CHAPTER ONE

INTRODUCTION

The present research is entitled **Current Practices of Continuous Assessment System in Grades 1-3 in Nawalparasi District.** This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teaching is an art by which a teacher transmits knowledge to students in a classroom. Harmer (2007, p.107) mentions that teaching is a "transmission of knowledge from teacher to student; or it is about creating conditions in which, somehow, students learn for themselves". Similarly, it is the job of standing at the front controlling affairs, or moving around the classroom only when needed. Therefore, teaching is an art of a teacher in classroom as a mentor, motivator, controller, knowledge transmitter, tutor, and a resource person. Teaching has many purposes and to know the students ability is one of them. To know the students' progress, we conduct different types of tests in a classroom. Here, testing refers to a tool of assessing students' performance that is helpful to find out the strengths and weaknesses of students. In the words of Carrol (1961, p. 314), "Testing is always to render information to aid in making intelligent decision about possible courses of action". So, the purpose of testing is primarily related to the needs of the teachers and learners working within a particular context.

Continuous assessment system (CAS) was introduced as an evaluation system in school level curriculum in Nepal since the implementation of Basic and Primary Education Project II (BPEP 1999). That program mentioned some key features- one of them is to introduce CAS and LLP (Liberal Promotion Policy) for the improvement of quality in primary education. A good teacher should know how to assess every student in classroom

because without assessment whole curriculum system becomes incomplete. It means assessment is main key for teachers, administrators, curriculum designers, experts, parents, and school management committee for improvement. Assessment is useful to place the students according to their ability and helps the students and teachers to plan and conduct the instructional programs. Therefore, assessment is essential part of teaching learning process.

In the words of Singh (2008, p. 4) evaluation means "appraisal or assessment with some standards, where the parts, processes, outcomes of programs are evaluated or examined". In surface, evaluation and continuous assessment are taken synonymously but they are different in purposes, functions, ways, and methods. Students are facing different problems in the classroom. Therefore, diagnosing the students' problem is another purpose of the assessment. Similarly next purpose of assessment is to provide feedback and incentives to motivate students. Here evaluation is broad and continuous assessment comes under evaluation. CAS is a term that is related to student's evaluation. We measure the outcomes of students by means of various tools, like their performance and activities in school, class, friend's circles, society, and examination.

According to National Curriculum Framework for School Education (2007, p. 26), "Student assessment is the process of gathering and interpreting recording and analyzing data, using information and obtaining feedback for re-planning education program". Continuous assessment occurs on a regular and continuous basis. Assessment is an ongoing process that examines the result of students and accordingly re-plans the whole education program. Eimann (2002, p. 13) states that, CAS is a 'cumulative' process. It is an educational policy which is used for the betterment of students' progress. Students are evaluated through pair work, group work, project work, attendance, homework, creativity. In basic education, it is better to use formative evaluation rather than summative evaluation because the aim of evaluation is to improve the students' learning

achievement. For that, a teacher should evaluate the students individually, and provide different learning opportunities for their improvement.

1.2 Statement of the Problem

Teaching is an art and challenging job as well. A teacher, not only should be careful while choosing methods, techniques but types of evaluation too. The teacher should evaluate the students through formative as well as summative process. CAS is an integral part of an assessment system. It is also taken as a modern testing system. In CAS, students are evaluated regularly by using various tools and measures and promoted by non-formal examination that is called liberal promotion or automatic promotion. Evaluation is a mirror to both teachers and students and other stakeholders. According to National Curriculum Framework for School Education (2007, p. 26), "The existing assessment system of Nepal has neither been effective nor has it been acknowledged as an integral part of teaching and learning". Therefore, the government of Nepal decided to implement CAS in all schools of Nepal. Summative assessment did not judge the students' actual performance rather it tested intelligence only within fixed period. Government had already piloted CAS through Basic and Primary Education (BPEP II 1999) in five districts of Nepal as an experiment. Aryal (2015, p. 92) said that BPEP II started a training program named Whole School Approach Teacher Training that conducted teacher training and devised other assignment strategies for making good teachers to effective implementation of CAS.

