

Practices of Continuous Assessment System at Basic Level

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

Submitted by

Dipak Aryal

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

2023

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Declaration

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

Date: 27/05/2023

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This is to clarify that **Mr. Dipak Aryal** has prepared this thesis entitled **Practices of Continuous Assessment at Basic Level** under my guidance and supervision.

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Dedication

I would like to dedicate to my thesis family, relative and friends who consistently supported me to complete my thesis.

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Abstract

The present study entitled "Practices of continuous assessment system at basic level " was aimed to find out the practices of CAS at basic level education and identify teacher perceptions on CAS and its role in students learning achievement. Survey research design was used. This study was carried out by using both sources of data primary and secondary. Teachers were selected by using purposive random sampling procedure from different community schools of district. Both closed ended and open-ended questionnaire were used as the tool for data elicitation about practices of continuous assessment system at basic level. The major findings of this study were that, teachers were practicing Continuous Assessment System by using different tools such as attendance, class test, homework, project works, change behavior and classroom discussion, they were positive towards implementation of CAS if there was enough and proper monitoring and supervision from concern authorities and it had positive impact on the student's learning achievement.

This study includes five chapters. The first chapter consists of background under this different sub topics such as statement of the problem, objectives of the study, research questions, significance of the study, and delimitations of the study and operational definitions of the key terms. Similarly, the second chapter includes theoretical and empirical review of the related literature, implication of the study of the literature review and conceptual framework. Likewise, the third chapter deals with the methodology applied in the study, the sources of data, sample population, sampling procedures, and research tools, procedures of data collection, analysis procedure and ethical consideration. In the same way, the fourth chapter includes results and discussion of the study more specifically the analysis and interpretation of the data. The fifth chapter presents the finding, conclusions and recommendations. It also consists some recommendations related to the policy, practice and further research are presented. References and appendices are attached at the end.

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Abbreviations and Symbols

A - Agree

CAS - Continuous Assessment System

CDC- Curriculum Development Center

D- Disagree

M.Ed. - Master of Education

MoE - Ministry of Education

N - Number

Prof - Professor

Reg - Registration

S.A - Strongly Agree

SDA - Strongly Disagree

TAS - Traditional Assessment System

WWW - World Wide Web

% - Percentage

Chapter One

Introduction

The present research entitled **Practices of continuous assessment system at basic level**. This chapter consists of background of this study, statement of problems, objectives of study delimitations of study and operational definition of key terms.

Background of the Study

Teaching is a process in which a teacher transmits attitudes, knowledge and skills to the learner. Harmer (2007, p.107) mentions that teaching is a great work where teachers impart and transfer of knowledge to the students or it is about creating environment in which somehow, learners learn for themselves”. Task of a teaching is not an easy job because a professional teacher must have the knowledge of different learning theories, several strategies, methods, techniques and motivation according to diverse personalities of the students. On the other hand, testing is a study of evaluating the proficiency of the learner on taught subject for grading based on their performance. In this regard, Ur (1996) defined that a test is an activity which main purpose is to convey how well the testee knows or can do something. Teaching and testing are interrelated terms in the sense that a teacher teaches the students first on the content and s/he assesses and finally tests the real understanding of them. In other words, a teaching without testing becomes worthless and vice versa.

Assessment is an integral component in education without which teaching learning program can be incomplete. According to Bachman (2004), “Assessment is a process of collecting information about something that we are interested in, according to procedures that are systemic and substantially ground”. Assessment consists of different tools for evaluating the students’ learning progress such as continuous assessment, portfolio, extra-curricular activities, terminal examinations, etc. More specifically, CA is an alternative to high stake testing of learners’ achievement that seeks to encourage and support their learning with

effective feedback. Basic and Primary Education Project II was introduced and implemented CAS at school level curriculum in Nepal.

Agonafer and Tadesse (2015) state that Continuous Assessment system (CAS) is a classroom strategy implemented by teachers to ascertain knowledge, understanding, skills and attitude attain by students. CAS is a process and is much more than an examination of pupil. In other words, the project is all about CAS in the context of Nepalese education system particularly centering on its policy, practices and role towards student's learning in basic level.

It was found that, in Nepalese community schools were only summative and terminal examinations practiced in the name of evaluation and assessment in the past. Those assessment and evaluation did not reflect all the potentialities, abilities, capabilities and skills of the learners. That system only assesses how much the learner known and determine their place. So, now continuous assessment system is implementing up to the basic level as the tool for assessing student in the school. Different tools are used to evaluate students at basic level; they are attendance, class work, project work, changes behavior and so on. That program has mentioned some standers key features of evaluation- one of them is to introduce Continuous Assessment System and Liberal Promotion Policy for the improvement of quality at basic level education. Continuous Assessment System was developed along with the liberal promotion system minimize and reduce students' rate of failure class repetition rate, dropout rate and promotes students learning achievement sustain and long lasting.

Statement of the Problem

Without assessment teaching learning process, become worthless and incomplete. Assessment is the main key of students' evaluation in the absence it we do not say that how much students learn in the course teaching and learning. Evaluation is a mirror of teachers, students and stakeholder. The teachers must evaluate to the learners through by using both

formative evaluation and summative assessment system. Continuous Assessment (CA) is a demanding task that requires the use of various assessment tools to ensure the achievement of curricular objectives and for assessing desired outcomes which cannot be assessed simply with paper and pencil test. CA is believed to be more valid, reliable, and motivating than the traditional one-off examinations. However, there are several considerations in the practice of CAS. In this regard, this study principally argues on 'Are all the basic level community schools in Nepal implementing CAS effectively as it is stated in its policy? Or if they are implementing, to what extent they are responsible to address the determined benchmarks of it?' Similarly, the other question to be addressed in this research including to what extent the CAS is successful to bring changes in the student learning achievement? Likewise, how do the teachers perceive it? In addition, of these, enough research studies are not carried out on the problems of implementation of CAS in the real classroom. For the exploration of the aforementioned problematic issues in the practice of CAS, I selected this topic as the matter of investigation.

Objectives of the Study

The specific objectives of the study were as follows:

-) To explore the practices of CAS in basic level education
-) To find out its role in students learning achievement
-) To identify teacher's perceptions on CAS

Research Questions

The study was oriented to find out the answers to the following questions:

-) How has CAS been practiced at basic level education in Nepal?
-) What are the major roles of CAS for scaffolding students' learning?
-) How do teachers perceive CAS in students' evaluation?

Significance of the Study

The study was beneficial to the concerned school administration to develop an appropriate institutional program for making the implementation of CAS more effective considering the findings and recommendations explored in this study. Similarly, the teachers will get considerable insights regarding methodologies, approaches, teaching-learning activities, strategies, technique etc. to overcome the practical challenges they face while implementing in the classroom. More importantly, this study will be a foundation to the policy maker, concerned authorities, teacher and stakeholders to develop applicable and purposeful policy and to move forward addressing the explored issues and national and level-wise objectives of education.

Delimitations of the Study

This study was delimited to the following points:

-) This study was confined to only basic level school at Palpa district.
-) This study was limited to the practice of continuous assessment system at basic level education
-) For study the sample size and respondents were fifty basic level English teachers of different community schools of ten local level of Palpa district.
-) The research design was survey.
-) The research tools were used as a questionnaire with close-ended and open-ended questions.

Operational Definitions of the Key Terms

The definitions of the specific terms used in the study for the investigation are known as operational definitions. Here, I have used some specific terms, which may carry different meaning than general meanings. Operational definitions of the key terms for this research were given below.

Basic level. According to School Sector Reform Program primary level (1-5) and lower secondary level (6-8) are regarded as basic level, which is also known as foundation level.

Continuous assessment system (CAS). It refers to the continuous process to examine students' specific knowledge or ability by asking the asking and giving questions to them different activities carry out and provides constructive feedback the learners, which is also taken as one of the tools in an evaluation.

Evaluation. Evaluation is an umbrella term which included both assessment systems via Continuous Assessment System (CAS) and Traditional Assessments System (TAS). It plays vital role in the teaching learning activities.

Chapter Two

Review of the Related Literature and Conceptual Framework

This chapter was based on the theoretical and empirical bases of the research that had carried out in this area. It consisted four sub-sections, i.e. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study.

Review of Related Literature

This chapter consists of a review of previous policy-based documents and the research works to make the findings of the research more valid, reliable, authentic and more complete to the audience and for supporting and scaffolding the research design, methodology and the ideas in the study. It also helps to give more authentic evidence to the research which helps to find out the research gap between previous research and present research. Therefore, I reviewed related different articles, documents, reports, journals and other related literature for getting some insightful knowledges, ideas, evidences which for supporting argument in the study.

Teaching and Testing

The word of teaching itself related professional word in the field of teaching and learning where the teacher imparts his or her knowledge to the students. Therefore, teaching means to teach and imparts, helps and supports, or guides the students to build up and boots up their existing and current level capacities and knowledges, increase the existing level of an abilities to do tasks make positive changes in them. That's why, teaching means a process to develop learners' abilities and capabilities to do something in the particular or given domain area. Likewise, testing means evaluating the learners what they can do or what they cannot after completion of teaching learning activities. We cannot imagine that; teaching is possible without testing. In this sense testing is an inherent part of teaching and interrelated. Thus, we

can say that, there is a relationship between teaching and testing in the field of language learning.

