Appendix-I

Code of Ethics for ILTA

Principle 1:
Language teachers shall have respect for the humanity and dignity of each of their test takers. They shall provide them with the best possible professional consideration and shall respect all persons’ needs, values and cultures in the provision of their language testing service.

Principle 2:
Language testers shall hold all information obtained in their professional capacity about their test takers in confidence and they shall use professional judgment in sharing such information.

Principle 3:
Language testers should adhere to all relevant ethical principles embodied in national and international guidelines when undertaking any trial, experiment, treatment or other research activity.

Principle 4:
Language testers shall not allow the misuse of their professional knowledge or skills, in so far as they are able.

Principle 5:
Language testers shall continue to develop their professional knowledge, sharing this knowledge with colleagues and other language professional.
Principle 6
Language testers shall share the responsibility of upholding the integrity of the language testing profession.

Principle 7:
Language testers in their societal roles shall strive to improve the quality of language testing, assessment and teaching services, promote the just allocation of those services and contribute to the education of society regarding language learning and language proficiency.

Principle 8:
Language testers shall be mindful of their obligations to the society within which they work, while recognising that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.

Principle 9:
Language testers shall regularly consider the potential effects, both short and long term on all stakeholders of their projects, reserving the right to withhold their professional services on the grounds of conscience.

Appendix-II

The Pattern of Scholastic and co-scholastic assessment

I. Scholastic Assessment
(a) Formative assessment (Projects, quizzes, research work, assignments, conversation skills and oral questions)
(b) Summative assessment (Written – end of term, multiple choice questions, short answer, long answer and flexible timing)

II. Co- Scholastic Assessment
(a) Life skills
(b) Thinking skills (Creative thinking, critical thinking, problem solving and decision making)
(c) Social Skills (Communication skills and interpersonal skills and empathy)
(d) Emotional Skills (Dealing with emotions, dealing with stress and self-awareness)
(e) Values
(f) Attitude towards (Teachers, students/peers, school programmes and environment)
(g) Co-curricular activities
(h) Creative and literary activities
(i) Aesthetic activities
(j) Scientific activities
(k) Clubs
(l) Eco club
(m) Health and wellness club

(CBSE, 2009).
Appendix-III
Functions of CCE

Continuous evaluation helps in regular assessment to the extent and degree of Learner’s progress (ability and achievement with reference to specific Scholastic and Co-Scholastic areas). Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain each individual learner’s strengths and weaknesses and their needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instructions. By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self-assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction where more emphasis is required. CCE identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems. It helps in making decisions for the future, regarding choice of subjects, courses and careers. It provides information and reports on the progress of students in Scholastic and Co-Scholastic areas and thus helps in predicting the future success of the learner. Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in performance if any, and may take remedial measures of instruction thereof, whenever more emphasis is required. Many a times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in sudden drop in their performance. If the teacher and parents do not notice the sudden drop in the performance of the child in academics, it could result in a permanent deficiency in the child’s learning. The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore it will not be merely limited to assessment of learner’s scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and do follow up to further improve upon the learning in the classroom and to present a comprehensive picture of a learner’s profile. It is this that has led to the emergence of the concept of School Based Continuous and Comprehensive Evaluation (CBSE 2010, p. 10-11).
Appendix-IV
Evaluation Paradigms

(1) Assessment of Learning

The ‘assessment of learning’ is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher direction is paramount and the student has little involvement in the design or implementation of the assessment process in these circumstances.

- Teacher designs learning
- Teacher collects evidence
- Teacher judges what has been learnt (and what has not been learnt)

(2) Assessment for Learning

The ‘assessment for learning’ involves increased level of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to ‘formative assessment’. There is more emphasis towards giving useful advice to the student and less emphasis on giving marks and the grading function.

- Teacher designs learning
- Teacher designs assessment with feedback to student

(3) Assessment as Learning

The ‘assessment as learning’ is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on peer learning. Assessment as learning generates opportunities for self-assessment and peer-assessment. Students take on increased responsibility to generate quality information about their learning and that of others.
• Teacher and student co-construct learning
• Teacher and student co-construct assessment
• Teacher and student co-construct learning progress map

Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feedback, allowing students to adjust, re-think and re-learn.

