Chapter 5

Findings and Conclusion

5.0 Introduction

In the previous chapter, a discussion, analysis and interpretation of the data collected from five research tools - questionnaires, classroom observations, teacher and learner interviews along with the analysis of teacher manuals and analysis of test scripts was presented. Each tool was presented with a discussion on the data gathered. Besides, analysis and interpretation of the data were made. In this chapter, a discussion on the research findings from the different tools was matched with one another to draw a set of findings. Data collected quantitatively and qualitatively was interpreted to arrive at a few implications.

In the concluding chapter, there are nine sections. First, a review of the details of the investigation is presented followed by the findings of the study. Based on the findings, the research questions that were presented in chapter-one are answered. In addition to this, the implications and recommendations of the study along with an overview of the entire study is presented in this chapter. Finally, the contribution of the study to the field of English Language Education (ELE), implications for further research and the limitations of the study are also presented in this chapter.

5.1 Review of the study

The study set out with the aim to examine a) the process in which teachers use evaluation to diagnose learner problems and to make changes in classroom instructions so that learner’s progress can be monitored and b) the role of CCE in helping the teacher in this process. With the help of various research tools that were
devised to investigate the details required to arrive at a set of findings, this study also
made an attempt to present a few implications and suggestions for the teachers,
learners, policy makers and others.

In the sections below, a review of the findings from the data analysis, a discussion on
their implications along with a few recommendations, identification of the areas that
have emerged for further investigation and a brief on the limitations of the current
study are presented.

5.2 Findings of the study

An overview of the findings drawn from the research tools used for collecting data
related to the teacher, the learner, CCE, classroom assessment and diagnosis and
remediation are presented under five headings.

5.2.1 Findings related to the teachers

From the analysis of teacher interviews, teacher questionnaires-I and II, observation
of classroom methodology and observations from teacher questionnaires, this section
presents a discussion on the findings about the teacher. During the teacher interviews,
it was noticed that the teachers were of the view that evaluation informed them about
learner problems. They also believed that diagnosis enabled them to make classroom
instruction more learner-oriented. They also mentioned that from the information
derived based on the evaluation, they modified classroom instructions. Also,
according to them, the remedial instruction was seen to be useful in helping the
learner overcome their learning problems.

The teacher manuals provided on CCE were useful in understanding the objectives
behind implementing CCE and helped the teachers in planning their classroom
instruction more effectively. Another important finding was that most of the teachers considered formative assessment to be useful in knowing more about the learner and to be continuous in nature. Moreover, as mentioned earlier, teachers also agreed to the fact that CCE was helpful in monitoring learner progress and was useful for teachers in planning remedial instruction.

With the help of teacher interviews, classroom observations and informal discussions, it was evident that teachers with their understanding of learner problems, intentionally devised new methods and strategies of teaching to help the learner in overcoming their difficulties. Also, they were more concerned about learner progress and they modified instruction based on what and how much was required to foster the learner progress. Teachers identified individual learner progress and progress of the learners as a group.

In addition to this, lesson plans were devised based on their teaching objectives. Significant growth in terms of learner progress was observed and recorded by the teachers in the teacher diaries.

However, according to the statements made by the teachers during teacher interviews, many challenges faced by the teachers were revealed. A few teachers were of the view that though CCE was seen as a good initiative, they also felt CCE was introduced in haste. There was a lot of burden on the teachers as they were overloaded with the documentation of learner performance. It was also found that the in-service training provided to the teacher was not sufficient and hence, teachers mentioned that they could benefit from regular monitoring and updating of information on CCE.
Through questionnaire-I and II and informal discussions, it was revealed that the all teachers were not provided training on CCE uniformly. In most of the cases teachers were trained by colleagues who attended the training programs organised by the authorities. Thus the training provided on CCE was in a way diluted as all the teachers did not have the opportunity to attend the training on CCE.

In addition to this, most teachers mentioned that it was not possible to successfully implement CCE in a crowded classroom where the teacher-learner ratio was above 1:40. Though teachers were made aware of the potential uses of assessment, it was also observed that in a large classroom where the teacher-learner ratio was more than 1:40, it was practically not possible for the teachers to focus on every learner individually.

Moreover, other factors such as time and administrative constraints had not made it possible for the teachers to conduct remedial classes. Though remediation was consciously made part of the regular classroom by the teacher, there was no scope for the teacher to attend to the learner’s needs individually.