Teaching and testing are two parts of a coin because the existence of one cannot be imagined in the absence of another. About the relationship between teaching and testing, Heaton (1975, p.5) says:

“Both teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the students' performance in the language”.

From this statement, testing is used to find out the effectiveness of teaching and long lasting. There is no teaching can be effective, practical and behavioral without testing. Testing provides useful information and inputs to the teachers to be concerned about the effectiveness of learning activities, and knowledges on whether he/she should continue the teaching techniques and teaching learning strategies he/ she teaches or changes to make teaching learning more effective way as he/she used. It also provides the motivation and reinforcement to the learners to learn language. At last, teaching is an incomplete without testing because language testing gives insights, information, feedback and motivation to the learners to learn better learning as well as teachers get students' level, they get chances to make language learning effective.

Test and assessment. Test and assessment both are the tools used in teaching learning field to gain or obtain information about what is learnt and how far the teaching learning strategies, techniques and methods are appropriate, what can be performed by the learners. In another words, a test is used to examine learner's or student's knowledge, skills, ability of something to determine what that learner knows or learned. It measures the level of skills and knowledge. According to Hughes (2003, p- 51) "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". Assessment assesses and measures learner's skills and knowledges. Assessment is an umbrella term to measure the linguistics capacities to the learners whereas testing is the one of the ways of gaining insights and information about the test.

. This means, assessment indicates to the whole and testing as a part. For more about it, Sadler (1998, p. 79)

"A test is one form of assessment and refers to procedures used to measure a learners' learning at a specific point of time and it often involves collecting information in numerical form. Similarly, assessment refers to any of the procedures use to do this, which may include interviews, observations, administering questionnaires and reviewing students' work. Assessment covers a broader range of procedures than testing and includes both formal and informal measures".

Form above statements, a test examines learner's knowledge at the point of time and it also sometime gives the information about the learner in the numerical form. Testing helps to measure the level of kills and knowledges that the learners have mastered. Assessment is board term which assesses knowledge, skills, and attitudes both formally and informally. It may include observations, interviews, and different records and so on and describes them.

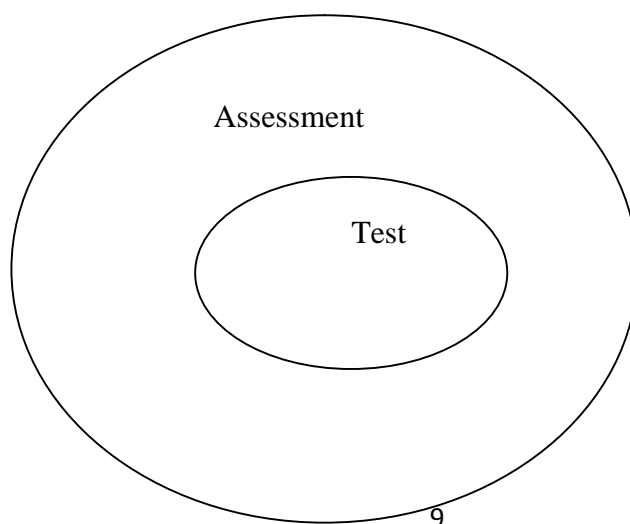
According to Fulcher and Davidson (2007, p.29)

"Language tests are designed by a teacher with a skill and training in test design. This is not becoming a test task always looks different from classroom task because a test task is usually designed with certain properties in mind. These are not necessary in the class where any task is taken as an assessment which leads towards the learning process".

This means, tests are designed by the teachers to measure the learners' specific capacities and abilities to the domain area. A task is always becoming a part of testing which has a purpose. This task is taken as an assessment, which leads towards the teaching learning process.

Both test and assessment are measuring devices, which allow teachers to see how they are doing and how well their students are doing, but they function in different ways, typically, tests are done at the end of semesters or at the end of a year. Assessment, on the other hand can be done at any time. Assessments are used informally by teachers, so they can keep track of what students understand and areas and subjects they might need to spend more attention on. At the same time, they have different formats. Test usually follows a general format, where questions are asked, and students answer them. An assessment might be a teacher observation of a student is working or talking about a subject. Assessment and testing show different results because testing might show students ability to memorize facts. However, an assessment done informally in the classroom might show whether a student understands a specific process.

The relationship between testing and assessment is presented in the following diagram, which is extracted, from Bachman (2005, p. 10)



From this diagram, we come to conclude that test and assessment have whole part relationship because assessment is the goal and testing is one of the means or tools for achieving the goal. Assessment is the umbrella terms. It can be done by means of testing like different tests such as class test unit test, monthly, terminal examination and annual exam interview questionnaire, project work and observation. Assessment includes test. Therefore, a good teacher must be using assessment to the evaluation tool in the field of language teaching and learning process to evaluate learner's achievement for long lasting, better and constant results and outcomes.

CAS in Nepal

When we go back to the history of implementation CAS in Nepal, we do not get long history of it in the language testing. In the past, the name evaluations and assessments only periodic examinations and term exams were practiced. Those trends and systems did not reflect the all the abilities, skills, knowledges and capabilities of the learners. To look at present time, government has been implementing CAS up to the basic level as the tool for assessing student in the school.

CAS was developed with the concept of liberal promotion system to reduce learners' failure rate, class repetition rate, dropout rate and promotes students learning achievement. DOE, (2012, p.3) mentions, 'almost all the education plan of Nepal and national commission report have focused on the need of regular evaluation assessment i.e., CAS'. Government of Nepal has made different policies and documents to implement to use CAS at basic level such as, the 9th (1997-2002), 10th (2002-2007) five-year plans, among them some plans and policies were introduced CAS and others made for practice in effective and proper way at basic level. At present, liberal promotion system is implemented at class 1-3 where there are not no pass marks are allocated in evaluation system. Similarly, at class 4 and 5, 6 and 7

classes are also evaluated through 50% and 40% respectively based on CAS. It revealed that CAS has been implementing as mention different policies and practices CAS. In At present time, it is practicing this trend is increased up to school level more specially 25% internal evaluation system class 9 - 12. In this way, the context of Nepal CAS is becoming a main and major tool of assessment system, if we practice regularly which helps to minimize different rate such as failure, dropout, and class repetition and of the basic level learners.

Continuous Assessment System

Students' evaluation and assessment are an integral part of any teaching learning activities. There are two types of assessments: formative and summative assessment. They can be used based on need and context of learning environment. Generally, summative assessment is done at the last of a course of completions to know to what extent the objectives have been met and accomplished those were already fixed. Similarly, it is the evaluation of learners' achievement at the end of a session or at the end of the instructions. The main propose of the summative evaluation is to assign and upgrade to the students. Likewise, to determine the level and position of the learners. On the other hand, formative assessment is used by teachers to add and improve in teaching and learning as well as it measures student's current levels of knowledge and skills for identifying suitable programs for further learning. Continuous assessment system is an approach which is related with the formative evaluation system. Formally and informally assessments are done a regularly and continuously they are called as continuous assessment. Continuous assessment is the educational policy in which the students are examined continuously over most of the duration of their education, the results of which are considered after leaving school. It is often proposed or used as an alternative to a final examination system. In next words, continuous assessment is such type of assessment that takes place over a period student will be assessed right through teaching learning process not after the teaching learning process in continuous

assessment system. So, by doing well as can provide more support and guidance to the learners' continuous assessment the teacher can improve the students learning process as Airasian (1991, p.27) describes Continuous assessment as:

An assessment approach, which should depict the full range of sources, and methods teacher used to gather, interpret and synthesize information about learners, information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture.

Shiksha 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 the time teaching learning process and assess individual students all using judgment based in interaction with wide range of formal and informal techniques in teaching learning process regularly and remedial treatment in provided continuously to improve their achievement.

From the above definition based on CAS is practiced by which teachers manage their classes using student centered technique of teaching and assess student's outcome individually. So, CAS should be done based on classroom participation, attendance, classroom discussion, class test and different testes, change behaviors and project work. It is totally based on student center system.

Types of Assessment

Assessment is used for assessing the students during course of teaching learning activities to what extent the learners or pupils master over the languages. Learner achievement is defined as they have mastered over the certain target aims, goals and languages skills that had alreadyplanned. Without assessment we cannot imagine teaching learning become fruitful because it reveals and disclosesmore real and authentic data of the learners. As Amanda (2016, p. 6) states, "Assessment is important because it gives

quantitative as well as qualitative data of students". This means to say that the information which we got from assessment is very valuable because it provides to the teacher both qualitative and quantitative data about how much the students have mastered over. According to Amanda (2016) states, there are five types of assessment via; diagnostic assessment system, summative assessment, formative assessment system, norm-referenced test, and criterion- reference test. Similarly, Fulcher and Davidson (2007) add more type of assessment they are formative assessment, authentic or work- integrated assessment, diagnostic assessment, criterion referenced assessment. Douglas (2010, p. 24) says, "A language test is an instrument for measuring language ability tries to measure how much of a language does a person possess". So that, the language testing a tool or instruments which is used for measuring the students' abilities how much they master over the language's competency and proficiency. According to Hughes (2003, p. 11), there are four types of tests, they are proficiency, achievement, diagnostic, and placement but in practices different types of tests and assessments which are vary from one to another institution, some of the common practiced assessments are as follow.