(4) Assessment in Learning

The ‘assessment in learning’ places the question at the centre of teaching and learning. It deflects the teaching from its focus on a ‘correct answer’ to a focus on ‘a fertile question’. Through enquiry, students engage in processes that generates feedback about their learning, which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

• Student as the centre of learning
• Student monitors, assesses and reflects on learning
• Student initiates demonstration of learning (to self and others)
• Teacher as a coach and a mentor

Teachers and students need to understand the purpose of each assessment strategy. The overall assessment ‘package’ being used by learners and teachers should accurately capture, generate and use meaningful learning information to generate deep learning and understanding (Teacher’s manual, CBSE, 2011, p.19-21).
Appendix V

Questionnaire-I

Dear Teacher,

I am doing research in the area of language teaching and evaluation. This Questionnaire is part of a research study on Continuous Comprehensive Evaluation (CCE). Please give your most candid response/s to the questions below. I assure you that the information you share here would be kept confidential and would be used only for my study. The questionnaire is divided into three sections covering the areas of personal information, information/perceptions about CCE, and training on CCE.

Regards
O. Kranthi Priya

Section I

1. Name of the School (Branch):

2. Date:

3. Name of the Teacher:

4. Educational Qualification:

5. Number of years of Experience:

6. Classes Taught:

7. In-service trainings attended:

______________________________________________
Section II

1. Please provide sufficient information for the following questions:
   • The approximate number of days, in a particular term, for teaching English are ______________
   • The duration of each period is ______________
   • The average number of learners in each class are ______________
   • The number of formative assessments conducted per term are ______________
   • A weightage given for scholastic and co-scholastic aspects in terms of percentage is ______________
   • The number of periods per week for co-curricular activities are ______________
2. Please indicate your degree of agreement against each statement by checking against one of the three columns: Agree (A), Not Sure (NS), Disagree (D).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>There is a need to break the stereotypical beliefs on evaluation.</td>
<td></td>
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</tr>
<tr>
<td>Implementation of CCE is an innovation in evaluation in schools that aims at learner autonomy.</td>
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<tr>
<td>CCE helps in improving a learner’s performance by identifying his/her learning difficulties at regular time intervals.</td>
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<tr>
<td>Since formative assessments focuses more on the number of mid-term or unit examinations, there is less scope for the learner to reflect and improve.</td>
<td></td>
<td></td>
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<tr>
<td>Formative Assessment is nothing but achievement testing which only useful to understand how much learning has happened.</td>
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<tr>
<td>Formative Assessment must be diagnostic in nature so that suitable remedial measures are taken to ensure improvement</td>
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<tr>
<td>Identifying learning progress of learners at regular time intervals and employing suitable remedial measures can enhance learner’s learning performance.</td>
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<tr>
<td>Diagnostic test are difficult to administer in the classroom because of learner diversity.</td>
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<td></td>
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<tr>
<td>By using remedial measures most of the problems that learners face while learning a language can be rectified.</td>
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</tbody>
</table>
Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality.

This form of evaluation offers flexibility to schools to plan their own academic schedules as per specified guidelines.

Numerical scores are considered to be better than grading system as it clearly specifies the learning outcomes.

Learners and parents should also be given proper awareness on CCE.

<table>
<thead>
<tr>
<th>3. Please state your opinion on the introduction of CCE in India.</th>
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<th>4. How useful, according to you, are the teacher manuals provided by CCE.</th>
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<tr>
<th>5. Given the Indian education scenario,</th>
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<tr>
<td>a) do you believe CCE can be administered effectively?</td>
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<td>-------------------------------------------------------</td>
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<tr>
<td>b) do you believe CCE can be academically effective?</td>
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</tbody>
</table>
Section III.

