengthening the initiative by studying the content, transaction, and technicalities of the English Language Empowerment through E-Language Lab (ELL). The entire process consists of baseline, midline, and end-line studies to assess the impact of the program. The baseline study conducted in August 2022 provided some valuable insights into students' proficiency levels in English, as well as teachers' perspectives towards the use of digital tools for English language learning, especially KITE ELL. The midline study was carried out between December 2022 and January 2023, with active support from the KITE team in facilitating data collection through questionnaires, focus group discussions and individual interactions.

3. Objectives

The midline study was guided by the following objectives/ research questions:

1. What is the current status of implementation of E_Language Lab in schools across Kerala?
2. What are the monitoring/support strategies and processes currently in place to track the implementation of E-Language Lab program at different levels?

4. Scope of Assessment

The scope of the midline study included:

1. Collecting data on the implementation of ELL in schools across all 14 districts of Kerala.
2. Understanding the needs, constraints and challenges faced by different stakeholders.
3. Identifying areas that may require a review/ redesign, if any, and recommend modifications as may be required.

5. Study Design

The study plan and tools were designed to get a better understanding of the implementation, inputs, monitoring processes, and output of the KITE E-Language Lab program. For the purpose of conducting the midline study, a five-member research team, comprising members from RIESI and IT for Change conducted online interactions with various stakeholders from the 3 baseline districts (Kasargod, Ernakulam and Kollam). Some preliminary discussions were held with the District Coordinators from all 14 districts in Kerala along with the Consultant from KITE State office, to communicate the requirements of the study.

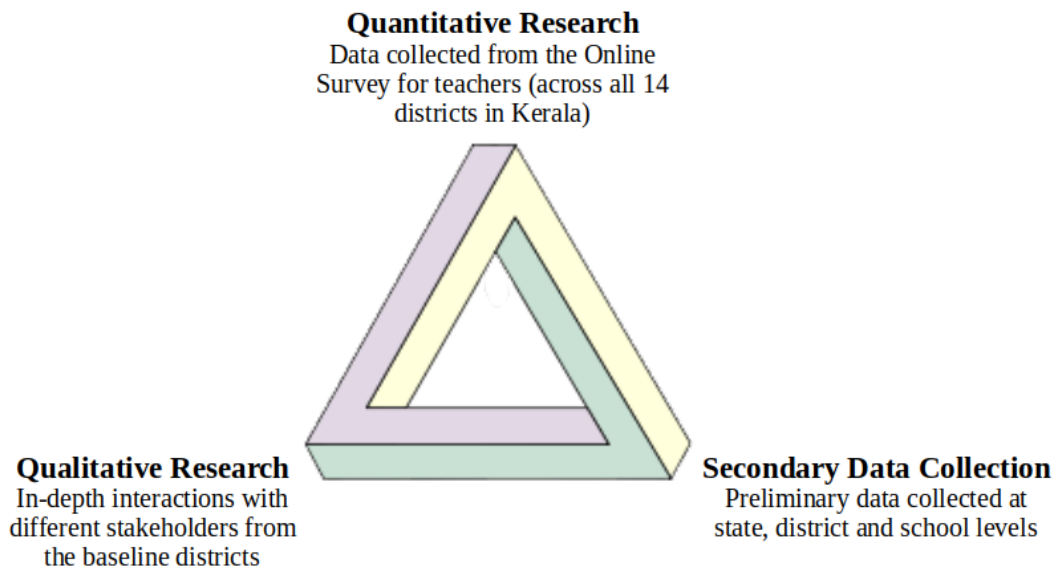


Figure 1: Triangulation Research Design

5.1 Sampling

For sampling, a multi-method, multi-audience approach was adopted that collected both qualitative and quantitative data and information from stakeholders. Teachers, Teacher Resource persons, Master Trainers and District Coordinators from all 14 districts in Kerala were also a part of the midline study for both transparency, as well to get a better sense of how schools across Kerala are doing in terms of the implementation of ELL as a whole. Through this process, the most significant changes in terms of knowledge, skills, practices, and attitudes of the stakeholders, as well as interim outcomes of the program were captured. The details of the sample distribution are explained below:

Stakeholder	Mode	Sample	Comment
KITE functionaries - State level	FGD	4	With key KITE officials
KITE District Coordinators	FGD	3	1 coordinator per district (Kasargod, Ernakulam & Kollam)
KITE Master Trainers & Teacher Resource Persons (RPs)	FGD	24	5 MTs and 3 RPs (each representing the blocks within the educational districts) from each of the 3 districts covered in the baseline study
HMs (Kasargod)	FGD	5	5 HMs from 5 schools from Kasargod
HMs (Ernakulam and Kollam)	FGD	10	5 HMs from 5 schools in each of the 2 districts (Ernakulam and Kollam)
Teachers (Kasargod)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers (Ernakulam)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers (Kollam)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers	DI	15	5 teachers from 5 schools in each of the 3 districts covered in the baseline study

Teachers	Online Survey	595	Survey of teachers from schools and districts across Kerala including those who were not a part of the baseline study (schools using ELL)
	Total	686	

Table 1: Sample distribution of different stakeholders for the ELL midline study

5.2 Study activities

The major activities planned under the midline study were:

1. Reviewing program documents and records of implementation and monitoring and having interactions with the program team to understand the implementation process and outcomes of the program
2. Developing specific evaluation questions informed by the program's activities and expected outcomes.
3. Developing suitable assessment tools to aid in capturing necessary data elements
4. Designing and carrying out questionnaires to collect quantitative data pertaining to different aspects of the program.
5. Conducting online focus group discussions and direct interviews with select stakeholders to gather required data (quantitative and qualitative).
6. Analysing the data collected and sharing insights derived from it with the program team.
7. Submitting a detailed report in which good practices are highlighted and improvements are suggested.

5.3 Tools for Midline study

Specifically for this *Midline study*, the following tools were created and administered:

5.3.1 [Online Survey Questionnaire for Teachers](#)

The types of questions included here focused on factors like implementation status, frequency of use, and comfort of teachers in using the ELL software to understand which factors influence the success or failure of implementation of the language Lab program. 50 teachers from each of the 14 districts in Kerala were

requested to fill out the form, and a total of 595 entries were submitted. The district coordinators and master trainers assisted the research team in gathering and filling up pre-call data in the respective district-wise spreadsheets and in following up with teachers to fill out the survey form.

5.3.2 Direct Interactions with Teachers

The questions asked in these interactions focused on teachers’ opinions on ELL, challenges regarding ELL implementation as well as additional support required if any. These were conducted individually for 5 teachers from each of the three districts covered in the baseline study (Kasargod, Ernakulam & Kollam).

5.3.3 Focus Group Discussion with Teachers

The questions asked in these interactions focused on ELL implementation, the support provided to teachers and other aspects that inform the status of implementation and challenges faced by teachers. These were conducted individually for 10 teachers from each of the three districts covered in the baseline study (Kasargod, Ernakulam & Kollam). Out of these 10, 7 teachers were to be from schools covered in the baseline study and 3 teachers were to be selected from other intervention schools. The detailed selection criteria can be found in the annexe.

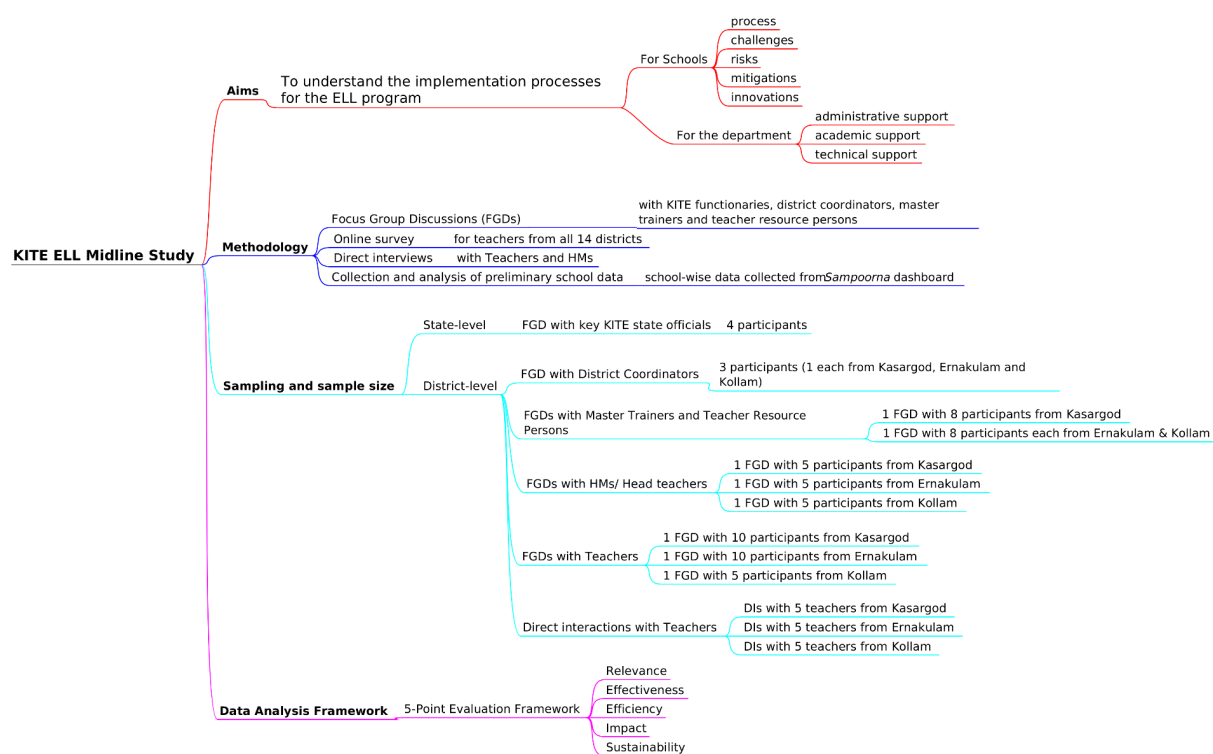


Figure 2: ELL Midline study design and methodology

5.3.4 Focus Group Discussion with Headmistresses/ Headmasters

The questions asked in these interactions focused on ELL implementation, the support provided to teachers and other aspects that inform the status of implementation in the schools from the perspectives of HMs. These were conducted individually for 5 HMs from each of the three districts covered in the baseline study (Kasargod, Ernakulam & Kollam). Headteachers that are acting-HMs for their schools were also considered for this tool.

5.3.5 Focus Group Discussion with Master Trainers and Teacher Resource Persons

The questions asked in these interactions focused on implementation, monitoring processes and the role of MTs. Teacher resource persons from each district were also included to get a sense of the implementation in their respective schools. 5 Master trainers and 3 teacher Resource Persons were included in the FGDs from each of the three districts covered in the baseline study (Kasargod, Ernakulam & Kollam). The FGD for participants from Kasargod was held separately while the FGD for participants from Ernakulam and Kollam were conducted together.

5.3.6 Focus Group Discussion with District Coordinators

The questions asked in these interactions focused on monitoring processes and the role of District Coordinators in ELL implementation. District coordinators from each of the three districts covered in the baseline study (Kasargod, Ernakulam & Kollam) were a part of the study.

5.3.7 Focus Group Discussion with KITE State Functionaries

This was held with the State level officials from KITE. The questions and discussion topics focus on the implementation of the program, the existing monitoring processes, support provided to schools and teachers as well as possible suggestions for improving the overall program implementation across Kerala.

6. Broad Plan and Timelines of the Midline Study:

For the midline study, the entire process of interactions took place in online mode between December 2022 and January 2023. The plan was to administer the online survey (a) for 50 teachers from schools using ELL in each of the 14 districts of Kerala (including those not part of the baseline study). The remaining tools (b-f) were implemented in each of the three districts (Kasargod, Ernakulam and Kollam) that were part of the baseline study. Further details on sampling, selection criteria and the schedule for the

midline study can be found in the annexe.

7. Preliminary data collected for the study:

Prior to administering the study tools, some district-specific preliminary data was also collected to get a better understanding of the schools implementing ELL. This included:

7.1 State-level data:

1. Number of schools per district that have implemented E-Language Lab as of 1st December 2022 for all the districts in Kerala.
2. Details of internal monitoring process (if any) at the state level.

7.2 District-level data (for Kasargod, Ernakulam and Kollam):

1. List of schools per district that have implemented E-Language Lab as of 1st December 2022.
2. School spreadsheets from the *Sampoorna* portal (or UDISE school-level information) for the schools where the E-Language Lab has been implemented as of 1st December 2022.
3. Names and details of control schools (from *Sampoorna portal*) which have proceeded to implement E-Language Lab as of 1st December 2022 (if any).

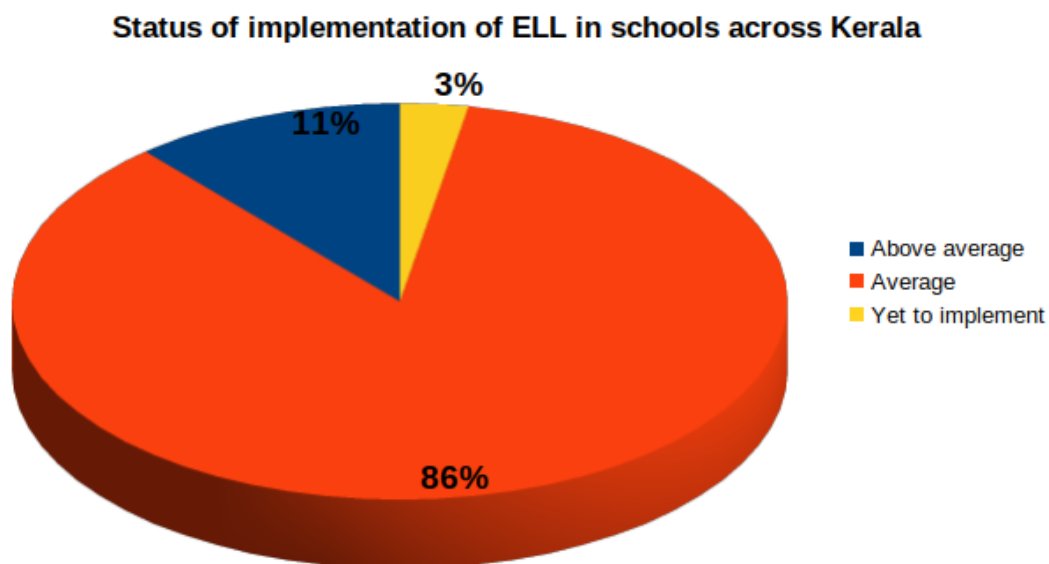
7.3 School-level data (for Kasargod, Ernakulam and Kollam) as of 1st December 2022:

1. List of intervention schools in the district categorized based on the status of implementation of E-language Lab:
 - a. Frequent use of ELL (Schools that are using ELL at least once a week and generating activity report card of students)
 - b. Moderate use of ELL (Schools that are using ELL less than once a week and/ or not generating activity report cards)
 - c. Yet to implement ELL (Schools that have not yet used ELL)
2. Class-wise data on the status of implementation of E-Language Lab:
 - a. Number of students per class (in sections implementing ELL)
 - b. Number of E-Language Lab stories covered for each class
 - c. If the student activity report card is generated for each class? (Yes/ No)
 - d. Mode or method used to implement ELL - individual/ whole class/ hybrid?

8. Findings

8.1 From preliminary data

From a total of 704 entries that were collected across the 14 districts, it was found that a majority (86%) of schools use ELL between once in two weeks to once a month and are currently not generating student activity report cards - only 11% are able to use ELL weekly and are regular in generating student report cards. 3% of the sample schools are yet to implement ELL (though they had intended to), with the highest percentage of such schools being from Wayanad at 22%. Thiruvananthapuram has the most schools using ELL once a week and generating activity report cards at 35%.



Graphic 1: Status of implementation of ELL in schools across Kerala

8.2 From interaction with KITE state officials

- This interaction revealed the intent behind creating ELL, challenges to implementation at the state level, as well as ongoing efforts to improve the software and monitoring. In the absence of effective digital tools for language learning, many schools had started using proprietary software. In consultation with a team of technical experts, KITE started working on a customized version of Moodle based on some initial data from schools. The type of technology infrastructure available in schools is what has guided the software design.

- The KITE team also spoke about challenges to the effectiveness of the ELL program such as inadequate client-server model setup in certain schools and issues regarding teacher workload. The need for teacher training was also brought up to help them transition from a “syllabus-completion” oriented mindset to more holistic and focused on citizenship-building thinking.
- It was suggested that ELL-specific training be given to convey how ELL follows a techno-pedagogical model, to demonstrate the value and impact of this program in order to encourage and motivate teachers, along with suggesting strategies to manage classrooms and integrate such projects into the curriculum.
- KITE’s ongoing work on ELL includes making changes in the software based on existing feedback, exploring how to improve student assessment using AI, and suggesting revisions in the state curriculum, among others.
- Some more suggestions that came up were to distribute more devices to high schools and schools performing well, create digital portfolios for teachers as well as students, and make multiple and diverse strategies for different categories of schools based on the technological infrastructure available.
- In the long run, the possibility of incorporating more languages in ELL was also discussed.
- Finally, the state functionaries spoke about the need for a coordinated effort from all stakeholders.