Formative Assessment. Formative assessment and continuous assessment are used interchangeably in education measurement and evaluation field. Here formative assessment can be defined as assessment carried out during the instructional process for improving teaching and learning. In the words of Sadler (1998 as cited in Black & William, 1998, p. 3), "Formative assessment is specifically intended to provide feedback on performance to improving teaching". It means the purpose of formative assessment is to provide feedback. A teacher teaches students and scores them according to their performance. Those performances are graded either in number or in grade as A+, A, B+, and B. Such types of grading systems are different from institution to institution.

In the words of Harlen and James (1983 as cited in Black & William 1998, p. 4), assessment is "Feedback both to teacher and to the pupil about present understanding and skill development in order to determine the way forward". It means the assessment in classroom includes feedback to teacher and students at the same time, that students improve their teaching approaches and methods behavior and students change their learning habit. In classroom, we assess formally through assignments, quizzes, performance, different projects, and surveys or informally through questioning and dialogue observing anecdotal note taking, etc. According to Nirantar Bidhyarathi Mulyankan Abhimukhikaran Samagri (2000, p .9), "Formative assessment primarily aims to help students to active the prescribed learning outcomes in the classroom and it is an integral part of teaching and learning". This type of assessment makes learner more active and dynamic. Regular and continuous feedback is necessary better learning outcomes. Therefore, in school of Nepali community schools have given more priority in formative assessment rather than summative assessment at basic level education.

Continuous Assessment. Assessment is an integral and the most important part of any teaching learning activity. In Our schools, there were the practicing of summative assessment although, the practice of continuous assessment was indirectly applied because there were also the practiced of taking attendance, class work, group work, project work, homework and different test etc. later the concept of continuous assessment came in the field of education in the systematic way. According to Richard and Schmidt (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 regular assess the learner during teaching learning period. The evaluation is done in different phases of programs Continuous assessment is used for calculating the marks of every type of work such as homework, class and unit tests, attendance, final test, group work,

pair work, creative work, etc.in the schools, and universities. The sum is the continuous assessment that takes place over a period. In other words, students are assessed through the beginning to last of learning process not only at last of learning process. To support this argument, Adeyemi and Marry (2009, p.7) write. "Assessment is a means whereby the teacher obtains information about knowledge, gains, behavior changes and other aspects of the development of learners. Such types of information cannot be obtained in fixed examinations". This means summative assessment and fixed fix examinations unable to obtain every information to the learners. Therefore, the CAS is done over a long period and it is regularly done during the class to gain real information about the learners. Continuous assessment is a classroom-strategy implemented by the teacher in classroom to ascertain the knowledge, understanding, abilities and skills attained students. In this regard Baniya (2015, p. 173), writes:

Teacher administers assessment in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupil know, understand and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupil receive feedback from teachers based on their performance that allows them to focus on they have not mastered.

From this statement, CAS is done regularly in the classroom by the teacher during the class and the learner also get the feedback to improve learning.

The similar view is given by Aryal (2015, p. 92) when he writes, "Continuous assessment system is a strategy adopted by teachers through different tools Class work, homework, group work, keeping portfolio, test, and attendance are the tools to measure student's achievement". Therefore, CAS is adopted by the teacherin the classroom strategy, which includes different for assessment. In this view, Adhikari (2015. pp. 106-109) writes:

Questionnaire, discussion, dramatization, dialogue, observation tour, project work are the tools to assess the students. Students are continually assessed through the performance on such activities like their participation, coordination with other friends. To assess them there are number of methods which are class work (participation in class work). observation, questionnaire and discussion, project work, behavior change, creative work, attendance, creative work, written examination, portfolio, self-evaluation, peer evaluation and guardian response.

A teacher conducts the above-mentioned activities in classroom. In this regard, Nirantar Bidhyarthi Mulyankan Karwunyan Sahayogi Pustaka (2009. p .4) states, "There in complete freedom to a teacher to choose the basis and number of evaluation tools". Hence, this policy clearly states that a teacher can evaluate students by them with because the teacher in a real practitioner of CAS in school.

Similarly, CAS helps of self-evaluation and students' specific activities by both teacher and student. In this view, Baniya (2015. p. 173) writes, "Continuous assessment allows teacher to monitor the impact of their lessons on students understanding". Therefore, a teacher can change their teaching methods and strategies and include the construction of remediation activities for who are not gaining knowledge as the expected grade level and creation of enrichment activities for students who are working at or above the expected level. Frequent interaction between the student teachers fosters a students and teacher rapport building based on individual interactions. Teacher and student get to chance to know each other too nearly. William (2013, p. 19) states the similar view:

Continuous assessment is a way to ensure that all teachers have opportunities to succeed in school. In most classrooms, the range varies from slow to average to fast learners. By using continuous assessment, the teacher can adopt his or her instruction to learn and succeed. By continually observing the learners to see what they know and

can do, the teacher can make sure no learner fails. Everyone is given a chance to success when continuous assessment is used well.

From the above, CAS is the most important tools to make teaching and learning effective and more fruitful than summative evaluation.

Summative Assessment. It refers to an assessment is done at the end of learning. Its aim to evaluate what students know, can do, and can articulate at a given point in time and place the students in the different class and level, gives the student certificates based on their achievement and so on. This assessment also called final assessment. Summative assessment is more reliable and valid when evidence of learning is collected from multiple sources over time and when the evidence is examined considering quality expectations or achievement indicators. Summative assessment, at the classroom level, is based on evidence collected both during the learning by students and teachers as well as evidence collected at the end of learning. Evidence of learning may include observations of students engaged in the process of learning, products students create, test results, and student articulations of their understandings as evidenced through sources such as teacher notes, student self-assessments, or recordings of discussions.

Tools Used in CAS

When the students are evaluated along with teaching learning activities such type of assessment is called continuous assessment system. In other words, continuous assessment is an assessment approach, which involves the use of a variety of assessment tools for assessing various components of learning, not only the thinking process but including behaviors, personality, traits. Student centered teaching learning activities are more effective on implementing continuous assessment. Group work, pair work, discussion, project work, role-play and role model are some of the examples of student-centered teaching learning activities. The above-mentioned type of activities, students will be learning regularly which the teacher

wishes them to learn. Teacher also should evaluate the students continuously through such kind of teaching learning activities. There are some tools methods, which the teacher should adopt while implementing continuous assessment system. CDC, (2009, p. 64) has presented following tools of continuous assessment system:

Observation. Observation is an action to look closely students. Language teachers can get actual information about the learners how much they are learning through observation. Teacher observes certain aspects such as presentation, participation performance and creativity and also provides creative and suggestive feedbacks for the improvement of writing ability of the learners.

Self-evaluation. self-evaluation is the key tool to evaluate learners themselves for improving their language learning. Teacher is not only source of persons do you have yet the language learners. From the self-evaluation they can get opportunity to improve and learn from their previous mistakes. It also helps do identify their mistakes the strengths and weaknesses and guides their further progress.

Portfolio. This is the list of collection of students regarding works and actions. Based on portfolio, teachers can get students status. Continue records and manage of student's actions, teacher can get further required areas of learners to be corrected and improved. portfolio collects students' tasks regarding learning like piece of good writing, creative art, and extra innovations. So, it's the most evaluation key of CAS.

Project Work. Project work is the key evaluation tool for CAS. This is an activity undertaken over a period which includes both group work and individual work. Students prepare their work's report and presented in both an oral and written form. This work mostly focuses to develop ability of learner's recall, comprehend and long lasting that they have studied. This work takes and consumes a bit longer time, expensive, more complex and harder rather than classroom activities

Homework. A set of tasks which are assigned the learners by the teacher to be completed at home. The teacher mainly gives two skills reading and writing. Homework is the key tool use in the assessment. From its teacher can get whether students are known or not. It helps to the learners practice at home that makes learning long lasting and memorable and it also students can get chance to practice.

In this way, from these effective tools or forms of CAS, we can bring varieties of assessment strategies, which enhance the language learning on the part of the learners. So, the success of CAS depends on proper use of the proper tools according to the contents and context both.

To sum up, continuous assessment is defined as an ongoing, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance, which are mentioned above.

Policy, Provision and Practices of CAS

The sub-chapter basically highlights on the subject matter regarding different policies and practices of CAS emphasizing on the challenges, opportunities and the effects on student learning progress with the attempt of including different education acts, rules, law of governmental bodies and institutions or organizations.

School Sector Reform Plan (2009-2015) has mentioned in its strategic interventions that competency-based CAS shall be adopted from grade one to seven to improve efficiency emphasizing on remedial support system with the objective of ensuring equitable access and quality basic education for all children in age group 5-12. By analyzing the review, it is understood that this plan has given considerable emphasis on implementation of CAS up to grade seven by uplifting the learning achievement of the students. However, this plan has not discussed on necessary strategies to put into practice more fruitfully.

Similarly, School Sector Development Plan (2016-2023) has noted in its strategic intervention that the efficient and effective use of formative and summative assessments shall be incorporated into changes in the curriculum and into teachers' professional development courses. In addition of it, the teachers will also be supported to use CAS as not only an assessing tool but also as a teaching strategy. By evaluating the review, it is recognized that CAS should not only be used for one-way purpose (i.e., to assess students' competence). Instead, it should also be used multipurpose particularly to develop teachers' professionalism, to bring change in education, to assess students' performance as well as to improve learning outcomes considering as a teaching learning strategy.