Furthermore, teachers also felt that they were made responsible for learner progress as parents, and in some cases, administrators assigned learner’s failures and successes to teacher’s ability to teach. They also felt that there was less help/support available to them. Finally, teachers also proposed that parents should be part of CCE and that they should be informed and updated about the process.
The following diagram attempts to illustrate the challenges that teachers faced:

![Diagram showing challenges faced by teachers](image)

**Figure 5.1 Challenges Faced by Teachers**

### 5.2.2 Findings related to the learners

During interviews with the learners, it was observed that they were less burdened with the syllabus and also with assessment. Learner responses revealed that learners were complacent with less number of assessments and were increasingly in favour of the semester-wise division of the syllabus. It was interesting to find that learners were more focused on the content rather than on the completion of syllabus. Learners felt that there was less discrimination as learners were no longer categorised into toppers and failures based on merit. However, in some cases, contrary to the expectations, it was observed that learners were less motivated because of the grading system, where, a difference of a few marks did not put the learners into a separate band. Learners were able to identify with the continuity in assessment as they found that there was
progress over time. They could relate their performance in FA1 and compare that with their performance in FA3 in terms of growth in their learning.

Moreover, learners were also able to notice the shift in assessment where they felt being creative and providing their own answers was more appreciated and that they were no longer required to reproduce ready-made answers. Learners also believed that formative assessment provided them scope to understand and overcome their own mistakes. Besides, learners also found that teachers were more interactive than earlier and that new methods of teaching were adopted by the teacher.

5.2.3 Findings related to CCE

Observations from questionnaires, teacher interviews, learner interviews and teacher manuals have revealed that CCE was introduced in 2009 into all CBSE schools across India. CCE aims at covering both the scholastic and the co-scholastic aspects of learning, thus making evaluation comprehensive in nature. CCE considers learning as a continuous process and hence, emphasises that assessment also has to be continuous. CCE places importance on using assessment as a means to diagnose learner problems.

CCE considers formative assessment to be diagnostic and remedial in nature. It intends to provide the teachers the freedom to modify instruction to suit the learner’s needs. Though the training on CCE was not provided to all the teachers equally, teacher manual that had explicit information about CCE were made available for all teachers along with a manual on formative assessment, informing the teachers the potential uses of assessment. In-service training was conducted for the teachers once in two years where they were updated about the new innovations in classroom
teaching and assessment. CCE considers the role of assessment as intended for learning rather than a mere measurement of learning.

However, a few uncertainties with respect to the quality control, reliability and measure of consistency in learner performance were some of the apprehensions of the teachers that followed. During classroom observations and teacher and learner interviews, it was observed that teachers were aware of the learners taking help from others or from internet to complete projects and reports which were part of the informal assessment (FA2 and FA4). Due to lack of quality check and proper monitoring measures in CCE, these issues were left unaddressed.

5.2.4 Findings related to formative assessment, diagnosis and remediation

With the help of research tools, it was observed that formative assessment was continuous and diagnostic in nature and provided room for teachers to plan remedial instruction. Formative assessment provided scope for identifying learner problems. Based on the information about learner problems obtained from these assessments, teachers had the opportunity and the freedom to modify classroom instruction.

As part of classroom assessment, four formative assessments were conducted in two semesters. While formative assessment 1 and 3 were formal and were conducted in the classroom, formative assessment 2 and 4 were informal where learners were assigned projects. The question papers and answer keys for formative assessment 1 and 3 were provided to the teachers by the Kendriya Vidyalaya Sangatan, Regional Office and teachers had no role in the planning and preparation of these question papers. Though formative assessments 2 and 4 provided ample scope for the learners to exhibit their creative abilities, there was no monitoring body to ensure that
performance was by the learners alone and there was less scope for providing feedback.

An observation of the formative assessment and classroom procedures has led to an understanding that most of the teachers plan their instruction based on the learner problems identified through assessment and they also devise new teaching strategies to help the learner overcome their problems.

Based on the findings on teachers, learners, CCE and other stakeholders a summary of the shift in the English language class is presented in the following table.