8.3 From interaction with District Coordinators

- The FGD with district coordinators from Ernakulam, Kasargod and Kollam highlighted several challenges to the effectiveness and implementation of the ELL program:
 - The lack of or inadequate technology infrastructure
 - The DCs mentioned that they are trying to address this issue. In some cases, local authorities (like the *grama panchayat*) have also provided some funds to procure more devices.
 - Delays in program implementation that have led to many teachers forgetting what was covered in the ELL training
 - Variations in teachers’ proficiency and comfort levels with respect to the English language
 - Shortage of teachers as well as inter/ intra-district transfer of teachers caused a break in continuity in implementation
 - Learning gap among students due to pandemic-induced school closures

- Schools being more focused on syllabus completion.
- The DCs stated that 50-60% of the schools in their districts have already started implementing ELL, although the follow-up activities couldn't be done as effectively due to inadequate technology infrastructure and other ongoing state or district-level engagements.
- There exist several processes to monitor the implementation of ELL:
 - All trained teachers and IT coordinators are part of WhatsApp groups where feedback and information on monitoring are collected including pictures and/ or videos
 - Schools are expected to regularly update their implementation status on the *Sampoorna* portal
 - Some schools had updated the portal but were unable to provide any proof of implementation
 - School visits by education officers (DEOs and AEOs) and KITE Master Trainers
 - However, it is not possible for MTs to visit all the schools allotted to them in person. *“It will be more effective if we are able to give more field support. Period of visits and the number of visits should improve.”*, as per one of the district coordinators.
 - In Kasargod, a questionnaire was used by the EOs and MTs to ask specific questions about the status of ELL implementation in schools
- It was suggested that resource creation for ELL can be done in a decentralized manner if a resource-uploading system is developed. The DCs also mentioned that teachers want stories in ELL to be the same as that of the textbooks used in schools.
- Among other suggestions were increasing the frequency of teacher training, including more multilevel activities, making it a part of Kerala's literacy mission for children and adults, and in the long run, expanding ELL to more languages.

8.4 From interaction with Master Trainers and Teacher Resource Persons

- MTs and RPs helped conduct the initial state-level ELL training for teachers and also provide ongoing support to schools. Teacher resource persons, in particular, are not only responsible for implementing ELL in their school and training their peers but also assisting teachers from other schools.

- As per the MTs and RPs, around 40-50% of schools seem to have implemented ELL ‘well’ i.e. are able to use ELL at least once in two weeks and have covered 3-4 stories per class. However, in some of the remaining schools, implementation started as late as November.
- Interaction with MTs and teachers RPs also revealed some of the challenges faced:
 - Issues pertaining to inadequate numbers of devices came up several times, along with other challenges related to school-specific hardware issues, client-server setup and the need for headphones.
 - For technical problems, teachers contact KITE functionaries, and in turn KITE sends a technical assistant or MTs to schools to rectify the problems.
 - The MTs revealed that teachers have also expressed concerns regarding their existing workload, their fluency and comfort in the English language, high student strength in classes, the impact of learning gap on students due to covid, and students’ low proficiency in English.
 - The DIET and *Samagra Shiksha Kerala* (SSK) faculty also help address pedagogy-related issues.
 - One teacher mentioned that, in their school several other activities are also being conducted in different classes for English enhancement and enrichment, which takes away time from conducting ELL sessions.
- Some schools have allocated a separate period for ELL in the timetable.
- In terms of monitoring:
 - Educational officers visit the schools frequently to check the status of implementation of ELL in schools
 - *Sampoorna* portal remains the main means of monitoring
 - MTs have regular interactions with the HMs and teacher in-charges
- Existing WhatsApp groups are also used by MTs and RPs to monitor the status of implementation across schools through post-training discussions, doubt-clarification, and asking teachers to share pictures/ videos of activities conducted.
 - Teachers posting photos and videos of the activities conducted helps motivate other teachers to try using ELL in their classes.
 - Feedback and suggestions from teachers are forwarded to the State office.

- MTs expressed that monitoring bigger schools/ districts becomes an issue since there is not enough time to observe each and every class.
- Some of the suggestions that came up were:
 - Training should be given to new teachers and those who have just been transferred to these schools
 - ELL should be included in the school timetable
 - A detailed implementation plan including both technical and pedagogical aspects should be developed, along with a user guide in both Malayalam and in English
 - Need to ensure that all teachers see ELL as an extension of the classroom process and not as a separate activity/ project. Teachers can include reflections from ELL sessions in their lesson plans.
 - School resource groups (SRGs) and parent resource groups can be used to discuss the benefits and impact of ELL to ensure the involvement of all stakeholders in ELL implementation.

8.5 From interaction with HMs

- All the HMs unanimously agreed on the benefits of ELL for language acquisition. They discussed how necessary such a program is to bring the proficiency levels of government school students in English (particularly their pronunciation and vocabulary) at par with those studying in private schools and to increase their exposure to the language. It brings ‘*enjoyment, enrichment and enhancement*’ to learning English.
- While in the classes ELL has been implemented vary per school, most of them are using ELL for classes 1-7th and have covered an average of 3-4 stories per class.
- In most cases, teachers discuss the plan amongst themselves, share ideas and then conduct the sessions. Many schools have appointed one teacher as the ELL in charge who encourages and supports other teachers.
- Various challenges that were discussed were regarding:
 - Inadequate number of devices (computers and headphones) in schools and high student strength
 - In such cases, some teachers often group students for either the story narration, the activities or both for ease of facilitation

- Some teachers use projectors and speakers to show the stories as a whole class activity
 - Shortage of time due to syllabus requirements and other ongoing engagements
 - Some schools have included ELL in their weekly timetable, others use the weekends, free periods and lunch breaks to conduct ELL sessions.
 - The HMs mentioned that a refresher training on ELL for teachers is necessary, not just on ELL but also on pedagogical strategies and language fluency.
- In terms of monitoring, not all teachers have been able to generate and track student activity report cards yet. Some HMs mentioned that they observe the ELL sessions, and even ask for the students' feedback. Some also meet the English teachers weekly or monthly to discuss ELL implementation and progress. They have found that students are very interested in activities related to ELL and have witnessed a difference in the language proficiency levels of students.
- Some suggestions that came up were:
 - To provide ELL training to the newly appointed teachers as well as monthly follow-up training for others
 - To include multi-level activities, more stories and other types of discourses to the content (such as poems, songs, news articles, short videos etc.). One HM also suggested that the names of the characters be changed to more local/ south Indian names wherever necessary to make them contextually relatable.
 - Some HMs mentioned that their teachers (and even students) can assist in resource creation by creating their own stories and activities.
 - To make the stories available on either WhatsApp or Youtube as well so that students can access ELL content at home as well.
 - To either reduce the syllabus or to include ELL in the upcoming revised curriculum
 - To integrate ELL content and resources with topics from other subjects wherever possible.

8.6 From interaction with Teachers

Teacher interactions were conducted in a three-fold manner to ensure a thorough analysis of the status of implementation of ELL in schools across Kerala.

8.6.1 From the FGD with Teachers:

- All the teachers agreed on the benefits of ELL in developing students' LSRW skills, especially vocabulary and grammar.

“ELL has an aspect of self-assessment which is very good and should be appreciated. We are not able to do this kind of assessment in our usual classroom. When they record their own audio they are assessing themselves. I see students recording over and over until they themselves feel they are perfect.” - one of the teachers from Ernakulam.

- On average, schools have been able to complete 2 stories per class. The frequency of ELL sessions varies from school to school and so does the time spent to complete a story.
- Several teachers also spoke about the positive impact ELL has been having on students. One of the teachers shared an experience where when teaching a chapter on a village fair from the textbook a sentence came up on a character being too old to do something, one of the students immediately connected it with the story ‘Too Big, Too Small’ from ELL and said, *“Sir, this happens with Shanu in the story”*.

8.6.2 From the Direct Interactions with Teachers:

In the direct interactions, all teachers spoke about witnessing an increase in students' interest levels towards ELL. While some teachers commented that it is too soon to say if students' proficiency levels have increased, others admitted to seeing some improvements particularly in students listening and reading skills.

One challenge that came up repeatedly across all direct interactions with teachers was the issue of inadequate technology infrastructure available in schools. It is worth noting though that some schools have tried to come up with strategies to implement ELL with existing resources such as:

- Conducting the session in turns for smaller groups
- Narrating the stories either orally or presenting them to the whole class using a projector and speaker
- The activities are conducted either as a whole class activity or grouping as many as 5 students per device, where each student attempts one of the exercises.
- Allocating a separate period or time for ELL sessions in the weekly timetable
- Calling students early or on the weekends, and utilising free periods for ELL sessions whenever possible.

Despite these strategies, several teachers expressed that they are not fully satisfied with the current level of implementation in their school owing other challenges like learning gap among students due to the pandemic, teachers' existing workload, and the pressure to complete the syllabus. Though MTs have not been able to visit the schools frequently, teachers appreciated the ongoing support provided by KITE via WhatsApp groups and over phone calls. Some of the suggestions that came up were:

- Including more multilevel activities per story
- Including other types of discourses (such as poems, songs, news articles etc.)
- Integrating ELL into the curriculum currently being developed in Kerala
- Providing more devices to schools with high student strength

Some teachers also expressed that their peers and students are able to create their own stories and will be able to contribute to ELL's resource creation process in the future.

8.6.3 From the Online Survey:

A total of 595 entries were submitted for the online survey across the 14 districts. The data was cleaned prior to the analysis. This process involved checking the data on a daily basis during the data collection process. Missing or duplicate entries were addressed during this stage, to ensure that the data collected is clean. Once all the data was collected, a final check was conducted to ensure the data sets were all consistent before the analysis process began. The highlights of the findings from the online survey are detailed below. For the complete list of tables and figures, refer to the annexure.

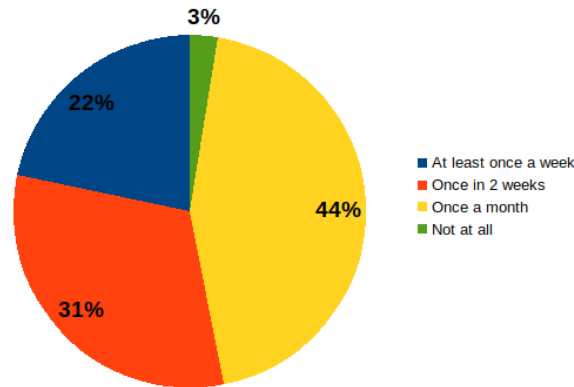
- **Teachers' Profile:**
61% of the respondents to the survey were female and 39% male. 50% of all respondents are graduates, 34% are post-graduates and 15% have a diploma. A majority of the teachers either have 3-6 years of experience in the teaching field (31%) or more than 15 years of experience (29%). A significant number (11%) of teachers have only been teaching for less than two years, with the highest percentage being from Pathanamthitta at 29%.
- **E-Language Lab Training:**
98% of the respondents had attended the ELL training conducted last year, a majority of whom (82%) found it very useful.
- **Implementation of ELL in schools:**
Table 2 below shows the implementation status of ELL in schools across Kerala according to the

responses to the survey of 595 teachers.

What is the status of ELL implementation in your school?	% of responses
Implementation has begun and is going smoothly	22%
Implementation has begun but facing several challenges	75%
Has not been implemented yet	3%
Total Responses	595

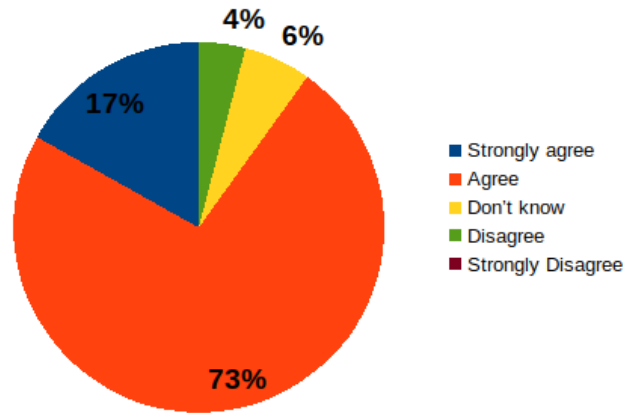
Table 2: Implementation of ELL in schools

48% of all respondents claim to use ELL in hybrid mode - where the teacher reads the story using a projector and students share the systems or use them one by one to complete the related activities. Most of the schools (78%) have been able to cover less than 3 stories per grade, while only 3% have been able to cover more than 5 stories per grade. 22% teachers who were part of the survey reported that ‘once a week’ was the frequency with which they implement ELL in schools. Graphic 2 below shows this data:



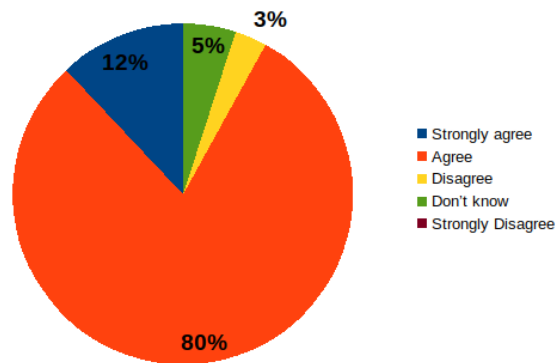
Graphic 2: Frequency of ELL use in classrooms

- Teachers’ responses to the statement ‘I am comfortable integrating the E-Language Lab content into the classroom’, have been captured in Graphic 3 below:



Graphic 3: Respondents' comfort in using ELL content in the classroom

- Of the teachers who participated in the survey, 61% said they need support through training, 60% said they needed technology/hardware support and 33% said they need administrative support to implement ELL in their classrooms.
- 97% of the teachers who participated felt that students find the stories in ELL interesting. Respondents' impressions on whether students are able to connect with the themes included in ELL content can be seen in Graphic 4 below:



Graphic 4: Are students able to connect with the themes included in ELL content?

- 91% of respondents said that they have noticed some improvements in students' language skill levels. The maximum improvements were noticed in listening skills followed by reading skills and speaking skills (refer to Table 3.4.6 in the annexure).
- When asked about the collection of student assessment data. 34% of respondents said that they have not been able to collect it. 49% are collecting manually by making students draw and write in notebooks while only 17% have been able to collect it directly in Moodle or by uploading written materials on Moodle.

9. Limitations of the Study

Although the midline study on KITE ELL followed due ethical procedures, it was conducted entirely in online mode and relied on self-reporting of data from different stakeholders. In this regard, there is a chance that some of the responses might be less than accurate. Additionally, the team was unable to access the documentation on ELL implementation done thus far by the different stakeholders. The research team intends to address both these limitations during the endline study through on-field observations at schools and in-person interactions with stakeholders.

10. Analysis

To collate the findings from the different midline tools and conduct a comprehensive data analysis, this study follows a modified version of the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee's (DAC) 5-Point principles for evaluation of development assistance¹. This framework helps assess ELL as a state-wide program through parameters like relevance, effectiveness, efficiency, impact and sustainability.

¹ The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

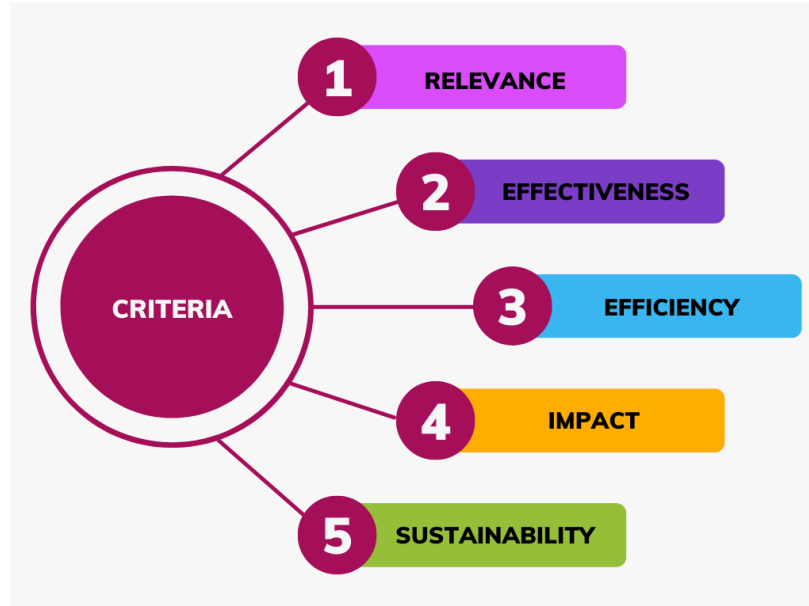


Figure 2: Analysis Framework

10.1 Relevance

Relevance as a parameter focuses on the validity of program objectives - whether the activities and outputs are consistent with overall goal attainment and the intended impact of the ELL program.

The interactions provided insights regarding why a software like E-Language Lab is necessary and relevant with respect to the given context, i.e. for students studying at government schools in Kerala. It was found that although implementation varies between different schools and districts, all stakeholders agree that such a program is necessary to help improve students' proficiency in English, particularly after the pandemic-induced school closures. The data collected from this study seems to suggest that the project is moving towards achieving its vision of *'enhancing the English Language proficiency of all students by using affordable and appropriate technology solutions'*. However, some challenges concerning technology infrastructure in schools may be overcome with time as participants reported efforts being made by local governments in each district to provide the required devices. Another aim of the project is *'to empower teachers to support learners continuously to enhance students' English Language proficiency'*. The customisation of moodle and the activities planned are in line with the thoroughly-researched discourse-oriented pedagogy followed in Kerala.