High Level National Education Commission Report (2075) has mentioned that in the classroom should be incorporated consciously along with teaching learning activity by using different tools of evaluation with the purpose of providing feedback in teaching. Similarly, the annual evaluation system has been adopting at present time should be changed by determining certain criteria and process. Moreover, the tasks performed by the students should be recorded as well as they should be assessed for grading on the basis both internal (practical) and external results. By analyzing this review, one of the major things that I understood is that the report has given more emphasis on CAS integrating with teaching learning activities for providing remedial facilitation. However, the report does not explicitly mention the prerequisite tools that are necessary for implementing CAS more purposefully.

National Curriculum Framework (2063 B.S) has noted that in general, students in all grades or levels shall be evaluated through both formative and summative evaluation. Similarly, they should be assessed informally based on evaluation tools such as class work, project work, community work, unit test, achievement test, quarterly test, observation and creative works while teaching in the real classroom. Likewise, the liberal promotion policy shall be put into practice in basic education (from grade 1-7) respectively by considering

remedial practice with the emphasis on the aspects of continuous assessment that whether students have achieved class-wise learning achievement, whether the changes occurred in their intended behavior, nature, attitude, ability, skills or not. In addition of these, district level examination should be conducted at the end of the basic level (grade 8) and the weightage of internal evaluation at grade 1-5 and 6-7 will be 60% and 40% respectively (pp. 39-40). By evaluating this review, it is understood that this framework has given relevant importance on the practice of CAS in basic level considering the changes in students' attitude, skills, knowledge, behavior that is extremely noteworthy. However, it seems not discussing regarding very significant aspects of CAS like monitoring, supervision and maintenance in the real field.

Secondary Education National Curriculum Framework (2075) has stated that the student learning in basic level should be determined emphasizing more on formative or remedial evaluation system rather than summative one with the major purpose of improving the level of student learning. For achieving that purpose, individual report should be developed, and it will be up to date through the means of observing class work, participation in teaching learning activities, project work, creative work, homework, achievement test, attendance, discipline, behavior change of the students. Similarly, the CAS at grade 1-3, 4-5 and at 6-7 in basic level should be adopted fully (100%), 50% and 40% weightage of overall evaluation respectively. By interpreting the review, one of the major things that I understood is that CAS should be practiced in basic level as a part of teaching learning activity for enhancing learning achievement and long lasting. However, more importantly, this framework seems to be silence towards the implementation aspects of CAS in real world contexts.

Basic Principles of CAS

Ministry of Education (2003) has mentioned that the basic principles of CAS as the class teacher should teach the student using student-centered methodology by assessing them along with teaching on a continuous basis, should keep the students' progress record in their portfolios using a specific set of learning outcome indicators with the purpose of improvement of quality in learning, attendance and reducing dropout rate. By analyzing the review of the study, the major purpose of the CAS is to evaluate the students daily engaging them in self-directed activities for reducing absence and drop-out rate in the classroom and more importantly for improving quality and practical education. Likewise, it is used for to make learning outcomes and long lasting.

Challenges and Benefits of CAS

The findings of the study conducted by Kapambwe (2010) has revealed that the teachers encountered various challenges while implementing formative-based assessment (continuous assessment) such as large class size, inadequate staffing levels, overloaded period, incomplete of syllabus due to excessive time spent on remediation and enrichment, pupils' absenteeism, unavailability of teaching and learning resources, inadequate internal and external monitoring, support and feedback in implementation of CAS. Even though, many benefits have been identified because of introducing the Continuous Assessment for teaching-learning activity like providing useful feedback, it makes teacher more attentive, responsible and dutiful, build up mutual relationship between teacher and student, parents' involvement, powerful impact on students' performance, raising standard achievement, development of co-operative and collaborative mechanism, proper record keeping etc. By analyzing the study, one of the major things that we understood is that undoubtedly, a teacher should face numerous hardships and difficulties while implementing CAS in real setting and

at the same time, this system of assessment ensures the more quality and practical-based education and higher learning achievement in pedagogy than summative assessment.

Likewise, Agonafer and Tadesse (2015) has stated that many challenges which effect the implementation of Continuous Assessment are found as different factors such as large class size, shortage of time, inadequacy of materials, and teachers' inadequate knowledge due to lack of on-job training. In addition, the study has shown that teachers do not use various assessment methods to check the students' mastery of the desired knowledge, skills and attitudes rather assessment merely focuses on grading. By assessing the review of the article, one of the significant things that we understood is educational management from the side of government bodies and school administration have the dominant role to arise difficulties on the ways of practices of CAS and teacher need to train related to CAS.

Review of Empirical Literature

Few research works have been carried out on continuous assessment. The review of these works has been presented as follows:

Gurung (2011) conducted research on "Developing writing through the Continuous Assessment". The chief objective of the study was to find out the effectiveness of continuous assessment in developing writing skills in grade nine. It was experimental research. In order to carry out this study, the researcher selected thirty-two students of grade nine from a public school of Sunsari district using purposive non- random sampling procedure. Test was only the tools for data collection. From his research, he concluded that through continuous assessment students writing skill improved and developed. Thus, his study shows the need of CAS to develop writing skills.

Koirala (2022) conducted research on 'English Teachers' Perception towards CAS at Basic Level". The objectives of this study were experiences and challenges of CAS faced by the basic level teachers in terms of teaching English language. To find out the objectives of

the study, the researcher selected five basic level English teachers by using non-random purposive sampling method. As open-ended questionnaire and checklist were the tools used to collect data. The findings of the study were that teachers are practicing CAS and its other tools like homework, portfolio and classwork as major teaching task and it found that from the use of CAS, students are motivated, inspired and interested. Teachers were facing some challenges like lack of fundamental materials, training and monitoring system from the concern authorities like Resource Centre and school administration.

Kc (2011) conducted research entitled “Study on Continuous Assessment System (CAS) in Primary Level English”. The objectives of this study were to find out the effectiveness of continuous assessment in primary level English. The data were collected from 50 teachers of government aided schools of Salyan district. In his research purposive non-random sampling procedure were used. The major finding of this study is that continuous assessment system is an effective tool in primary level than traditional evaluation system.

Pandit (2014) conducted study entitled “Teachers Perception on Continuous Assessment System a Case of Basic Level.” The main objective of her research was to find out the perception of teachers on continuous assessment system. Survey research design was used to carry out this research questionnaires were tool for data collection. The population of the study were teachers and sample consisted of 40 government aided schools of Nuwakot district. In case of this proposed research, she collected the data from the primary sources using questionnaire. The major finding of her study showed, that continuous assessment system (CAS) is effective to enhance the achievement of the teachers the teachers found that case decreased the student's absent rate in the class and it also reduced the dropout rate of students in the classroom.

Rana, (2016) has conducted research entitled "Attitudes of Teachers and Student]s towards Continuous Assessment System", and concluded that hundred percent teachers have

positive attitude towards CAS. Teachers were well familiar with the importance and advantage of CAS. It found that the majority of teachers opined that CAS makes students familiar with the deviated form of language.

Sharma (2017) conducted research "Current Practices of Continuous Assessment system in grade 1-3 in Nawalparasi district". The objectives of the study were to find out the current practices of CAS in Nawalparasi district, gap between policy and practice of CAS and provide some implication for effect use of CAS. The population of her study was thirty teachers of thirty schools of Nawalparasi district. Three resource persons and two school's supervision altogether 35 people as the research sample. It was selected by using purposive non-random sampling method. Questionnaire and interview were the research tool to collect data. The findings of this study were most of the teachers are practicing CAS very well, not proper teachers training, applying CAS applying CAS in schools. It minimized the rate of failure and decrease the student's absent rate in the classroom.

Chaudhary (2021) carried out the research on Basic Level English Teachers' Perceptions towards Continuous Assessment System. The objectives were to find out the perceptions of basic level English teachers on continuous assessment system. The population of the study was selected thirty basic level English teachers from the community schools of Sunsari District using random sampling procedure. The study adopted a survey research design. Questionnaire used as the research tool in the study. The finding of this study revealed that CAS is very effective for language learning. Continuous assessment is a part of the teaching learning process and there was a lack of fair and strong assessment system in the school and they were strongly agreed that their weaker relationship between the assessment and learning outcomes.