Government of Nepal already declared that CAS has been implemented in all the schools of Nepal up to seven (Educational Information, 2015). In this study, my concern is whether students have been measured in their schools according to the rules of CAS given in policy documents or not, whether teachers who teach in basic level are familiar with the policy of CAS, the tools/ instruments for CAS or not. So that my study concerns with such problems which are needed to be researched. The policy of CAS and real practice in schools need to be researched. Therefore, I am interested to find out the

current policies and practices as well as gap between policies and practices of CAS system in Nawalparasi district.

1.3 Objectives of the Study

The objectives of the study were as follows:

   i.   To find out the current practices of CAS in Nawalparasi district,
  ii.   To find the gap between policy and practice of CAS, and
 iii.   Provide some implications for effective use of CAS.

1.4 Research Questions

The study has found the answers of the following questions.

1. What is the current practice of CAS in Nawalparasi district?
2. What is the gap between policies and practices of CAS?
3. What are the effective ways for using CAS?

1.5 Significance of the Study

The present research on practices on continuous assessment system in grades 1-3 in Nawalparasi district will be more beneficial for the policy maker. As the proposed study is intended to find out the practices of CAS in schools, which will directly or indirectly raise their awareness about the practices of CAS, and they can revise the policy, evaluate policy and start further action to adopt the appropriate assessment system in policy document. Similarly, it will be helpful for textbook writers so that they will revise the textbook and add more activities, texts, exercises that will be CAS friendly. Furthermore, it is helpful to the interested ELT practitioners mainly who want to undertake research in the field of CAS. In addition, it will be significant for school supervisor, resource person, and trainer because they will be aware of the real practice and problems associated with CAS. For improvement, they can modify training programs, workshops, and seminar and

can make effective plan for further improvement. Moreover, this study will be equally important to the interested readers to expand the horizons of knowledge in the field of CAS.

1.6 Delimitations of the Study

The study was limited to the CAS only. The sample of the study was limited to thirty teachers (primary level), two school supervisors, and three resource persons of selected thirty schools of Nawalparasi district. The primary data for this study was collected only from interview and questionnaire. This study was based on survey research design.

1.7 Operational Definitions of the Key Terms

Evaluation: Evaluation is a broader term or umbrella term. Under this CAS, TAS (Traditional Assessment System), testing, and whole evaluation is included. Evaluation is vital to education process.

Assessment: It is the process of evaluating students through other activities rather than formal testing. Those activities include daily test, weekly test, group work, project work, and pair work, etc. Lion (2015, p. 109) says, "Assessment is essential not only to guide the development of individual students but to monitor and continuously improve the quality of programs and students".

Continuous assessment system (CAS): CAS is the educational policy in which students are examined continuously over most of the duration of their education. It is similar to formative assessment and often proposed or used as an alternative to final examination system.

Testing: It refers to the process of examining student's knowledge or ability by asking the questions or giving them activities to carry out, which is also taken as one of the tools of assessment.

Traditional Assessment System (TAS): Traditional assessment system is one of the systems in which students are evaluated and upgraded based on the marks obtained from the three term exams.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

'Literature' here means the existing piece of work done on the concerned subject or area by accredited scholar and researchers. The word 'revise' simply means to revisit it. Hence, together combining these words literature review means revisiting the existing literature and establishing the link between what one is proposing to examine and what has already been studied. In this regard Kumar (2009, p. 30) writes, "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". This chapter consists of review of the theoretical literature related to CAS, review of the empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This part presents the review of the theoretical literature related to CAS. First, it describes the teaching and assessing, brief history of assessment system in Nepal, types of assessment.

2.1.1 Teaching and Assessing

Teaching is a job where a teacher imparts knowledge to or instructs someone as to how to do something, or cause someone to learn or understand something by example or experience. In other words, teaching refers to teach, help, or guide the students in order to build up their capacity, boost up knowledge, and increase the existing situation of an ability to do task. According to Hrist (1975, p. 15), "Teaching is the process of attending to people's needs, experiences, and feelings and making specific interventions to help them to learn particular thing". Therefore, teaching means a process to develop the ability

of students to complete something. According to Harmer (2007, pp. 138-140), the role of teacher is controller, prompter, tutor, organizer, and more importantly an evaluator too. It means a teacher has different roles in classroom and Harmer focused on evaluation, because, evaluation is a process that goes along with teaching. Teaching and assessing cannot be separated. As Macintosh and Hale (1976, p. 22) suggests that "Teaching and assessment are inseparable, therefore the need to constantly assess learners in order to find out what they have learned". Hence, teaching and assessing are two part of same coin.