The work being done towards achieving these aims has been evidenced through the responses by participants such as:

- *"Teachers' confidence has increased in using English in the classroom."*

- *“Students find the program very enjoyable and it also enriches their pronunciation, vocabulary and fluency in English.”*
- *“ELL increases exposure to the English language and provides a conducive environment for language learning.”*
- *“ELL has an aspect of self-assessment which is very good/ should be appreciated. We are not able to do this kind of assessment in our usual classroom. When they record their own audio they are assessing themselves. I see students recording over and over until they themselves feel they are perfect. They are also developing more technical knowledge and becoming comfortable in using technology tools.”*

10.2 Effectiveness

Effectiveness as a parameter measures the extent to which a program or tool attains its objectives. An endline study that includes student assessment and comparison with the baseline data for the same will be useful in understanding the extent to which the program objectives have been met thus far. However, the midline study did highlight several influencing factors influencing the achievement or non-achievement of ELL’s objectives. Some of the enabling factors seem to have been as follows:

- Almost all stakeholders’ expressed belief in the effectiveness of ELL in language acquisition. Although multiple challenges in terms of implementation were brought up, none of the participants in the study claimed that such a program will not be beneficial for the students or is not in line with the learning objectives for English language teaching for these grades. Several teachers also admitted that students do not have sufficient opportunities to engage with English and ELL enables just that. Multiple stakeholders also suggested that ELL be included in the State’s literacy mission, not just for children but also for adults.
- ELL has also inspired teachers to think of activities beyond those mentioned in the curriculum to supplement language acquisition. One of the teachers stated that, *“This discussion has made me think of other activities that we can do alongside or how we can supplement the implementation even in absence of sufficient devices.”*
- Overall, most teachers and HMs agree that the existing ELL content was interesting, comprehensible and contextually relevant for the students. 97% of the teachers who participated in the online survey across the 14 districts felt that students find the stories in ELL interesting. One of the teachers implementing ELL in her classroom expressed that, *“The ELL content is relevant*

and relatable for my students in 4th (class). There are some repeated lines and so it is easy for them to follow and comprehend”.

- The system of training, support and feedback created by KITE officials (teacher resource persons, master trainers, district coordinators and state functionaries) involving the in-person distribution of computers and laptops, in-person school visits, regular interaction with HMs and teachers, following up using WhatsApp groups etc. has provided teachers with a lot of support on both administrative, technical and academic fronts. Several HMs spoke about the support provided by KITE in terms of training distribution of devices, technical support, ongoing pedagogical support, ELL implementation and regular monitoring. *“They are giving full support and replying very promptly and giving suggestions; Training was also conducted by them. They frequently visit and support; Support is very good. They are enquiring about the progress of implementation etc.”* - as per one of the participating HMs.
- It was also mentioned that teachers’ engagement with technology during the pandemic made it easier for them to learn, accept and integrate ELL into their classroom teaching.

Certain challenges that came up frequently and across all interactions were:

- The absence or lack of adequate physical infrastructure in schools - Many of the teachers mentioned high student strength combined with a lack of computer labs (especially for lower primary classes) and/ or inadequate number of classrooms in their school has hindered the implementation of ELL. One of the HMs said that, *“Lack of laptop facilities and lack of IT lab facilities meant that we could not proceed with implementation. We have a total of 1228 students, each class having around 45 students.”*
- All stakeholders recognised that the number of devices in schools is not sufficient for students to engage with ELL one-on-one in a time-bound manner. Hearing the audio clips properly is also an issue for many students, since a sufficient number of headphones is usually not available in schools. Schools also require regular assistance for ELL installation and client-server setup. One master trainer expressed that, *“some teachers require assistance with installation; in some systems, only the client was installed and not the server; they might face difficulty with new students/ batches in using the same system - we need to work on how to pack up the software, re-install the new version for the next year and how to record existing data.”*

- MTs and teacher resource persons also spoke about how teachers have been facing difficulty in implementing ELL in a regular manner due to their existing workload and additional ongoing department and school-level activities. One HM stated that, *“Time is not there. We have to also complete the portions according to the syllabus, and children have extra-curricular activities...”*. One of the teachers participating in the FGD also expressed that, *“Time is a huge constraint. the vast syllabus is a hindrance. Especially in 7th std there are a lot of activities and portions to complete. We are accountable to parents.”* The state functionaries seem to be aware of the issue since they discussed how teachers' willingness to explore supplementary tools or resources decreases with an increase in their workload.
- Teachers unanimously spoke about the need for training, not just on ELL software usage and its implementation, but also on how to effectively integrate it into classroom teaching, especially for new teachers and teachers who have recently gotten transferred to the schools implementing ELL. *“Need some guidelines on how to merge E3 program with our textbooks and syllabus.”* Teachers also requested that training be provided to help increase their fluency in English language. One of the district coordinators mentioned how *“Many teachers are not comfortable in English so implementation becomes subjective. The use of ELL in the schools is very different based on proficiency (in English and use of digital tools) of teachers.”*
- Some schools also face challenges in implementation due to the impact school closures have had due to the pandemic. As per one of the HMs, *“Students are not at grade level, so they find what the teachers teach a bit difficult; teachers are trying hard, students also go along with the teacher, but they are not performing satisfactorily in this activity; they are interested but not responding as fast.”*

On a positive note, several schools and teachers have come up with certain innovative practices to counter these issues such as conducting ELL sessions in groups, setting aside a slot for ELL in their school timetables, conducting ELL sessions during weekends and/or before or after school timings, connecting ELL themes and stories to existing textbook content, providing additional support to weaker students, and posting videos and photos of the activities conducted in their respective WhatsApp groups, among others. *“We have planned a timetable for it (2 classes in a week). We give chance to all teachers to attend ELL sessions; if not in lab stories are narrated in the classroom or displayed using a projector.”*, said one teacher. Another teacher spoke about how *“connecting themes of ELL stories with themes of stories from*

the textbook; gives students extra knowledge and insight when it comes to learning. It gives an extension to the textbook”.

10.3 Efficiency

As a parameter, efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. In case of government schools, the technology infrastructure tends to often be absent or inadequate with respect to their student-strength. It thus becomes imperative to ensure that the desired results are achieved with the existing resources. In the study it was found that teacher resource persons, master trainers, district coordinators and the state functionaries are all aware of the broader challenges faced by teachers concerning ELL implementation and have been working to provide solutions for the same in some capacity, indicative of a strong system in place for sharing challenges, feedback and providing ongoing support.

- To respond to the issues of inadequate technology infrastructure and high student strength in schools, MTs and teacher resource persons regularly interact with HMs and teachers to provide alternative strategies for implementing ELL. KITE is also exploring ways to allow multiple students to use the same device such as using standalone architecture (not dependent on a client-server setup) using the internet and providing a file-exporting option for all systems in schools.
- Some teachers and HMs mentioned that the MTs have not yet visited their schools to oversee ELL implementation in person. The MTs expressed that owing to the high number of schools they were supposed to cover (some having significantly high student strength) and in bigger districts, timely and regular visits were proving to be unfeasible. To solve this issue, KITE has already begun hiring more MTs across all sub-districts and plans to increase school visits between January and March 2023.
- It was also observed that the *Sampoorna* dashboard for schools, has been the main approach to assess implementation across schools. However, in our FGD with MTs, it came up that this data might not be accurate. One of the MTs said that *“Some schools had updated the portal but were unable to provide any proof of implementation upon visiting or on their respective WhatsApp groups”*. Teachers and MTs also expressed that, teachers and HMs in several schools have not been able to generate and track individual student activity report cards, while some others are doing it manually. One teacher also mentioned that he uses *“activities like drama/ skits in the classroom based on ELL stories”*, to determine if students have understood the story.

Though the state functionaries are exploring ways to incorporate AI for student assessment, it might be useful to develop some broader guidelines for the implementation and monitoring of ELL for stakeholders at all levels across all districts in Kerala.

10.4 Impact

This parameter covers the positive and negative changes produced by ELL, either direct or indirect, intended or unintended. It involves the main impacts and effects resulting from the activity on the local social, environmental and other development indicators. When analyzing the impact of the KITE ELL, it would be useful to consider what has happened as a result of the program and what difference it has made to the beneficiaries. From the online survey of 595 teachers across the State of Kerala, it was found that while many are facing challenges in implementation, only 3% of the survey respondents had not been able to begin implementation at the time that the survey was conducted. District coordinators reported that the program has even helped build the confidence of teachers, as the recorded materials help the teachers who are not English experts but have started teaching English recently. Some teachers' belief in its effectiveness is so high that they would come to the school on Saturday and Sunday to help students and to use the ELL. 91% of respondents in the online survey feel that they have noticed some improvements in students' language skill levels, the maximum in listening skills, followed by reading and speaking skills. HMs have also noticed a difference in students' confidence levels as well as their use of the English language when they participate in cultural activities. The HMs feel that ELL could be responsible for this shift. To determine this with certainty, student assessments should be conducted and compared with the baseline data as a part of the endline study.

10.5 Sustainability

Here sustainability refers to measuring whether the benefits of an activity are likely to be consistent in the long run. Exploring the possibility of integrating ELL with SCERT came up as a valuable suggestion in interactions with several stakeholders. One of the teachers expressed, *“New curriculum formation is happening in Kerala. The authorities can give some advice on this matter. A project like ELL should come into the mainstream and stories are the right way. If we include it in the main curriculum then it will be better. Our students love digital. They should get more exposure to digital language learning. Be it ELL or any other project they should get more chances. The older methods of reading the text and writing will not work now. We should include these newer/progressive methods in the curriculum so that students get*

enough time for doing such projects.” Not that the “*older methods*” don’t work - even ELL has carefully included reading and writing activities. It is that the digital mode of LSRW needs to complement/ supplement the traditional text-based LSRW, which continues to be relevant. The state functionaries are also exploring presenting ELL to the education department for this purpose. This can not only help teachers better understand how to include ELL in their teaching plans but will also aid in monitoring, since education officers will be able to oversee the implementation process more thoroughly. Along with this, if a comprehensive guideline is created on monitoring and implementation, it can help schools adopt ELL in a more efficient manner. The state officials also spoke about creating “*parallel strategies for different categories of schools*” with respect to the technology and physical infrastructure available. The possibility of creating digital profiles for students and teachers should also be explored since it might allow multiple students to use the same device and track their progress over the years.

Another major aspect that can influence the effectiveness of ELL, in the long run, is resource creation. MTs, teacher resource persons, HMs and teachers have already expressed that multilevel activities need to be created and more stories added to ELL. At present, the story creation is centralised. This can evolve into a more decentralized system so that teachers can develop and upload materials and this way we will be able to collect many more context-specific resources. One of the teachers said, “*Our teachers are very creative. We can create stories of our own which are related to our culture. We can develop stories with students and upload them - E language must give us a platform to upload the stories both by teachers and students*”. Training on collaborative story-writing for teachers can help guide them on how to bring local culture and values into the stories.

11. Recommendations

Such a comprehensive set of interactions with stakeholders helped identify a lot of different ways in which the ELL program can be strengthened across the different levels.

Regarding technology infrastructure

- The shortage or lack of devices came up in all interactions. To respond to this, along with device provisioning, it is important to identify the different approaches adopted by teachers/ schools that are implementing ELL using existing resources in innovative ways. Practices that are found to help increase the efficiency of ELL implementation should be documented and disseminated widely using SRGs, WhatsApp groups, training etc. This approach can prove advantageous in

supporting peer and collaborative learning. Periodic documentation can also be done online, and even through a publication.

- It is likely that providing and setting up additional devices in schools will take some time. Thus, it might be helpful to create a robust set of FAQs and guidelines with teachers and schools. Schools can also be split into broader categories based on the number of devices available and suitable suggestions for implementation strategies can be provided accordingly.
- It will be helpful to figure out a way to allow multiple students to use a device - either by providing the option of multiple logins, and/or by providing activities that students can engage with both individually and in smaller groups. If digital portfolios for teachers and students can be created, it will also be possible to track students' progress over the years.

Regarding lack of time to implement ELL, teacher workload and syllabus pressures

- A number of stakeholders, especially teachers, suggested that ELL be included in the curriculum to ensure that it is given due importance and is implemented regularly. While this suggestion makes sense to an extent, it also shows that syllabus and exam type thinking is being applied to this program as well. Providing clarity on and reinforcing the intended objectives of using ELL, and contextual strategies to implement ELL and integrate it with English language teaching is necessary, via regular discussions with teachers and during teacher training.

Regarding providing ongoing academic support

- The analysis reveals that there exists a strong network for providing feedback and support between the stakeholders. This can be further strengthened by planning and scheduling more/ regular visits of education officers, master trainers and resource persons to the schools.
- It is essential that stakeholders follow an 'academic support model' (instead of a monitoring/oversight model). State/district/sub-district functionaries should not see their job as 'monitoring' (*'Are you doing what you are supposed to?'*) but rather as supporting/ mentoring/ facilitating (*'How can we help you do better?'*)

Regarding updating ELL and resource creation

- Most of the teachers expressed that their students liked and were able to understand the stories. However, they also requested for more stories and including more multilevel activities for each of the stories.

- Stories with a lot of technical terms (such as “*DIVE!*” for level IV) should be revised to include simpler words that are more relevant to the students’ context. Names of the characters can also be changed wherever necessary to make them more contextual, and thus, more relatable.
- Right now story creation is centralised. This can evolve into a more decentralized system so that teachers can develop and upload their own stories and activities. This can also ensure that many more context-specific resources are collected. Perhaps schools can be provided with a list of themes on which stories can be developed, followed by a centralised vetting process for the collected stories.

Regarding teacher training

- It needs to be ensured that the stakeholders see ELL as an extension of the textbook, and not a replacement! ELL has resources across grade levels and offers teachers an opportunity to provide learning opportunities to students who may be at different levels. This must be consciously covered as a part of not only ELL-training but also teachers’ overall professional development.
- Understanding the purpose of the syllabus and the pressures of ‘completing it’ as well as negotiating parents’ expectations (and evidencing student learning to them), need to be consciously part of teachers’ continuous professional development.
- Language teachers must see themselves as creators in the language. Thus, continuous professional development that includes strategies to improve teachers’ proficiency in English is important.

Suggestions for the coming years

- Expanding ELL to more languages can be explored in the years to come.
- Ways to make ELL part of the literacy mission for Kerala should be explored, especially for older children who were not able to complete their schooling. ELL can also be a part of an adult literacy program, say for parents and community members, and can grow to include relevant text, audio, video resources to support language learning for adults.

Post data analysis, the research team came up with some more suggestions which will be assessed further during the on-field visits and shared as structured recommendations in the endline report.

12. Conclusion

It is evident from the midline study that ELL has been unanimously praised as a unique and engaging language learning resource for students studying in government schools across Kerala. The team also found that a strong system for providing support and feedback to teachers and schools has been set in place. Master trainers, district coordinators and the KITE state officials were all aware of the challenges that have come up at the ground level while implementing ELL in classrooms - which speaks for the smooth flow of communication and coordination among the stakeholders. In light of the challenges identified, there is a need to revise methodologies for adoption and integration of ELL into classroom teaching. The responses from the online survey on the status of implementation of ELL in schools indicate significant promise in its ability to improve English language proficiency among students. The use of audio and video elements, interactive activities, and simulations seem to have enhanced the learning experience of students to some extent - which is reflected in students' increased interest levels reported by teachers. Including a student assessment tool similar to that conducted during the baseline study will be useful in assessing to what extent ELL has been successful in improving students' proficiency levels in English. Conducting the endline study in offline mode will also be useful in assessing the implementation and overall effectiveness of ELL program, as well as the pedagogical and technical support provided to teachers across schools and districts in Kerala (vis-à-vis the responses collected in this study). After identifying the areas for improvement, it will crucial to also bring in education officers, educators, parents and community members, to collaborate and work together to ensure the success of the program. With collaboration and a commitment to excellence, the English Language Lab program in Kerala can reach its full potential and provide students with the tools they need to succeed in a rapidly changing world.

