

# **CHALLENGES ON IMPLEMENTING CONTINUOUS ASSESSMENT SYSTEM**

**A Thesis Submitted to the Department of English Education  
In the Partial Fulfilment for the Master of Education in English**

**Submitted by  
Hari Bahadur Nepali**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2012**

**CHALLENGES ON IMPLEMENTING CONTINUOUS  
ASSESSMENT SYSTEM**

**A Thesis Submitted to the Department of English Education  
In the Partial Fulfilment for the Master of Education in English**

**Submitted by  
Hari Bahadur Nepali**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2012**

**T.U. Reg. No.: 9-2-308-19-2005  
Second Year Examination  
Roll No.: 280452/067**

**Date of Approval of the Thesis  
Proposal: 2012/03/15  
Date of Submission: 2012/08/11**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Hari Bahadur Nepali** has prepared this thesis entitled **Challenges on Implementing Continuous Assessment System** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

---

**Mr. Raj Narayan Yadav (Guide)**

Reader

Department of English Education

T.U., Kirtipur,

Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

**Signature**

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur, Kathmandu

---

Chairperson

**Mr. Raj Narayan Yadav (Guide)**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

**Dr. Tara Datta Bhatta**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

Date:

## **EVALUATION AND APPROVAL**

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

**Signature**

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

Chairperson

**Dr. Laxmi Bahadur Maharjan**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

Member

**Mr. Raj Narayan Yadav (Guide)**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Date:

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2012/08/10

---

**Hari Bahadur Nepali**

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Mr. Raj Narayan Yadav**, Reader of the Department of English Education, TU, Kirtipur for his invaluable guidance, constructive suggestions, cooperation and constant encouragement.

I would also like to extend my sincere gratitude to **Dr. Chandreshwor Mishra**, Professor and Head of the Department of English Education, Faculty of Education, TU and Chairperson of English and Other Foreign Language Education Subject Committee. My sincere gratitude also goes to **Dr. Tara Datta Bhatta**, Reader, the Department of English Education for providing me with prominent cooperation and invaluable instructions during the period of the study.

I am equally indebted to **Prof. Dr. Tirth Raj Khaniya, Prof. Dr Gobinda Raj Bhattraai, Dr. Anjana Bhattarai, Dr. Balmukunda Bhandari, Dr. Laxmi Bahadur Maharjan, Mr. Bishnu Singh Rai, Dr. Tapashi Bhattacharya, Mrs. Madhu Neupane, Mrs. Hima Rawal, Mrs. Saraswati Dawadi, Mr. Prem Bahadur Phyak, Mr. Ashok Sapkota, Mr. Bhesh Raj Pokhrel and Mrs. Madhabi Khanal** for their direct or indirect support to complete this thesis.

Similarly, I am highly indebted to **administrators and teachers** of selected schools of Palpa district who provided me their valuable time and with the authentic data to accomplish this study.

I owe a debt of profound gratitude to my brother **Mr. Ganesh Nepali, Narayan Nepali and Kamal Nepali** for their encouragement and support to complete this study. I am profoundly indebted to my parents for their inspiration and support. I am equally indebted to my sisters **Mrs. Parwati Nepali, Mrs. Gyanu Nepali and Mrs. Krishna Nepali** for their help.

I cannot forget **Miss Suhani Bamrel** for her kind support, and suggestion from the very beginning to end of this work.

I highly appreciate the support I received from **Ananda Khatri, Kamal Koirala,** and **other friends** during the present study.

I duly acknowledge to the authors whose ideas are borrowed and cited in this study.

Finally, I am also very grateful to **Mr. Ramesh Maharjan** and **Hari Nepali** for his friendly help in typing and designing this thesis in the present form.

**Hari Bahadur Nepali**

## **ABSTRACT**

The present study entitled "Challenges on Implementing Continuous Assessment System (CAS)" is an attempt to find out the teachers' perspective towards the challenges on implementing CAS. Moreover, this study is an attempt to find out the teachers' perspective about CAS. To meet the objectives of this research, 60 teachers who were teaching in different schools of Palpa district were selected as the primary sources of data. In this research, purposive nonrandom sampling procedure was used to select sixty teachers from government aided school of Palpa district. A questionnaire was used as the tool for data elicitation about CAS in primary level teachers. This research finds out that the most of the Nepalese teachers have got positive attitude towards CAS for the evaluation process. It is recommended that the teachers should implement CAS properly in all the schools and strict supervision should be provided by Nepalese government to implement the CAS.

This thesis consists of four chapters. The first chapter deals with introduction which consists of general background, review of related literature, objectives and the significance of the study. The second chapter contains the methodology which is sub-chaptered as the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last chapter deals with the findings and recommendations followed by references and appendices.

# TABLE OF CONTENTS

	<b>Page No.</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi-vii</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix-xi</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiii</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-23</b>
1.1 General Background	1
1.1.1 Language Testing	3
1.1.2 Tests, Examination and Assessment	4
1.1.2.1 Tests	4
1.1.2.2 Examination	5
1.1.2.3 Assessment	6
1.1.3 Types of Language Tests	7
1.1.3.1 Proficiency Tests	8
1.1.3.2 Achievement Tests	9
1.1.3.3 Diagnostic Tests	11
1.1.3.4 Placement Tests	11
1.1.4 Continuous Assessment System	12
1.1.4.1 The Basic Principle of CAS	14
1.1.4.2 Characteristics and Objectives of CAS	14
1.1.4.3 CAS Practice in Nepal	15
1.1.4.4 Policy about CAS and LPP	16

1.1.5 CAS in the Context of Nepal	17
1.1.6 Challenges of CAS Implementation	18
1.1.7 Liberal Promotion Policy (LPP)	20
1.2 Review of Related Literature	21
1.3 Objectives of the Study	23
1.4 Significance of the study	23
<b>CHAPTER TWO: METHODOLOGY</b>	<b>24-26</b>
2.1 Sources of Data	24
2.1.1 Primary Sources of Data	24
2.1.2 Secondary Sources of Data	24
2.2 Population of the Study	24
2.3 Sampling Procedure	25
2.4 Tools for Data Collection	25
2.5 Process of Data Collection	25
2.6 Limitations of the Study	25
<b>CHAPTER THREE: ANALYSIS AND INTERPRETATION</b>	<b>27-53</b>
3.1 Analysis and Interpretation of the Data Obtained from Questionnaires	27
(i) Continuous Assessment System (CAS) Increases the Attendance of Students in Class	27
(ii) CAS Decrease (Reduce) the Number of Drop-outs	28
(iii) CAS Makes the Language Fruitful and Meaningful	29
(iv) CAS Minimizes the Number of Failures	30
(v) Immediate Feedback to the Students	31
(vi) CAS Inspires and Offers the Students	32
(vii) CAS Reduces the Number of Class Repeaters	33
(viii) CAS Collects the Real Information from the Students	34
(ix) CAS Involves the Students in Class Interaction	35
(x) Encouragement and Inspirations in CAS	36

(xi) CAS is Easy to Implement in Practical	37
(xii) Use of CAS in the Context of Nepal	38
(xiii) CAS makes the Teachers active and Informative	39
(xiv) ‘Learning by Doing’ as Main Focusing Point of CAS	40
(xv) Knowledge of Continuous Assessment System (CAS)	41
(xvi) Teaching Experience in Teaching	42
(xvii) Use of Unit Test after Finishing the Unit	42
(xviii) Examination Taken in a Year	44
(xix) Use of Monthly Test	45
(xx) Types of Tests to Improve Learning	46
(xxi) Management of the Large Class while Taking Test	46
(xxii) Challenges Faced by Teacher while Implementing CAS	47
(xxiii) Appropriate Times to Evaluate Students’ Performance	48
(xxiv) Feelings of Teachers in Students Unsuccessful	49
(xxv) Feelings of Students in Their Failure	50
(xxvi) Problems Arose from the Failure of the Students	51
(xxvii) Reasons of not Implementing CAS in Government School	52
(xxviii) Problems of Implementing CAS in the Classroom	52
<b>CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS</b>	<b>54-57</b>
4.1 Findings	54
4.2 Recommendations	56
<b>References</b>	

## LIST OF TABLES

	<b>Page No.</b>
Table No. 1: CAS Increases the Attendance of Students in Class	28
Table No. 2: CAS Decreases the Number of Drop-outs in Language Class	29
Table No. 3: CAS Makes the Language Fruitful and Meaningful	30
Table No. 4: CAS Minimizes the Number of Failures	31
Table No. 5: Immediate Feedback to the Students	32
Table No. 6: CAS Inspiring and Offering the Students	33
Table No. 7: CAS Reduces the Number of Repeaters	34
Table No. 8: CAS Collects the Real Information from the Students	35
Table No. 9: CAS Involves the Students in Class Interaction	36
Table No. 10: Encouragement and Inspirations in CAS	37
Table No. 11: CAS is Easy to Implement in Practical	38
Table No. 12: Use of CAS in the Context of Nepal	39
Table No. 13: CAS Makes the Teachers Active and Informative	40
Table No. 14: 'Learning by Doing' as Main Focusing Point of CAS	41
Table No. 15: Use of Unit Tests after Finishing the Unit	43
Table No. 16: Use of Monthly Tests	45

## LIST OF SYMBOLS AND ABBREVIATIONS

CAS	:	Continuous Assessment System
LPP	:	Liberal Promotion Policy
CDC	:	Curriculum Development Center
PTT	:	Personal Treatment Test
BS	:	Bikram Sambat
CPE	:	Compulsory Primary Education
NESP	:	National Education System Planning
HLNEC	:	Higher Level National Education Commission
%	:	percent
CUP	:	Cambridge University Press
Dr.	:	Doctor
ELT	:	English Language Teaching
etc.	:	And so on (from Latin 'et cetera')
i. e.	:	That is
Ibid	:	In the same book and page number (from Latin 'ibidem')
M. Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
Prof.	:	Professor
Regd.	:	Registration
S. N.	:	Serial Number
Res.	:	Respondents

# **CHAPTER-ONE**

## **INTRODUCTION**

The present research entitled “Challenges on Implementing Continuous Assessment System (CAS)”. It contains general background, review of related literature, objectives and significance of the study.