Assessment can help learning in better way, but research shows that attention is given to formative assessment for learning which is one of the most powerful ways of improving student achievement. According to William (2013, p. 27), "Any assessment can be used formatively we need some way of defining formative assessment in a way that is useful for classroom practice. Feedback is considered by many to be the heart of formative assessment; it turns out the quality of the feedback hinges on the quality of evidence that is elicited in the first place". This is to say, for formative assessment, feedback is core, and a teacher can design any test formatively. That means a teacher can give feedback immediately in the classroom, and it maintains quality.

Language teaching is an activity conducted in the classroom by teachers in order to make their students understand the subject matter. It is an important part of education system, through which the purposed goals of education are achieved and testing is very important in teaching. In this regard, Khaniya (2005, p. 14) writes:

Testing, in a broad sense, has always been an inherent part of teaching. Assessment of learning is as old as educational itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing for learners have learned what the teacher wishes them to

learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administered an examination at the end of each lesson, unit, chapter, or a course of study.

It is obvious that, the language teaching and language assessment cannot be separated from each other. Although they are separate in process and nature, one is incomplete in the absence of the other. Language assessment gives us the information about language learners' present position.

About the relationship between teaching and testing, Heaton (1975, p. 5) writes:

> Both teaching and testing are so closely interrelate that it is virtually impossible to work in either field without being constantly concerned with other. Test may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared largely to the test.

Assessment is used to find out the effectiveness of teaching and to put more efforts to make teaching and learning activities effective. No teaching can be effective without assessment. Assessment provides useful inputs to teachers to be aware of effect of teaching, and insights on whether they continue the way they teach or change in order to make their teaching more effective. Finally, language teaching is not complete without assessment because language testing gives feedback to the language learners as well as language teachers.

Teaching and assessment are the important phenomena of whole evaluation system, so, without these two, the whole academy remains unsuccessful. In fact, language teaching

and assessment are mutually inclusive and complementary with each other. It is widely accepted. Assessment offers useful inputs to the teacher to be aware of the effect of teaching and some insights on whether to continue the way of teaching or change the way. An assessment is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement.

2.1.2 Testing and Assessment

Testing and assessment are the means to gather information especially in language about what is learnt, how far the method is appropriate, what can be actually performed by the testers and so forth. According to Hughes (2003, p. 5), "Testing is not only the way in which information about people's language ability is gathered. It is just one form of assessment and other methods will often be more appropriate". This is to say, assessment is an umbrella term for measuring the linguistic capacity of students whereas testing is one of the procedures of gathering information about the tests. It means, assessment refers to the whole and testing as its part. According to 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.

It means a test is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached. However, assessment is the process of documenting knowledge, skills,

attitudes, usually in a measurable terms and the goal of assessment is to make improvements as opposed to simply being judge. Assessment is the process of describing, collecting, recording, and interpreting information about learning. According to Fulcher and Davidson (2007, p. 29):

> Language tests are designed by a teacher with a particular skill and training in test design. This is not because a test task always looks different from a 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, language tests are designed by the teachers to measure specific abilities. A task is always becoming a part of testing which has a purpose. This task is taken as an assessment, which leads towards the learning process.

Both testing 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. Assessment 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's 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 students' actually understands a specific process.

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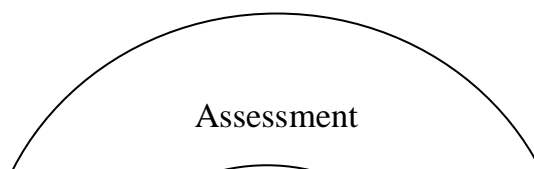
Assessment

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. That means assessment can be done by means of testing interview, questionnaire, observation, etc. There can be numbers of test under a single assessment. Therefore, a good teacher can use assessment in language teaching and learning process to evaluate student's achievement for better result.