<table>
<thead>
<tr>
<th>Before CCE</th>
<th>After CCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners were under a lot of stress.</td>
<td>CCE provides stress-free learning for the learners.</td>
</tr>
<tr>
<td>Materials included prescribed textbooks and workbooks.</td>
<td>Materials include primary sources and authentic materials along with prescribed textbooks and workbooks.</td>
</tr>
<tr>
<td>Teachers were more rigid and teacher-learner interaction was less.</td>
<td>Teachers are more flexible and teacher-learner interaction is more. Classrooms are more learner-centred.</td>
</tr>
<tr>
<td>Teaching was mostly completing the syllabus on time. There was less scope for diagnosis and remediation.</td>
<td>Teaching is more focused on catering to learner needs. Based on diagnosis, as part of remediation, teachers use strategies to help learners overcome learning difficulties.</td>
</tr>
<tr>
<td>Learners were burdened with the completion of the syllabus.</td>
<td>The semester system has reduced the burden of the quantity of the syllabus. The grading system is</td>
</tr>
</tbody>
</table>
Learners were categorised into toppers and failures. introduced to eliminate discrimination among learners. Learners learn interactively in pairs and groups. Learning was more of reproduction of what was memorised. Learning was based on repetition of concepts. Learners are expected to provide their own answers. Learning is seen as building into what the learner already knows. Assessment was a measurement of learning. It was narrower in its scope. Scholastic assessment was the only focus. Assessment is continuous and comprehensive and focuses on the holistic development of the learner. Co-scholastic assessment is also given due importance. Formative assessment is given a lot of importance. Learner problems were neglected and learner progress was limited. Learner problems are identified and addressed and learner progress is monitored.

Table 5.1 Shift in English Language Classroom

5.3 Research questions answered

This section attempts to find the relevance of the findings by using them to answer the research questions. Based on the findings of the study, the answers to the research questions raised in chapter-1 are briefly stated below.
RQ1: How does evaluation help the teachers in understanding learner problems?

Discussion: Findings from the analysis of the data collected through the research tools revealed that evaluation had a very significant role in informing the teacher about the learner. It indeed asserted the fact that teaching and testing are inter-reliant and impact each other in many ways. Teachers believed that evaluation could be used not as an end in itself by simply measuring learning, but to know more about the learner and about their own teaching methodology. It was through these evaluations that the teacher could make inferences about learner errors and relate these errors to the possible difficulties that the learners faced. Based on the learner’s performance, teachers were able to identify the problems, if any, and make decisions about what needs to be done to help the learners overcome these learning problems.

Moreover, after the introduction of CCE and with the help of formative assessments, teachers believed that they had a better scope of diagnosing learner problems and making assessment-based decisions about the learner. These decisions were instrumental in making observations and conclusions about the learner’s learning and learning difficulties.

RQ2: How does diagnosis help the teachers in modifying instruction?

Discussion: With the data collected using various research tools, it was observed that, during formative assessments, teachers assessed learners not only to check learning but also to understand their learning problems. These formative assessments were instrumental in diagnosing learner problems. Teachers used the information derived from the assessments to make decisions about their own lesson plans. This implies
that, with the intent to cater to the learner’s needs, based on what was assessed i.e. by analysing learner performances, teachers made changes to their own classroom instruction. With the help of diagnosis, teachers planned their next lesson. The washback effect was clearly seen as teachers intentionally made reflections and modified instruction to help the learner overcome learning problems. Hence, it can be said that diagnosis, by informing the teacher about learner problems, helped the teacher in modifying instruction to make plans about their own methodology. It is with the help of diagnosis that teachers could plan remedial instruction as there was scope for the teachers to be more focused on the learners learning patterns.

**RQ3: How do diagnosis and remediation help the learners overcome learning problems?**

**Discussion:** With the help of teacher interviews, and classroom observations and learner interviews, it was deduced that diagnosis of learner problems provided scope for the teachers to either conduct remedial instruction or to incorporate remediation into the regular classroom. With the help of diagnosis, teachers made conclusions about what was required by the learner and thus it helped them plan for remedial instruction. During remedial instruction, teachers strategically reflected on their own methodology and made necessary changes to help the learner overcome learning problems. It was with this focused instructional practice (diagnosis and remediation), where the teacher was aware of the learner’s problems, that the learner problems regarding learning were addressed or taken care of.

Teachers incorporated different strategies as part of their instruction with the intention to address the needs of the learners. Teaching strategies were identified during classroom observations, teacher interviews and informal discussions with the
teachers. The following table presents a sample of the problems identified by the teachers, strategies used to address these problems and how these strategies were useful for the learner to overcome learning problems.