Annexure

1. Midline Study Design

Table 1.1: The selection criteria for participants in the midline study was as follows:

Stakeholder	Data Collection Mode	Sample	Comment
KITE functionaries - State level	FGD	4	To be finalised as per availability of functionaries.
KITE District Coordinators	FGD	3	1 coordinator per district (Kasargod, Ernakulam & Kollam)
KITE Master Trainers & Teacher Resource Persons (RPs)	FGD	24	5 MTs and 3 RPs from each of the 3 districts covered in the baseline study
HMs (Kasargod)	FGD	5	5 HMs from 5 schools from Kasargod
HMs (Ernakulam)	FGD	5	5 HMs from 5 schools from Ernakulam
HMs (Kollam)	FGD	5	5 HMs from 5 schools from Kollam
Teachers (Kasargod)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers (Ernakulam)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers (Kollam)	FGD	10	7 teachers from schools covered in baseline study and 3 teachers from other intervention schools
Teachers	DI	15	5 teachers from 5 schools in each of the 3 districts covered in the baseline study
Teachers	Online Survey	50x14	Survey of teachers from schools and districts across Kerala including those that were not a part of the baseline study (schools using ELL)
	Total	722*	

Table 1.2: Stakeholder-specific selection criteria followed for the midline study:

Stakeholder	Sample	Selection Criteria
FGD with HMs (Kasargod)	5	1 HM each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 HM each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 HM each from 1 school that is yet to implement ELL (though they had intended to)
FGD with HMs (Ernakulam)	5	1 HM each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 HM each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 HM each from 1 school that is yet to implement ELL (though they had intended to)
FGD with HMs (Kollam)	5	1 HM each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 HM each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 HM each from 1 school that is yet to implement ELL (though they had intended to)
FGD with Teachers (Kasargod)	7+3	Of the 7 schools: 1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 3 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 2 schools that are yet to implement ELL (though they had intended to) + 1 teacher each from 3 schools not covered in baseline that are implementing ELL (they can be above average, average or yet to implement ELL)

FGD with Teachers (Ernakulam)	7+3	<p>Of the 7 schools: 1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 3 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 2 schools that are yet to implement ELL (though they had intended to)</p> <p>+ 1 teacher each from 3 schools not covered in baseline that are implementing ELL (they can be above average, average or yet to implement ELL)</p>
FGD with Teachers (Kollam)	7+3	<p>Of the 7 schools: 1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 3 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 2 schools that are yet to implement ELL (though they had intended to)</p> <p>+ 1 teacher each from 3 schools not covered in baseline that are implementing ELL (they can be above average, average or yet to implement ELL)</p>
DIs with Teachers (Kasargod)	5	<p>1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 1 school that is yet to implement ELL (though they had intended to)</p>
DIs with Teachers (Ernakulam)	5	<p>1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 1 school that is yet to implement ELL (though they had intended to)</p>
DIs with Teachers (Kollam)	5	<p>1 teacher each from 2 schools with above average use of ELL (using ELL at least once a week and generating activity report card of students); 1 teacher each from 2 schools with average use of ELL (using ELL less than once a week and without generating student report cards); 1 teacher each from 1 school</p>

		that is yet to implement ELL (though they had intended to)
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Table 1.3: The schedule followed for the midline study:

Schedule for Midline Study				
Date	Time	Agenda	Participants	Facilitators
3-Dec-2022	3:00 - 4:00 PM	Brief preparatory meeting with District teams	DCs (and ELL in charges)	Research Team
5-Dec-2022	12:00 - 1:00PM	Brief preparatory meeting with DCs from other 11 districts	11+open	Research Team
10-Dec-2022	10:30AM - 12:00PM	FGD with Master Trainers & RPs - Kasargod	8	Research Team
10-Dec-2022	2:00 - 3:30PM	FGD with Master Trainers & RPs - Ernakulam and Kollam	16	Research Team
12-Dec-2022	10:30AM - 12:00PM	FGD with Teachers - Ernakulam	7+3	RS, TT, MI
12-Dec-2022	6:30 - 8:00 PM	FGD with Teachers - Kasargod	7+3	MI, PRP
12-Dec-2022	6:30 - 8:00 PM	FGD with Teachers Kollam	7+3	RS, TT
13-Dec-2022	10:30AM - 12:00PM	FGD with HMs - Kasargod	5	Research Team
13-Dec-2022	2:00 - 3:30PM	FGD with HMs - Kollam	5	Research Team
15-Dec-2022	3:00 - 4:30PM	FGD with HMs - Ernakulam	5	Research Team
17-Dec-2022	10:30AM - 12:00PM	FGD with District Coordinators	3	Research Team
21-Dec-2022	11:00AM - 12:30PM	FGD with KITE State Functionaries	4	Research Team

2. Findings from preliminary data captured

Preliminary data captured from the 14 districts can be found [here](#).

Table 2.1: District-wise status of implementation of ELL in schools - from Preliminary Data captured from the districts (can be found [here](#)).

Districts	Above average	Average	Yet to implement	Total no. of responses
Alappuzha	10	40	1	51
Ernakulam	15	34	0	50
Idukki	2	48	0	50
Kannur	0	51	0	51
Kasargod	1	46	3	50
Kollam	3	47	0	50
Kottayam	7	40	3	50
Kozhikode	0	52	0	52
Mallapuram	6	44	0	50
Palakkad	6	42	2	50
Pathanamthitta	6	46	0	52
Thiruvananthapuram	16	30	0	46
Thrissur	0	52	0	52
Wayanad	8	31	11	50
Total	80	603	20	704

Table 2.2: Status of implementation of ELL in schools across Kerala - from Preliminary Data captured from the districts (can be found [here](#)).

Implementation status	Above average	Average	Yet to implement
% of schools	11%	86%	3%

3. Findings from Online Survey

3.1 Teachers' Profile

Table 3.1.1: District-wise highest academic qualification of respondents:

Districts	Respondents' highest academic qualification				
	Diploma	Graduate	Post-Graduate	MPhil	PhD
Alappuzha	19%	48%	33%	0%	0%
Ernakulam	8%	63%	27%	2%	0%
Idukki	24%	55%	20%	2%	0%
Kannur	24%	48%	27%	0%	0%
Kasaragod	30%	52%	18%	0%	0%
Kollam	7%	52%	41%	0%	0%
Kottayam	11%	54%	30%	3%	3%
Kozhikode	15%	52%	33%	0%	0%
Malappuram	16%	44%	40%	0%	0%
Palakkad	16%	41%	41%	2%	0%
Pathanamthitta	0%	39%	61%	0%	0%

Thiruvananthapuram	11%	50%	39%	0%	0%
Thrissur	2%	52%	45%	0%	0%
Wayanad	23%	44%	31%	0%	2%
Grand Total	15%	50%	34%	1%	0%

Graphic 3.1.1: Highest academic qualification of respondents across Kerala:

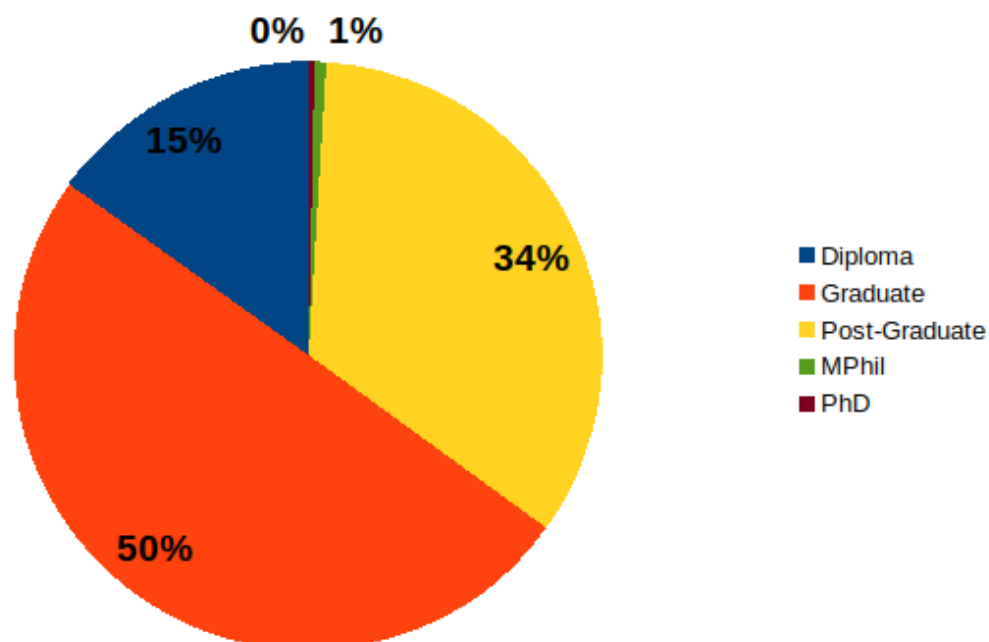


Table 3.1.2 Respondents' teaching experience:

Districts	Respondents' teaching experience				
	0-2 yrs	11-15 yrs	3-6 yrs	7-10 yrs	more than 15 yrs
Alappuzha	12%	17%	50%	10%	12%
Ernakulam	8%	21%	27%	15%	29%

Idukki	10%	16%	33%	14%	27%
Kannur	0%	15%	45%	18%	21%
Kasaragod	9%	18%	30%	7%	36%
Kollam	16%	11%	41%	5%	27%
Kottayam	11%	11%	35%	27%	16%
Kozhikode	11%	13%	28%	15%	33%
Malappuram	2%	9%	27%	13%	49%
Palakkad	6%	14%	29%	20%	31%
Pathanamthitta	29%	14%	25%	14%	18%
Thiruvananthapuram	8%	14%	17%	8%	53%
Thrissur	20%	11%	18%	18%	32%
Wayanad	13%	23%	27%	23%	15%
Grand Total	11%	15%	31%	15%	29%

Graphic 3.1.2: Teaching experience of respondents across Kerala:

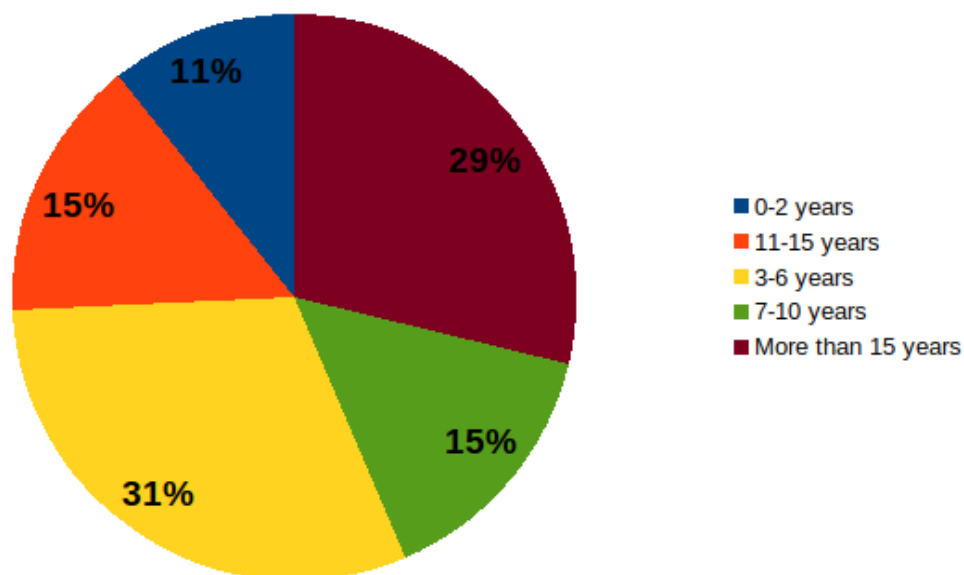
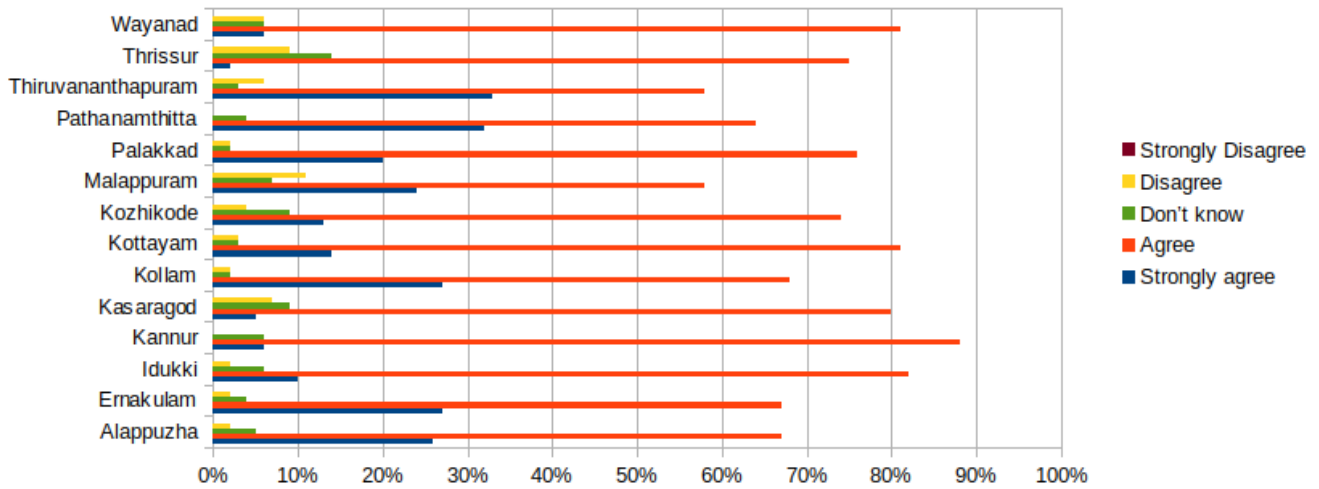


Table 3.1.3: Respondents' comfort in using ELL content in the classroom (district-wise):

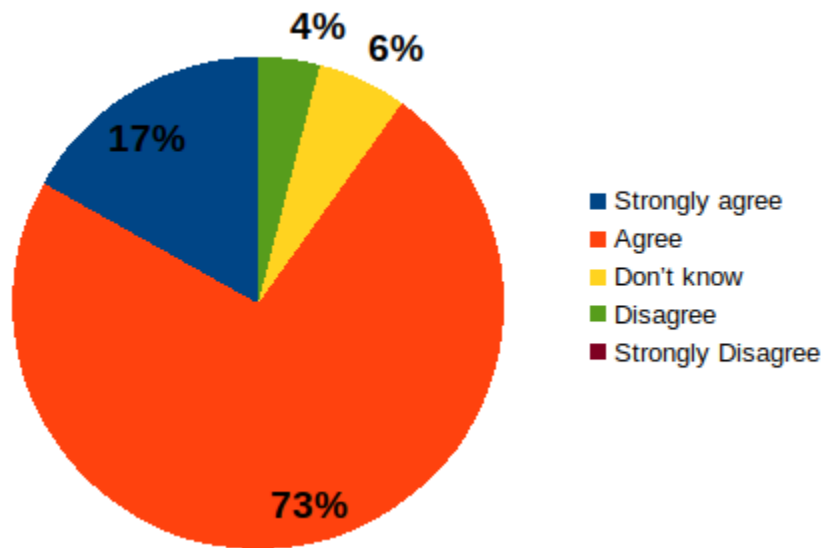
District	I am comfortable integrating the E-Language Lab content into the classroom				
	Strongly agree	Agree	Disagree	Don't know	Strongly Disagree
Alappuzha	26%	67%	2%	5%	0.00%
Ernakulam	27%	67%	2%	4%	0.00%
Idukki	10%	82%	2%	6%	0.00%
Kannur	6%	88%	0%	6%	0.00%
Kasaragod	5%	80%	7%	9%	0.00%
Kollam	27%	68%	2%	2%	0.00%
Kottayam	14%	81%	3%	3%	0.00%
Kozhikode	13%	74%	4%	9%	0.00%
Malappuram	24%	58%	11%	7%	0.00%
Palakkad	20%	76%	2%	2%	0.00%
Pathanamthitta	32%	64%	0%	4%	0.00%
Thiruvananthapuram	33%	58%	6%	3%	0.00%
Thrissur	2%	75%	9%	14%	0.00%
Wayanad	6%	81%	6%	6%	0.00%
Grand Total	17%	73%	4%	6%	0.00%

Graphic 3.1.3: Respondents' comfort in using ELL content in the classroom (district-wise):

Comfort in integrating the E-Language Lab content into classroom teaching



Graphic 3.1.4: Respondents’ comfort in using ELL content in the classroom (across Kerala):



3.2 On ELL Training

Table 3.2.1 Having attended the ELL training:

Districts	Did you attend the ELL training?
-----------	----------------------------------

	Yes	No
Alappuzha	100%	0%
Ernakulam	98%	2%
Idukki	100%	0%
Kannur	97%	3%
Kasaragod	93%	7%
Kollam	100%	0%
Kottayam	100%	0%
Kozhikode	96%	4%
Malappuram	96%	4%
Palakkad	100%	0%
Pathanamthitta	96%	4%
Thiruvananthapuram	100%	0%
Thrissur	91%	9%
Wayanad	100%	0%
Grand Total	98%	2%

Graphic 3.2.1 Percentage of respondents having attended the ELL training:

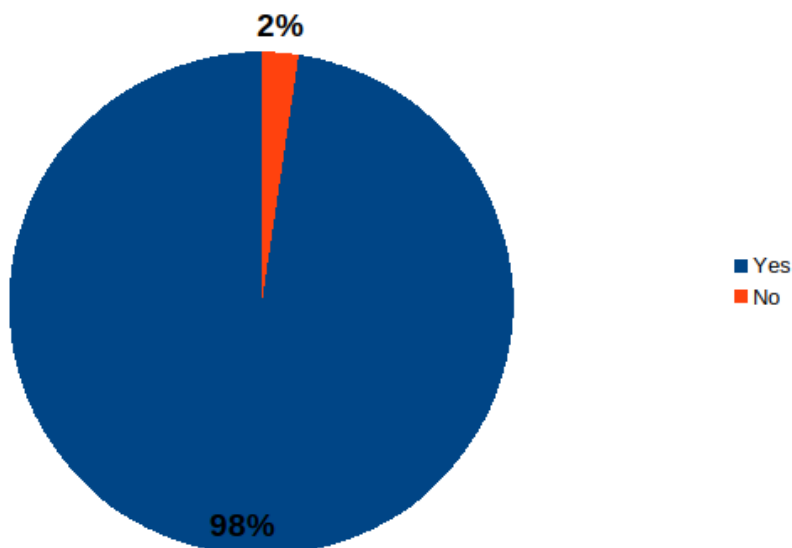
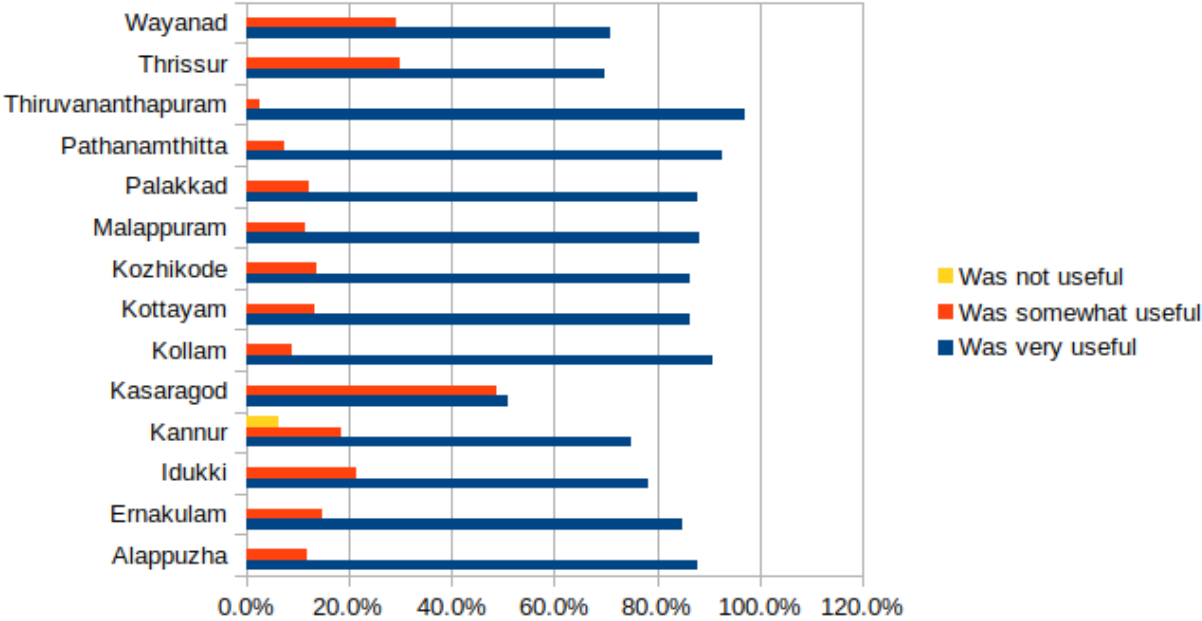


Table 3.2.2 Opinion on the ELL training (for those who attended it:

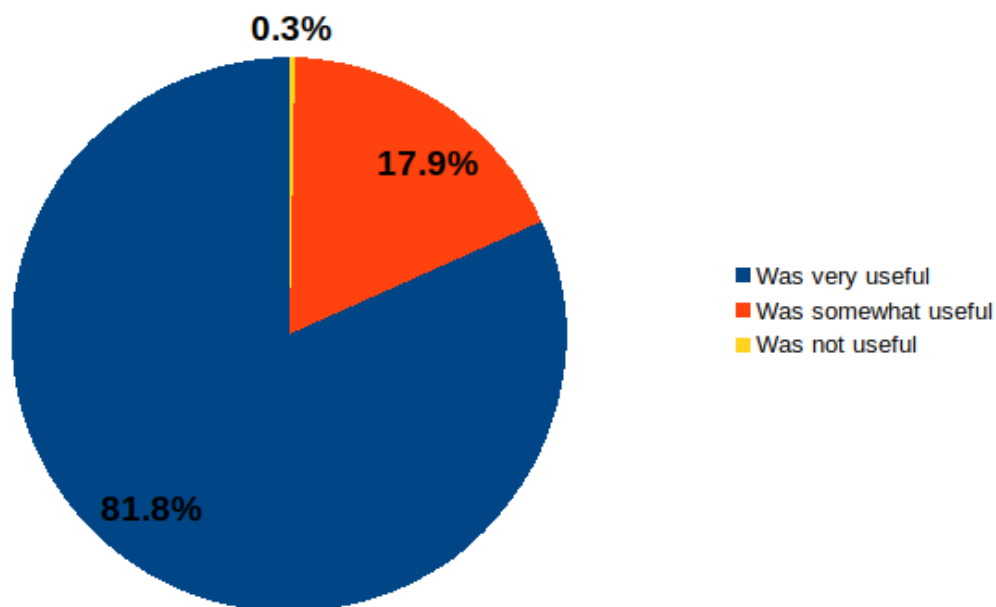
Districts	Feedback on ELL Training		
	Was very useful	Was somewhat useful	Was not useful
Alappuzha	88.1%	11.9%	0.0%
Ernakulam	85.1%	14.9%	0.0%
Idukki	78.4%	21.6%	0.0%
Kannur	75.0%	18.8%	6.3%
Kasaragod	51.2%	48.8%	0.0%
Kollam	90.9%	9.1%	0.0%
Kottayam	86.5%	13.5%	0.0%
Kozhikode	86.4%	13.6%	0.0%
Malappuram	88.4%	11.6%	0.0%
Palakkad	87.8%	12.2%	0.0%

Pathanamthitta	92.6%	7.4%	0.0%
Thiruvananthapuram	97.2%	2.8%	0.0%
Thrissur	70.0%	30.0%	0.0%
Wayanad	70.8%	29.2%	0.0%
Grand Total	81.8%	17.9%	0.3%

Graphic 3.2.2 Respondents’ feedback on ELL training (district-wise):



Graphic 3.2.3 Respondents’ feedback on ELL training across Kerala:



3.3 On status of implementation of ELL in schools

Table 3.3.1: No. of computers/ laptops per school (district-wise)

Districts	No. of computers/ laptops in school						
	0	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	Above 25
Alappuzha	0%	57%	29%	7%	5%	2%	0%
Ernakulam	2%	58%	19%	4%	13%	4%	0%
Idukki	0%	53%	29%	8%	4%	0%	6%
Kannur	6%	36%	36%	12%	9%	0%	0%
Kasaragod	5%	73%	18%	2%	2%	0%	0%
Kollam	0%	48%	39%	7%	7%	0%	0%
Kottayam	0%	68%	22%	11%	0%	0%	0%

Kozhikode	2%	30%	43%	15%	7%	0%	2%
Malappuram	0%	24%	38%	27%	9%	2%	0%
Palakkad	0%	33%	29%	24%	10%	2%	2%
Pathanamthitta	0%	75%	21%	0%	0%	0%	4%
Thiruvananthapuram	3%	39%	33%	14%	6%	6%	0%
Thrissur	5%	43%	34%	11%	5%	0%	2%
Wayanad	2%	33%	31%	17%	2%	4%	10%
Grand Total	2%	47%	30%	12%	6%	2%	2%

Graphic 3.3.1: No. of computers/ laptops per school across Kerala:

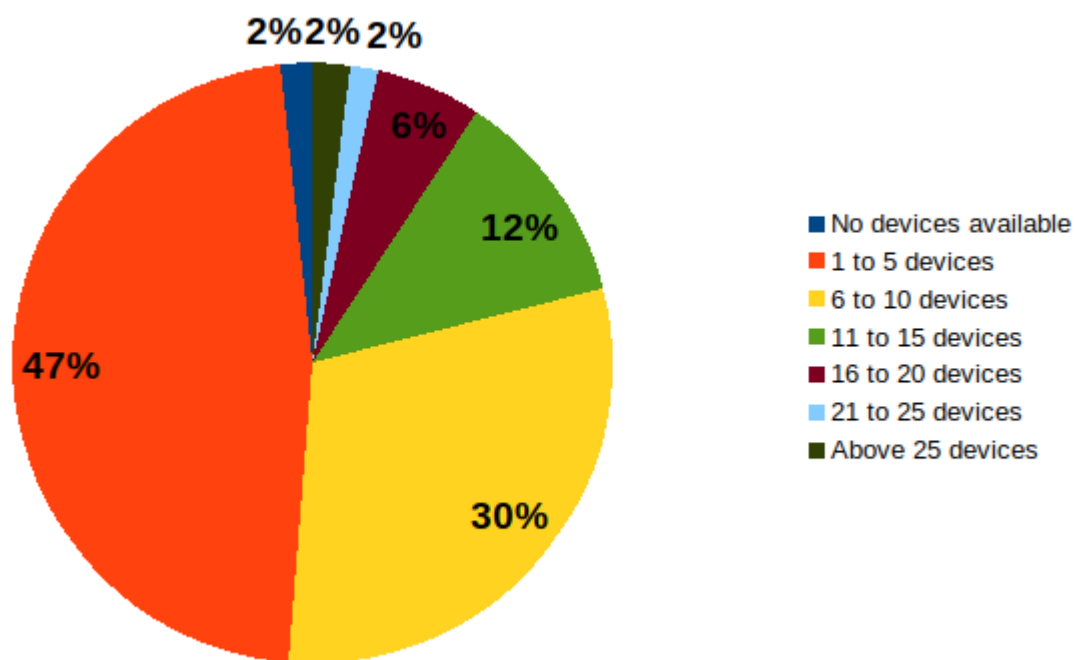


Table 3.3.2: Status of implementation in schools (district-wise):

Districts	Status of implementation in schools		
	Implementation has begun and going smoothly	Implementation has begun but facing several challenges	Has not been implemented yet
Alappuzha	43%	55%	2%
Ernakulam	31%	69%	0%
Idukki	20%	78%	2%
Kannur	9%	85%	6%
Kasaragod	11%	75%	14%
Kollam	20%	80%	0%
Kottayam	30%	70%	0%
Kozhikode	13%	78%	9%
Malappuram	16%	80%	4%
Palakkad	18%	82%	0%
Pathanamthitta	43%	54%	4%
Thiruvananthapuram	25%	75%	0%
Thrissur	30%	68%	2%
Wayanad	8%	90%	2%
Grand Total	22%	75%	3%

Graphic 3.3.2: Status of implementation in schools across Kerala:

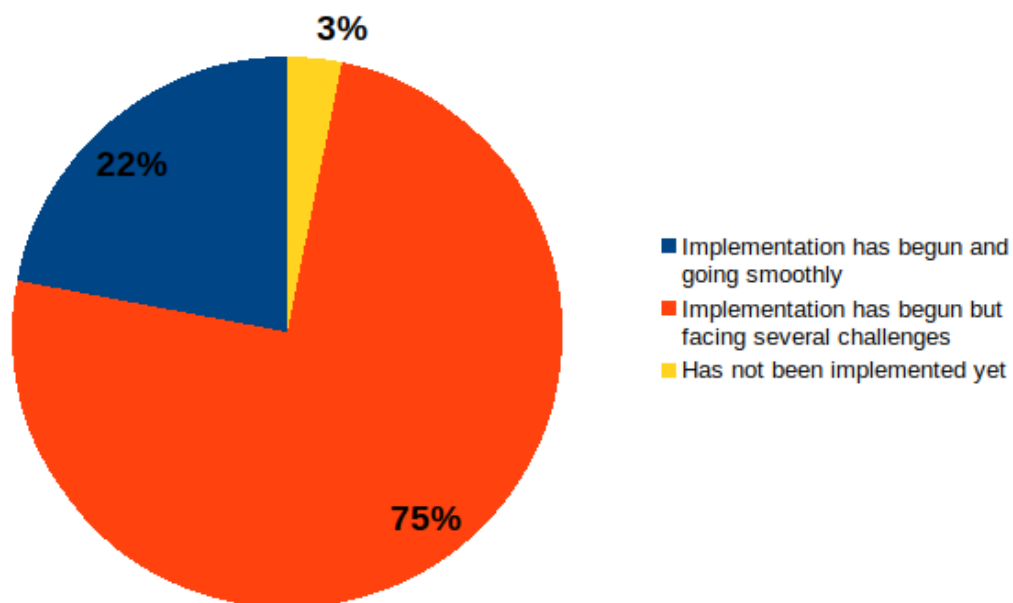


Table 3.3.3: No. of ELL stories covered per class so far (district-wise):

Districts	No. of ELL stories covered per grade per school		
	1-3 stories for each grade	3-5 stories for each grade	more than 5 stories for each grade
Alappuzha	86%	14%	0%
Ernakulam	71%	25%	4%
Idukki	90%	10%	0%
Kannur	76%	24%	0%
Kasaragod	95%	5%	0%
Kollam	64%	27%	9%
Kottayam	76%	24%	0%
Kozhikode	87%	11%	2%
Malappuram	73%	24%	2%

Palakkad	80%	18%	2%
Pathanamthitta	75%	18%	7%
Thiruvananthapuram	61%	28%	11%
Thrissur	68%	30%	2%
Wayanad	79%	17%	4%
Grand Total	78%	19%	3%

Graphic 3.3.3: No. of ELL stories covered per class so far (across Kerala):

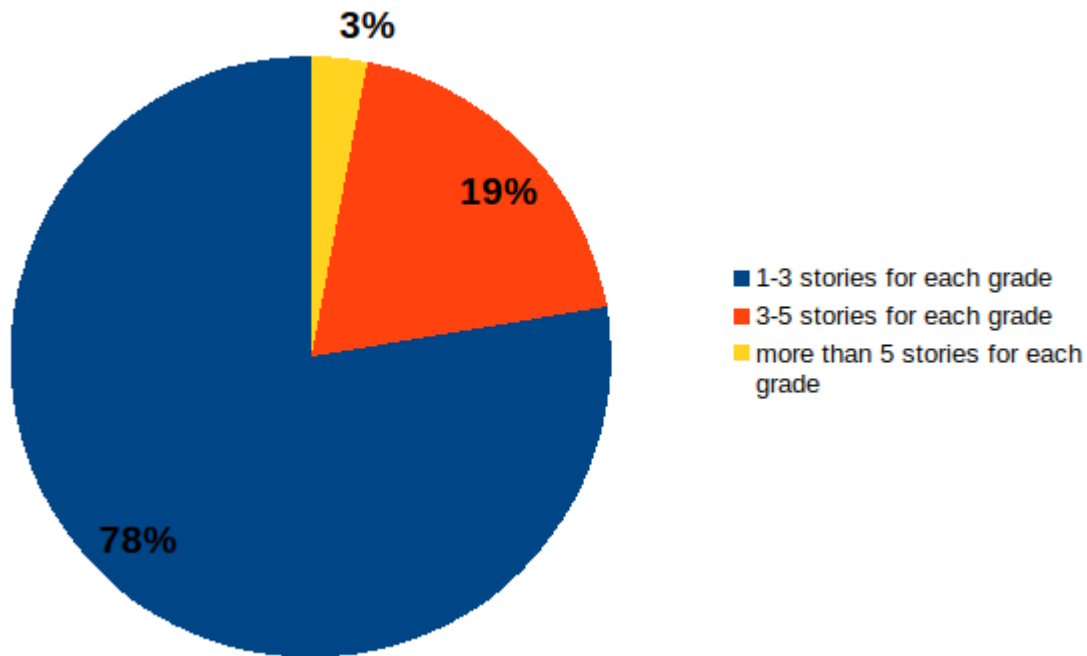


Table 3.3.4: Frequency of ELL use in classrooms (district-wise):

Districts	Frequency of ELL use in classrooms			
	At least once a week	Once in 2 weeks	Once a month	Not at all

Alappuzha	29%	31%	38%	2%
Ernakulam	19%	35%	46%	0%
Idukki	24%	31%	45%	0%
Kannur	18%	27%	52%	3%
Kasaragod	25%	27%	45%	2%
Kollam	25%	50%	25%	0%
Kottayam	16%	30%	54%	0%
Kozhikode	15%	22%	54%	9%
Malappuram	22%	44%	31%	2%
Palakkad	29%	33%	39%	0%
Pathanamthitta	29%	36%	32%	4%
Thiruvananthapuram	17%	33%	50%	0%
Thrissur	16%	27%	52%	5%
Wayanad	21%	15%	56%	8%
Grand Total	22%	31%	44%	3%

Graphic 3.3.4: Frequency of ELL use in classrooms (across Kerala):

