# CONTENTS

Abstract i-viii

Contents ix-xviii

List of Tables xix-xx

List of Figures xxi

List of Appendices xxii

Chapter – 1

Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Introduction: Context of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.1</td>
<td>Background of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.2</td>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>1.3</td>
<td>Statement of the problem</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>Objectives and research questions</td>
<td>9</td>
</tr>
<tr>
<td>1.5</td>
<td>Sample of the study</td>
<td>11</td>
</tr>
<tr>
<td>1.6</td>
<td>Scope of the study</td>
<td>13</td>
</tr>
<tr>
<td>1.7</td>
<td>Significance of the study</td>
<td>13</td>
</tr>
<tr>
<td>1.8</td>
<td>Research methodology and tools used for the study</td>
<td>14</td>
</tr>
<tr>
<td>1.9</td>
<td>Phases</td>
<td>15</td>
</tr>
<tr>
<td>1.10</td>
<td>Tools for data collection</td>
<td>18</td>
</tr>
<tr>
<td>1.11</td>
<td>Design of the thesis</td>
<td>19</td>
</tr>
<tr>
<td>1.12</td>
<td>Limitations of the study</td>
<td>20</td>
</tr>
<tr>
<td>1.13</td>
<td>Conclusion</td>
<td>20</td>
</tr>
</tbody>
</table>
Chapter – 2

Literature Review, Theoretical Background and Existing Research

2.0 Introduction 21

2.1 Aim of education 21

2.1.1 Assessment and evaluation 22
2.1.2 Assessment and instruction 25
2.1.3 Assessment and learning 26
2.1.4 Improving learning through assessment 28
2.1.5 Principles for evaluating language development 29
2.1.6 Impact of assessment on learners 31
2.1.7 Evaluation as a powerful tool for policy makers 33
2.1.8 Guidelines for developing assessment 33
2.1.9 Shifts in assessment practices 37
2.1.10 Formative and summative assessment 40
2.1.11 Feedback and washback 45
2.1.12 Assessment and the teacher 48
2.1.13 Teacher competencies 49
2.1.14 Code of ethics for ILTA 50
2.1.15 Effective teaching 51
2.1.16 Teacher beliefs 54

2.2 Recommendations, reports and theoretical underpinnings 55

2.2.1 Kothari Commission Report 55
2.2.2 National Policy on Education (NPE) 56
2.2.3 National Curriculum Framework (NCF) 57
   2.2.3.1 Constructivism 59
   2.2.3.2 Zone of Proximal development (ZPD) 62
2.2.4 Central Board of Secondary Education (CBSE) 63
2.2.5 Other reports 64
2.2.6 The theory of Test-Based Reform 65
2.2.7 Multiple Intelligences (MI) 66

2.3 Continuous and Comprehensive Evaluation (CCE) 67
2.3.1 Features of CCE 70
2.3.2 Scholastic and co-scholastic assessment 71
2.3.3 The functions of CCE 72
2.3.4 Objectives of CCE 73
2.3.5 Evaluation after CCE 74
2.3.6 Evaluation paradigms 75

2.4 Existing Research in India 76

2.5 Conclusion 83

Chapter – 3

Research Methodology

3.0 Introduction 84
3.1 Research questions 84
3.2 Population 85
3.3 Sample 86
3.3.1 Schools 86
3.3.2 Teachers profile 87
3.3.3 Learners profile 87
3.3.4 The face of the researcher 88

3.4 Research framework 89
3.4.1 Choice of framework 89
3.4.2  Factors effecting the choice of framework  

3.4.2.1  Role of the learner  

3.4.2.2  Role of the teacher as an evaluator  

3.4.2.3  Role of CCE  

3.4.2.4  Mode of evaluation  

3.5  Methodology  

3.5.1  Stages of the study  

3.5.1.1  Preliminary study  

3.5.1.2  Main study  

3.6  Tools  

3.6.1  Content analysis  

3.6.2  Questionnaires  

3.6.2.1  Questionnaire design  

3.6.2.2  Format of questions  

3.6.2.3  Description of questionnaire – I  

3.6.2.4  Description of questionnaire – II  

3.6.2.5  Piloting and finalising the questionnaire  

3.6.2.6  Nature of administration  

3.6.2.7  Analysis and interpretation of questionnaires  

3.6.3  Classroom observations  

3.6.3.1  Analysis and Interpretation of classroom observations  

3.6.4  Interview protocol  

3.6.4.1  Teacher interviews
3.6.4.2 Learner interviews 110
3.6.4.3 Analysis and interpretation of interviews 110

3.6.5 Checklists 111
3.6.5.1 Checklist for classroom observation 111
3.6.5.2 Checklist for teacher manuals evaluation 113
3.6.5.3 Checklist for test scripts evaluation (question papers and answer sheets) 116
3.6.5.4 Analysis and interpretation of checklists 118