<table>
<thead>
<tr>
<th>Learner problems identified</th>
<th>Strategy used by the teacher</th>
<th>Learner progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners were unable to write meaningfully. They had problems in the organization of content.</td>
<td>Teacher prepared charts where sentences were jumbled and learners were expected to build a short story based on those sentences.</td>
<td>Learners were able to write creatively and meaningfully. They had organised the stories thematically and chronologically. They produced a number of short stories based each chart.</td>
</tr>
<tr>
<td>Learners had problems with comprehending texts.</td>
<td>Learners were given time to prepare a role play based on a text provided to them on the previous day.</td>
<td>Learners made very comprehensive role play and addressed all the issues mentioned in the text.</td>
</tr>
<tr>
<td>Learners had problems with vocabulary and spellings of certain words.</td>
<td>The teacher used audio-video aids. Played riddles and poems that had homophones and homonyms.</td>
<td>Learners were able to produce correct sentences using the words they had problems with.</td>
</tr>
<tr>
<td>Learners had problems in writing an essay.</td>
<td>The teacher gave learners the rubrics of writing an essay.</td>
<td>Most learners scored better. They followed the rubrics.</td>
</tr>
</tbody>
</table>
Most of them were not aware of the rubrics of writing an essay.

essay along with the marking criteria used to evaluate an essay and asked them to refer to it before planning their essays.

and referred the marking criteria and produced essays that were far better than the earlier ones.

Learners used very less vocabulary particularly adjectives and adverbs.

Learners were unable to use appropriate vocabulary.

The teacher got pictures of sportsmen and asked the learners to describe the sportsmen. Learners were asked to write few sentences about the sportsmen using different vocabulary. All the descriptive vocabulary was later elicited and written on the board.

Learners were able to identify vocabulary and use them appropriately.

Learners were able to categorise the words into adjectives and adverbs.

<table>
<thead>
<tr>
<th>Learner Problems</th>
<th>Teacher Strategies</th>
<th>Learner Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of them were not aware of the rubrics of writing an essay.</td>
<td>essay along with the marking criteria used to evaluate an essay and asked them to refer to it before planning their essays.</td>
<td>and referred the marking criteria and produced essays that were far better than the earlier ones.</td>
</tr>
<tr>
<td>Learners used very less vocabulary particularly adjectives and adverbs.</td>
<td>The teacher got pictures of sportsmen and asked the learners to describe the sportsmen. Learners were asked to write few sentences about the sportsmen using different vocabulary. All the descriptive vocabulary was later elicited and written on the board.</td>
<td>Learners were able to identify vocabulary and use them appropriately. Learners were able to categorise the words into adjectives and adverbs.</td>
</tr>
</tbody>
</table>

Table 5.2 Learner Problems, Teacher Strategies and Learner Progress

**RQ4: To what extent the implementation of CCE has proved helpful for the teacher in monitoring learner progress?**

Discussion: Monitoring learner progress requires an understanding of certain aspects such as a) having an understanding of what the learner is, b) how he learns, c) what is the proficiency level of the learner, d) the learning problems, if any, that the learner faces, e) what needs to be done when these learning problems are diagnosed, f) what
changes are required to be made to cater to the learner’s needs, g) how effective were these modifications in helping the learner overcome these problems and h) what difference it has made in the learning process as a result of remediation.

Teachers were able to monitor learner progress based on their observation of the learner and learner performances. Based on their observations, teachers consciously and periodically made notes about their learners and their learning needs in the teacher diaries based on which they made necessary changes in their instruction to help the learner move to the next level.

CCE attempts to make assessment continuous in the form of formative assessments, where teachers can make observations of learner performance and thus continuously work on what is required. It, to a great extent, informed the teacher about the potential use of assessment in monitoring learner progress. It not only informed the teacher of the potential uses of assessment but also was instrumental in sensitising about the need for diagnosis and remediation to foster learner progress. It was also evident that due to many constraints such as time, crowded classrooms, etc., the teachers were incapable of adhering to these potential prospects of assessment. However, it is through formative assessments that the teachers were provided with the space required to go beyond teaching the textbook and thereby could cater to the requirements of the learner.

5.4 Implications of the study

The findings of the study offer a number of implications for different stakeholders of education. The implications in the form of suggestions and recommendations are
made based on the findings from the study and are relevant to various stakeholders they are addressed to.