Implications of the Review for the Literature

Literature review is an important part of the entire research process. The most

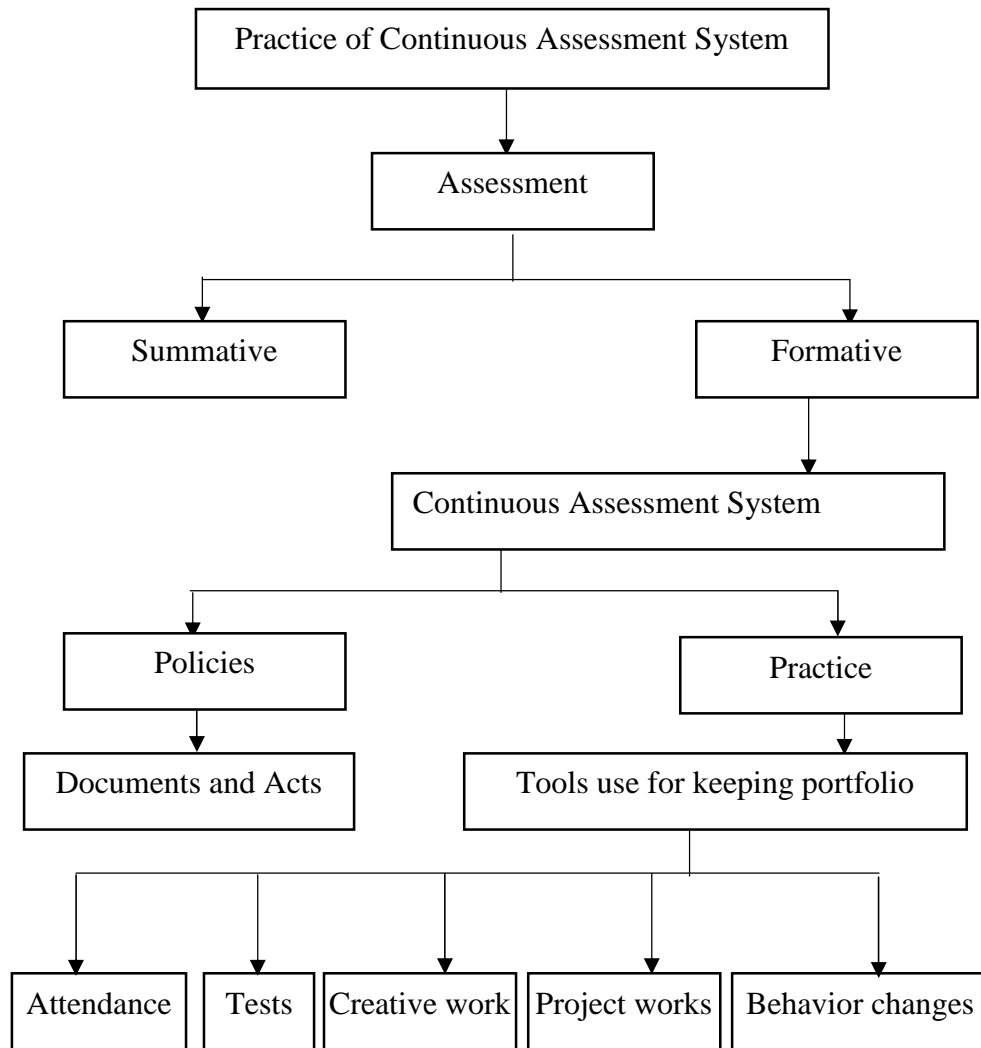
important function of the literature review is to ensure researcher read widely around the subject area in which we are interested. To make research more valid and authentic I have reviewed different previous research works, articles, journals, and books for my research.

In this study literature, review has invaluable implication from selection of the topic, objectives, research questions, methodologies and to drive findings. The theories and research work, which I reviewed, are all about the continuous assessment and recommended some possible researchable topics which helped me to know the gap between what has already been said or found out and what has not said yet or to found out. It shows that any researchable topic gets background knowledge from the literature review because all problems may not be research topics.

Empirical literature review is equally important for all operational steps. Components of the study and their real examples and practices were found from the empirical review. Moreover, it obviously became most significant to collect and analyze data and to derive findings. Besides literature, review has implications to develop the better mechanism of academic writing. K.C. (2011), Nepali (2012), Pandit (2014), Rana (2016) Sharma (2017), Chaudhary (2021) and Koirala (2022) I have got lots of ideas of about objectives, research questions, design, data collection procedure and other things related to practice of CAS in basic level. Similarly, these studies make me aware of methodological part of my study.

Conceptual Framework

A conceptual framework is a roadmap to the researcher which represents whole research and study. It includes different parameters, variables, and cause and effect. It shows relationship among the ideas and how they are related to the study. The conceptual framework of the study has given below:



Chapter Three

Methods and Procedure of the Study

This chapter mainly includes the design, selection of research site and participants, tools and techniques of data collection procedure, data collection procedure, data analysis and interpretation and finally ethical considerations.

Design and Method of the Study

According to Kerlinger (1986), "Survey research is a kind of research which studies discover the relative incidence, distribution and interrelationship of social and psychological variables". Survey research design is used for including large number of populations required in the research. Nunan (1992, p.140), states "The purpose of the survey is generally to obtain a snapshot of conditions, attitudes and/ or events at a single point in time". It means the propose of survey research design is to find out the opinions, perceptions and views on certain issues, to assess certain educational program, to find out the behavior of different professional, to evaluate certain activities and so on. Therefore, I selected survey research design as the research design for data collection, analysis, and interpretation of result. Survey research covers wide and inclusive area of the research.

Population, Sample and Sampling Strategy

The population of the study was fifty basic level teachers of different community schools from Papa district were as a sample of my research. I took them both open ended and closed ended questionnaire and found the practices of CAS at basic level. The sample of this study was selected through purposive non-random sampling procedure.

Sources of Data

Data were collected by using various sources: primary and secondary. In this study, I collected data by using primary and secondary sources. The respondents were primary sources of data and the books, the articles, journals and other documents were the secondary

sources of the data.

Research Tools

There are different tools to collect data for the research. The data plays very crucial role to the solution that comes from the analysis and interpretation to collect the data for this study. To accomplish the objectives of the study, I set up of questionnaires included both close ended and open ended as the research tool to collect the data and find out the practices of CAS.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

For the collection of required data, I used the systematic procedure. Firstly, I took an approval letter from our Department of English education for field visit and then I selected schools after that I clarified about the purpose of my study and took consent of the concerned authorities. Then, I selected the required respondents using purposive non-random sampling procedure to my research, met to the intended participants and explained the purpose of my study. After that, I took a permission to assist the study by filling up the questionnaire. Then, I informed about the questionnaire to the participants. Then, I humbly requested them to fill the questionnaire. I distributed the questionnaire to the participants expecting the response from them. After that, I collected filled questionnaire from the respondents. Lastly, I thanked to the respondents for their support and help. Lastly, after collecting the data, I went for analyzing and interpreting the data.

Data Analysis and Interpretation Procedures

All the questionnaires gave to the fifty respondents of different community school, and their responses were categorized based on the thematic idea of questions. The major

categorizations were:

-) practices of Continuous assessment system
-) its role in students' learning
-) teacher's perceptions on Continuous assessment system

I used descriptive approach to analyze the responses.

Ethical Consideration

While collecting data and after the completion of the study, the ethical consideration was kept in mind which is essential in the research works. My search was made for academic purpose. Thus, the findings and data were not misused. Before distributed questionnaire, I took consent from my respondents and clarify my purpose. After that I built rapport with them, I gave attention on honesty, accuracy, truthfulness and credit for ownership to researcher participants and advisers.

Chapter Four

Analysis and Interpretation of Results

This chapter is mainly concerned with the analysis and interpretation of the collected data through questionnaire. The collected data was analyzed and interpreted thematically.

In this section included the analysis and interpretation of collected data. The data were collected through set of questionnaires from fifty teachers from thirty community schools of Ten local level of Palpa District. The obtained data were coded with tables and analyzed and interpreted them by using percentage. For the data collection procedures both the close and open-ended questions were provided to the respondents. Analysis and interpretation of data obtained through close ended and open-ended questions. This section consists the analysis of twenty close ended questions and seven open-ended questions which deal practices of continuous assessment system, its roles on student learning and teacher's perceptions on continuous assessment system. Similarly, it also describes several questions regarding implementation of CAS at basic level and deals tools used in the assessment and challenge of it in Nepalese context. The following sub-headings are described below.

Practices of CAS

Evaluation Tools Use while Evaluating the Student in the Classroom

To find out evaluation tools use while evaluating the student in the classroom I asked the statement "which evaluation tools do you use while evaluating the student in the classroom?" The responses found are given in table 1.

Table 1: Evaluation Tools Use while Evaluating the Student in the Classroom

Statement	Continuous assessment		Paper pencil,		Summative		All of them	
	N	%	N	%	N	%	N	%
Continuous assessment paper pencil, summative and all of them							50	100

N= Number of Respondents, %= Percentage

Table 1 shows, 100 percent the respondents agreed with the statement. They all were used continuous assessment; paper pencil and summative evaluation are used as the student evaluations. So, we can say teachers were not using not only use summative evaluation, they were also using formative evaluation as well too. Therefore, I found both evaluation tools were used in the assessing learning out comes.

Class Test as the Tool for Continuous Assessment System in Classroom

To find out the wither class test is used as the tool of continuous assessment system in the classroom or not. I asked to the respondents about this statement, the responses are found given in the below table.

Table 2: Class Test as the Tool for Continuous Assessment System in Classroom

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Class test as the tool for continuous assessment	6	12	44	88	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N.= Number of Respondents and %= Percentage

Observing above table 100 percent (12 percent strongly and 88 percent) agreed with the statement. Class test used as the tool for continuous assessment. It is found that all the respondents agreed, they were using class test to evaluation tool to assess students out comes. So that we can say class test is used as the tool among the different tools use as the continuous assessment system.

Use of Continuous Assessment System

In this study I tried to find out do they practices of continuous assessment system of basic level or not. I asked the questions to the respondents and their responses are presented in the table.

Table 3: Use of Continuous Assessment System

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Use of continuous assessment system	30	60	18	36	48	96	2	4	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

According to the given above table, by analyzed 60 percent strongly agreed, 36 percent agreed with the statement use of continuous assessment system tools a tool in students' evaluation. And 4 percent respondents disagreed the statement. We can say that all most the teachers are using CAS as the evaluation tools students' evaluation at the basic level

education. Therefore, continuous assessment system is one of the reliable authentic tools to evaluation students out comes while conducting teaching learning activities.