### **1.1 General Background**

The system of communication in speech and writing is used by people in a particular country or area. Language is a system of communication which is used by particular country or areas’ people in their speech and writing. Nearly seven billion people live in the world. They have inborn capacity to communicate each other, contact and share their happiness and sorrow, opinions and feelings, thoughts and emotions, etc. It is called language. Thus, language is a means of communications, vocal systems, arbitrariness and inborn capacity which are used by people in particular area or place. Language is transferred one speech to another, old generation to new generation, etc. Therefore, all scientific discoveries, valuable literary work, history, culture of the past time, etc. are stored in the language. Without language, the world will be incomplete and deaf. Therefore, the language has been indispensable and inseparable part of human being. It is important for teaching learning process and evaluation possess.

Language testing simply refers to the test of testees’ linguistic competence. In other words, language testing states about the evaluation of one’s linguistic competence. It is one of the main tasks of teaching and learning activity. That is to say, without testing, learning language has no existence. Here testing a language is an evaluation process. In this sense, testing is an essential and integral part of language teaching and learning. Hence, education is a general term which includes Language education, English education, Math education, Science education and so on.

In words of Hughes (2010, p.5), “testing is not only the way in which information about people’s language ability is gathered. It is just one form of assessment and other methods will often be more appropriate”. That is to say, assessment is an umbrella term for measuring the linguistic capacity of the students whereas testing is one of the procedures of gathering information about the testees. Brookhart (2007, p.7) argues, ‘assessment and learning are integrated within the classroom’.

Fulcher and Davidson (2007, p.27) state that “Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning”. In the classroom, the assessor is, therefore, deeply involved in the assessment and cares about the outcome of the assessment.

Thus, testing and assessment both are the means of gathering information especially in language about what is taught, what is learnt, how far the method was appropriate, what can be actually performed by the testees and so forth. Testing and assessment both are important parts of the evaluation in teaching and learning processes.

Continuous Assessment System (CAS) is a mechanism whereby grading of the learners in the cognitive, affective and psychomotor domain of learning systematically takes account of all their performances during a given period of schooling (Falayalo, 1986 BS).

Richards et al. (1999, p.83) defined CAS as “an approach to assessment in which students are assessed regularly throughout the program other than being given a single assessment at the end”. Both formal and informal assessments are done on a regular and continuous basis that is known as continuous assessment.

Thus, CAS is an assessment approach which involves the use of a variety of assessment instrument, assessing various components of learning, not only

thinking process but including behaviours, personal traits, etc. In the context of Nepal, many educational reports and commissions have emphasized on the implementation of CAS in schools. They conduct the different tests and final exams to assess the students' progress.

### **1.1.1 Language Testing**

Testing is considered a way to systematically measure a person's ability or knowledge. It is formalized as a set of techniques or procedures. Testing is an indispensable part of every teaching and learning experiences. Hughes (2003, p.5) defines the language testing as:

Language tests are sometimes asked to say what is 'the best test' or 'the best testing technique'. Such questions reveal a misunderstanding of what is involved in the practice of language testing. A test that provides ideal for one purpose may be quite useless for another; a technique that may work very well in one situation can be entirely inappropriate in another. Each testing situation is unique and sets a particular testing problem.

Similarly, Heaton (1985, p.5) states that "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others".

Hicks (2000, as cited in Yadav and Yadav 2011, p.6) consider that "The role of test is very useful to show both the students and the teachers how much the learners have learnt during a course". Likewise, Davies (1968, p.9) has said that "The good test is an obedient servant since it follows an apes of the teaching".

All of these above definitions show, testing is the measure that students' abilities to see if they can perform a task. Moreover, it is the way to see whether they can get on or not. So, a test is viewed to measure testee's competence in a particular area. The aim of testing language is to provide

guidelines for measuring the linguistic ability of one which will be practical in use and gives helpful information to both teachers and students about their success and failures. Therefore, testing is a device of measuring one's quality, one's ability and one's level of knowledge.

Language testing has sprouted as the emergence of teaching a language. It is done for a particular purpose and in a specific context. That means, language testing needs a complete context to take place. Current research and development in language testing incorporates advances in several areas. The history of language testing reflects the starting periods of testing and teaching. We can generalize that the history of English language testing is as old as the history of English language teaching. In the history of language teaching and testing, various approaches have come in existence like traditional approach, structural approach, integrative approach, OSS approach, functional approach, communicative approach, etc.

The testing was sprouted from a single paragraph writing to present standardized international tests like TOEFL, IELTS, GRE, GMAT, etc.

### **1.1.2 Tests, Examination and Assessment**

Test, examination and assessment are the students' evaluation systems which are carried out in teaching learning process. They are used by teachers to measure the students' achievements. We discuss about them as following.

#### **1.1.2.1 Tests**

The word 'test' is commonly used in language teaching to see how much the students have learnt. A test is a measuring instrument designed to elicit a specific sample of an individual's behaviour. In other words, test is the measurement of behaviour that one exposes. Following Carrol (1968, p.46), "A procedure designed to elucidate certain behaviour from which one can make inferences about certain characteristics of an individual". That is to say, a test is

a measuring instrument of one's ability. It is rather informal. There are plural numbers of tests viz. class test, unit test, monthly test, etc.

Brown (1994, as cited in Yadav and Yadav 2011, p.17) states that "A test, in plain or ordinary words, is a method of measuring a person's ability or knowledge in a given area". The definition captures the essential components of a test. There is a set of techniques, procedures, test items that constitute an instrument of some sort.

Thus, a test demands testees to display their knowledge or skills of the area concerned. The test is also used as to compare an individual with other individuals who belongs to the same group, educational status and age. The planned techniques are used in formal tests on quantification of data. Test may be formal or informal in terms of the nature of the quantification of data. Classroom oriented informal testing is an everyday and a very common activity in which teachers participate almost intuitively.

Thus, a test is believed to sample students' performance and infers certain types of competence. A test as a method is intuitive, informal, explicit, structured and regular.

### **1.1.2.2 Examination**

Examination is a formal device of measurement and evaluation. In examination, both the teacher-made and standardized tests are used. The examinations can be categorized as internal and external. Normally, teacher-made examinations are internal examination and standardized test are external examination. Although, test and examination are used interchangeably in the testing literature, they appear to be different in terms of making, purpose and the way we use them. Thus, examination is a formal measurement of the students learning and held at the end of the term or session.

According to Allen and Davies (1999, p.49) ‘the term examination refers to the whole area of language measurement and the term test to a specialized part within it, so that a test would be seen as kind of examination’.

Elizabeth Ingram (1977, p.15) states, “The marker of an examination must use his judgment, whereas the marking of a test is not depended on the judgment of any individual”.

Thus, exam is an assessment of students’ achievement in a course of study, where the syllabus is based on course objective, where external control is included and where the result contributes to the pass/fail decision and where this assessment takes places at the end of a course of teaching.

In conclusion, an examination is regarded as an attempt to find out whether the students have attained a curtained predetermined standard. Actually, exam is the bridge to measure the achievement of students in course of study in which the syllabus is based on course objectives, contents and methods.

### **1.1.2.3 Assessment**

Assessment is a process in which necessary information about the skills and potentials of students are collected. Good teachers use both test and assessment in language teaching and learning process to evaluate students’ achievements.

“Student assessment is an integral part of teaching learning activity and it is linked with teaching learning practices”. Siksha Magazine (2007, p.172)

In the words of Hughes (2003, p.5) “Testing is not only the way in which information about people’s language ability is gathered. It is just one form of assessment, and other methods will often be more appropriate”. That is to say, assessment is an umbrella term for measuring the linguistic capacity of students.

In the words of Fulcher and Davidson (2010, p.23) “The validity theory is central to all education assessment as well as language testing”.

According to Altan (2002, p.52), “Assessment is an ongoing process through which a student is not only monitored but is which students are involved in making decisions about the degree to which their performance matches their ability”. That means, both students and teachers are active in assessment process.

Hughes (2003, p.5) mentioned the two forms of assessment. They are formative and summative assessment. According to her, “Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered, what they should have learned, and then use this information to modify their future teaching plans”. Such type of assessment is very useful to provide the feedback to the students. On the other hand, “Summative assessment is used at the end of the term, semester, or year in order to measure what has been achieved both by groups and individuals” in the words of Hughes (ibid).

Thus, assessment might also graded assignments, presentations or class work that helps a teacher get on ideas of what a student knows and doesn't know. The results of assessment are commonly used in educational programs for describing processes and products of learning.

### **1.1.3 Types of Language Tests**

A test is defined as a method of measuring a person's ability or knowledge in a given area. It is an essence to measure the ability of the testee. It requires some particular norms, values and rules and regulations to be taken where formally or informally.

In testing process, there are different types of tests are used. According to Allen and Davies (1994, p.44), there are different types of tests: Achievement tests, proficiency tests, aptitude tests and diagnostic tests.