3.7 Triangulation 119

3.8 Conclusion 120

Chapter – 4

Data Analysis

4.1 Introduction 121

4.2 Data Description 121

4.3 Description, analysis and interpretation of questionnaires 122
4.3.1 Questionnaire – I 122
4.3.1.1 Section – I 124
4.3.1.1.1 School 124
4.3.1.1.2 Educational qualification 124
4.3.1.1.3 Teaching experience (1) 125
4.3.1.1.4 Classes taught 126
4.3.1.1.5 In-service training attended 127
4.3.1.2 Section II 128
4.3.1.2.1 Information on teaching and testing of English 128
4.3.1.2.2 Statements on CCE 129
4.3.1.2.3 Teacher’s opinion on introduction of CCE 132
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1.3</td>
<td>Section III</td>
<td>135</td>
</tr>
<tr>
<td>4.3.1.4</td>
<td>Conclusion</td>
<td>139</td>
</tr>
<tr>
<td>4.3.2</td>
<td>Questionnaire – II</td>
<td>140</td>
</tr>
<tr>
<td>4.3.2.1</td>
<td>Description, analysis and interpretation of</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>questionnaire – II</td>
<td></td>
</tr>
<tr>
<td>4.3.2.2</td>
<td>Section-I: Personal information</td>
<td>142</td>
</tr>
<tr>
<td>4.3.2.2.1</td>
<td>Distribution of teachers and classes taught</td>
<td>143</td>
</tr>
<tr>
<td>4.3.2.2.2</td>
<td>Educational background (2)</td>
<td>144</td>
</tr>
<tr>
<td>4.3.2.2.3</td>
<td>Teaching experience(2)</td>
<td>145</td>
</tr>
<tr>
<td>4.3.2.2.4</td>
<td>Teacher training programs on CCE</td>
<td>146</td>
</tr>
<tr>
<td>4.3.2.3</td>
<td>Section - II: Learners</td>
<td>147</td>
</tr>
<tr>
<td>4.3.2.3.1</td>
<td>Learner details</td>
<td>148</td>
</tr>
<tr>
<td>4.3.2.3.2</td>
<td>Learner problems</td>
<td>150</td>
</tr>
<tr>
<td>4.3.2.3.3</td>
<td>Diagnosing learner problems</td>
<td>151</td>
</tr>
<tr>
<td>4.3.2.4</td>
<td>Section-III: Methodology</td>
<td>153</td>
</tr>
<tr>
<td>4.3.2.4.1</td>
<td>Methodology of the teacher</td>
<td>154</td>
</tr>
<tr>
<td>4.3.2.4.2</td>
<td>Lesson planning</td>
<td>154</td>
</tr>
<tr>
<td>4.3.2.4.3</td>
<td>Classroom techniques and procedures</td>
<td>155</td>
</tr>
<tr>
<td>4.3.2.4.4</td>
<td>Teaching strategies</td>
<td>157</td>
</tr>
<tr>
<td>4.3.2.4.5</td>
<td>Teaching resources</td>
<td>158</td>
</tr>
<tr>
<td>4.3.2.4.6</td>
<td>Activities from other sources</td>
<td>159</td>
</tr>
<tr>
<td>4.3.2.4.7</td>
<td>Learner errors</td>
<td>159</td>
</tr>
<tr>
<td>4.3.2.4.8</td>
<td>Teaching objectives</td>
<td>160</td>
</tr>
<tr>
<td>4.3.2.4.9</td>
<td>Feedback on learner errors</td>
<td>162</td>
</tr>
<tr>
<td>4.3.2.4.10</td>
<td>Pair and group work</td>
<td>163</td>
</tr>
<tr>
<td>4.3.2.5</td>
<td>Section-IV: Textbooks, teacher manuals and other</td>
<td>164</td>
</tr>
<tr>
<td>4.3.2.5.1</td>
<td>Textbooks</td>
<td>164</td>
</tr>
</tbody>
</table>