Keep/ Use of Students' Portfolio in the Classroom

To find out how teacher keep or use of students' portfolio in the classroom. I asked question to the respondent and responses are given table

Table 4: Keep/ Use of Students' Portfolio in the Classroom

Statement	Daily		Weekly		Monthly		Never	
	N	%	N	%	N	%	N	%
Use or keep students' portfolio in the classroom	39	78	2	4	8	16	1	2

N= Number of Respondents, % Percentage

The above table describes statement about how often teacher keep or use students' portfolio in the classroom. It was found that 78 percent of respondents were keeping or recording the record daily, 4 percent respondents kept weekly, 16 percent respondents kept monthly, and 2 percent respondents did not keep any record. Form the responses we can say respondents kept students record daily. Some respondents keep weekly and monthly too. Therefore, keeping record daily, it helps the teacher to know their level day by day.

Things Include in the Portfolio

From this research, I tried to find out what are things included in the student's portfolio. I asked question to the respondents and their responses are presented in presented below:

Table 5: Things Include in the portfolio

Statement	Attendance and classwork		Project work			Behavior change	All of them	
	N	%	N	%	N	%	N	%
Things include in the portfolio							50	100

N= Number of Respondents, % = Percentage

This table shows the result of " what are the things include in the portfolio". 100 percent respondents were included attendance, classwork, and behavior change. The government has made the policies and provisions there mentioned some criteria and tool to keep students' activities to assess the student's outcomes. Therefore, these things included in their portfolio.

Roles of CAS on Students Learning

CAS Supports the Learners in The All-Round Development

In this study I tried to find out do the CAS supports student's all-round development, I asked to the statement the respondents and responses are given in the following table

Table 6: CAS helps in all round development of the learners

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS supports the learners in the all-round development	25	50	25	50	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

From the above table, it shows that 50 percent of respondents strongly agreed, and 50 percent agreed no one disagreed with the statement. Form their responses, we can say CAS

supports students all round development. It is cleared that CAS is one of the effective tools to evaluate students in the basic level. So, we should use CAS rather than other evaluation tools in the basic level education.

CAS Makes the Students and the Teachers are Together in Language Class Activities

To find out whether CAS makes the students and the teachers are together in language class activities or not. I asked to the respondents and their responses are given following table

Table 7: CAS Makes the Students and the Teachers are Together in Language Class Activities

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS makes the students and the teachers are together in language class activities	20	40	30	60	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

Table 7 specifies that among the total respondents' 40 percent strongly agreed and 60 percent agreed with the statement. Teaching learning is not effective until child friendly environment, to be it there must be student center method applied in the classroom. traditional and summative evaluation tools don't make learning as CAS makes. Classwork, change behavior, class test and so on were used as the tools. Therefore, students are actively engaged in classroom activities.

CAS Minimizes the Number of Failure of Students through Liberal Upgrading System

In this research, I tried to find out does CAS minimizes the number of failure of students through liberal upgrading system or not. I asked to the respondents about this statement, responses are given in the table

Table 8: CAS Minimizes the Number of Failure of Students through Liberal Upgrading System

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS minimizes the number of failure of students through liberal upgrading system.	25	50	22	44	47	96	3	6	0	0	3	6

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

Table 8 shows that, 50 percent of the respondents strongly agreed, 44 agreed with the statement and 6 percent respondents disagreed with the statement. We can say that all most respondents are agreed that CAS minimizes the number of failure of students through liberal upgrading system.

CAS Reduces the Fear, Tension and Stress

Regarding the CAS roles, in the study I tried to find out CAS lessens the fear, tension and stress of the students in comparison traditional type of assessment system. I asked the question to the participate and responses are given in the table.

Table 9: CAS Lessens the Fear, Tension and Stress

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS Lessens the fear, tension and stress	10	20	20	40	30	60	20	40	0	0	20	40

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

From the given table 60 percent (20 percent strongly and 40 percent) agreed with the statement" CAS Lessens the fear, tension and stress which are in extreme in the traditional type of assessment system" and 40 percent respondents disagreed with the statement. From the responses we can say in comparison to the traditional evaluation tools, CAS helps to reduces the students stress, tension, fear and soon. Therefore, if we apply CAS effectively in the classroom, it has great effective on student.

Continuous Assessment System Increases the Attendance of Students in the Language Class

From this research, I tried to find out does continuous assessment increases in the language class? Asked to the respondents and their responses are given in table 10.

Table 10: Continuous Assessment System Increases the Attendance of Students in the Language Class

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS increases the attendance of students in the language class	48	96	2	4	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N.= Number of Respondents and %= Percentage

Table 10 shows that 100 percent respondents (96 strongly agree and 4 agree) agreed with the statement "Continuous assessment system increases the attendance of students in the language class". From the responses CAS increases the student's attendance in the language classroom. Attendance is one of the key tools for continuous evaluation. We cannot imagine language classroom is fruitful student attendance. Therefore, classroom is the most important tool to evaluation of the students.

Teacher Perception on CAS

CAS is Easy to Implement in Practice

To find out the teacher perception on CAS I asked the question to the respondent the statement about CAS is easy to implement in practice, responses are given table 11.

Table 11: CAS is Easy to Implement in Practice

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS is easy to implement in practice	7	14	2	4	9	18	37	78	4	8	41	82

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

The above table shows that 82 percent (78 disagree and 8 percent) respondents disagreed with "CAS is easy to implement in practice" statement whereas 18 percent agreed

with the statement. From the responses, we can say that implementation is not easy CAS even though it had merits. To apply and implementation CAS teacher need to extra time, they need to be training and guidance. However, it has advantages, difficult to apply in classroom.

Students Feel Happy and Friendly Atmosphere in Language Learning through CAS

To find out the teacher perception on do students feel happy and friendly atmosphere in language learning through CAS or not. I asked to the respondents and their responses are presented in the table.

Table 12: Students Feel Happy and Friendly Atmosphere in Language Learning through CAS

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Students feel happy and friendly atmosphere in language learning through CAS	10	20	40	80	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

Table 12 shows that how the teacher perceived CAS to create learner center atmosphere in the language 100 percent respondents (10 percent strongly and agree) agreed with this statement. So, we can say that, teachers believed that CAS helps to create child friendly learning environment and engage them. Students become active than teacher, and it makes learning long lasting too. Therefore, CAS helps to create happy and friendly atmosphere in language learning.

CAS Involves the Students in Classroom Actively

In this study I tried to find out whether CAS involves the students in classroom actively or not, I asked question to the respondents and responses are given below in the table.

Table 13: CAS Involves the Students in Classroom Actively

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS involves the students in classroom actively	48	96	2	4	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

This table shows that 96 percent strongly agreed, and 2 percent agreed with the statement "CAS involves the students in classroom actively". From the responses we can say that all the respondents agreed CAS involves the student actively in the language learning. Classroom participation is one of the tools for continuous assessment system. Therefore, we should implement the CAS as the evaluating tools for better learning to the students.

CAS Collects the Information(facts) from the Students

To study of this research about CAS collects the information from the students, I asked to the questions and responses are given in the table 14.

Table 14: CAS Collects the Information(facts) from the students

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS collects the information(facts) from the students.	18	36	32	64	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

This 14 table shows that 100 percent respondents agreed with the statement "CAS collects the information(facts) from the students". 36 percent strongly agreed that, and 64 percent respondents agreed. The main aim of evaluation is to collect real out comes and positive changes of the student's achievement during the teaching and learning in the classroom. From the result we can say that CAS is able to collect real information from the students. Therefore, all the respondents' have positive towards use of CAS in the classroom teaching learning activity.

CAS Decreases(Reduces) the Number of Dropout Rate in the Class

For finding out teacher perception, whether CAS decreases(reduces) the number of dropout rate in the class or not. The teachers were asked to respond to the statement, "CAS decreases(reduces) the number of dropout rate in the class." The responses provided by the teachers are presented in the table 15.

Table 15: CAS decreases (reduces) the Number of Dropout Rate in the Class

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS decreases(reduces) the number of dropout rate in the class	6	12	33	66	39	78	9	19	2	4	11	22

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

By observing and analyzing the above-mentioned table 15, 78 percent of teachers (SA+A) agreed with the statement that CAS decreases(reduces) the number of dropout rate in the class and 22 percent disagreed about it. Therefore, it can be said that CAS helps to reduce the dropout rate. We see the past of Nepal there was only summative evaluation which only see the good marks in the exam it didn't measure the students changes behavior so there was highly dropout rate. To reduce dropout rate CAS has playing key role.

CAS Makes Teaching Learning is Fruitful, Meaningful and Long Lasting

In this study, I tried to find out teachers' perception on CAS makes teaching and learning fruitful and meaningful. I asked to the respondent and their responses are given in the table

Table 16: CAS Makes Teaching Learning is Fruitful, Meaningful and Long Lasting

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAS makes teaching learning is fruitful and meaningful	40	80	10	20	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

From the above table, 80 percent strongly agreed, and 20 agreed respondents agreed with the statement "CAS makes teaching learning is fruitful and meaningful". No one disagreed with the statement. From the responses we can say that teachers agreed that CAS made teaching learning effective, long-lasting and meaningful. Likewise, it's also helped to

all-round development. Therefore, teachers were positive towards implementation of CAS due to its merits. In comparison to traditional assessment system (TAS), CAS has been effective and powerful tool in developing the students learning and multiple intelligences.