Likewise, Hughes (2003, p.11) describes the four types of test: Proficiency tests, achievement tests, diagnostic tests and placement tests which are described in short as following:

### **1.1.3.1 Proficiency Tests**

A proficiency test is a test that measures what the learner has learned relative to a specific purpose. It is defined as the one's ability of using language, mathematics, science, etc. without considering the course s/he was taught and learned in a particular situation.

Brown (1994, p.258) mentions, "A proficiency test is not intended to be limited to any one course, curriculum or single skill in the language". That means it measures a student's achievement in relation to a specific task which s/he will later be required to perform. Likewise, Davies, et al. (1999, as cited in Khaniya 2005, p.83) defines a proficiency test as "a measure of how much, of a language someone has learned". That is to say, it is such a test which measures the quality of a person for a particular post or job.

Moreover, the proficiency test is a forward looking test in the sense that it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future. This is a test about how much of what s/he needs to know does a candidate actually know.

The tests- TOEFL, IELTS, entrance examinations at different colleges or universities, Cambridge Examinations (First Certificate Examination and Proficiency examination), and Oxford EFL Examinations (Preliminary and Higher) are some examples of the proficiency tests.

Although proficiency tests are not based on any course of instruction, it is likely to influence teaching and learning. It directs the learner's current standing in relation to his/her future needs. This test doesn't follow a particular course of study; it provides an opportunity to study in university or educational organization.

### **1.1.3.2 Achievement Tests**

Achievement test is defined as a test which measures students' linguistic ability and skill progress in relation to the particular syllabus they have been following. Achievement tests directly related to language courses.

Davies, et al. (1999, as cited in Khania 2005, p.85) describes an achievement test as “an instrument designed to measure what a person has learned within or up to a given time”. Unlike achievement tests are directly based on predetermined courses.

Similarly, Hughes (2003, p.13) defines “Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, group of students or the courses themselves have been in achieving objectives”. That means achievement tests are directly related to language courses, successful of the testees and the achieving their objectives.

In a nutshell, achievement tests are the tools or measuring devices which are used to measure what the students have learned in the schools, colleges and university in an academic year. It is also an assessment of the performance of the system of instruction as to know the extent to which the program of instruction has been successful in delivering what it is expected. Absolutely, achievement tests measure the education goal and objectives, success of governmental plan, strengths of teachers and management of the schools, colleges or university.

Some examples of achievement tests are the SLC Examinations, Higher Secondary Examinations, the examinations administered by the office of the Controller of Examinations, Tribhuvan University, final examinations conducted at the end of acidic sessions at the education institutions, etc.

Mainly, achievement tests are two types. They are: class progress achievement tests and final achievement tests.

## **Class Progress Achievement Tests**

Hughes (2003, p.14) states that “Progress achievement tests, as their name suggests, are intended to measure the progress that students are making. They contribute to formative assessment”. That means class progress achievement tests are intended to measure the progress that students are making. They are made to measure the extent to which what has been taught has been achieved.

Therefore, the test which is conducted for assessing the progress of test takers in the syllabus they are going is class progress achievement test. These tests are also known as ‘formative test’. These kinds of tests are administered after a particular period of the language program. For example, unit tests, terminal tests, monthly tests, etc. are taken on the notion of class progress achievement tests.

## **Final Achievement Tests**

In the view of some testers, the content of a final achievement test should be based directly on a detailed course syllabus or on the books and other materials used. Hughes (2003, p.13) argues that, “Final achievement tests are those administered at the end of a course of study. They may be written and administered by ministry of education, official examination boards, or by members of teaching institutions”.

In conclusion, the test is said to be final achievement test if it is administered at the end of the academic year or the course or program. This test is directly related to the specific objectives related to the curriculum. The end of year examination given by different schools and universities is taken as final achievement tests. Due to the final achievement test a student (testee) is graded to the higher class.

Thus, this test deals with an estimate of the present achievement of the learner: e.g. what s/he knows and what s/he can do irrespective of what and how s/he learnt, and what his/her learning ability is.

### **1.1.3.3 Diagnostic Tests**

Diagnostic test is an act of finding out problems and causes. In other words, diagnostic test is a test in which a tester examines the strengths and weaknesses. In this sense Hughes (2003, p.15) defines “Diagnostic tests are used to identify learners’ strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place”.

A diagnostic test is like diagnosis of a medical doctor. As the doctor makes a judgment on an illness after examining the person in order to pursue future treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students. Information obtain from the diagnostic test is useful at the beginning of or during a language course.

In a nutshell, the diagnostic test is good for instruction and self-instruction. Learners themselves can find out where they have problems. After that they can pursue their study. Thus, diagnostic test gives both qualitative and quantitative information about problems. The purpose of diagnostic testing is always remedial.

### **1.1.3.4 Placement Tests**

Placement test is a test which helps a tester whether a particular testee is able to study in further class or not. In other words, placement test is administered to assign students to different classes and levels according to their proficiency level.

Hughes (2003, p.16) states, “Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage (or in the part) of the teaching program most appropriate to their abilities”. A placement test is useful to provide information which will to place student’s at the most appropriate stage of the teaching program to their abilities.

According to this definition a placement test is a test that is designed to place students at an appropriate level in a program or course. This test has forward looking purpose. It serves both place and purpose.

Thus, good placement tests are designed for specific situation and programs. This test is done to put the students in another class. The key feature of placement test is to identify the capable testee to go forward. Giving the division as a student PASS or FAIL is an example of placement test.

#### **1.1.4 Continuous Assessment System**

Etymologically, meaning of the word ‘assessment’ is derived from the Latin word ‘assider’ which means ‘to sit beside’. Sitting beside children suggests a class relationship and sharing of experience. Nowadays, the meaning of assessment is not limited as its etymological meaning. It includes full range of methods teachers used to gather that information along with instruction and classroom environment.

Student evaluations / assessments are an integral part of learning activity and it is linked with teaching learning practices. There are different types of evaluation techniques, out of them formative and summative are the main types. They can be used on the basis of need and context of learning environment. Summative assessment is an assessment of students’ learning with the aim of providing evidence for reporting to parents and others. Its purpose is to measure standards. Likewise, formative assessment is assessment for learning with the aim of helping students to achieve the relevant learning outcomes in the classroom.

Continuous Assessment System (CAS) is an approach which is related with the formative evaluation system. Thus, continuous assessment system is a kind of formative evaluation. It often provides a more accurate, complete picture of the learner’s level, and has a positive impact on learning. Siksha Magazine (2007, p.172) defines CAS as following:

Continuous Assessment System (CAS) is a practice in which teachers manage their classes adopting the techniques of student centered teaching learning process and assess individual students all the time using judgment based in interaction with a wide range of formal and informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their achievement.

This definition based on CAS is practiced by which teachers manage their classes adopt student centered technique of teaching and assess student individually.

According to Richards, et al. (1999, p.83) continuous assessment is “An approach to assessment in which students are assessed regularly through the program rather than being a single assessment at the end”. This means CAS is the continuous process of collecting information.

Thus, continuous assessment is a way of assessing pupils using of set of learning outcome indicators. The underlying principle is that at all kinds the teachers need to know, for each of the pupils in the class, how well they have understood the ideas being taught. Teachers can then use this information for formative purposes as an integral part of their teaching and for summative purposes as well.

Airasian (1991, p.27) defines continuous assessment as “An assessment approach which school depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners’ information that is used to help learners understands their learners, plan and monitor instruction and establish a viable classroom culture”.

Likewise, Quansah (2005, p.5) describe about the purpose of continuous assessment and says “The central purpose of continuous assessment is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and project

undertaking in the critical and important objectives of the school curriculum”. That means the purpose of continuous assessment is to make our students a better learner and producer by improving their knowledge and skills.

Above all of these definition we conclude that, CAS is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and manual dexterity, the Philosophy of CAS is therefore a tool to assist teachers in implementing student centered active learning environment in the classroom.

#### **1.1.4.1 The Basic Principle of CAS**

CAS is meant to be integrated with teaching in order to improve learning and to help shape and direct the teaching learning process. According to Study Report (2003, p.3) the basic principles of CAS can be summarized as:

- ) Teaching methodology is student-centered not class-based.
- ) All the learning outcomes of the curriculum are used to as the basis of the teaching and assessment of the students.
- ) The class teacher assesses the students along with teaching on a continuous basis. There is no separate periodical examination
- ) The class teacher keeps the student progress record using a specific set of learning outcome indicators.
- ) The students’ progress records are kept in their portfolios.

#### **1.1.4.2 Characteristics and Objectives of CAS**

Continuous assessment is a kind of formative assessment. It includes a range of different assessment techniques which can used in the classroom together information about students’ learning. Thus, the characteristics and objectives of CAS are given below:

## **Characteristics of CAS**

- ) CAS is an evaluation that is carried on frequently as necessary along with teaching learning activities.
- ) It is formative evaluation system.
- ) Regular feedback is applied in teaching learning activities.
- ) It is informal evaluation system.
- ) It assists with student to enhance their achievement level.

## **Objectives of CAS**

- ) To evaluate student continuously using various mediums and tools.
- ) To increase attendance rate of students.
- ) To reduce dropout rate of students.
- ) To maximize cycle completion rate of students.
- ) To encourage brilliant students and assist weak students.
- ) To minimize the stress of examination in students.
- ) To reduce class repetition rate.
- ) To lunch liberal promotion policy through CAS
- ) To maximize the learning achievement level of students.