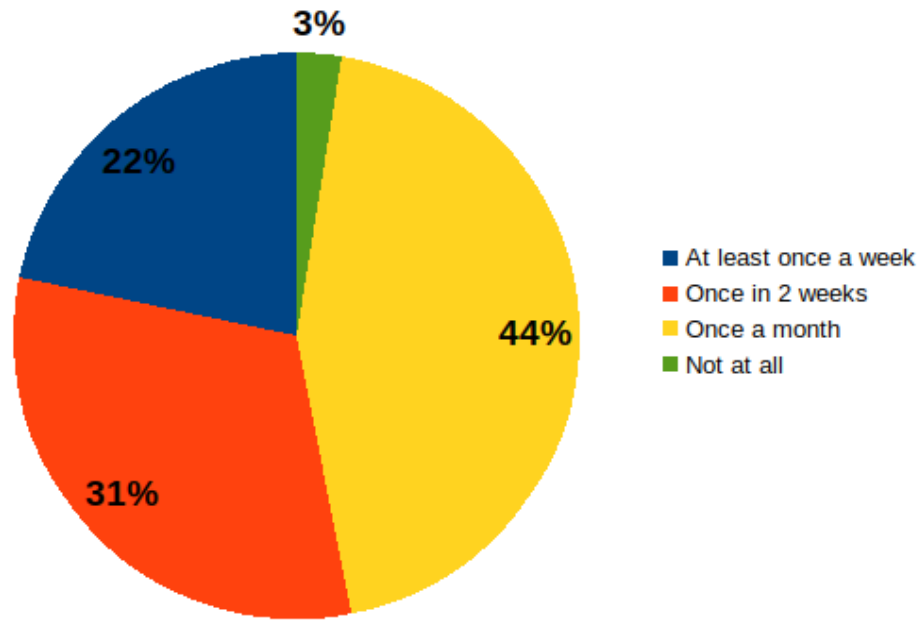
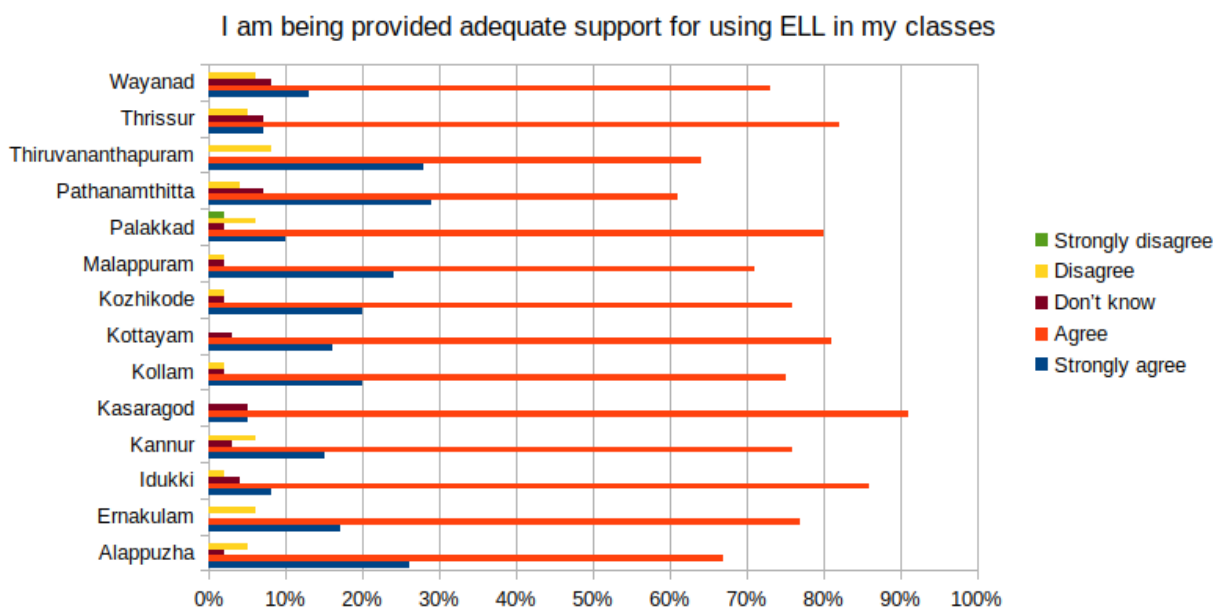


Table 3.3.5: Is adequate support being provided for using ELL in classrooms? (district-wise responses):

District	I am being provided adequate support for using E-Language Lab in my classes				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Alappuzha	26%	67%	2%	5%	0%
Ernakulam	17%	77%	0%	6%	0%
Idukki	8%	86%	4%	2%	0%
Kannur	15%	76%	3%	6%	0%
Kasaragod	5%	91%	5%	0%	0%
Kollam	20%	75%	2%	2%	0%
Kottayam	16%	81%	3%	0%	0%

Kozhikode	20%	76%	2%	2%	0%
Malappuram	24%	71%	2%	2%	0%
Palakkad	10%	80%	2%	6%	2%
Pathanamthitta	29%	61%	7%	4%	0%
Thiruvananthapuram	28%	64%	0%	8%	0%
Thrissur	7%	82%	7%	5%	0%
Wayanad	13%	73%	8%	6%	0%
Total	16%	76%	3%	4%	0%

Graphic 3.3.5.1: Is adequate support being provided for using ELL in classrooms? (district-wise responses):



Graphic 3.3.5.2: Is adequate support being provided for using ELL in classrooms? (responses across Kerala):

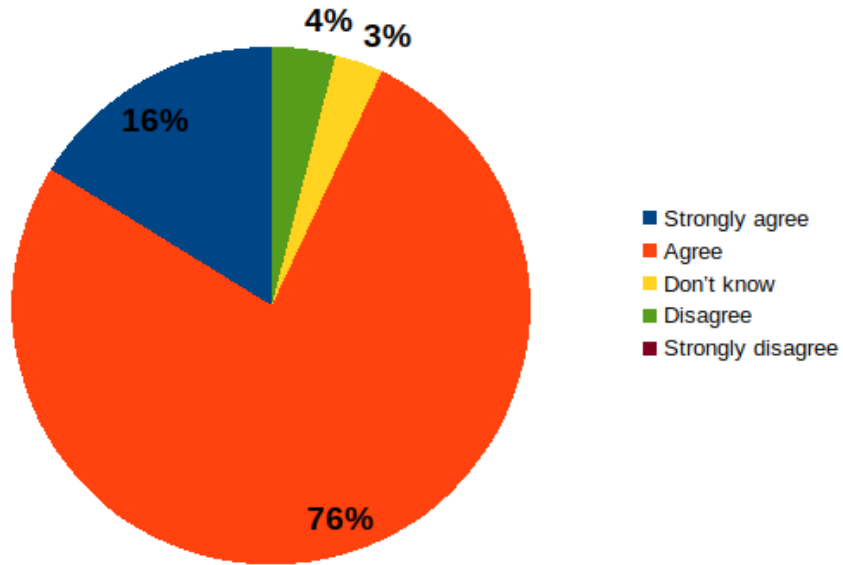


Table 3.3.6: What kind of support do you require to help implement ELL in classrooms? (district-wise responses):

Districts	Kind of support required		
	Training support	Hardware/ Tech support	Administrative support
Alappuzha	43%	57%	17%
Ernakulam	48%	60%	13%
Idukki	55%	47%	14%
Kannur	33%	55%	27%
Kasaragod	52%	68%	16%
Kollam	50%	66%	18%
Kottayam	51%	46%	22%
Kozhikode	61%	61%	33%

Malappuram	36%	71%	33%
Palakkad	47%	73%	39%
Pathanamthitta	61%	46%	36%
Thiruvananthapuram	42%	72%	28%
Thrissur	43%	59%	9%
Wayanad	63%	54%	19%
Grand Total	49%	60%	23%

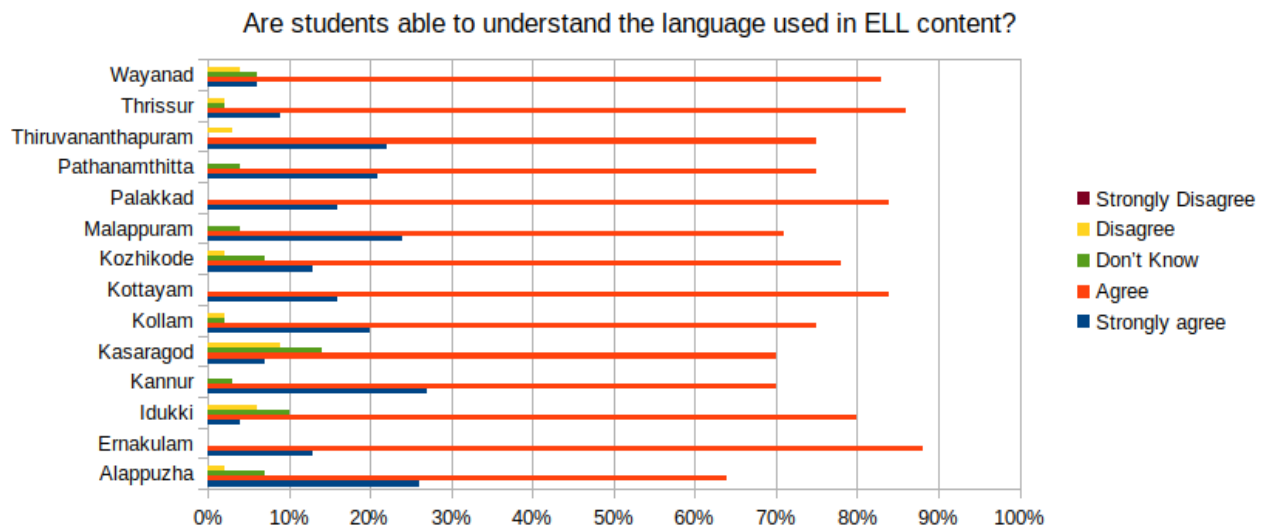
3.4 On student outcomes

Table 3.4.1: Are students able to understand the language used in the ELL content? (district-wise responses):

District	Students are able to understand the language used in the E-Language Lab content				
	Strongly agree	Agree	Don't Know	Disagree	Strongly Disagree
Alappuzha	26%	64%	7%	2%	0%
Ernakulam	13%	88%	0%	0%	0%
Idukki	4%	80%	10%	6%	0%
Kannur	27%	70%	3%	0%	0%
Kasaragod	7%	70%	14%	9%	0%
Kollam	20%	75%	2%	2%	0%
Kottayam	16%	84%	0%	0%	0%
Kozhikode	13%	78%	7%	2%	0%

Malappuram	24%	71%	4%	0%	0%
Palakkad	16%	84%	0%	0%	0%
Pathanamthitta	21%	75%	4%	0%	0%
Thiruvananthapuram	22%	75%	0%	3%	0%
Thrissur	9%	86%	2%	2%	0%
Waynad	6%	83%	6%	4%	0%
Grand Total	15%	78%	4%	2%	0%

Graphic 3.4.1.1: Are students able to understand the language used in the ELL content? (district-wise responses):



Graphic 3.4.2.2: Are students able to understand the language used in the ELL content? (across Kerala):

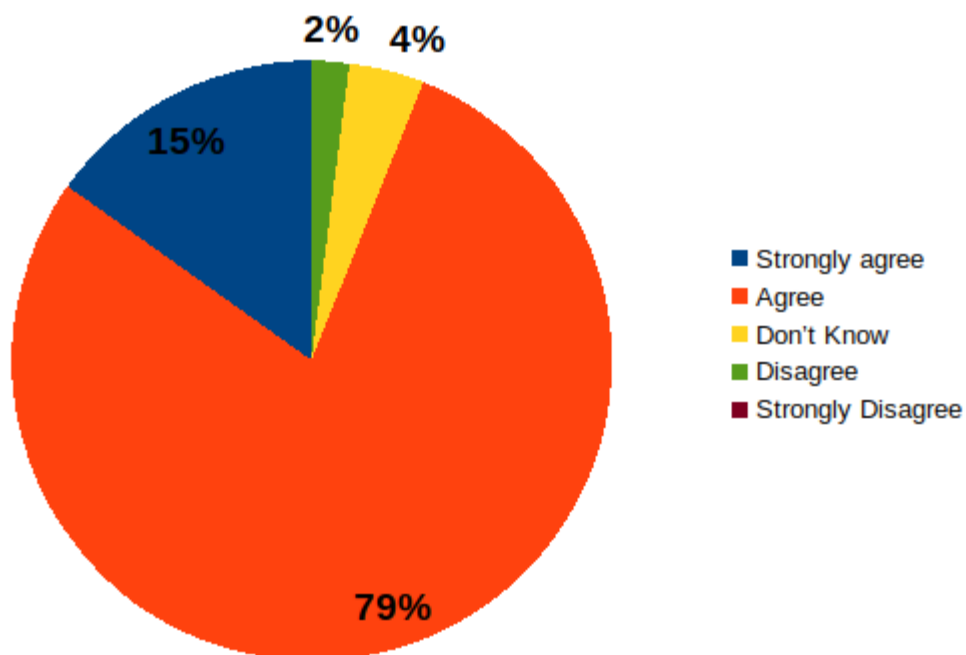
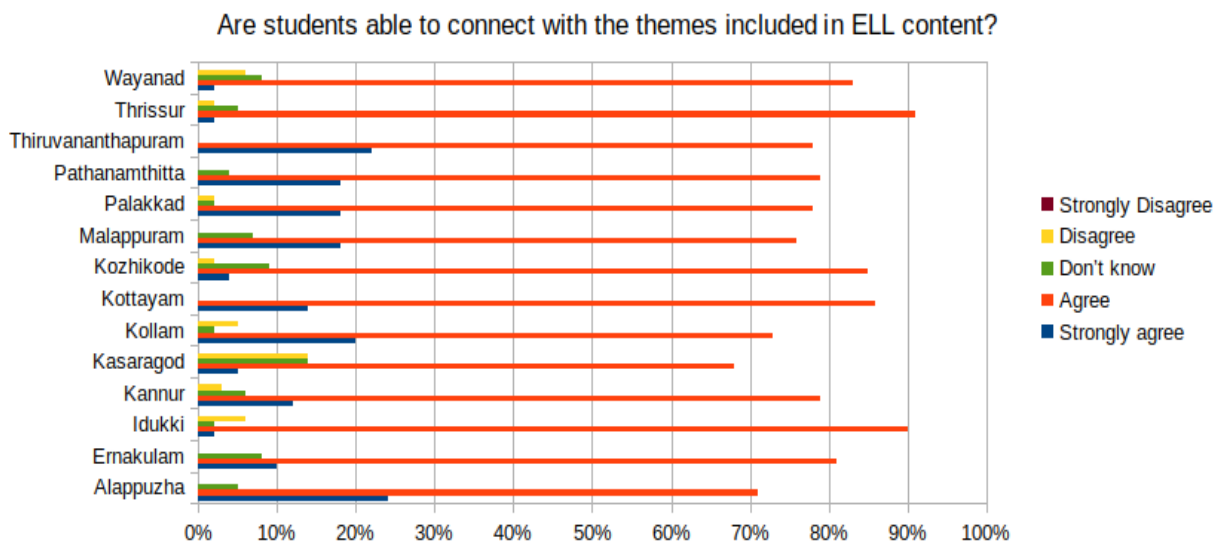


Table 3.4.2: Are students able to connect with the themes included in ELL content? (district-wise responses):

District	Students are able to connect with the themes included in the E-Language Lab content				
	Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
Alappuzha	24%	71%	5%	0%	0%
Ernakulam	10%	81%	8%	0%	0%
Idukki	2%	90%	2%	6%	0%
Kannur	12%	79%	6%	3%	0%
Kasaragod	5%	68%	14%	14%	0%
Kollam	20%	73%	2%	5%	0%
Kottayam	14%	86%	0%	0%	0%

Kozhikode	4%	85%	9%	2%	0%
Malappuram	18%	76%	7%	0%	0%
Palakkad	18%	78%	2%	2%	0%
Pathanamthitta	18%	79%	4%	0%	0%
Thiruvananthapuram	22%	78%	0%	0%	0%
Thrissur	2%	91%	5%	2%	0%
Wayanad	2%	83%	8%	6%	0%
Grand Total	12%	80%	5%	3%	0%

Graphic 3.4.2.1: Are students able to connect with the themes included in ELL content? (district-wise responses):



Graphic 3.4.2.2: Are students able to connect with the themes included in ELL content? (responses across Kerala):