1. Have you been officially trained to implement CCE? If yes,
   a) please mention the number of days attended

   ________________________________________________________________

   b) was it effective in terms of clarifying your doubts related to CCE?

   ________________________________________________________________

2. Please respond to the following questions based on the training provided on CCE
   - The training objectives were clear. ☑ ☑ ☐
   - The training procedures supported the course objectives. ☑ ☑ ☑
   - The amount of reading you were asked to do was appropriate. ☑ ☑ ☑
   - The amount of writing or other work asked to do was sufficient. ☑ ☑ ☑
   - The kind of material provided was useful to a great extent. ☑ ☑ ☑
   - The number of days allotted for the training were sufficient ☑ ☑ ☑

3. Did you face any difficulties with the training provided on CCE?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

4. How useful was the training in helping you implement CCE into your classroom?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

5. Any other information you would like to share about the training.

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

Thank you for taking the time and effort to respond to this questionnaire.
Dear Teacher,

I am pursuing my research in the area of English Language Teaching and Evaluation. This Questionnaire is part of a research study on Continuous Comprehensive Evaluation (CCE). Since your genuine answers contribute significantly for the purpose of my study, please give your most candid response/s. I assure you that the information you share here would be kept confidential and would be used only for my study. The questionnaire is divided into five sections covering the areas of personal information, learners, methodology, Textbook, Teacher’s Manual and other materials, and evaluation.

Regards

O. Kranthi Priya

Section I – Personal Information

1. Name of the teacher: _______________________________________
2. Name of the school: _______________________________________
3. Date: ___________________________________________________
4. Educational Qualification: __________________________________
5. Teaching Experience: ______________________________________
6. Teaching experience in the present school: _____________________
7. Mail Id: ________________________________________________
8. Contact No.: ____________________________________________
9. Grades teaching currently: _________________________________

10. Have you attended any training on CCE? Yes/No. If yes, please furnish details.

<table>
<thead>
<tr>
<th>S. no</th>
<th>Programme and sponsors</th>
<th>Place</th>
<th>Dates and duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
11. Was the training on CCE satisfactory to you in terms of its objectives, training procedure, materials provided and usefulness?
   Yes/No
   If ‘Yes’, how? If ‘No’, why?

_____________________________________________________________________

_____________________________________________________________________

Section II- Learners

12. Describe your learners in terms of their-
   a. Age:________________________________________________________
   b. Level of competence:__________________________________________
   c. Diversity:____________________________________________________
   d. Ability to speak:_______________________________________________
   e. Ability to write:_______________________________________________
   f. Ability to read:________________________________________________
   g. Any other feature:_____________________________________________

13. Please write in detail the major problems faced by the learners in the classroom.

_____________________________________________________________________

_____________________________________________________________________

14. What according to you could be done to help the learner overcome these problems?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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Section III- Methodology:

15. Do you plan your lesson/teaching?-------------------------------------------- Yes/No
16. Do you discuss your lesson plans with your colleagues? ------------------- Yes/No
17. Do you reflect on the lesson plans after the class?-------------------------- Yes/No
18. Do you maintain a diary or a journal?---------------------------------------- Yes/No
19. Do you like to reflect and try new techniques in the classroom?----------- Yes/No
20. How do you teach a lesson to the learner? Use Lesson 1 (The Best Christmas Present in the World) from Class VIII English textbook to inform how you have carried the lesson in the classroom.

i) Beginning:________________________________________________________

ii) Progress:________________________________________________________

iii) Ending:________________________________________________________

iv) Feedback:________________________________________________________

v) Activities:________________________________________________________

vi) Explanation:_____________________________________________________

vii) Learner’s role:___________________________________________________
21. What is the classroom technique/procedure generally followed by you in the class which is useful for the learners in developing language skills?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

22. Do you familiarise the learners about the purpose of using an activity or task as part of your technique before teaching a lesson?
Yes/No
If ‘Yes’ how? If ‘No’, why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

23. Does your technique encourage learners in some way to develop or use effective strategies of language learning?
Yes/No
If ‘Yes’ how? If ‘No’ why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