xv
4.3.2.5.2 Textbook usage 166
4.3.2.5.3 Additional materials used 167
4.3.2.5.4 Teacher manuals 168
4.3.2.6 Section-V: Evaluation 169
4.3.2.6.1 Assessment and language learning 169
4.3.2.6.2 Internal assessments 170
4.3.2.6.3 Usefulness of CCE 171
4.3.2.6.4 Uses of CCE 173
4.3.2.6.5 Formative assessments 174
4.3.2.6.6 Remedial instruction 175
4.3.2.6.7 Employing remedial measures 175
4.3.2.6.8 Criteria used for conducting formative assessments 176
4.3.2.6.9 Testing of listening and speaking skills 177
4.3.2.6.10 Feedback 177
4.3.2.6.11 Different methods of giving feedback 179
4.3.2.6.12 Learner scores 179
4.3.2.6.13 Any other information 180
4.3.2.7 Conclusion 181

4.4 Description, analysis and interpretation of classroom observation schedule (COS) 184
4.4.1 Introduction 184
4.4.2 Analysis and interpretation of data collected through COS 185
4.4.3 Conclusion 197

4.5 Description, analysis and interpretation of interviews 198
4.5.1 Introduction 198
4.5.2 Teacher Interviews 199
4.5.2.1 Comments on introduction of CCE 199
4.5.2.2 Comments on usefulness in realising teaching objectives 202
4.5.2.3 Comments on difference in the teacher before and after CCE 204
4.5.2.4 Comments on difference in the learner before and after CCE 206
4.5.2.5 Comments on using evaluation to understand the learner 208
4.5.2.6 Comments on importance of continuous assessment 210
4.5.2.7 Comments on role of diagnosis 212
4.5.2.8 Comments on use of remedial teaching for learners 214
4.5.2.9 Comments on use of remedial teaching to help learners develop learning strategies 217
4.5.2.10 Comments on recommendations and suggestions 219
4.5.2.11 Analysis and interpretation of data from teacher Interviews 221
4.5.3 Informal discussion with teachers 223
  4.5.3.1 Comments on formative assessment 224
  4.5.3.2 Comments on general problems and mistakes learners face with assessment 225
  4.5.3.3 Comments on strategies used by teachers to help the learners 228
  4.5.3.4 Analysis and interpretation of informal discussions with the teacher 229
4.5.4 Learner interviews 230
  4.5.4.1 Comments on classroom before and after implementation of CCE 231
  4.5.4.2 Comments on formative assessment 233
4.5.4.3 Comments on the teacher before and after implementation of CCE 237
4.5.4.4 Analysis and interpretation of interviews with learners 238
4.5.5 Conclusion 239

4.6 Description, analysis and interpretation of teacher manuals 241
4.6.1 Introduction 241
4.6.2 Analysis and interpretation of data on teacher manuals 243
4.6.3 Conclusion 250

4.7 Description, analysis and interpretation of test scripts 251
4.7.1 Introduction 251
4.7.2 Analysis and interpretation of data from test scripts 252
   4.7.2.1 Analysis and interpretation of data from question papers 253
   4.7.2.2 Analysis and interpretation of data from answer sheets 256
4.7.3 Conclusion 260

4.8 Conclusion 260

Chapter 5

Findings and Conclusion

5.0 Introduction 261
5.1 Review of the study 261
5.2 Findings of the study 262
   5.2.1 Findings related to the teachers 262
   5.2.2 Findings related to the learners 265
   5.2.3 Findings related to CCE 266
   5.2.4 Findings related to formative assessment, diagnosis and remediation 267
5.3 Research questions answered 269
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Implications of the study</td>
<td>274</td>
</tr>
<tr>
<td>5.4.1 Implications for teachers</td>
<td>275</td>
</tr>
<tr>
<td>5.4.2 Implications for learners</td>
<td>276</td>
</tr>
<tr>
<td>5.4.3 Implications for policy makers</td>
<td>277</td>
</tr>
<tr>
<td>5.4.4 Implications for other stakeholders</td>
<td>279</td>
</tr>
<tr>
<td>5.5 Overall discussion of the entire study</td>
<td>280</td>
</tr>
<tr>
<td>5.6 Contribution of the current study to the field of ELE</td>
<td>281</td>
</tr>
<tr>
<td>5.7 Implications for further research</td>
<td>282</td>
</tr>
<tr>
<td>5.8 Limitations of the study</td>
<td>282</td>
</tr>
<tr>
<td>5.9 Conclusion</td>
<td>283</td>
</tr>
<tr>
<td>Appendix</td>
<td>284-318</td>
</tr>
<tr>
<td>References</td>
<td>319-341</td>
</tr>
</tbody>
</table>