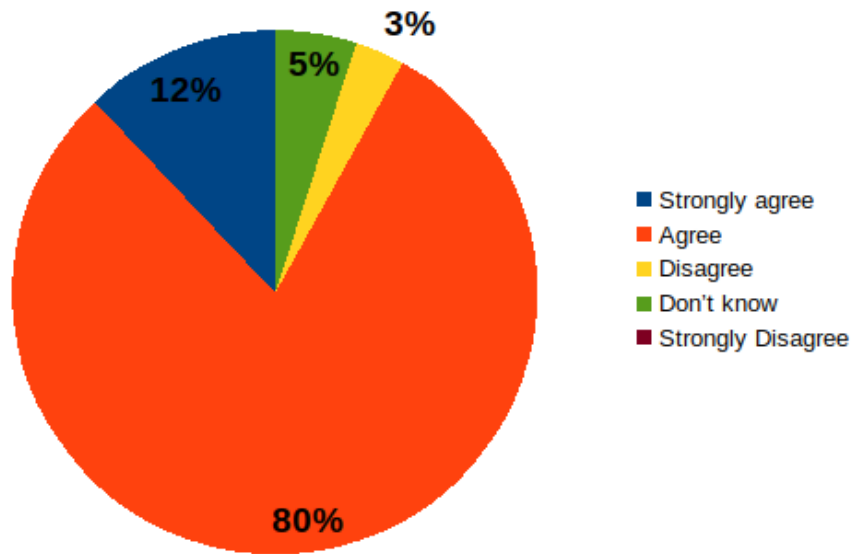
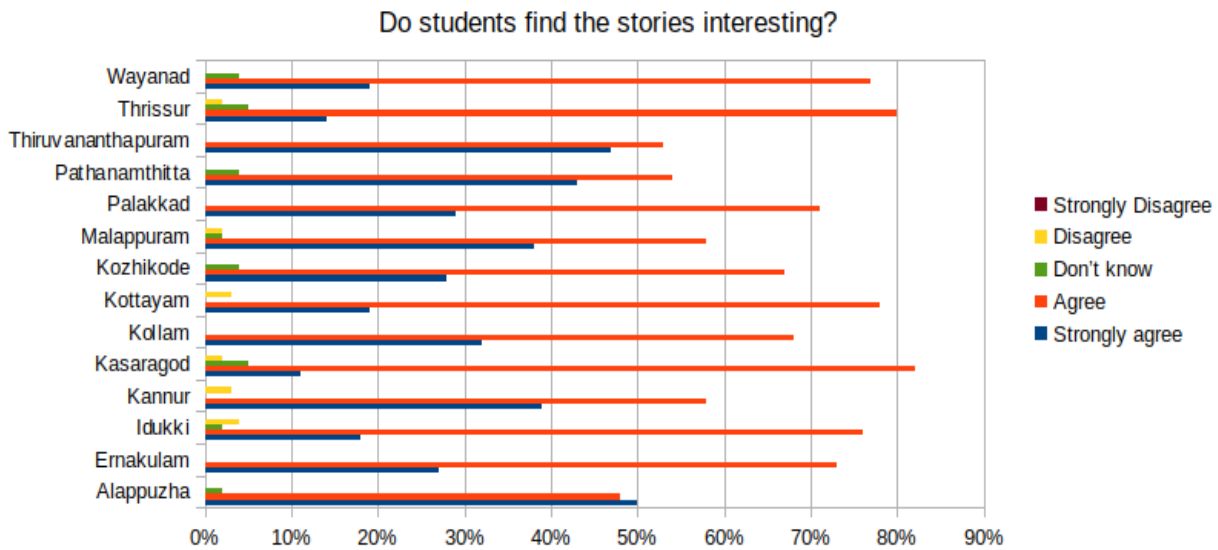


Table 3.4.3: Did students find ELL stories interesting? (district-wise responses):

District	Students found the stories interesting				
	Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
Alappuzha	50%	48%	2%	0%	0%
Ernakulam	27%	73%	0%	0%	0%
Idukki	18%	76%	2%	4%	0%
Kannur	39%	58%	0%	3%	0%
Kasaragod	11%	82%	5%	2%	0%
Kollam	32%	68%	0%	0%	0%
Kottayam	19%	78%	0%	3%	0%
Kozhikode	28%	67%	4%	0%	0%
Malappuram	38%	58%	2%	2%	0%

Palakkad	29%	71%	0%	0%	0%
Pathanamthitta	43%	54%	4%	0%	0%
Thiruvananthapuram	47%	53%	0%	0%	0%
Thrissur	14%	80%	5%	2%	0%
Wayanad	19%	77%	4%	0%	0%
Grand Total	29%	68%	2%	1%	0%

Graphic 3.4.3.1: Did students find ELL stories interesting? (district-wise responses):



Graphic 3.4.3.2: Did students find ELL stories interesting? (responses across Kerala):

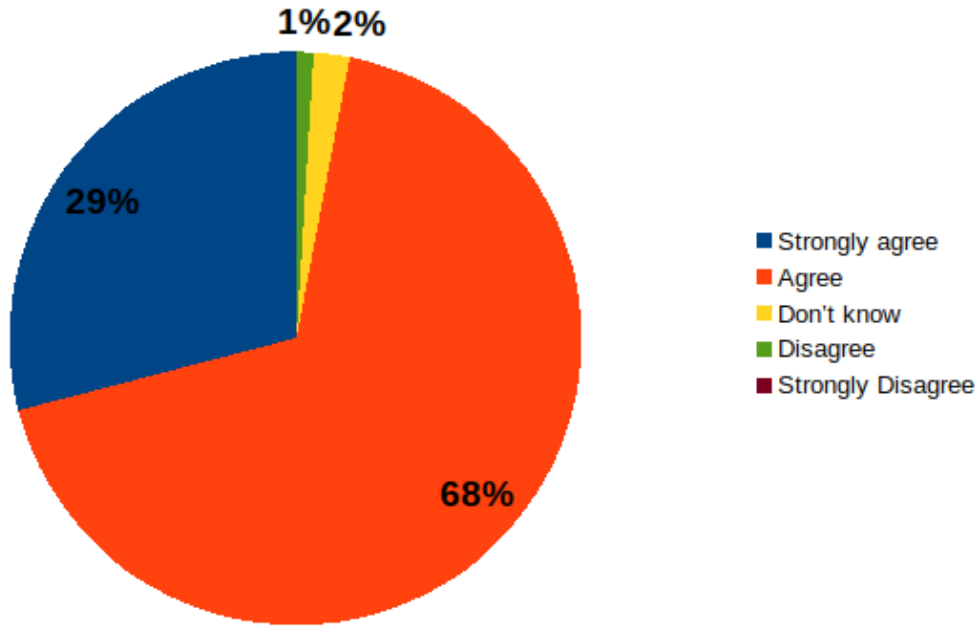


Table 3.4.4: Are students able to attempt the corresponding questions? (district-wise responses):

District	Students are able to attempt the corresponding assessment questions				
	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Alappuzha	17%	79%	2%	2%	0%
Ernakulam	17%	77%	6%	0%	0%
Idukki	2%	88%	6%	4%	0%
Kannur	21%	67%	9%	3%	0%
Kasaragod	7%	68%	11%	14%	0%
Kollam	18%	77%	0%	5%	0%
Kottayam	11%	89%	0%	0%	0%

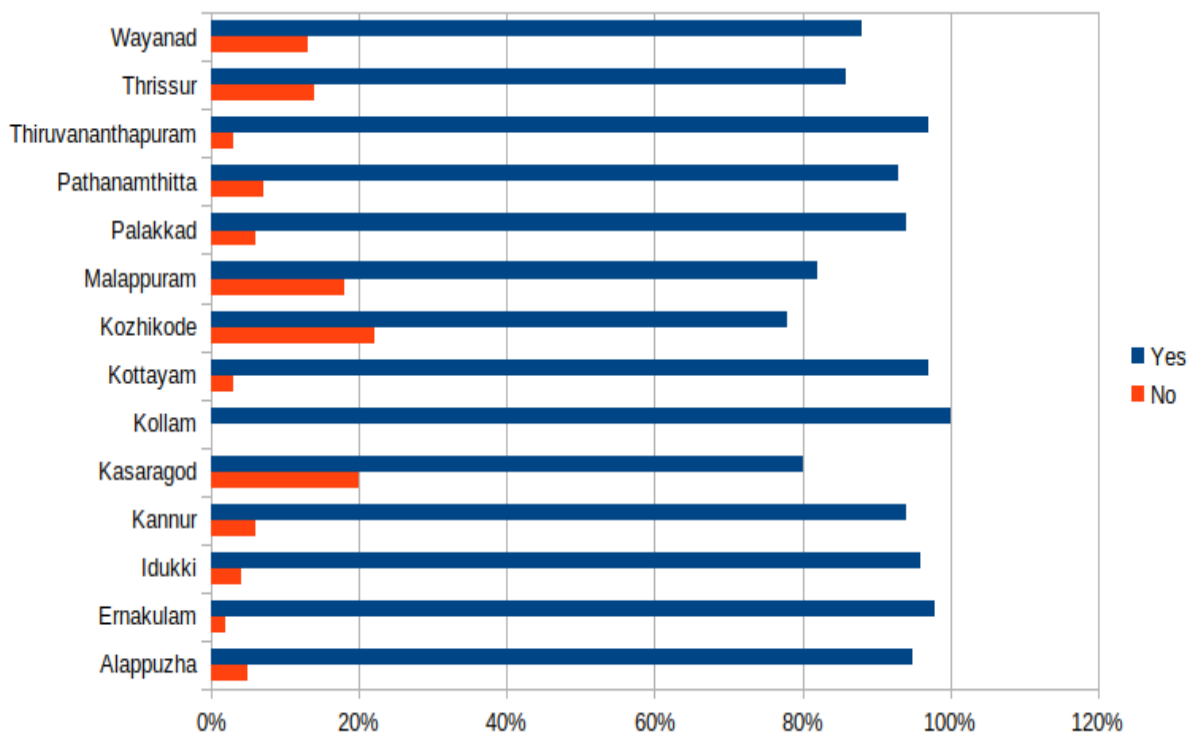
Kozhikode	7%	78%	15%	0%	0%
Malappuram	18%	76%	7%	0%	0%
Palakkad	10%	84%	2%	4%	0%
Pathanamthitta	25%	71%	4%	0%	0%
Thiruvananthapuram	17%	81%	3%	0%	0%
Thrissur	5%	91%	0%	5%	0%
Wayanad	4%	77%	13%	6%	0%
Total	12%	79%	6%	3%	0%

Table 3.4.5: Have you noticed any improvements in students' language skill levels? (district-wise responses):

District	Have you noticed any improvements in students' language skill levels?	
	Yes	No
Alappuzha	95%	5%
Ernakulam	98%	2%
Idukki	96%	4%
Kannur	94%	6%
Kasaragod	80%	20%
Kollam	100%	0%
Kottayam	97%	3%
Kozhikode	78%	22%

Malappuram	82%	18%
Palakkad	94%	6%
Pathanamthitta	93%	7%
Thiruvananthapuram	97%	3%
Thrissur	86%	14%
Wayanad	88%	13%
Total Result	91%	9%

Graphic 3.4.5.1: Have you noticed any improvements in students' language skill levels? (district-wise responses):



Graphic 3.4.5.2: Have you noticed any improvements in students' language skill levels? (responses across Kerala):

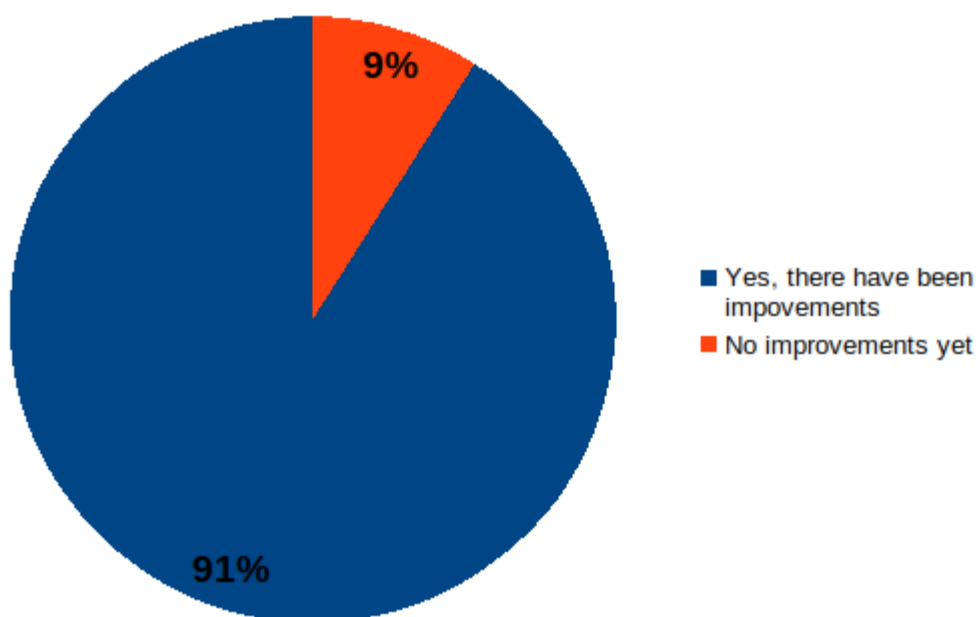


Table 3.4.6.1: Have you noticed any improvements in students' language skill levels? (district-wise responses):

District	Improvements in students' skill levels observed				
	Listening skills	Speaking skills	Reading skills	Writing skills	Creative expression
Alappuzha	79%	50%	64%	38%	29%
Ernakulam	88%	58%	69%	35%	35%
Idukki	88%	27%	67%	20%	18%
Kannur	91%	42%	67%	36%	24%
Kasaragod	61%	32%	48%	20%	20%
Kollam	86%	50%	59%	30%	23%
Kottayam	89%	57%	62%	46%	32%

Kozhikode	74%	30%	48%	30%	20%
Malappuram	71%	40%	56%	24%	29%
Palakkad	86%	53%	76%	45%	35%
Pathanamthitta	86%	43%	57%	29%	36%
Thiruvananthapuram	92%	69%	72%	56%	44%
Thrissur	75%	20%	64%	23%	23%
Wayanad	63%	29%	44%	17%	21%
Total Result	80%	42%	61%	31%	27%

Table 3.4.6.2: Have you noticed any improvements in students' language skill levels? (across Kerala):

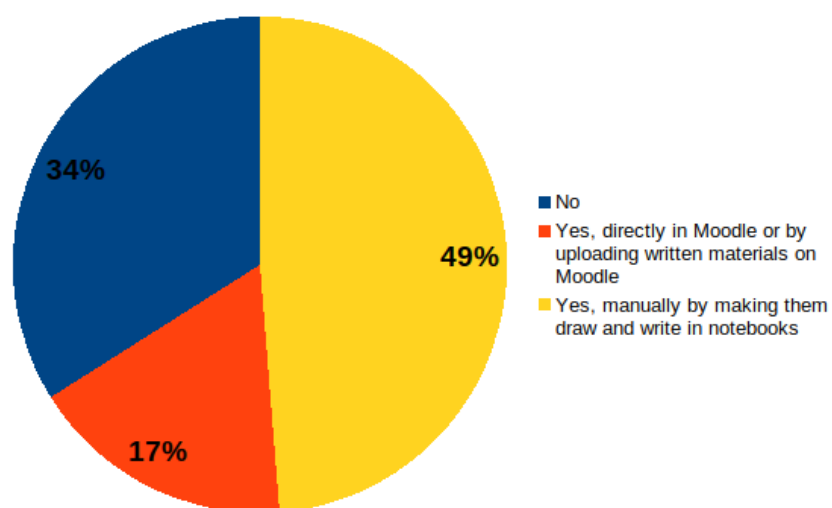
District	Improvements in students' skill levels observed				
	Listening skills	Speaking skills	Reading skills	Writing skills	Creative expression
Total	80%	42%	61%	31%	27%

Table 3.4.7: Are you collecting student assessment data? (district-wise responses):

Districts	Are you collecting student assessment data?		
	No	Yes, directly in Moodle or by uploading written materials on Moodle	Yes, manually by making them draw and write in notebooks
Alappuzha	21%	31%	48%
Ernakulam	27%	19%	54%

Idukki	35%	16%	49%
Kannur	42%	18%	39%
Kasaragod	36%	16%	48%
Kollam	9%	23%	68%
Kottayam	27%	30%	43%
Kozhikode	48%	7%	46%
Malappuram	42%	11%	47%
Palakkad	33%	22%	45%
Pathanamthitta	25%	18%	57%
Thiruvananthapuram	28%	22%	50%
Thrissur	50%	9%	41%
Wayanad	46%	6%	48%
Grand Total	34%	17%	49%

Graphic 3.4.7: Are you collecting student assessment data? (responses across Kerala):



3.5 Finding possible correlations

Table 3.5.1 Does lack of comfort in using ELL lead to low frequency of ELL use in the classroom?