### **1.1.4.3 CAS Practice in Nepal**

The history CAS practice in Nepal is not long. The terminal examinations were held in school in school level only. These periodic exams do not reflect all the skills and capacities. Students often frighten with these periodic exams. CAS is practiced in Nepal which is discussed here in brief:

BPEP-11 (1999-2004) mentioned some key features and one of them is to introduce CAS and LPP (Liberal Promotion Policy) for the improvement of quality primary education. We have started CAS linking with liberal promotion policy at primary level since 2000. It was piloted in all schools of five districts (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) where compulsory primary

education (CPE) was launched. At present it is being applied in grade four in fifty schools of ten districts, five schools in each district where textbooks of primary level are being piloted. The piloting districts are Taplejung, Dhankuta, Bhaktapur, Rasuwa, Dhanusha, Baglung, Jumla, Doti, Kapilbastu and Kailali. From the academic year 2064 BS it is declared to be important in all schools up to grade two and in grade three by the academic year 2065. Liberal Promotion Policy (LPP) and continuous assessment system are being used together with the concept that the CAS can be the base of LPP. It is true to some extent and it could be the foundation of LPP but the essence of CAS is beyond LPP and it is not only to support the LPP program but to improve learning achievement of the students with a view to maximize internal and external efficiency of the school education system.

#### **1.1.4.4 Policy about CAS and LPP**

Policy is seen very lovely to implement CAS in all schools but practice is being weak in the real context. It is hardly found to be implemented in almost schools. Child center teaching learning is catchy slogan but practice is different and has not been applied yet. There is vast gap between policy and practice. “Policy making is like an imagination whereas implementation is struggle with reality” has been relevant in the implementation of CAS and LPP. According to Siksha Magazine (2007, p.174), there are some policies about CAS and LPP which are following as:

- ) CAS is one of the components of improving learning achievement to provide quality primary education (BPEP-11).
- ) CAS and liberal promotion policy should be applied from grade one to seven (NCF of School Education and SSR).
- ) CAS should be launched up to grade five on the basis of pilot experience (Tenth National Plan)

- ) School examination system should be improved through the introduction of formative assessment system instead of annual examination.
- ) Liberal promotion policy is brought in practice on the basis of continuous assessment up to grade three.

### **1.1.5 CAS in the Context of Nepal**

CAS is an ongoing process that tracks and measures a student's achievement during the program. Through regular assessment of performance it provides information that is used to support a student's development, enabling improvements to be made in the learning process. Nepal is committed to the education of all its children and to improve the quality of education since the last four and half decades. There have been several efforts in this direction. In spite of several efforts both the commitments have not been fulfilled. There are still nearly twenty percent of the primary age group children out of school and many of those who are admitted to school either dropout or repeat classes. The quality of education has also not improved. One of the main reasons given for not meeting the targets is attributed to the defective assessment system.

Almost all national education commission reports and educational plans of Nepal have stressed the need for comprehensive and regular assessment of students learning. The first and most comprehensive report on education "Education in Nepal, 2011 BS" has stated that evaluation must cover all aspects of students learning and to do so it must be regular. Similarly, the second report on education-All-round National Education Committee Report 2018 BS stressed the need for oral and performance based evaluation system for the primary school children. It was stated in the report that there must be evaluation of all aspects of students learning and the evaluation must be done every month regularly. Furthermore, the NESP 2028-032 BS developed a comprehensive and continuous evaluation scheme for primary school students

by use of variety of evaluation tools. But this scheme could materialize only for a short period of time.

It was again in 2049 BS that the National Education Commission Report 2049 BS stressed the need to introduce a comprehensive and regular evaluation scheme for proper judgment of students learning and for quality improvement in education. But it did not materialize. Six year later the HLNEC (2055 BS) blamed the existing examination system for creating the serious educational wastage in Nepal. The HLNEC (2055 BS) claimed that the serious wastage at the primary level was due to defective examination system. The commission stated “The main reason for students’ dropouts and class repetition has been the annual examination system.

Accordingly, both the Ninth Plan (1997-2002) and the Tenth Plan (2002-2007) stated to introduce continuous evaluation system at the primary level. The Ninth Plan stated to gradually implement the continuous evaluation system for students. The plan targeted to experimentally implement the liberal promotion policy to upgrade from grade 1 to 3. Similarly, the Tenth Plan has programmed to introduce continuous assessment system up to grade 5 on the basis of piloted experiment and experience. It is in this context that Ministry of Education and Sports (MOES) is planning eventually to introduce CAS national-wide in primary education. As a preliminary stage to this, a piloting program was introduced in the five Compulsory Primary Education (CPE) districts (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) beginning in the school year 2000/01. The piloting of CAS was first introduced with grade 1 in 2000/01 and in subsequent years with grades 2 and 3. Therefore, the first cycle was completed in 2002-03.

### **1.1.6 Challenges of CAS Implementation**

Teaching learning process is the challenges job. In this process CAS is the most important evaluation system of the students. It is non-formal evaluation system. In this process the teacher uses the different policies. Policy is seen very lovely

to implement CAS in all schools but practice is being weak in the real context. It is hardly found to be implemented in almost schools. Teachers challenge in the CAS implement process while they evaluate the students. Some challenges of implementing CAS are as following:

- ) **Appropriate size of classes;** The classes are not in appropriate size. A teacher has to teaching the crowded class where a number of students are studying in a class. As a result the teacher cannot manage their record effectively.
- ) **Commitment and enthusiasm;** School staffs are seen reluctant towards this program. They are not so enthusiastic and devoted to implement it in the schools. They think that it is monotonous task to maintain records of individual student regularly.
- ) **Degree of concern of the policy level;** Implementation is more difficult job than the policy remains incomplete until it is not successfully implemented. But the policy making level have to rethink about the implementation mechanism. Otherwise the good policies remain only in documents without implementation.
- ) **Work load of teachers;** Teachers have to teach daily more than six periods in different classes. They hardly have leisure time and are very tired by teaching. They don't have extra time to maintain portfolios of the individual students. So, they think that it is burden for them.
- ) **Skill and knowledge of maintaining records;** Most of the teachers are unaware of record keeping system of CAS. They have not got enough training regarding the record keeping process. So they are unable to apply it as the intended level or degree.
- ) **Availability of resources;** The financial position of most of the schools is satisfactory. Schools are unable to purchase individually record files (Portfolios) for each student. Central authority is not providing materials regularly in enough quality to each school.

) **Status of supports programs;** It is very difficult to find out the support programs for the enhancement of CAS. CDC (Curriculum Development Center) should be well equipped technically and financially to move ahead this program but it has not been as prioritized as curriculum development activities to support and drive it towards the successful implementation. Sufficient budget should be allocated to CDC to run the program.

### **1.1.7 Liberal Promotion Policy (LPP)**

Upgrading through continuous evaluation of students' achievement without taking any formal test is regarded as liberal promotion policy (LPP). In this system, students are promoted after the completion of some certain criteria. Students of grade 1, 2, and 3 will be promoted where CAS is implemented even though they have secured only 1 or 2 score in determined grade-wise learning achievement indicators.

Liberal Promotion Policy (LPP) is brought in practice on the basis of continuous assessment up to grade three. (Primary Education Curriculum, 2062 BS)

Thus, Liberal Promotion Policy (LPP) is upgrading system through continuous evaluation of students' achievement. It is not regarded the any formal test.

According to CAS, Programme Mannual (2056 BS) states that the some criteria for liberal promotion policy.

- ) Age should be appropriate for upper grade.
- ) Attendance should be 70% of school running days.
- ) Student can be promoted to an upper grade in the first trimester that performs extra ordinary ability.

## **1.2 Review of Related Literature**

Every new task needs the knowledge of previous background which can help and direct to each the new target for finding out new things or ideas. Many researchers have been carried out regarding Continuous Assessment System (CAS). I have reviewed some research works, articles, books, theses related to the CAS in the field of testing.

Khanal (1997) carried out a work on “A study on the Effectiveness of Close Test over Conversational Objective Test in Testing Comprehension in English”. To compare the effectiveness the two types of test viz. close test versus objective test in testing reading comprehension was the purpose of study. The study found out that the private schools’ students’ performance was better than the public schools students’ performance in both objective and close test that the close test was for better than the objectives test in testing.

Shah (2003) conducted a research on the “Effectiveness of Objectives Items and Subjective Items for Class Ten Students’. And found that the objective items were better tools to test reading skills of the tenth class. According to him both subjective and objective questions should be asked to test reading skills of the students.

Chapagain (2005) carried out a research entitled “Effectiveness of Continuous Assessment in English: A CAS of Grade Six”. The research has concluded that the continuous assessment system in English language learning was relatively more effective and successful than the usual way of teaching.

Neupane (2005) conducted a research on “Testing Listening Comprehension: A CAS of Secondary Level Students”. The study showed the students of private schools were better in listening comprehension skills than those of the public schools.

K.C. (2007) conducted a research on “Testing Reading Comprehension: A CAS of Subjective and Objective Tests”. His research found that the place of

objective tests was more effective than the place of subjective test in testing reading comprehension.

Ghimire (2010) carried out a research on “Effectiveness of Continuous Assessments in Enhancing Pupils’ Achievement in Grammar”. The study showed the continuous assessment system is very effective to enhance the achievement of the students.

Similarly, Gurung (2011) conducted a research on “Developing Writing through Continuous Assessment”. He recommended that through the continuous assessment students’ writing skills improve and develop. The objective of the study is to find out the effectiveness of continuous assessment in developing writing skills. Thus, to develop writing skills continuous assessment is more important.

Likewise, K.C. (2011) carried out a research entitled “Study on Continuous Assessment of Primary Level English”. The research has conducted that the effectiveness of continuous assessment system in primary level English. Primary level English students should be used continuous assessment for further improvement.