Continuous Assessment System Makes the Teacher More Responsible than Traditional Assessment System

In this study, I tried exploring teachers' perception on CAS makes more responsible or not, I asked question this statement to the respondents and responses are given in the table

Table 17: Continuous Assessment System Makes the Teacher More Responsible than Traditional Assessment System

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Continuous assessment system makes the teacher more responsible than traditional assessment system	48	96	2	4	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percent

Table 17 depicts that 96 percent respondents strongly, and 4 percent agreed with the statement "Continuous assessment system makes the teacher more responsible than traditional assessment system. From the responses CAS made the teacher more active, energetic, dynamic and up to date than traditional assessment systems. Teacher needs to active and clear because s/he must keep student's portfolio. Teacher must prepare different activities such as project work, groupwork, class test and unit test and soon. Therefore,

Continuous assessment system makes the teacher more responsible than traditional assessment system.

"Learning by Doing" is the Main Focusing Point of Continuous Assessment System

To carry out the teacher perception on Learning by doing" is the main focusing point of continuous assessment system, I asked to the respondents about it and responses presented in the following table.

Table 18: "Learning by doing" is the Main Focusing Point of Continuous Assessment System

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
"Learning by doing" is the main focusing point of continuous assessment system	48	96	2	4	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Number of Respondents and %= Percentage

Above mentioned table shows the responses given by the teachers on the statement of 'Learning by doing' is the main focusing point of continuous assessment system. All the respondents agreed on the statement. From the result we can say that students learnt and gained the knowledge through doing themselves. If they were more active, they would learn more so CAS makes student more active participate in the different activities such as class test, unit test, group works, project works and so on. These tasks engaged them and learnt themselves by learning by doing. In these work teachers' roles should be a facilitator,

motivator, guider to the students. Therefore, the main aim of the CAS is students learn the language from learning by doing.

Students are Encouraged to Learn from their Errors

In this research, I tried to find out whether the students are encouraged to learn from their errors. The teachers were asked to respond to the statement, the responses found are presented in table 19:

Table 19: Students are Encouraged to Learn from their Errors

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Students are encouraged to learn from their errors	1	2	49	98	50	100	0	0	0	0	0	0

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

The table 19 specifies that among the total respondents most of the teachers, i.e., 2 percent strongly agreed 98 percent of them agreed with the statement with the statement, “Students encouraged to learn from their errors.” So, we can say that all the teachers believed that students were learning language through their errors. Committing error is the natural phenomena in the process, without any errors and mistake we cannot imagine language is possible. Errors must be corrected by teacher and give them positive feedback, which helps to the learner learns the language. Committing error is not any sin during languages learning. Errors are pointed and noticed by teacher and correct them by different techniques such as teacher correction, peer correction and student's correction which help

them learn the language in the class. Therefore, CAS helps to the learners through their errors and mistake.

Continuous Assessment System Made the Teacher More Active and Information Oriented

In this study, I tried to find out whether Continuous assessment system made the teacher more active and information oriented or not for this purpose I asked teachers to respond to the statement. Their responses are given table.

Table 20: Continuous Assessment System Makes the Teacher Active and Information Oriented

Statement	S A		A		Total		D		S D		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Continuous assessment system makes the teacher active and information oriented	35	70	14	28	49	98	1	2	0	0	1	2

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

From the above table 20 shows that teacher perception on CAS, it made the teacher active and information oriented, 98 percent (SA+A) agreed with the statement and 2 percent respondents disagreed with this. However almost teachers agreed with the statement CAS made teacher active and they also got students information with the help of portfolio. According to psychologist Russo teacher must read student page to page, it means a teacher need to know about. S/he needs to psychological knowledge about students. Therefore, CAS helps to know about student and make teacher active and dynamic.

Analysis of Open-Ended Questions

Practices of CAS

To find the practices of continuous assessment system at basic level education. I asked the open-ended questions to the respondents and their responses are given below:

What are the Tools Used in CAS?To find out the practices of CAS at basic level, I asked the open-ended question to the teachers of different community teacher of Papa district "What are the tools used in CAS?". From their responses I found they used evaluation tool in the CAS, they were given below.

- a) Attendance
- b) Class test, unit test and monthly test
- c) Homework
- d) Project work
- e) Behavior changes
- f) Group work and pair work
- g) Terminal examination
- h) Creative work
- i) Extracurricular activities
- j) Student's participation in activities etc.

From their answers, they were implementing of CAS at basic level by using different tools made themselves and index made by government mentioned in the policy and documents. It's found that were using CAS at basic level.

Differences between Continuous Assessment System and Traditional Assessment System.In this research, I asked open-ended question to the teacher "did you find out any different between CAS and traditional types assessment system?". From the answer, I found that they all answered there are the very differences between CAS and traditional assessment.

CAS is more scientific, advance, practical, less value and teacher than traditional assessment system. CAS is the most powerful evaluation tools which evaluate teaching and learning effectively. Similarly, it brings real out comes from the student and gives the real information about students' achievement. But traditional or summative evaluation could not as CAS, it was only based on the paper pencil test. Teachers' beliefs that from the CAS develop helped to the students learning ability more advance and practically than the TAS.

Benefits of CAS at Basic Level Education. For this research, I asked open ended question " advantages or benefits of CAS at basic level education". From the teacher's responses, I found there were many advantages of using CAS. CAS helped to bring real fact from the students, increased learning effectiveness and reduces the dropout rate. Likewise, it promoted the classes and upgrade the class. It also helped to the teachers to know learners' psychology, increases the student's regularity in the class because attendance is one tool(index) to measuring and evaluating to the students. Students learnt the language through learning by doing so the learning becomes effective and long lasting. CAS was the student center assessment because students were actively participated in teaching learning activities and develops the student's all-round development. It increased the interaction between teacher and students which created child friendly environment, reduced the gap and create intimacy. It informed to the teacher and parents about students.

Disadvantages or Demerits of CAS Using at Basic Level.CAS is practicing at basic level; it has many advantages however it is difficult to use it. To find out what the disadvantages and difficulties are to use it I asked open ended question using CAS at basic level education. Government has made policy and provision but don't give training how to use CAS in the classroom, its consequence is difficult to implement in the classroom. From the responses of teacher, lack of teacher training and overloaded periods are the difficulties. Due to it teacher did not implement it properly and effectively. Similarly, lack of scoring of

teacher, time consuming, difficulty to keep student's portfolio, and not applicable all the level. It's difficult to use in the absence teacher. So, we can say that although CAS has lots of advantages, it has difficulties to implement properly in the class due to different reason that found from the teacher.

Suggestion to Improve an Apply CAS.For implementing CAS at basic level, I asked to the teacher question; what we need to do from the authorities' holder and policy maker' and want to suggest them. It found that they want to give suggestion, there should be regular monitoring and supervision from the concern authority holder and reduce the teacher overloaded period of the teacher. To implement CAS at basic level education teacher should have strong commitment and dutiful. Government must give reward and punishment to the teacher in every year. Refreshment training should be given timely to the teachers. Similarly, the student's ratio of should be maintain according to the number of teachers, teachers must take responsible if the students are not performing properly and well. There must effectively plans and policies should be adopted by the community schools. Likewise, long lasting and sustainable plans and polices should be made by the related authorized personnel as well as Curriculum Development Center. Teachers should have knowledge how to use CAS effectively and meaningfully in the classroom.

Chapter Five

Findings, Conclusions and Recommendations

Based on the analysis and interpretation of data collected from the respondents through both questionnaires, closed ended and open-ended at basic level teachers in community schools of Papa district. Based on the analysis and interpretation of the data obtained the conclusions have been presented in the same way. The analysis of the data, the findings have been presented by the researcher and researcher makes some necessary recommendations for the further study and research.

Findings

Based on the analysis and interpretation of the obtained data from the respondents, the findings regarding the study the practices of CAS at basic level education. The summary of the findings is given below:

-) Teachers were not using not only use summative evaluation, they are using formative evaluation as well too. They were using continuous, paper pencil test, and summative evaluation tools.
-) All most teachers were using class test as tools continuous assessment in the class.
-) Teachers were keeping student's portfolio daily as well as weekly and monthly. Its helps to find out the level of students and inform teacher and parents.
-) Attendance and class test, project work, and behavior changes were included in the student's portfolio.
-) CAS helped to develop student's all-round development and it creates intimacy between teacher and students.
-) CAS helped to minimizes student's dropout rate through liberal upgrading system and decreases and lessons the fear, tension, stress and broaden.

) It was found that implementation is not easy CAS even though it has merits. To apply and implementation CAS teacher need to extra efforts, time, they need to be training and guidance. However, it has advantages, difficult to apply in languages classroom.

It was found that students were more activate, encourage, and motivate towards language learning as it also makes the students enthusiasm, attentive and more excited towards language learning. It provides support and encourage to those students who are poor, weak and less motivated in the language learning.

) CAS made students as the active learners, they are actively involved and participate in the classroom activities.

) CAS collected real information from the students during the classroom activities, and it also reduces student's dropout rate.

) CAS made teaching and learning effective, memorable and long lasting, fruitful and meaningful.

) CAS made the teacher more active, energetic, dynamic and up to date than traditional assessment systems.

) Students learnt language through learning by doing and CAS helps to learn from the mistakes and errors, students get change to correct and improve themselves.

) It found that teachers are using CAS at basic level by using attendance and class test, project work, behavior change and homework as the evaluation tools in the classroom.