24. Do you use tasks/activities which are not included in the textbook?
Yes/No
If ‘Yes’, where do you get these tasks from? Kindly tick (✓) the options you usually use
a. Colleagues
b. Resource books
c. Web base
d. Self developed
e. Any other (Please specify): ____________________________________
25. Please describe in brief one such task/activity.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

26. What according to you are learner’s errors? Mention a few errors you have come across recently.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

27. While conducting an activity, what do you focus more on? Kindly Tick (✓) on one option.
   a)  i) Accuracy
       ii) Fluency
       iii) Successful completion of the task
   b) Kindly give your reasons for your choice in ‘a’.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

28. How do you respond to the errors that learners make in the class. Kindly tick (✓) the techniques that you usually use
   i) Simply correct the errors orally-------------------------------------------- ( )
   ii) Underline the errors--------------------------------------------------------( )
   iii) Explain in the written form on a paper------------------------------- ( )
   iv) Explain personally when and why the learner is wrong----------------- ( )
   v) Provide the correct alternative form-------------------------------------- ( )
   vi) Any other (please specify)
29. Do you encourage interaction among learners through pair work or group work or any in any other form? Yes/No

If ‘Yes’ how? If ‘No’ why?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Section IV- Textbook, Teacher’s Manual and other materials

30. Are the topics from the textbook appropriate to the level of the learners? Yes/No. Kindly give reasons to your opinion.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

31. Is it possible to teach the textbook fully within the allotted time (i.e., within the academic year)? Yes/No

If No, what do you think can be done?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

32. Do you use additional material in the classroom? Yes/No

If yes, from the list of materials mentioned below, tick (✓) the option which you usually use in the classroom.

i) Guides (    ) ii) Grammar books(   ) iii) Dictionary (    )

iv) Songs (    ) v) Newspaper (    ) vi) Question papers(    )

vii) Pictures (    ) viii) Photographs (    )

viii) Any other (please specify):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
33. Are you familiar with the teacher’s manual provided on CCE? Yes/No

If yes, mention three important things that are emphasised in it.

i) __________________________________________________________
   __________________________________________________________

ii) _________________________________________________________
     _________________________________________________________

iii) _________________________________________________________
     _________________________________________________________

Section V- Evaluation

34. What do you think is the relationship between assessment and the development of your learner’s language learning?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

35. What kind of internal assessment schedule do you adopt in the classroom?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

36. In what ways do you feel that Continuous Comprehensive Evaluation (CCE) is useful for the teachers and the learners? Kindly indicate your agreement with the following statements. (5=Strongly agree, 4=Agree, 3=Partially agree, 2=Disagree, 1=Strongly disagree)

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) To lay emphasis on thought process and de-emphasise memorization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) It helps the teacher to organise effective teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Assessment can be seen as a means of motivating learners to provide feedback and to further improve upon the learning in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iv) Evaluation can serve as a quality control device to maintain desired standard of performance.

v) CCE provides immediate feedback to the teacher, who can then decide if a particular unit or concept needs a discussion again or if a few individuals are in need of remedial instructions.

vi) Evaluation can be used for improvement of learner’s achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.

vii) Evaluation can be used as a quality control device to maintain desired standard of performance.

37. Do you think CCE encourages the teacher to further use evaluation for multiple purposes other than measure learning? Kindly give reasons for your opinion in brief.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

38. Do you think formative assessment provides scope for teachers to identify learner problems? Kindly give reasons for your opinion in brief.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

39. Do you think that identifying learner problems in turn provides scope to use suitable remedial measures to help learners overcome their difficulties? Kindly give reasons for your opinion in brief.