The above mentioned books and research works are related to continuous assessment system. No research work has been carried out on challenges on implementing continuous assessment system in Palpa district. Thus, this study focused on challenges on CAS used by teachers while teaching learning evaluations processes in primary level in Palpa district. The present study is different, as no study has been done yet on ‘Challenges on Implementing CAS’. Therefore, this study is distinct from the other researches done previously.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- ) To find out teachers' challenges on implementation of continuous assessment system.
- ) To point out some pedagogical implications of this study.

### **1.4 Significance of the Study**

The present research on “Challenges on Implementing Continuous Assessment System” will be more benefited for the teachers and students both. It helps the teachers how to implement the continuous assessment system in the classroom teaching learning process. Teachers and students will know that what the challenges of implementing CAS are. In the same way, teachers will be able to make decisions about their remedial instruction for individual students for the betterment of teaching and learning. Thus, this research will be benefited to the teachers for managing classroom.

The research study will be significant for the text book writers, syllabus designers, educationists, trainers and language planners. The study is also significant to National Center for Educational Development (NCED), Curriculum Development Center (CDC), and the government agency responsible for providing training to the school level teachers. The study will be important to the interested readers as well to increase their knowledge in ELT.

## **CHAPTER-TWO**

### **METHODOLOGY**

I have adopted the following methodology to fulfill the objectives of this study.

#### **2.1 Sources of Data**

I used both the primary and the secondary sources of data for the collection of required information. The primary sources were used to collect the data whereas secondary sources were used in forming the theoretical part of the research.

##### **2.1.1 Primary Sources of Data**

The English language teachers who are teaching at the primary level in the government aided schools were the primary sources of data for this study.

##### **2.1.2 Secondary Sources of Data**

I consulted different books, journals, theses, articles, magazines, reports and I visited some related websites to collect more information for the facilitation of the study. Some of the secondary sources were Allen and Davidson (1999), CAS Program Manual (2000), Hughes (2003), Study Report (2003), Khaniya (2005), Fulcher and Davidson (2007), Nirantar Vidhyarthi Mulyankan Abhimukhikaran Samagri (2010/011), Nirantar Vidhyarthi Mulyankan Karyanwayan Pustika (2011), Harmer (2011), Yadav and Yadav (2011), etc.

#### **2.2 Population of the Study**

Primary level teachers from various schools of the Palpa district were the population of the study.

### **2.3 Sampling Procedure**

The sample populations of this study were 60 primary level teachers of the government aided schools. I purposively selected 20 government aided schools of Palpa district and 3 teachers from each school. Purposive nonrandom sampling procedures were used to select the teachers of primary level.

### **2.4 Tools of Data Collection**

I used open and close ended questionnaires as the tools of data collection for the required information. Both, open ended questionnaires and close ended questionnaires were used to obtain my objectives.

### **2.5 Process of Data Collection**

To collect the required data, I followed the following processes;

- ) At first, I visited the selected schools and asked for the permission from the head teachers and informed the process, procedures and objectives of the study to the teachers of English and the concerned authorities.
- ) Then, I consulted the primary level teachers and explained them propose of the research and requested to take part in it. I assured them of the confidentiality in terms of ethics regarding retargeting the information obtained through the questionnaire.
- ) I distributed the questionnaires to the primary level teachers.
- ) I asked the teachers to write the answers without any hesitation, fear and anxiety.
- ) I collected the questionnaires.
- ) At last, I thanked them heartily for their kind co-operations.

### **2.6 Limitations of the Study**

The present study was carried out under the following limitations:

- ) Only 60 teachers participated in the study.

- ) This study was limited to teachers' challenges on implementing CAS.
- ) This study was limited to the primary level teachers' perspective on implementing CAS.
- ) Questionnaire was only the tool for data collection.
- ) This study limited only to the 20 selected schools of Palpa District.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly concerned with the analysis and interpretation of the collected data. Systematically collected data from the sixty primary level teachers of Palpa district were transcribed and coded with the tables and then analyzed and interpreted by using percentage.

In order to analyze and interpret the collected data I have used qualitative and quantitative approaches. The data are analyzed under different headings in the following sections.

#### **3.1 Analysis and Interpretation of the Data Obtained from Questionnaires**

There were twenty eight responses, among which fourteen responses were closed ended and fourteen were open ended. I have analyzed the responses by using both statistical as well as descriptive tools. The statistical data are converted into percentage. The statement, tabulation and interpretation of each question are given one by one below:

##### **(i) CAS Increases the Attendance of Students in Class**

In this research, I tried to find out whether the CAS increases the students' attendance in class or not. The teachers were asked to respond to the statement "CAS increases the attendance of students in class" with five alternatives. The responses obtain from the respondents are presented below.

**Table No.1**

**CAS Increases the Attendance of Students in Class**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS increases the attendance of students	18	30	36	60	3	5	3	5	0	0

According to the above mentioned table, 30 percent of the total respondents strongly agreed to the statement that CAS increases the students' attendance in language class. Likewise, 60 percent of them agreed to the statement, 5 percent of them were unknown and 5 percent of them disagreed to the statement whereas, none of them strongly disagreed.

Thus, the table No.1 shows that nearly 90 percent of the primary level teachers agreed with the statement, 5 percent of them disagreed and 5 percent of them did not want to say anything. A great majority of them seemed to be in the favour of the statement. Therefore, it can be concluded the continuous assessment system increases the attendance of the students in the class.

**(ii) CAS Decreases the Number of Drop-outs in Language Class**

In this research I tried to find out whether the CAS decreases the number of drop-outs or not. For this, teachers were asked to respond to the statement "CAS Decreases the Number of Drop-outs in Language Class" with five alternatives. Their responses are presented in the table below:

**Table No. 2**

**CAS Decreases the Number of Drop-outs in Language Class**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS decreases the number of drop-outs	12	20	36	60	3	5	6	10	3	5

According to the table No. 2, 20 percent, out of total number of respondents strongly agreed to the statement “CAS Decreases (Reduces) the Number of Drop-outs in Language Class”, 60 percent of them agreed the statement. Likewise, 5 percent of them were unknown, 10 percent of them disagreed the statement and 5 percent of them strongly disagreed.

According to the data displayed in table No. 2, altogether 80 percent of the total respondents were in the favour of the statement that, “CAS decreases the number of drop-outs”. Only 15 percent of them were in the opposition of the statement and 5 percent of them were unknown. Most of the respondents i.e. 80 percent, agreed to the statement. Thus, on the basis of this result it can be concluded that CAS decreases the number of drop-outs in the class.

**(iii) CAS Makes the Language Learning Fruitful and Meaning**

I tried to find out whether CAS makes the language learning fruitful and meaningful or not. The teachers were asked to respond to the statement “CAS makes the language learning fruitful and meaningful” with five alternatives. The responses of the teachers have been presented in the table below:

**Table No. 3**

**CAS Makes the Language Learning Fruitful and Meaningful**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS makes the language learning fruitful and meaningful	18	30	24	40	15	25	3	5	0	0

In the above table, it is clear that 30 percent of the total respondents strongly agreed the statement “CAS makes the language learning fruitful and meaningful”. Likewise, 40 percent of them agreed the statement, 25 percent of them were undecided and 5 percent of them disagreed the statement. Whereas none of them were strongly disagreed the statement.

From the above mentioned table No.3, we know that altogether 70 percent of the respondents were in the favour of the statement “CAS makes the language learning fruitful and meaningful”, 5 percent of them were in opposite of the statement and 25 percent of them did not want to say anything or unknown of this statement. From this fact, I came to the conclusion that CAS makes the language learning fruitful and meaningful.

**(iv) CAS Minimizes the Number of Failures**

In this study, I tried to find out whether the CAS minimizes the number of failures or not. For this purpose, I asked the teachers to respond to the statement “CAS minimizes the number of failures through liberal promotion policy”. The statement has five categories. The responses given by the teachers have been presented in table below:

**Table No. 4**

**CAS Minimizes the Number of Failures**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS minimizes the number of failures	24	40	30	50	3	5	3	5	0	0

From the table No. 4, it is clear that 40 percent of the total respondents strongly agreed to the statement “CAS minimizes the number of failures through liberal promotion policy”. Likewise, 50 percent of the respondents agreed the statement, 5 percent respondents were undecided, 5 percent respondents disagreed the statement and no one strongly disagreed to the statement.

From the information given in the table, we know that 90 percent of the total respondents agreed to the statement, 5 percent of them disagreed and 5 percent of them did not want to say anything. Thus, the great majority of them agreed to the statement. So, I claim that CAS minimizes the number of failures through liberal promotion policy/upgrading system.

**(v) Immediate Feedback to Improve the Language Learning Process**

In this study, I tried to find out whether the students get immediate feedback with CAS or not. The primary level teachers were asked to respond to the statement “With CAS students get immediate feedback which helps to improve their language learning process” with five categories. Their responses have been presented in the table below:

**Table No. 5**

**Immediate Feedback to Improve Language Learning**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Immediate feedback to improve language learning	30	50	26	43.33	2	3.33	2	3.33	0	0

According to the table No. 5, mentioned above, 50 percent of the total respondents strongly agreed to the statement “With CAS students get immediate feedback which helps them to improve learning process”. Likewise, 43.33 percent of them agreed, 3.33 percent of them were undecided the statement and 3.33 percent of them disagreed the statement. Whereas none of them were strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 83.33 percent of the total respondents were in the favour of the statement “Students get immediate feedback through CAS”, 3.33 percent of them were against the statement and 3.33 percent of them did not want to say anything. From this result I came to the conclusion that students get immediate feedback which helps them to improve their language learning process because the majority of respondents supported to the statements.