5.4.1 Implications for teachers

Teachers play a major role in accomplishing the objectives and goals set by any curriculum. In the classroom, they are the major source of making any innovation successful. Teachers need to play multiple roles inside and outside the classroom and have to be consciously and constantly involved in delivering instruction according to the requirements of the learner.

Teachers should aim at continuous professional development and always strive to assist the learner in meeting their learning goals. They can engage in reflective practices like observing other teacher’s classes, allowing other teachers to observe their classes, providing feedback to each other, attending workshops, seminars, conferences and focused group discussions and in creating a platform to discuss pedagogical issues.

Teachers, with the help of assessment, can identify areas that need attention and plan for remediation. Since it was mentioned that due to time and administrative constraints teachers have fewer chances of conducting remedial classes, teachers can plan for collaborative teaching with other teachers of English as part of remediation to cater to the learner’s needs. Positive feedback (written and oral, individual and group) can be provided at regular intervals for the learners informing them about their weaknesses and teachers can also suggest the learners learning strategies that can help them overcome their learning problems.
The different approaches that a teacher can consider for effective teaching are presented in the form of a table.

![Figure 5.2 Approaches for Effective Teaching](image)

**5.4.2 Implications for learners**

With regard to implications for the learners, it can be said that since any innovation is made for the betterment of the learner and to make every classroom learner-centric, learners also are required to adhere to certain duties for the better implementation of new policies and innovations. At the time of teacher and learner interviews, it was mentioned that during FA2 and FA4, which are informal assessments, where the learners were expected to do projects and assignments and submit on time, some of the learners either took the help of elders or artists or used the internet to copy and paste the content. Learners should be informed and reminded that they have to learn by themselves and that any form of a shortcut may only lead to short-term profit and a long-term loss.
Learners need to use CCE and formative assessments to its full potential and with the help of the teacher, they need to identify their own learning difficulties. They need to understand their own weaknesses and devise strategies to overcome these problems.

### 5.4.3 Implications for policy makers

There are a number of issues that need attention for a successful implementation of any innovation such as CCE. Several systematic measures are to be taken into account by the policy makers for the successful implementation of new policies and innovations. The procedure adopted by policy makers has to be both top-down and bottom-up at the same time along with proper controlling measures. Even though implementation of CCE is more like an induced method, it should have been deduced from all the stakeholder’s view/needs.

Before introducing any new policy or innovation, there needs to be a proper analysis of the requirements and outcomes that are to be derived instead of only banking on a set of assumptions. Proper research programmes, where teachers and other stakeholders can be participants and a part of the research, should be made possible to make them aware of the different hurdles that may emerge in the future. Findings from this research and the implications should be considered while finalising new policies or innovations. Before adopting new ideas from other countries, policy makers need to be sensitive towards its application to the heterogeneous Indian classroom scenario and should come up with suitable measures to make sure that there are no obstacles in the implementation.

Consent from other stakeholders such as parents, administrative members, material writers, teachers and learners is to be taken into consideration. A proper investigation
from all stakeholders such as teachers, learners, parents etc. is required before implementing in the classrooms. A survey of the needs analysis is to be conducted based on which the guidelines can be framed.

Financial and infrastructural support should also be provided to the teachers, learners and the schools to successfully accommodate new changes in any policy.

Since the training that was provided to the teachers was not consistent in terms of training provided to all the teachers across all the schools, in-service training and professional development courses are to be restructured. Regular updating in the form of workshops and seminars are to be conducted and a needs analysis should be done before conducting training programmes to suit the requirements of the participants. However, every in-service training programme cannot be feasible universally as the candidates attending the programmes may not have the same kind of issues/difficulties that need to be taken care of. Therefore, in-service training programmes need to be devised based on a needs analysis of the areas that require immediate attention. Training should be made continuous and periodic and professional development programmes should be conducted annually and should be included in the school plan.

Once all the teachers are fully equipped, then there needs to be continuous monitoring that can make sure that all obstacles that can interrupt the process are eliminated. Additional support for the teacher in the form of teacher assistants and support teachers be appointed to help the teachers plan, implement and progress towards attaining their teaching goals.
The different measures that policy makers can consider before implementing new policies are presented in the form of a flow chart.