__________________________________________________________________
40. Do you think that employing suitable remedial measures can enhance learner’s learning performance? Kindly give reasons for your opinion in brief.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

41. Do you set the questions for formative assessments? If Yes, please mention the following

i) What guidelines do you use for setting the question paper?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

ii) What criteria do you use for correcting the answer sheets?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

iii) If No, who sets the question paper?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
42. Are listening and speaking skills also tested? Yes/No. Kindly give your opinion on it.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

43. Kindly tick (✓) one or more than one option from the following.
   a) Do you think feedback should be given to
      i) All learners
      ii) Learners who perform well in the assessment
      iii) Learners who are unable to perform well in the assessment
      iv) Learners who have problems in learning
   b) Kindly elaborate on your opinion.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

44. What kind of feedback do you provide to the learners? Kindly elaborate.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

45. How far do the scores learners get actually show their learning ability/performance level? Please elaborate.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

46. Any other information you would like to provide.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Thank you for taking the time and effort to respond to this questionnaire.
Appendix-VII
Interview Protocol: Teachers

Date:____/____/20____

Name of the teacher:

Class:___________________________

School:________________________________

1. What do you feel about the introduction of CCE into the Indian education system?
2. To what extent do you think it is useful for you in realising your teaching objectives/goals?
3. Could you tell me the major difference between the teacher now and the teacher before CCE?
4. Could you tell me the major difference between the learner now and the learner before CCE?
5. Do you agree evaluation can help the teacher understand the learner in a better way? Could you give reasons for your agreement/disagreement?
6. How important according to you is continuous assessment in understanding the learner?
7. What role do you feel diagnosing learner problems play in helping learners progress?
8. In what way do you think remedial teaching can be useful in helping learner’s meet their learning objectives?
9. In what way do you think this can encourage the learners more to develop or use effective strategies of learning?
10. What recommendations or suggestions do you have to make to refine the current stage?
Questions for Informal discussions with teachers:

1. Can you tell me about formative assessments?
2. Do you prepare your question papers?
3. Can you tell me about the problems learners face in general in the class?
4. Would you give an example of any problem identified in FA-III?
5. Did any of your learners face any difficulty with FA-I/FA-III?
6. What are the general mistakes learners do in formative assessments?
7. What do you plan to do to inform learners about their mistakes?
8. Did u change your lesson plan and why?
9. What changes did you make and why?
10. Which skill did the learners have a problem with in general?
Appendix-VIII

Interview Protocol: Learners

Date: ___/___/20___

Name of the learner: ________________________________________________

Class: ____________________ School: _________________________________

Test: FA _____

1. How different do you think is the classroom before and after the implementation of CCE?

2. Can you tell me about formative assessments and summative assessments?

3. Do you see any difference in the teacher or their methodology after the implementation of CCE?
Appendix-IX

Checklist for Classroom Observations

I. Classroom Details:
Date: ___/___/20___ Teacher Name:______________________ Learners
Present:_______ Class details: Unit__________________
Lesson:______________ Topic:____________
Skill: __________ Objective as perceived by the observer ______________________
Other comments-_______________________________________________________

II. Preparation:
4-Excellent  3-above Average  2-Average  1- Unsatisfactory  N-Not Applicable

Degree to which-

i) Teacher was well prepared and well organised
   for the class--------------------------- 4 3 2 1 NA

ii) Lesson plan made in advance--------------- 4 3 2 1 NA

iii) Objectives and goals were clear----------- 4 3 2 1 NA

iv) Extra tasks were prepared---------------- 4 3 2 1 NA

Other comments-
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

III. Presentation:

Degree to which-

i) Teacher gave proper instructions------------ 4 3 2 1 NA

ii) Teacher stated objectives at the beginning
    of the lesson--------------------------- 4 3 2 1 NA
iii) Method was appropriate to learner level------ 4 3 2 1 NA

iv) Teacher was aware when learners faced difficulty----------------------------- 4 3 2 1 NA

v) Teacher was able to hold learner’s interests--- 4 3 2 1 NA

vi) Teacher asked questions while teaching------- 4 3 2 1 NA

Other comments-

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

IV. Execution/Methods:

Degree to which-

i) Teacher used a variety of learner centric activities/tasks------------------------4 3 2 1 NA

ii) Teacher planned and paced the materials properly--------------------------------- 4 3 2 1 NA

iii) Teaching technique was appealing to the learners--------------------------------- 4 3 2 1 NA