**(vi) CAS Inspiring and Offering the Students**

In this study, I also tried to find out whether the CAS inspires talented students and offers special help for less talented one or not. For this the teachers were asked to respond to the statement “CAS inspires talented students and offers

special help for less talented one” with five categories. Their responses have been presented in the table below:

**Table No. 6**

**CAS Inspires and Offers the Students**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS inspires and offers the students	15	25	36	60	3	5	3	5	3	5

According to the table No. 6, 25 percent of the total respondents strongly agreed the statement “CAS inspires talented students and offers special help for less talented one”. Similarly, 60 percent of them agreed the statement, 5 percent of them were unknown and 5 percent of them disagreed. Whereas, 5 percent of them were strongly disagreed the statement.

From the above table, it is known that altogether 85 percent of the respondents agreed the statement “CAS inspires the talented students and offers special help for less talented one”, 10 percent of them disagreed the statement and 5 percent of them were undecided. From this fact, I have concluded that CAS inspires the talented students and special help for less talented one because the majority of the teachers (85%) were in favour of the statement.

**(vii) CAS Reduces the Number of Class Repeaters**

In this study I also tried to find out whether the CAS decreases class repeaters or not with the help of recent and fresh experience of the teachers. For this, the teachers were asked to respond to the statement “CAS reduces the number of

class repeaters”. These responses are tabulated and converted into percentage as below:

**Table No. 7**

**CAS Reduces the Number of Class Repeaters**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS reduces the class repeaters	15	25	39	65	3	5	3	5	0	0

According to the above table, 25 percent of the total respondents strongly agreed to the statement “CAS reduces the number of the students who repeat the same class”. Similarly, 65 percent of them agreed the statement, 5 percent of them were undecided and 5 percent of them disagreed the statement. Whereas, none of them were strongly disagreed the statement.

According to the data displayed in the table No. 7, altogether 90 percent of the total respondents were in the favour of statement “CAS reduces the number of students who repeat the same class”, only 5 percent of them were in the opposite of this statement and 5 percent of them did not want to say anything about this statement. Thus, with the great majority (90%) of support we have concluded that CAS plays an important role to reduce the number of the students who repeat the same class.

**(viii) CAS Collects the Real Information from the Students**

I tried to find out whether CAS collects the real /facts information from the students or not. The teachers were asked to respond to the statement “CAS

collects the real or facts information from the students” with five alternatives. The responses given by the teachers have been presented in the table below:

**Table No. 8**

**CAS Collects the Real or Facts Information from the Students**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS collects the real/facts information	15	25	27	45	9	15	6	10	3	5

Table No. 8 shows that there are different views of the teachers about the statement “CAS Collects the real information from the students”. According to the table, 25 percent out of the total respondents strongly agreed with the statement, 45 percent of them agreed, 15 percent of them were undecided and 10 percent of them disagreed the statement. Likewise, 5 percent of them strongly disagreed with the statement.

As the table shows, altogether 70 percent of the total respondents were in the favour of the statement “CAS collects the real/fact information from the students”, 15 percent of them were in opposite of the statement and 15 percent of them did not want to say anything or they are undecided. From this result, we came to conclusion that the CAS collects real information or facts information from the students because the majority (70%) of respondents supported the statement.

**(ix) CAS Involves the Students in Class Interaction**

To find out whether the CAS involves the students in class interaction in language or not, the primary level teachers were asked to response to the

statements “CAS involves students in class interaction” with five alternatives. The responses obtained from the respondents are presented in table below:

**Table No. 9**  
**CAS Involves the Students in Class Interaction**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS involves the students in class interaction	6	10	39	65	6	10	3	5	6	10

The responses of the teachers in the table No. 9 shows that 10 percent out of the total respondents strongly agreed to the statement “CAS involves the students in class interaction”. Likewise, 65 percent of them supported that CAS involves the students in class interaction, 10 percent of them were undecided and 5 percent of them disagreed to the statement. Whereas, 10 percent of them were strongly disagreed the statement.

The table No. 9 shows the result that altogether 75 percent out of, the total respondents agreed with statement, 15 percent of them were disagreed and 5 percent of them did not want to say anything. Therefore, sufficient majority of the teachers were in the favour of the statement. From this result, we can conclude that CAS involves the students in class interaction in language.

**(x) Encouragements and Inspirations in CAS**

I tried to find out whether encouragement and inspiration are key points for the progress of students in CAS or not. For this, I asked the teacher to respond to the statement “Encouragement and inspiration are the key points for the

progress of the students in CAS”. The responses given by the teachers are given in the table below:

**Table No. 10**

**Encouragement and Inspiration are the Key Points in CAS**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Encouragement and inspiration in CAS	18	30	39	65	3	5	0	0	0	0

Table No. 10 shows that 30 percent of the total respondents strongly agreed the statement “Encouragements and inspirations are the key points in CAS”.

Likewise, 65 percent of them agreed the statement, 5 percent of them were undecided. Whereas, none of them were disagreed and strongly disagreed the statement.

If we analyze the data presented in the table No.10, we find out that, in totality, 95 percent teachers were in favour of the statement, 5 percent teachers were undecided of the students and nobody was disagreed and strongly disagreed. Therefore, the majority (95%) of the teachers thought that encouragement and inspiration plays vital role in teaching learning activities. From this analysis I came in conclusion that encouragement and inspirations are key points for the progress of the students in CAS.

**(xi) CAS is Easy to Implement in Practical**

To find out whether the CAS is easy to implement in practical or not, the teachers were asked to respond to the statement “CAS is easy to implement in practical”. Their responses are presented in table.

**Table No. 11**

**CAS is Easy to Implement in Practical**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS is easy to implement in practical	3	5	15	25	12	20	18	30	12	20

From the above table it is clear that 5 percent of the total respondents' strongly agreed the statement "CAS is easy to implement in practical". Likewise, 25 percent of them agreed the statement, 20 percent of them were undecided and 30 percent of them disagreed the statement. Whereas, 20 percent of them were strongly disagreed the statement.

According to data displayed in table No. 11, it is clear that altogether 30 percent of the respondents agreed the statement, 50 percent of them disagreed the statement and 20 percent of them remained undecided. In this case also majority of respondents such as 50 percent were in the unfavoured of the statement and 20 percent were undecided of the statement and only 30 percent were favuor of the statement. Thus, with this result I claim that CAS is difficult to implement in practical.

**(xii) Use of CAS in the Context of Nepal**

To find out in the context of Nepal whether CAS is still used or not, the teachers were asked to respond to the statement "In the context of Nepal CAS is not used all the schools still". The responses given by the teachers are given below:

**Table No. 12**  
**Use of CAS in the Context of Nepal**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Use of CAS in the context of Nepal	12	20	24	40	15	25	6	10	3	5

From the above table, it is clear that 20 percent of the total respondents strongly agreed to the statement “In the context of Nepal CAS is not used all the schools still”. Likewise, 40 percent respondents were agreed the statement, 25 percent of them undecided the statement and 10 percent of them were disagreed. Whereas, 5 percent respondents were strongly disagreed the statement.

So, information is given in the table No. 10, we know that altogether 60 percent of the total respondents agreed the statement, 15 percent of them disagreed the statement and 25 percent of them did not want to say anything. Thus, great majority (60%) is in agreement of statement. So, I claim with this majority of respondents that CAS still is not used all the schools of Nepal.

**(xiii) CAS Makes the Teachers Active and Informative**

To find out teachers’ activeness and informativeness, the teachers were asked to respond to the statement “CAS makes the teachers active and informative” with five alternatives. The responses given by teachers are showed in the table below:

**Table No. 13**

**CAS Makes the Teachers Active and Informative**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS makes the teachers active and informative	12	20	33	55	9	15	3	5	3	5

From the above table, it is clear that 20 percent of the total respondents were strongly agreed the statement that “CAS makes the teachers active and informative”. Likewise, 55 percent of them agreed the claim, 15 percent of them were unknown or undecided about the statement and 5 percent of them disagreed the statement. Whereas, 5 percent of them were strongly disagreed the statement.

From the above table No. 13, it is known that in total 75 percent teachers agreed the statement, 10 percent teachers disagreed the statement, and 15 percent teachers were remained undecided about the statement. The majority (75%) of teachers supported the statement and only the 10 percent teachers were in opposite of the statement. Therefore, with these facts, I have concluded that CAS makes the teachers active and informative.

**(xiv) ‘Learning by Doing’ is the Main Focusing Point of CAS**

In this study I tried to find out whether learning by doing is the main focusing point of CAS or not. For this the teachers were asked to respond to the statement “Learning by doing is the main focusing point of CAS”. The responses of the teachers are presented below in table:

**Table No. 14**

**‘Learning by Doing’ is the Main Focusing Point of CAS**

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
‘Learning by doing’ is the main focusing point of CAS	18	30	27	45	12	20	3	5	0	0

From the table No. 14, we know that 30 percent of the total respondents strongly agreed the statement “Learning by doing is the main focusing point of CAS”. Likewise, 45 percent of them agreed the statement, 20 percent of them were undecided and 5 percent of them were disagreed the statement. Whereas, none of them were strongly disagreed the statement.

From the above table we know that altogether 75 percent of the respondents agreed the statement, 5 percent of them disagreed the statement and 20 percent of them remained undecided. The majority (75%) of the respondents were in the favour of the statement and only very few of respondents (5%) were in the opposite of the statement. With this fact, I came to the conclusion that ‘learning by doing’ is the main focusing point of CAS.