2.1.3 History of Assessment System in Nepal

Before 1800 years in Indian continent, Panini and Patanjali were the great grammarians of Sanskrit language. Varshney (1993, p. 378) states that in traditional period there were great grammarian like Panini, Patanjali, Yaska's Nirukta, Katyana and etc. they used to teach Sanskrit language through sounds system. In traditional period, those who knew many languages were called great scholars. At that time, language learning meant memorizing the grammar rules and vocabularies, actual pronunciation was emphasized. So, the Gurus evaluated students by asking to produce correct form of language.

In Gurukul Education Gurus assessed students. According to Aachary and Paudyal (2014, p. 146), "Gurus evaluated them based on their discipline, generosity with Gurus, and their performance in lessons how correctly they produced the Sanskrit verse. Finally,

students had convoked by the bath of Asthakalas". It shows that in Gurukul education Gurus evaluate students continuously by observing their behaviors in Kutis along with intellectual test. In Buddhists education, the process is same but students used to go Bihar, Gumba for study, they used to read Tripitak.

According to Aacharya and Paudyal (2014, p. 147), "Lichhibikalin period is the golden age of Nepal's history. Sanskrit was the medium of instruction and Agrahar invigilated education field". Higher education was not in Nepal so students used to go Nalanda, Bikramsila universities in India. Evaluation system is similar with Gurukul education. Similarly in Mallakalin Education Gurus evaluate students based on their performance in pronunciation in Sanskrit verse as well as memorization of that language. Similarly, the evaluation system was summative.

Sharma (2014) talks about the schooling system of middle age, which is very important in the history of education and assessment in Nepal. In middle age students were assessed annually. In the history of education, Modern age started the CAS in Nepal. The Basic and primary Education Project (BPEP II, 1999) adopted CAS during its pilot phase, conducted teacher training, and devised other assignments strategies for its effective implementation. The pilot program was first introduced in the five primary schools of five different districts (Ilam, Chitwan, Syanja, Surkhet, and Kanchanpur) . According to Nirantar Bidhyarthi Mulyankan Karyanwayan Pustika (2009, p. 15) "Primary Education Curriculum 2005 (1-3) and 2008 (4-5) had implement the program of CAS all over the Nepal". Moreover, continuous assessment system has implemented in grade six since 2014 and in grade seven from 2015. According to the report of CDC (2003), as a preliminary stage, a piloting program was introduced in the five Compulsory Primary Education (CPE) districts in the school in the year 2000/ 01.The piloting of CAS was first introduced in grade one in 2000/01 and subsequent years with grade 2 and 3. From the year of 2006, it has been declared to implement in all schools of Nepal. In 1-3, Liberal

promotion policy has been practiced and from 4-7 CAS has been adopted to evaluate students.

2.1.4 Types of Assessment System

Assessment is the measurement of what students are learning. Student achievement is defined as how overall they have mastered certain target skills. Assessment is very important because it gives the authentic data of students. As Amanda (2016, p. 6) states, "Assessment is important because it gives quantitative as well as qualitative data of students". The information obtained from assessment is very valuable because besides the score, it gives quantitative data about how much the material tested a student has mastered. Similarly, information about the students' misconception can be determined by analyzing their performance. Likewise, information from assessment helps teachers to determine what instructional approaches are best for students, what their students already know about a topic, and what subjects need to be taught. So, to know the quantitative and qualitative data of students there are different types of assessment. Similarly, Amanda (2016) states, there are five types of assessment they are diagnostic assessment, formative assessment, summative assessment, norm-referenced test, and criterion- reference test. Fulcher (2010) adds more type of assessment they are formative assessment, authentic or work- integrated assessment, diagnostic assessment, criterion referenced assessment.

Assessment is a process of measuring a person's knowledge, skills, and ability in the given area. It is a means of evaluation. Likewise, assessment is and instrument or systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner. In words of Davies (1986, p. 5) "The good test is an obedient servant since it follows and apes the teaching". Similarly, 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, the language testing is a tool for measuring the ability. According to Hughes (2003, p. 11), there are four types of test. They are proficiency test, achievement test, diagnostic test, and placement test. Therefore, in

practices, there are different types of assessment and those are different from institution to institution, some common practiced assessments are as follow.