Are you comfortable with using ELL? (per district)	Frequency of ELL use in classrooms			
	At least once a week	Once in 2 weeks	Once a month	Not at all
Alappuzha	28.57%	30.95%	38.10%	2.38%
Strongly agree	36.36%	18.18%	45.45%	0.00%
Agree	28.57%	39.29%	32.14%	0.00%
Don't know	0.00%	0.00%	50.00%	50.00%
Disagree	0.00%	0.00%	100.00%	0.00%
Ernakulam	18.75%	35.42%	45.83%	0.00%
Strongly agree	30.77%	46.15%	23.08%	0.00%
Agree	15.63%	34.38%	50.00%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%
Disagree	0.00%	0.00%	100.00%	0.00%
Idukki	23.53%	31.37%	45.10%	0.00%
Strongly agree	40.00%	20.00%	40.00%	0.00%
Agree	23.81%	33.33%	42.86%	0.00%
Don't know	0.00%	33.33%	66.67%	0.00%
Disagree	0.00%	0.00%	100.00%	0.00%
Kannur	18.18%	27.27%	51.52%	3.03%
Strongly agree	50.00%	0.00%	50.00%	0.00%

Agree	17.24%	31.03%	48.28%	3.45%
Don't know	0.00%	0.00%	100.00%	0.00%
Kasaragod	25.00%	27.27%	45.45%	2.27%
Strongly agree	50.00%	0.00%	0.00%	50.00%
Agree	17.14%	31.43%	51.43%	0.00%
Don't know	50.00%	25.00%	25.00%	0.00%
Disagree	66.67%	0.00%	33.33%	0.00%
Kollam	25.00%	50.00%	25.00%	0.00%
Strongly agree	33.33%	41.67%	25.00%	0.00%
Agree	23.33%	50.00%	26.67%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%
Disagree	0.00%	100.00%	0.00%	0.00%
Kottayam	16.22%	29.73%	54.05%	0.00%
Strongly agree	20.00%	0.00%	80.00%	0.00%
Agree	13.33%	36.67%	50.00%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%
Disagree	100.00%	0.00%	0.00%	0.00%
Kozhikode	15.22%	21.74%	54.35%	8.70%
Strongly agree	16.67%	16.67%	66.67%	0.00%
Agree	17.65%	20.59%	55.88%	5.88%
Don't know	0.00%	25.00%	25.00%	50.00%
Disagree	0.00%	50.00%	50.00%	0.00%
Malappuram	22.22%	44.44%	31.11%	2.22%

Strongly agree	36.36%	54.55%	9.09%	0.00%
Agree	23.08%	50.00%	23.08%	3.85%
Don't know	0.00%	33.33%	66.67%	0.00%
Disagree	0.00%	0.00%	100.00%	0.00%
Palakkad	28.57%	32.65%	38.78%	0.00%
Strongly agree	40.00%	50.00%	10.00%	0.00%
Agree	27.03%	27.03%	45.95%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%
Disagree	0.00%	100.00%	0.00%	0.00%
Pathanamthitta	28.57%	35.71%	32.14%	3.57%
Strongly agree	22.22%	44.44%	33.33%	0.00%
Agree	33.33%	33.33%	27.78%	5.56%
Don't know	0.00%	0.00%	100.00%	0.00%
Thiruvananthapuram	16.67%	33.33%	50.00%	0.00%
Strongly agree	16.67%	41.67%	41.67%	0.00%
Agree	19.05%	23.81%	57.14%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%
Disagree	0.00%	50.00%	50.00%	0.00%
Thrissur	15.91%	27.27%	52.27%	4.55%
Strongly agree	0.00%	0.00%	100.00%	0.00%
Agree	21.21%	27.27%	48.48%	3.03%
Don't know	0.00%	33.33%	66.67%	0.00%
Disagree	0.00%	25.00%	50.00%	25.00%

Wayanad	20.83%	14.58%	56.25%	8.33%
Strongly agree	66.67%	0.00%	33.33%	0.00%
Agree	20.51%	15.38%	58.97%	5.13%
Don't know	0.00%	0.00%	33.33%	66.67%
Disagree	0.00%	33.33%	66.67%	0.00%

Table 3.5.2 Does lack of comfort in using ELL lead to lack of willingness to use ELL use in the classroom in the future?

I am comfortable using ELL in class	I will continue using ELL in the classroom going forward				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Alappuzha	50%	45%	5%	0%	0%
Strongly agree	73%	27%	0%	0%	0%
Agree	46%	50%	4%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	0%	100%	0%	0%
Ernakulam	29%	65%	4%	0%	2%
Strongly agree	85%	8%	0%	0%	8%
Agree	9%	91%	0%	0%	0%
Don't know	0%	50%	50%	0%	0%
Disagree	0%	0%	100%	0%	0%
Idukki	16%	84%	0%	0%	0%
Strongly agree	100%	0%	0%	0%	0%

Agree	7%	93%	0%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	100%	0%	0%	0%
Kannur	18%	76%	3%	3%	0%
Strongly agree	100%	0%	0%	0%	0%
Agree	14%	83%	0%	3%	0%
Don't know	0%	50%	50%	0%	0%
Kasaragod	9%	82%	9%	0%	0%
Strongly agree	100%	0%	0%	0%	0%
Agree	3%	97%	0%	0%	0%
Don't know	25%	25%	50%	0%	0%
Disagree	0%	33%	67%	0%	0%
Kollam	23%	77%	0%	0%	0%
Strongly agree	58%	42%	0%	0%	0%
Agree	10%	90%	0%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	100%	0%	0%	0%
Kottayam	14%	84%	3%	0%	0%
Strongly agree	80%	20%	0%	0%	0%
Agree	3%	93%	3%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	100%	0%	0%	0%
Kozhikode	20%	72%	9%	0%	0%

Strongly agree	33%	67%	0%	0%	0%
Agree	18%	74%	9%	0%	0%
Don't know	25%	50%	25%	0%	0%
Disagree	0%	100%	0%	0%	0%
Malappuram	38%	56%	7%	0%	0%
Strongly agree	82%	18%	0%	0%	0%
Agree	31%	65%	4%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	60%	40%	0%	0%
Palakkad	20%	76%	2%	2%	0%
Strongly agree	80%	20%	0%	0%	0%
Agree	5%	92%	0%	3%	0%
Don't know	0%	0%	100%	0%	0%
Disagree	0%	100%	0%	0%	0%
Pathanamthitta	32%	54%	14%	0%	0%
Strongly agree	89%	11%	0%	0%	0%
Agree	6%	78%	17%	0%	0%
Don't know	0%	0%	100%	0%	0%
Thiruvananthapuram	36%	64%	0%	0%	0%
Strongly agree	83%	17%	0%	0%	0%
Agree	14%	86%	0%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	100%	0%	0%	0%

Thrissur	9%	82%	7%	2%	0%
Strongly agree	0%	100%	0%	0%	0%
Agree	12%	82%	6%	0%	0%
Don't know	0%	100%	0%	0%	0%
Disagree	0%	50%	25%	25%	0%
Wayanad	13%	77%	8%	2%	0%
Strongly agree	67%	33%	0%	0%	0%
Agree	10%	85%	5%	0%	0%
Don't know	0%	67%	33%	0%	0%
Disagree	0%	33%	33%	33%	0%

Table 3.5.3.1 Does gender have an impact on the status of implementation of ELL use in classrooms (district-wise)?

Status of implementation of ELL in schools	Distribution by Gender	
	Female	Male
Alappuzha	59.52%	40.48%
Has not been implemented yet	0.00%	100.00%
Implementation has begun and going smoothly	61.11%	38.89%
Implementation has begun but facing several challenges	60.87%	39.13%
Ernakulam	81.25%	18.75%
Implementation has begun and going smoothly	86.67%	13.33%
Implementation has begun but facing several challenges	78.79%	21.21%
Idukki	52.94%	47.06%

Has not been implemented yet	100.00%	0.00%
Implementation has begun and going smoothly	40.00%	60.00%
Implementation has begun but facing several challenges	55.00%	45.00%
Kannur	57.58%	42.42%
Has not been implemented yet	0.00%	100.00%
Implementation has begun and going smoothly	100.00%	0.00%
Implementation has begun but facing several challenges	57.14%	42.86%
Kasaragod	61.36%	38.64%
Has not been implemented yet	83.33%	16.67%
Implementation has begun and going smoothly	20.00%	80.00%
Implementation has begun but facing several challenges	63.64%	36.36%
Kollam	70.45%	29.55%
Implementation has begun and going smoothly	55.56%	44.44%
Implementation has begun but facing several challenges	74.29%	25.71%
Kottayam	62.16%	37.84%
Implementation has begun and going smoothly	63.64%	36.36%
Implementation has begun but facing several challenges	61.54%	38.46%
Kozhikode	47.83%	52.17%
Has not been implemented yet	25.00%	75.00%
Implementation has begun and going smoothly	50.00%	50.00%
Implementation has begun but facing several challenges	50.00%	50.00%
Malappuram	20.00%	80.00%
Has not been implemented yet	0.00%	100.00%

Implementation has begun and going smoothly	14.29%	85.71%
Implementation has begun but facing several challenges	22.22%	77.78%
Palakkad	61.22%	38.78%
Implementation has begun and going smoothly	66.67%	33.33%
Implementation has begun but facing several challenges	60.00%	40.00%
Pathanamthitta	78.57%	21.43%
Has not been implemented yet	100.00%	0.00%
Implementation has begun and going smoothly	75.00%	25.00%
Implementation has begun but facing several challenges	80.00%	20.00%
Thiruvananthapuram	58.33%	41.67%
Implementation has begun and going smoothly	33.33%	66.67%
Implementation has begun but facing several challenges	66.67%	33.33%
Thrissur	90.91%	9.09%
Has not been implemented yet	100.00%	0.00%
Implementation has begun and going smoothly	84.62%	15.38%
Implementation has begun but facing several challenges	93.33%	6.67%
Wayanad	56.25%	43.75%
Has not been implemented yet	100.00%	0.00%
Implementation has begun and going smoothly	25.00%	75.00%
Implementation has begun but facing several challenges	58.14%	41.86%

Table 3.5.3.2 Does gender have an impact on the status of implementation of ELL use in classrooms (across Kerala)?

Status of implementation of ELL in schools	Distribution by Gender	
	Female	Male
Has not been implemented yet	52.63%	47.37%
Implementation has begun and is going smoothly	59.54%	40.46%
Implementation has begun but facing several challenges	61.57%	38.43%
Grand Total	60.84%	39.16%

Table 3.5.4.1 Does gender have an impact on the comfort with ELL use in classrooms (district-wise)?

I am comfortable using ELL in the classroom	Distribution by Gender	
	Female	Male
Alappuzha	59.52%	40.48%
Strongly agree	45.45%	54.55%
Agree	64.29%	35.71%
Don't know	50.00%	50.00%
Disagree	100.00%	0.00%
Ernakulam	81.25%	18.75%
Strongly agree	84.62%	15.38%
Agree	81.25%	18.75%
Don't know	50.00%	50.00%
Disagree	100.00%	0.00%
Idukki	52.94%	47.06%
Strongly agree	20.00%	80.00%

Agree	57.14%	42.86%
Don't know	66.67%	33.33%
Disagree	0.00%	100.00%
Kannur	57.58%	42.42%
Strongly agree	50.00%	50.00%
Agree	58.62%	41.38%
Don't know	50.00%	50.00%
Kasaragod	61.36%	38.64%
Strongly agree	50.00%	50.00%
Agree	62.86%	37.14%
Don't know	50.00%	50.00%
Disagree	66.67%	33.33%
Kollam	70.45%	29.55%
Strongly agree	50.00%	50.00%
Agree	76.67%	23.33%
Don't know	100.00%	0.00%
Disagree	100.00%	0.00%
Kottayam	62.16%	37.84%
Strongly agree	60.00%	40.00%
Agree	63.33%	36.67%
Don't know	0.00%	100.00%
Disagree	100.00%	0.00%
Kozhikode	47.83%	52.17%

Strongly agree	33.33%	66.67%
Agree	50.00%	50.00%
Don't know	50.00%	50.00%
Disagree	50.00%	50.00%
Malappuram	20.00%	80.00%
Strongly agree	9.09%	90.91%
Agree	23.08%	76.92%
Don't know	33.33%	66.67%
Disagree	20.00%	80.00%
Palakkad	61.22%	38.78%
Strongly agree	50.00%	50.00%
Agree	64.86%	35.14%
Don't know	100.00%	0.00%
Disagree	0.00%	100.00%
Pathanamthitta	78.57%	21.43%
Strongly agree	77.78%	22.22%
Agree	77.78%	22.22%
Don't know	100.00%	0.00%
Thiruvananthapuram	58.33%	41.67%
Strongly agree	50.00%	50.00%
Agree	57.14%	42.86%
Don't know	100.00%	0.00%
Disagree	100.00%	0.00%

Thrissur	90.91%	9.09%
Strongly agree	100.00%	0.00%
Agree	87.88%	12.12%
Don't know	100.00%	0.00%
Disagree	100.00%	0.00%
Wayanad	56.25%	43.75%
Strongly agree	33.33%	66.67%
Agree	53.85%	46.15%
Don't know	66.67%	33.33%
Disagree	100.00%	0.00%

Table 3.5.4.2 Does gender have an impact on the comfort with ELL use in classrooms (across Kerala)?

I am comfortable using ELL in the classroom	Distribution by Gender	
	Female	Male
Strongly agree	50.00%	50.00%
Agree	62.67%	37.33%
Don't know	64.71%	35.29%
Disagree	68.00%	32.00%
Grand Total	60.84%	39.16%

Table 3.5.5.1 Does being provide adequate have an impact on willingness to continue using ELL in the future (district-wise)?

I am being provided adequate support for using ELL in my classes	I will continue using E-Language Lab in the classroom going forward				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Alappuzha	50.00%	45.24%	4.76%	0.00%	0.00%
Agree	35.71%	64.29%	0.00%	0.00%	0.00%
Disagree	50.00%	0.00%	50.00%	0.00%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%	0.00%
Strongly agree	90.91%	9.09%	0.00%	0.00%	0.00%
Ernakulam	29.17%	64.58%	4.17%	0.00%	2.08%
Agree	16.22%	78.38%	2.70%	0.00%	2.70%
Disagree	33.33%	33.33%	33.33%	0.00%	0.00%
Strongly agree	87.50%	12.50%	0.00%	0.00%	0.00%
Idukki	15.69%	84.31%	0.00%	0.00%	0.00%
Agree	9.09%	90.91%	0.00%	0.00%	0.00%
Disagree	0.00%	100.00%	0.00%	0.00%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%	0.00%
Strongly agree	100.00%	0.00%	0.00%	0.00%	0.00%
Kannur	18.18%	75.76%	3.03%	3.03%	0.00%
Agree	8.00%	92.00%	0.00%	0.00%	0.00%
Disagree	0.00%	50.00%	50.00%	0.00%	0.00%
Don't know	0.00%	0.00%	0.00%	100.00%	0.00%
Strongly agree	80.00%	20.00%	0.00%	0.00%	0.00%
Kasaragod	9.09%	81.82%	9.09%	0.00%	0.00%

Agree	5.00%	87.50%	7.50%	0.00%	0.00%
Don't know	0.00%	50.00%	50.00%	0.00%	0.00%
Strongly agree	100.00%	0.00%	0.00%	0.00%	0.00%
Kollam	22.73%	77.27%	0.00%	0.00%	0.00%
Agree	6.06%	93.94%	0.00%	0.00%	0.00%
Disagree	0.00%	100.00%	0.00%	0.00%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%	0.00%
Strongly agree	88.89%	11.11%	0.00%	0.00%	0.00%
Kottayam	13.51%	83.78%	2.70%	0.00%	0.00%
Agree	3.33%	93.33%	3.33%	0.00%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%	0.00%
Strongly agree	66.67%	33.33%	0.00%	0.00%	0.00%
Kozhikode	19.57%	71.74%	8.70%	0.00%	0.00%
Agree	5.71%	85.71%	8.57%	0.00%	0.00%
Disagree	0.00%	100.00%	0.00%	0.00%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%	0.00%
Strongly agree	77.78%	22.22%	0.00%	0.00%	0.00%
Malappuram	37.78%	55.56%	6.67%	0.00%	0.00%
Agree	18.75%	75.00%	6.25%	0.00%	0.00%
Disagree	0.00%	0.00%	100.00%	0.00%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%	0.00%
Strongly agree	100.00%	0.00%	0.00%	0.00%	0.00%
Palakkad	20.41%	75.51%	2.04%	2.04%	0.00%

Agree	15.38%	84.62%	0.00%	0.00%	0.00%
Disagree	0.00%	66.67%	0.00%	33.33%	0.00%
Don't know	0.00%	0.00%	100.00%	0.00%	0.00%
Strongly agree	80.00%	20.00%	0.00%	0.00%	0.00%
Strongly disagree	0.00%	100.00%	0.00%	0.00%	0.00%
Pathanamthitta	32.14%	53.57%	14.29%	0.00%	0.00%
Agree	5.88%	70.59%	23.53%	0.00%	0.00%
Disagree	100.00%	0.00%	0.00%	0.00%	0.00%
Don't know	0.00%	100.00%	0.00%	0.00%	0.00%
Strongly agree	87.50%	12.50%	0.00%	0.00%	0.00%
Thiruvananthapuram	36.11%	63.89%	0.00%	0.00%	0.00%
Agree	13.04%	86.96%	0.00%	0.00%	0.00%
Disagree	33.33%	66.67%	0.00%	0.00%	0.00%
Strongly agree	90.00%	10.00%	0.00%	0.00%	0.00%
Thrissur	9.09%	81.82%	6.82%	2.27%	0.00%
Agree	2.78%	97.22%	0.00%	0.00%	0.00%
Disagree	0.00%	0.00%	50.00%	50.00%	0.00%
Don't know	0.00%	33.33%	66.67%	0.00%	0.00%
Strongly agree	100.00%	0.00%	0.00%	0.00%	0.00%
Wayanad	12.50%	77.08%	8.33%	2.08%	0.00%
Agree	0.00%	94.29%	2.86%	2.86%	0.00%
Disagree	0.00%	66.67%	33.33%	0.00%	0.00%
Don't know	0.00%	50.00%	50.00%	0.00%	0.00%

Strongly agree	100.00%	0.00%	0.00%	0.00%	0.00%
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Table 3.5.5.2 Does being provide adequate have an impact on willingness to continue using ELL in the future (across Kerala)?

I am being provided adequate support for using ELL in my classes	I will continue using E-Language Lab in the classroom going forward				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Agree	10%	86%	3%	0%	0%
Disagree	17%	48%	26%	9%	0%
Don't know	0%	55%	40%	5%	0%
Strongly agree	89%	11%	0%	0%	0%
Strongly disagree	0%	100%	0%	0%	0%
Grand Total	23%	71%	5%	1%	0%

4. Findings from qualitative analysis of stakeholder interactions

Analysis of the data collected through focus group discussions and direct interactions with different stakeholders can be found [here](#).