**(xv) Do you know what continuous assessment system (CAS) is?**

Continuous assessment system is regular evaluation system of the students. Here, teachers were asked to respond the question, ‘Do you know what continuous assessment system is? The responses given by the teachers varied. Their responses are listed below:



- Teaching for 8 years
- 19 years
- 25 years
- Since 2060
- 20 years
- 8 years
- One year
- Since 3 years ago

From the above responses, it was found that some teachers have been teaching 15 to 25 years long, some teaching 5 to 15 years long and some teachers have been teaching 1 to 3 years in duration. Thus, above responses show that some teachers had long teaching experience and some had short teaching experience for to use the CAS in the classroom.

**(xvii) Do you take unit test or not after finishing the unit?**

Unit test is also one type of the CAS of students' evaluation. This question intended to find out the teachers taking unit test or not after finishing the unit. This question was asked to the teachers to find their interest. The following table shows the data:

**Table No. 15**

**Do you take unit test or not after finishing the unit?**

Question	Yes		No		Sometimes	
	Res.	%	Res.	%	Res.	%
Do you take unit test after finishing the Unit?	36	40	25	25	9	15

The table No. 15 shows that 60 percent of total respondents answered 'yes' for this question, 25 percent respondents were said 'no' and 15 percent of them said 'some times' for this question.

According to the above table, altogether 75 percent respondents took the unit test after finishing the unit and only 25 percent respondents did not take the unit test. Therefore, it shows that the teachers followed the CAS in their evaluation process.

**(xviii) How many times do you take exam in a year?**

Exam is the best system of evaluation process of students to achieve their progress. According to time management, teachers take exam many times in academic year. To mention that thing I asked teachers this question. Their responses are given below:

- 6 times in a year
- More than a dozen times
- Four times; 1<sup>st</sup> terminal, half terminal, 2<sup>nd</sup> terminal and final
- Seven times in a year
- Five times in a year
- Oh, lots of
- In school 3 times but in the classroom 10-15 times in a year
- Generally 4-5 times
- At least 4 times in a year
- More than 10 times
- At least 4 but if possible 6 times in a year

Above mentioned points suggest that in time ranges the teachers took exam in a year. Teachers took exam more than 3 times in a year but according to their time some teachers took exam 3-10 and some teachers 10-15 times in an academic year. It shows that, there is not limited time for teacher to take exam. It concludes that teachers use CAS in their proper time.

**(xix) Do you take monthly test or not? If you do not take give reason.**

Test is the good process of evaluation system. Teacher use different types of test for achievement of the students' progress. Monthly test is also one type of

test which is used by teachers to record the monthly achievement of the students. In this sense I asked the teachers above question and they gave following responses which are shown in the table below.

**Table No. 16**

**Do you take monthly test or not?**

Question	Yes		No	
	Res.	%	Res.	%
Do you take monthly test or not?	36	60	24	40

Above table No. 16 shows that 60 percent of total respondents were very positive towards taking the monthly test and 40 percent of them did not take the monthly test. The reasons of not taking monthly test are given below:

- Time limitation
- Necessary to complete the course
- Class tests are sufficient and it is not necessary
- Because most of the days are passed by national holidays, local holidays and so on. Thus, there is lack of duration in completing course.
- There would already be plenty of tests in the course of teaching
- Because large no. of students

According to above mentioned points, we conclude that most of the teachers took monthly test but other did not take monthly test because of time limitation, large number of class, long and more holidays' system, etc.

**(xx) What types of tests are used for weak students to improve their further study?**

Every school use different types of test for weak student to improve their further study. I asked the teachers this question in order to find out what types

of tests are used for weak students. They gave different responses of this question which are given below:

- Different types of test like class test, unit test, monthly test, terminal exams, Personal Treatment Test (PTT), etc.
- At first, encourage students morally and help them to promote their learning by taking weekly test in easier to difficult pattern
- Speaking, listening, reading as well as writing of different topics/units
- Special question paper for weaker students which consists of lots of easy question rather than tough which will encourage them
- Achievement test, class progress and diagnostic test
- Class work, home work, some subjective test and objective test items
- Give more exercise to do learn for weak students
- According to students problems

The above responses showed that the teachers have varied ideas for dealing to improve weak students for their further study.

**(xxi) How do you manage the large class students while taking the class test?**

Large class of students is difficult to manage for teachers because disruptive behavior of students. In this situation I questioned the teachers ‘How do you manage the large class students while taking the class test?’ They gave this question’s responses which are given below:

- Categorize the students in two or three groups and assign different tests in accordance to their level
- By changing the seats of those students who are morally bad
- Manage the large class students to divide different groups and to create peace environment and exchanging the seats
- By dividing them into several groups and keeping silence

- Use to take class test on Friday by which asking help for others teachers to manage large class students while taking class test
- Preparing questions based on the students ability and self checking system
- Separating them into the class and out of class
- Tell them to answer in group and asking students to work in pair
- To give the motivation and inspiration
- Support of school management and peer teachers
- Checking one student's answer sheet add asking to share each other
- To create good relation between teacher and students
- Dividing small groups, selecting the group leader, cross matching the question, etc.

The above responses showed that the teachers have varied ideas for managing large class of students while taking the class test.

**(xxii) What are the challenges faced by teacher while implementing CAS?**

The question intended to find out the challenges faced by respondents to implement the continuous assessment system in the classroom. Teachers face the different challenges as well as problem to implement the CAS. The responses of this question are presented below:

- Full preparation of the subject matter and problems in setting questions-answers
- Problem of class management and difficult to finish all lessons
- Time consuming, disruptive behavior of students, large class of students and problems of classroom management, etc.
- Lack of proper knowledge about what CAS , large number of students in the class, students negative attitude towards the exam
- Low motivation of the teacher, lack of students' interest towards assessment and force to finish the course on time, etc.
- More expensive in daily life and so difficult to encourage the students

- Lack of proper time and materials for poor students and forgotten to pretend of lazy students.
- Less attendance and ignorance of guardians
- Lack of practical and theoretical knowledge regarding CAS
- Complains of parents about their child's overload with homework and problems of important materials, books, etc.
- Impossible to watch students regularly

The above points mentioned that the teachers have faced varied challenges to use CAS in the classroom. Their challenges must be positive for regular assessment of the students.

**(xxiii) Which are the appropriate times to evaluate students' performance, which could help to improve learning?**

To check the teachers' opinions about appropriate time to evaluate students' performance, this question was given to them. But their responses varied from teacher to teacher. Their responses were as follows:

- At the end of lesson and at the end of unit too
- Weekly test, monthly test and unit test
- Taking test after finishing one chapter
- After finishing the every unit
- After unit, at the end of the month, half terminal, terminal and annual time, etc.
- Before, after and middle of the teaching learning process
- After terminal examination and every three months
- Morning shows the day so we would start from the initial time
- By the end of one lesson
- When finish teaching activities
- Quarterly
- Any time is appropriate to evaluate the students
- Regular teaching learning process and regular testing time

The idea collected from the data showed that the teachers have varied appropriate time for evaluating their students' performance which could help to improve learning.

**(xxiv) How do you feel, when students don't succeed in the exam?**

The question was asked to find out the teachers' opinions about the failing problems of students. Sometimes, students do not succeed in the exam at that time teachers feel according to their performance and hard working. The responses of teachers' for this question are given below:

- ) Satisfied with tasks of teaching
- Very bad and feel so much sad
- It's also failure of teachers
- Feeling sad when students don't succeed in the exam
- Try better and effectively teaching
- Prove teachers' failure
- Teaching methods and environment of the exam were not well
- Feel unhappy and sorry
- Feel not teaching carefully and must be do hard and serious
- Feel due to the lack of proper environment
- Feel necessary of improve teaching activities
- Feel sorry and themselves as unsuccessful teacher
- Apply new methods and do hard work
- Oh, very sad because all of the efforts are gone

The above responses showed that teachers are responsible for their students and their success also is students' success. Teachers feel so serious and sad about their students' failure.

**(xxv) What do students feel towards schools and exams, when they fail in the exam?**

This question intended to find out the feelings of the students towards their schools and exams when they fail in the exam. This question was asked to the teachers. They gave different responses for this question which are given below:

- Obvious that everyone feels bad and nervous when they can't success in examination
- Feel negative attitude towards schools and exams
- Frustration and irritation may occur
- Feel bad and wrong impression towards schools and exams and want to change school
- Feel anxiety and to some extent tend to blame teachers and administration
- Do not like to go to the schools again and fear from the exams
- Be very upset and guilty of teachers
- Feel pity, sorry and may have negative impression towards schools and exams
- Think that school and teachers are responsible for their result
- Feel teachers' fault and school's weakness
- Depends upon the students
- Feel the exam system and teaching system were not good

The above responses showed that the students have varied negative as well as positive thinking towards schools and exams when they fail in the exam. Thus, CAS should be followed to create the impression of the students towards examination.

**(xxvi) What problems will arise when most of the students failed in the exam?**

Every schools and teachers expect their students' success in their future life but sometimes they are unsuccessful. In that sense, this question asked to find out the problems of future condition of the schools and the students when most of

the students failed in the exams. The responses of this question are given below:

- Guardians' and administrations' pressurize to the teacher
- Became less motivated and felt bore
- Challenging mode for teachers and students too
- Increasing dropouts rate and go to another schools
- Failed teachers' proper methods and techniques in teaching
- Challenge of guardians towards the schools and teachers
- Administration pressurize the students and teachers
- Arises the problems of students' class repeated and dropouts rate
- Develop the students' negative attitude towards teaching learning process and increasing problems of discipline
- Failure of the teachers, insufficient teaching learning activities arises question mark about curriculum
- Responsibility first goes to teacher
- Become less motivated and feel bore and can run in wrong way

Every school has less or more problems of students' failure in the exams. The above responses showed that the varied problems arose when most of the students failed in the exams.