Figure 5.3 Measures for Policy Makers

5.4.4 Implications for other stakeholders

All the stakeholders at all levels are to be informed about the objectives of the policies that are introduced and they should be set to work in collaboration with each other. There is a need to create a shared vision where administrators are to be trained to act as monitoring bodies to teachers as well as learners. As part of innovation, with the help of a few guidelines, administrators can also be assigned duties that can be helpful in assisting the teacher and helping them make judgements about pedagogy. Similarly, parents should also be involved in the teaching-learning process. Parents
also need to be educated about the new innovations, workshops or focused group discussions are to be conducted to make them part of the teaching-learning process.

5.5 Overall discussion on the entire study

An overall discussion on the entire research by relating the contents of different chapters to one another is made in this section. In chapter 1, a detailed discussion on the background of the study was presented along with the lacuna in the system. The statement of the problem and the objectives of the study were also discussed in the chapter. The research questions that were finalised based on the assumptions and objectives were presented. Moreover, details of the sample of the study, the scope of the study and the significance of the study were also presented in chapter 1. Further, the research methodology and research tools that were finalised and the different stages involved in the study were also presented. Finally, the tools used for data collection and the design of the thesis were given at the end of the chapter.

In chapter 2, the theoretical background and the existing research that were useful in understanding the core concepts of the study, which formed a base for the argument that was raised in this study, were stated. This chapter starts with a discussion on the aim of education and later presents details on assessment and evaluation, assessment and instruction and assessment and learning. Also, different aspects such as impact of assessment on learners, guidelines for developing learning, formative assessment, summative assessment, feedback, washback, assessment and the teacher and so on were also discussed.

Further, a detailed discussion on the recommendations, reports that led to the theoretical underpinnings of the study was made where constructivism and ZPD and
other concepts were discussed. In addition to this, there was a section discussing at length about Continuous Comprehensive Evaluation, under which features, objectives and functions of CCE were presented. Finally, a few of the studies that were done in India in the area were also presented at the end of the chapter.

In chapter 3, a description of the research framework, the methodology devised for the study, the objectives and research questions presented in chapter 1, sample approached for the study, and research tools used for data collection were presented.

Chapter 4 presented a detail description of the data collected with the help of different research tools. This chapter presented the data followed by the description, analysis and interpretation of each tool that was used for collecting data as part of field work. The quantitative and qualitative data that was gathered was presented along with a discussion on the interpretation and analysis in chapter 4.

Finally, based on the data, research findings and their implications in the form of suggestions and recommendations were presented in the last chapter, i.e. chapter 5, where the findings were analysed to answer the research questions that were raised in chapter 1. Besides, the implications for further research, limitations of the study and a summary of the research are also presented in this chapter.

### 5.6 Contribution of the current study to the field of ELE

The contribution of the current study to the field of ELE can be listed in the following ways:
a) As this study attempts to investigate into the impact of assessment on teaching and learning, it argues for the positive the positive effects of washback thus giving a support to the arguments laid on the potential uses of assessment.

b) This study also looks into the process of the teachers using diagnosis to modify instruction and argues on the basis of data findings that assessment must give way to the constructive remediation.

c) Since the study attempts to investigate into the repercussions of implementation of CCE from its inception, this study can be said to be the first of its kind.

5.7 Implications for further research

A longitudinal study looking at all formative and summative assessments and their impact on teaching and learning patterns can be made to get a better understanding of the system and to validate and ascertain the belief of using assessment for learning.

The framework adopted for this research is more linear. Consequently, a large scale research which could encompass a more varied framework could be established to get further details into the entwining process of teaching, learning and assessment.

5.8 Limitations of the study

It is almost impossible for any study to be complete in itself as there are always a number of factors that emerge as limitations in its course of time. Certain limitations such as limitation of time, space in the academic cycle, and accessibility were the ones which have limited the scope of the study in a few ways. The following could be listed as the limitations of this study:
a) First, due to lack of time and access, this study did not involve other stakeholders such as administrators, material developers, question paper setters, policy makers and parents.

b) Second, the findings from this study cannot be generalised to other CBSE schools and this makes it very area specific.

5.9 Conclusion

This chapter presents an overall view of the study and findings that were obtained with the help of research tools. The implications of the findings were also presented along with a brief overview of the study. Further, the contribution of the current study to the field of ELE, suggestions for further research and the limitations of the study were also discussed as part of the concluding chapter.