iv) The purpose of the technique was made clear to the learner---------------------4 3 2 1 NA

v) Activities were related to academic needs of the learner------------------------ 4 3 2 1 NA

vi) Teacher moved around in the class------- 4 3 2 1 NA

vii) Teacher used authentic material in the class-- 4 3 2 1 NA

viii) Teacher used audio/video aids in the class--- 4 3 2 1 NA

ix) Examples and illustrations were used effectively--------------------------------- 4 3 2 1 NA

x) Instructional aids were used effectively------ 4 3 2 1 NA

xi) Tasks were reasonably challenging for the learners-------------------------------- 4 3 2 1 NA

xii) Learner errors were corrected with care----- 4 3 2 1 NA

xiii) Teacher obtained feedback from learners--- 4 3 2 1 NA

xiv) Lesson plan was well timed and sequenced

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V. **Personal characters:**

The degree to which-

i) Teacher’s appearance and classroom presence--4 3 2 1 NA

ii) Teacher was aware of learner needs----------------- 4 3 2 1 NA

iii) Teacher was patient in answering learners doubts----------------------------------------------- 4 3 2 1 NA

iv) Teacher was effective in eliciting responses------ 4 3 2 1 NA

v) Teacher’s speech was clear-------------------------- 4 3 2 1 NA

vi) Teacher presented the topic in an interesting way----------------------------------------------- 4 3 2 1 NA

Any other comments-

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

VI. **Teacher-Learner interaction:**

The degree to which-

i) Teacher encouraged the learner to speak----- 4 3 2 1 NA

ii) Teacher encouraged the learner to ask questions----------------------------------------------- 4 3 2 1 NA

iii) Teacher encouraged full learner participation--- 4 3 2 1 NA

iv) Learners felt free to disagree with the teacher--- 4 3 2 1 NA

v) Learners felt free to express their own ideas----- 4 3 2 1 NA
vi) Interaction among learners was encouraged-----4  3  2  1  NA
vii) Teacher talk was less than learner talk---------- 4  3  2  1  NA

Any other comments-

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

VII. Reflection: (intended for stage-6 i.e., classroom observation-II)
As part of reflection from previous class/test-

| i) Teacher used strategies intentionally to help learners based on previous knowledge about learner problem | 😊 | 😊 | 😊 |
| ii) Teacher mentioned a few points/tips for learners to focus on to help learners overcome certain problems | 😊 | 😊 | 😊 |
| iii) Teacher gave extra work for learners which focused on improving learner difficulties | 😊 | 😊 | 😊 |

Any other comments (Extra notes):
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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# Appendix X

## Checklist for Teacher Manual (TM) evaluation

<table>
<thead>
<tr>
<th>Global Evaluation:</th>
<th>Yes</th>
<th>No</th>
<th>Not clear</th>
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</thead>
<tbody>
<tr>
<td>27. Is the TM readily available at an acceptable price, both to the school and to the learners?</td>
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<td>28. Does the TM provide a viable rationale for the information and guidance it provides?</td>
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<td>29. Does the TM make unreasonable assumptions about the users' knowledge and experience of language teaching?</td>
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<td>30. Does the TM deepen users' understanding of language teaching principles as they develop their practical teaching skills?</td>
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<td>31. Is the advice given on teaching procedures explicit enough?</td>
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<td>32. Is there enough cultural information to enable teachers to interpret appropriately the situations represented in the teaching materials?</td>
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<tr>
<td>33. Does the TM have helpful things to say about the language learning process which are also supported by modern theory and research?</td>
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<tr>
<td>34. Does the TM make explicit an awareness of different learning styles and strategies and suggest ways of using and developing them?</td>
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<td>35. Does the TM consider a variety of roles for the teacher with reference to the nature of each learning activity?</td>
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## Detailed Evaluation