2.1.4.1 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 Sadller (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+, 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, tests, quizzes, performance, projects, and surveys or informally through questioning and dialogue, observing, anecdotal note taking, etc. According to Nirantar Bidhyarthi Mulyankan Abhimukhikaran Samagri (2002, 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". It means continuous feedback is necessary for learning outcomes, those learning outcomes are already mentioned in the curriculum. Therefore, in school education of Nepal formative assessment is given priority than summative assessment.

2.1.4.2 Continuous Assessment

Student assessment is an integral part of any teaching learning activity. In our schools, there was the practice of summative assessment almost two decades ago, although, the practice of continuous assessment was indirectly applied. Because there was also the practices of taking attendance, class work, group work, homework etc. later the concept of continuous assessment came in the field of education in systematic way. All the works done by students are assessed continually and value is given. In words of Richard and Schimidit (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 not a single evaluation of a program at last but it continues over the time. The evaluation is done in different phases of programs.

Continuous assessment is used for calculating the marks of every type of work in college, schools, and universities. The works are homework, term paper, attendance, final test, group work, pair work, creative work, etc. The sum total is the continuous assessment that takes place over a period. In other words, students are assessed through the beginning of learning process not only at last of learning process. To support this view Adeymi 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 dated examinations". Therefore, the CAS is done over a long period.

Continuous assessment is a classroom strategy implemented by teacher to ascertain the knowledge, understanding, and skills attained students. In this regard Baniya (2015, p. 173) writes:

> Teacher administer assessment in a variety of ways over time to allow them to observe multiple task 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.

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 a 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, 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 Karwanyan Sahayogi Pustika (2009, p. 4) states, "There is 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 their wish because the teacher is a real practitioner of CAS in school.

Similarly, CAS supports a cycle 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". So, a teacher can modify their teaching strategies and include the construction of remediation activities for who are not working 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 relationship based on individual interactions. 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 adapt 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 succeed when continuous assessment is used well.

Hence, the CAS is an on-going cyclic process that is strategy of a teacher. CAS measures the learners' performance and provides continuous feedback. Generally, the CAS is used to find out what students know and can do. It is done on an ongoing basis instead of at the end of the semester or year so that teacher can find out which learners are not learning properly and help them to learn. In addition, a teacher gains confidence in what we say our students know and can do because a different assessment give the teacher a better picture of the knowledge and skills of the learners.

2.1.5 Tools of Continuous Assessment System

CAS offers many tools that are used by a teacher. It is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. Teacher's use various tools over time for observing multiple tasks and to collect

information about what students know, understand and can do. Nirantar Bidhyarthi Mulyankan Karwanayan Sahayogi Pustika (2009, p. 2) divided the tools of CAS in two kinds.

> Process tools and product tools are very essential to CAS. Process tools are those tools that have been used while students are working. Students' progress is evaluated in observation form. Such tools are oral questionnaire, dance, experiment work, sports, drama, debate, singing, interview, and various skills' demo. Likewise, product tools are used after finishing the work done by students. Those tools are report writing, project work, essay, writing, prepared model, prepared picture, writing questionnaires.

Teachers can use more tools to assess the students, which should be specialized for assessment of the learner's ability including strengths and weaknesses that can be used as input into the teaching or instruction process. All assessment tools are used according to the demand and need of the lessons. Every subject and every lesson needs different tools for assessing. Keeping portfolio of students is very important in CAS. Here portfolio means the overall record of students in learning. According to Richards and Farrell (2005, p. 98), "portfolio consists of a set of different types of documents and artifacts that have been selected on a principled basis and that are organized to tell a story". Therefore, the portfolio tells all stories about the students' performance in various activities. In portfolio teacher puts, all the achievement taken by process and product tool, for that teacher should make students progress file. A student portfolio is systematic collection of student work and related material that depicts the student's activities, accomplishment, and achievement in one or more subject.

Finally, what we can say is that CAS is a way of assessing pupil's knowledge and skills through numbers of tools. The underlying principle is that at all times the teacher needs

to know for each of his or her pupils in the class, how well they have understood the ideas being taught. A teacher has freedom to choose the tools of CAS for effective learning outcomes of the students.