**(xxvii) Why teachers are not followed the CAS in government school?**

In the context of Nepal, government schools did not use CAS properly but it is most important for this situation. Thus, I asked the teachers above question and they were gave their responses which are given below:

- Due to laziness and assure to their job
- Because lack of facility to implement CAS and lack of proper knowledge about CAS
- Lack of training and ignorance of teachers

- Because of not well trained teachers and very passive teachers
- Due to lack of observation and inspection by authentic person
- Because of weak government policy of Nepal, school management system, laziness of teacher and problem of sufficient materials, etc.
- Because teachers neglect CAS
- Because of unqualified and lack of experience to implement CAS in schools
- Because teachers not want to do hard labour
- Time limitation, ignorance by teacher and so on
- Lack of sufficient teaching materials and techniques

From the above responses we conclude that teachers do not follow the CAS in government school due to varied problems like weak government policy, lack of proper knowledge, lack of qualified and trained teachers, lack of sufficient materials, limited time and ignorance of teachers, etc.

**(xxviii) What are the problems of implementing CAS in the classroom?**

The question intended to find out the problems on implementing CAS in the classroom. Teachers faced the problems of implementing CAS in the classroom. The responses of teachers for above question are given below:

- Lack of same level students and lack of proper time
- Lack of practical knowledge regarding CAS
- Limit of educational tools, teaching experience and time bounded
- Difficult to conduct to implement CAS in the large number of students
- Problems of ideas and time management
- Large number of students, disruptive behavior of the students, less management of tests, unqualified teachers, etc.
- Lack of interest from teacher side, lack of monitoring system of government side, necessity to finish the course on time, large number of students, etc.
- Not practically used but said only in theory

- Due to limited time and period and not interested teachers and students and unknown the value of CAS

The above responses showed that the varied problems on implementing CAS in the classroom. Mainly, teachers faced these problems to implement the CAS in the classroom. Thus, teachers were found less willingness on implementing CAS.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

On the basis of the analysis and interpretation of data obtained from teachers, the following findings have been drawn. Then, some recommendations for pedagogical implications are presented:

#### **4.3 Findings**

The major concern of this study was to find out teachers' perspective about continuous assessment system. Similarly, my study focused on identifying the challenges of CAS implementation. The major findings of this study are given below.

1. The teachers were found to support that continuous assessment system (CAS) increased the attendance of the students
2. It was found that CAS minimized the number of failures through liberal promotion system because liberal promotion system was upgrading system through continuous evaluation of students' achievement.
3. Lack in managing time, less interested teachers, less motivated students, large number of students in a single class, lack of complete knowledge of CAS, ignorance of guardians and lack of materials in the school were found some challenges on the implementation of CAS.
4. The teachers faced lots of problem in the implementation of the CAS. They were: heterogeneous level of the students, lack of teacher training, disruptive behaviours of the students, and lack of monitoring system of government, time limit and unknown people about the CAS.
5. Drop-out, class repeaters, and failures are greatly minimized in language class through CAS. Because CAS applies liberal promotion/upgrading policy, inspires talented one and offers special help for less talented one. Fear, stress and anxiety are not there.

6. It was found that CAS collects the real information or facts information from the students because CAS recorded the students' real information and fact data regularly in the classroom.
7. It was found that encouragement and inspirations were the key points for the progress of the students in CAS because without encouragement and inspirations students cannot learn regularly and they will be lazy.
8. It was found that students learned by active involvement in teaching learning activities, so it implemented the theory of learning by doing.
9. CAS made the teachers responsible to teaching learning activities, evaluation system and to their students.
10. It was found that teachers and parents both had equal responsibility in the progress of students.
11. Teachers used unit tests, class tests, weekly tests, monthly tests, first terminal test, half terminal test, final terminal test, etc. to achieve the students' progress. These tests were also example of CAS which was used in the classroom teaching learning process.
12. Although it takes much time and extra effort to implement, it is a highly effective assessment system. It not only makes the teachers think about how to develop good assessment tool but also how to develop good teaching art.
13. From the study it was found that CAS was good and necessary for beginners or lower levels to become a better learner and producer in language.
14. It was found that CAS was difficult to implement in the school because of extra burden for the teachers to teach in the classroom teaching and learning, lack of enough posts and facilities in the require numbers in the school.
15. CAS was found only in theory but not in the practice. Teachers were found unknown about using CAS and they were also found unknown about the system of CAS.

16. There were found lots of problems to the teachers in the implementation of CAS .These were due to lack of sufficient teaching materials, lack of fund and other facilities provided by the government.

## **4.2 Recommendations**

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of data

1. Since CAS has played vital role in promoting students' progress and in minimizing failure rate, teachers should implement CAS properly.
2. Teachers have an important role in achieving the goal of any educational program. So, they should be trained properly and they should have enough time for the preparation of teaching materials. Similarly, strict supervision should be done from concerned authorities to observe how well the teachers are implementing the CAS.
3. Students should be motivated to learn at school and at home. There should be balance responsibility in teachers, students and parents to implement the CAS well and in effective way.
4. In CAS government's education policy, school management committee and teachers parents association should play positive and important role.
5. Teachers should take sufficient teacher training on CAS.
6. Only to take exams is not the CAS but also to create peaceful environment, motivate the students, encouragement and inspiration, etc. are necessary for CAS.
7. Teachers should carry out all the activities actively and they should solve their problems to implement CAS. It means teachers should be more laborious to implement CAS.
8. Teachers need more time and extra efforts. Therefore, extra fund should be provided to them for effective implementation of the CAS.
9. Teachers have to teach more than six subjects in a day. Therefore, it is difficult to implement CAS and it has been extra burden for them. So,

posts and facilities should be added in the schools where teachers are not sufficient in terms of the students' numbers.

10. In Nepalese context, CAS is only used theoretically but not practically. In remote area, CAS has not been used and many teachers still don't know what is CAS, how it is applied in teaching and learning activities. Thus, it should be used practically in all part of the nation.
11. Teachers have many problems to implement the CAS. Thus, sufficient materials, sufficient teaching time, proper fund and other general facilities should be provided by Nepalese government.

## References

- Batchman, L.F. (1996). *Language testing in practice*. CUP.
- Chapagain, D.R. (2005). *The effectiveness of continuous assessment in enhancing pupils achievement in English: A case of grade six*. An unpublished M.Ed. thesis T.U. Kirtipur.
- Curriculum Development Center (CDC) (2056). *Continuous assessment guidelines*. Bhaktapur: CDC.
- Curriculum Development Center (CDC) (2056). *Continuous assessment system trainer's manual*. Bhaktapur: CDC.
- Curriculum Development Center (CDC) (2056). *Continuous assessment program manual*. Bhaktapur: CDC.
- Curriculum Development Center (CDC) (2056). *Continuous assessment system teacher training manual*. Bhaktapur: CDC.
- Curriculum Development Center. (CDC) (2003). *Study Report of CAS*. Bhaktapur: CDC.
- Curriculum Development Center. (CDC) (2007). *Nirantar bidhyartha mulyankan abhimukhikaran samagri*. Bhaktapur: CDC.
- Curriculum Development Center (CDC) (2007). *Nirantar bidhyartha mulyankan karyanwayan nirdeshika*. Bhaktapur: CDC.
- Curriculum Development Center (CDC) (2068). *Nirantar bidhyartha mulyankan karyanwayan pustika*. Bhatapur: CDC.
- Davies, A. (1968). *Language testing symposium*. London: Oxford Univesity Press
- Education for all, action plan of Nepal (2001-2015)* MOES.

- Fulcher , G and Davidson, F.(2007). *Language testing and assessment*. Newyork: Roulledge.
- Ghimire, D. P. (2010). *Effectiveness of continuous assessment in enhancing pupils, achievement in grammar*. An unpublished M. Ed. thesis. T.U. Kirtipur.
- Gurung, M. (2011). *Developing writing through continuous assessment*. An unpublished M.Ed. thesis, T.U. Kirtipur.
- Harmer, J. (1991). *A language testing hand book*. London: Modern English Publications Ltd.
- Heaton, I. B. (1988). *Writing english language tests*. London: Longman.
- Hughes, A. (2003). *Testing for language teachers*. New Delhi: CUP.
- K.C. Bhupendra (2007). *Testing reading comprehension*. A Case of subjective and objective tests. An unpublished M.Ed. thesis: T.U. Kirtipur.
- K.C. Khum Raj (2011). *A study on continuous assessment of primary level English*. An unpublished M.Ed. thesis: T.U. Kirtipur.
- Khanal K.P. (1997). *A study on the effectiveness of close test in testing reading comprehension in English*. An unpublished M.Ed. thesis: T.U. Kirtipur.
- Khania, T.R. (2005). *Examination for enhanced learning*. Lalitpur: Millennium Publication.
- Neupane, N.P. (2005). *Testing listening comprehension: a case of secondary level students*. An unpublished M.Ed. thesis: T.U. Kirtipur.
- Shah, R. (2005). *Effectiveness of objective and subjective type tests for grade ten*. An unpublished M.Ed. thesis: T.U. Kirtipur.
- Yadav, R.N. and Yadav, S.K. (2011). *A textbook on language testing*. Kirtipur: Kshitiz Prakashan.