<table>
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<tr>
<th>Detailed Evaluation</th>
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<tbody>
<tr>
<td>36. Does the TM explicitly inform the teacher how it can best be used?</td>
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<td>37. Are the objectives of the course set out clearly and rationally?</td>
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<td>38.</td>
<td>Is the basic teacher-learner relationship implied in the TM, and the content and methods contained within it appropriate to the context of use?</td>
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<td>39.</td>
<td>Is the TM likely to help heighten and sustain learner motivation?</td>
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<td>40.</td>
<td>Is use of the TM likely to result in lessons the learners will enjoy?</td>
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<td>41.</td>
<td>Do the design and content of the TM suggest ease of use?</td>
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<td>42.</td>
<td>Does the TM aim to maximise learners’ opportunities?</td>
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<tr>
<td>43.</td>
<td>Does the TM suggest appropriate ways for the teacher to evaluate each activity, lesson, and sequence of lessons?</td>
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<tr>
<td>44.</td>
<td>Is the information about, and guidance on handling language items adequate, unambiguous and appropriate?</td>
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<td>45.</td>
<td>Are there any helpful notes about potential problems which may arise regarding language items in this context?</td>
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<tr>
<td>46.</td>
<td>Does the TM predict difficulties in understanding the cultural setting and background in the materials, and provide sufficient information about, and explanation of them?</td>
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<tr>
<td>47.</td>
<td>Does the TM provide clear but adequately flexible guidance in selecting and sequencing units, planning them into a scheme of work and integrating them into the programme as a whole?</td>
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<td>48.</td>
<td>Does the TM suggest procedures for the planning, preparation and conduct of lessons in an appropriate manner and in sufficient detail?</td>
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<tr>
<td>49.</td>
<td>Does the TM suggest alternative routes through activities, lessons or units which can be helpful when things do not go according to plan?</td>
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</tbody>
</table>
50. Does the TM advise the teacher when and how to correct learners' language and about the likely responses of learners in this context to various kinds of correction?

51. Does the TM provide clear and unambiguous answers to tasks set?

52. Does the TM provide adequate guidance for the checking of learning, both formally and informally?
Appendix-XI

Checklist for Test Scripts-Question papers

Date: _____/_____/20_____  

Name of the teacher: ____________________________________________

Class: ___________________________ School: ____________________________

Test: FA_____

1. Guidelines used for setting the question paper:
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. Total marks: ____________________________

3. Number of sections in the question paper:
   _______________________________________________________________

4. Division of marks per section:
   _______________________________________________________________
   _______________________________________________________________

5. Time allotted for learners: ____________________________

6. Were the instructions clear? Yes/No

7. Were the tasks used
   • New to the learners
   • Similar to tasks used while teaching
   • Same tasks used while teaching
8. Length of the question paper:
   Very short short required long too long

9. Type of tasks used:
   - MCQ
   - Fill the blanks
   - Match the following
   - One word answers
   - Short answers
   - Long answers
   - Essay
   - Reading comprehension
   - Any other (give details):
     ___________________________________________________________
     ___________________________________________________________

10. Type of questions used:
    - Wh-questions
    - Factual
    - Inferential
    - Exploratory
    - Open-ended
    - Closed

11. Any other observations:
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
Appendix-XII

Checklist for Test Scripts-Answer Sheets

Date:_____/_____/20____

Name of the teacher:__________________________________________

Class:_________________________ School:__________________________

Test: FA_____

Answer sheets:

Date:_____/_____/20____

Name of the Teacher:_________________________________

Population of the learner:_______

Class:____________________  School:_________________________________

Test: FA ______

1. Criteria used for evaluation:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Criteria used for allotting marks for each section:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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3. Learning difficulties identified (If any):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. Type of feedback provided:
   - Underlined errors
   - Made comments such as good/need to improve/bad
   - Gave suggestions in paper itself about errors made by the learner
   - Gave elaborate feedback on areas of error made by the learner
   - Gave suggestions on what errors were made by the learner
   - Gave suggestions on how to improve
   - Gave information on why marks were deducted
   - Provided extra information on how to rectify problem areas
   - No feedback given
   - Any other (Give details):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. Any other information:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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