) They were spending all most time to keep prepare students record and portfolio.

) CAS made both teacher and student more active, energetic, develop the interaction and autonomous than traditional evaluation tools.

) CAS had many advantages, it makes regularity and accountability, remove shyness, more Scientific and practical, and so on.

J It was difficult to implementation due the overloaded, time consuming and not applicable all the time. To make it effective there should be regular monitoring and supervision from the concern authority holder.

From this study it was revealed that CAS was practicing at basic level education. Teachers were using different tools to evaluate student's achievement i.e. student attendance, class test, unit test, weekly test monthly, project work, creative work and behavior change. Teachers were keeping students record or portfolio daily and as per as their connivance. It was found that CAS helps the students' all-round development, minimizes the dropout rate grade 1-3 there was the liberal promotion or upgrading system that helps to reduces the dropout rate because there was not fail system in term of paper pencil test. Similarly, it was found that CAS helped to collect real data and fact from the students and student's participation was highly increased. Learner got chances to learn from learning by doing. However, CAS was implemented teachers had overload periods and lack of enough materials.

Conclusion

The main purpose of this study was to find out the practices of Continuous Assessment System at basic level education. This study mainly focused on practices of CAS, its role in students learning and teacher's perception on CAS. To study this research, there was two types of questionnaires; open and close ended.

This study attempted to find out the practices of CAS at basic level. From this study it was revealed that CAS is implementing at basic level to measure students learning outcomes and achievement. It was found that teachers were using class test, student attendance, project work, change behavior, weekly and monthly test are the tools used to assess the students. Without evaluation and test we do not know the learners' progress and achievement, to evaluate this teacher were using continuous assessment system. All most teachers' respondent

they kept students' portfolio daily. It shows that, they were using continuous assessment system at basic level education.

Similarly, the researcher had another purpose to find out roles of continuous assessment in students learning. CAS looks at the student's overall capabilities in the form of regular assignments. It provided a more accurate and complete picture of the learner's level and their understanding of what they have learned. It was found that, CAS has great impact on students learning. It supported students all round development, increased students' attendance in the school, minimized the failure rate and increased and it also lessened the students' fear, tension, stress and bore in comparison to traditional assessment system.

Likewise, the research had another aim to find out the teachers' perception on CAS. At the end of the research task, he concluded that all the teachers had taken positive towards practices of CAS in the basic level, although it had many difficulties to implement the CAS. Teacher perceived that, CAS helped to collect real information from the students and teacher got chance to provide feedback them immediately. So that, they get chance to correct immediately. They believed that CAS helped to improve the students learning and it had been playing effective and powerful tool for developing the students' multiple intelligences related to the language learning. Respondents were positive to used CAS because of created intimacy between teacher and students which helped to encourage and inspiration from the teacher and students' progress. Although it had many advantages and merits, it had difficulties to implement because of overloaded, lack of materials related CAS, monitoring and supervision, incentives and reward, training and refreshment training and motivation to the teachers. However, many difficulties, teachers had positive to implement it at basic level education.

Finally, it was found that, teachers were used CAS at the tools for assessing the student's outcomes by using different tool such as attendance, test, project works, creative works and change behavior. CAS had great role to develop student's all-round development

in contrast with the traditional types of assessment tool which made discourage and demotivate.

Recommendations

Form the summary and findings that were obtained analysis and interpretation of the researcher had listed the main implication of the study as below:

Policy Related

A policy is a formal document of action that made by the government related to the education. Basic level teachers would be helpful and cooperative for the policy makers of Nepal to make and formulate the policy related to the practices of Continuous assessment system at basic level education teachers from the following implications:

-) Teacher Parent Association (TPA), School Management Committee (SMC), concerns authority person, parents, teachers, and students must be dutiful and responsible for implementing CAS properly and effectively at basic level education.
-) Reduces teachers' the extra loaded periods and extra time should be provided to the basic level teachers for managing and fulfilling students' record files and portfolio so that teachers will get chance to know the students' level individually.
-) All most of the teachers are unable to use the CAS in proper manner some of the teachers has taken CAS as the overload and burden and some of the teachers want to apply the assessment tools like class work, homework, project work and tests but they are unable to implement effective manner it because of the large number of students, heterogeneity, irregularity of the students, due to lack of proper supervision and guidance from the concern authority personnel and less use of authentic assessments.
-) Training for the newly recruit teachers and refreshment training for other teachers related to the CAS should be provided time to time and say them it effectively in the classrooms.

-) There should be the practice of monitoring, guidance and supervision from the authorized and responsible persons like; head teacher, resource person, school management committee, Teacher parents Association, Chairman or Representative of municipality, and school supervisor and make the provision of reward and punishment.
-) There should be clear guidelines to design the CAS and make it more practically and authentically to use.

Practice Related

To improve the practices of continuous assessment system, the following recommendation can be made for the practice related changes.

-) Teacher should follow the guidelines of continuous assessment system.
-) Teacher should be punctual and honest to keep student's portfolio regularly and timely.
-) Teacher should be used student central techniques and create child friendly environment inside and outside the classroom.
-) Teacher should use task based and communicative approach and give them feedback immediately that help to improve and correct their mistakes and errors.
-) Teacher should apply learning by doing techniques in the classroom which make the autonomous learner.
-) Teacher should be dedicated towards his or her duty and avoid halo effect and biasness.

Further Research Related

This research does not cover all the areas regarding the practices of CAS at basic level on the limitations of present study and its findings the researcher attempts to present some recommendation for the better improvement of further research related on same area. This

study was carried out to find out the practices of CAS, its roles in students language learning and teacher perception on it. However, CAS are not studied briefly.

-) The Study was limited to the Papa district community school, so further research can be done by considering the perceptions of students, and stakeholders from all other community and private school, where CAS has been practiced.
-) The researcher can conduct the study in ways to overcome the challenges in practices of continuous assessment system.

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Appendix I

Questionnaire

You are heartily welcomed to involve in research entitled **Practices of Continuous Assessment at Basic Level** under the supervision of **Dr. Priti Mandal**, Lecturer of the Department of English Education, T.U. Kantipur, Kathmandu. The following questions are related to the continuous assessment system. The information that you provide will be of great help for completing this study and that information will be kept highly confidential and this will be used for this research purposes. I would request you go through given the questions and hope you will show your response in the way of your understanding.

Name (optional): Researcher

Name of the School (optional): Dipak Aryal

Chose the best one and circle or bold one of them. T.U Kantipur

1. Which evaluation tool do you use while evaluating the students in the classroom?

a. Continuous Assessment b. paper pencil c. summative d. all the above

2. I use class test as tools for continuous assessment in classroom.

a. strongly agree b. agree c. disagree d. strongly disagree

3. I use continuous assessment System as a tool in students' evaluation.

a. strongly agree b. agree c. disagree d. strongly disagree

4. How often do you keep on the record of student's portfolio in the classroom?

a. daily b. weekly c. monthly d. never

5. What are the things do you include in the portfolio?

a. attendance and class b. project work c. behavior changes

d. all of them

6. CAS helps in all round development of the learners.

a. strongly agree b. agree c. disagree d. strongly disagree

7. CAS makes the students and teachers are together in language class activities.

a. strongly agree b. agree c. disagree d. strongly disagree

8. CAS minimizes the number of failures of students through liberal upgrading system.

a. strongly agree b. agree c. disagree d. strongly disagree

9. It reduces the fear, tension and stress, which are in extreme in the traditional type of assessment system.

a. strongly agree b. agree c. disagree d. strongly disagree

10. Continuous Assessment System (CAS) increases students' attendance.

a. strongly agree b. agree c. disagree d. strongly disagree

11. CAS is easy to implement in practice.

a. strongly agree b. agree c. disagree d. strongly disagree

12. Students feel happy and friendly atmosphere in language learning through CAS.

a. strongly agree b. agree c. disagree d. strongly disagree

13. CAS involves the students in classroom activity.

a. strongly agree b. agree c. disagree d. strongly disagree

14. CAS collects the real information (facts) from the students.

a. strongly agree b. agree c. disagree d. strongly disagree

15. CAS decreases (reduces) the number of dropout rate in class.

a. strongly agree b. agree c. disagree d. strongly disagree

16. CAS makes teaching learning is fruitful, meaningful and long lasting.

a. strongly agree b. agree c. disagree d. strongly disagree

17. Continuous assessment system makes more responsible to the teacher than Traditional assessment system.

a. strongly agree b. agree c. disagree d. strongly disagree

18. 'Learning by doing' is the main target point of CAS.

a. strongly agree b. agree c. disagree d. strongly disagree

19. Students are encouraged to learn from their errors.

a. strongly agree b. agree c. disagree d. strongly disagree

20. Continuous assessment system made to the teachers more active and information oriented.

a. strongly agree b. agree c. disagree d. strongly disagree

21. What are the tools used in CAS?

i.

ii.

iii.

iv.

22. How much time do you spend for the preparation of the CAS?

.....
.....
.....

23. Did you find any different between traditional assessment and Continuous assessment system?

.....
.....
.....

24. Make the list of any advantages and benefits of using Continuous Assessment System at Basic Level Education.

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25. Make the list of any disadvantages and difficulties of using CAS at Basic Level Education.

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26. Please mention anything that you want to express about the implementation of CAS at Basic Level Education.

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Thank you very much for your kind co-operation.