2.1.6 Purposes of Continuous Assessment in Language Teaching

Continuous assessment has many purpose and uses in teaching learning activities. Gipps and Stobart (1993) identify six uses of assessment, which are screening, diagnosis, record keeping, feedback, certification, and selection. Screening refers to the process of testing students at the entrance level, to identify who needs special help. Diagnosis serves to discover students' strengths and weaknesses. Record keeping means that assessment records can be used to help students transfer from one school to another. Assessment can provide feedback about the progress of individual students, and the success of teachers' and schools. Assessment becomes continuous when the information is used adopt teaching and learning to meet students' needs. Feedback is the central function or purpose of continuous assessment. Regarding the purposes of continuous assessment Leng (2004 p. 31) says, "It is essentially feedback both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward. However, Sadler (1998, p.77) argued differently in this matter. According to Sadler, "Continuous assessment refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning". Similarly, according to Nirantar Bidhyarthi Abhimukhikaran Samagri (2010) the purpose of continuous assessment in language classroom are diagnose each student's strength and weakness, use various techniques to test students, assess the progress of the students by measuring their achievement and do remedial teaching for needy student. Similarly, give students information of their progress and feedback for improvement.

While analyzing these above arguments, it is clear that the main aim of the assessment is to provide feedback to accelerate the learning. In another hand continuous assessment is beneficial both the teachers and students to improve their mistakes. The purpose of CAS

is to help the students to become a better learner by encouraging them to improve their weakness through regular assessment and remedial teaching.

2.2 Review of Empirical Studies

Much research has been carried out regarding CAS at national and international level for example 'Continuous Assessment Practice in Nigerian Schools: A Review', by Esere and Idown (2009), 'Effectiveness of CAS in Enhancing the Pupils' Achivement in Grammar' by Ghimire (2010). I have reviewed some of research articles and thesis related to the CAS in the field of language testing.

Eimann (2002) carried out a research entitled 'The Implication of Continuous Assessment in Social Studies, Grades 6-7, in the Windhoek Educational Region in Social Studies. The objective of the study was to investigate the extent to which CAS has been implemented 5- 7 in the Windhoek Educational Region, Denmark. Similarly, to identify the problems encountered by teachers in implementing CAS in social studies. The instrument used to collect data was questionnaire, administered to 28 social studies teachers. Frequency tables were used to analyze the data. Findings of the study show that social studies teachers experience, no proper guidelines given to them, and lack of in-service training to implement continuous assessment, inadequate time and duration of in-service training, lack of assistance given to them to carry out continuous assessment in ministerial as well a school level. Absence of supervision and monitoring from the officials Ministry of Basic Education Sport and Culture was a cause of implementation. The teachers also indicate the factors that hindered them from carrying out their tasks in conducting continuous assessment effectively. These included learners not doing their homework and no funds available for purchasing adequate teaching and learning materials, no proper guidelines to implement CAS and no proper training received.

Esere and Idowu (2009) carried out a research entitled 'Continuous Assessment Practices in Nigerian Schools: A Review'. Their objectives of the research were to find out the

continuous assessment system of secondary school teachers in Nigeria and to recommend some suggestion to government of Nigeria and Teacher Registration Council. This is a qualitative research design and the sample population consisted of 500 stratified randomly selected teachers (age range 30-55 years, male 198, female 302) from ten randomly selected schools within Ilorin Metropolis. Data collection procedures were interview and focus group discussion. The findings of this study are the practice of CAS is systematic in nature in the sense that the students are tested at pre- determined intervals within a given school year. Similarly, CAS is planned, graded to suit the age and experience of the children and is given at suitable intervals during the school year. There is the systematic, comprehensive, cumulative, guided, - oriented attribute of continuous assessment.

Ghimire (2010) carried out a research on "Effectiveness of CAS in Enhancing the Pupils' Achievement in Grammar". The main objective of the research was to find out the effectiveness of CAS in enhancing pupil's achievement in grammar. His samples were the students of grade eight of a public higher secondary school of Kathmandu valley. He used purposive sampling procedure to select the sample. His main tools were pre- test, time on- task test, progressive test and post- test. He found that CAS was more beneficial in teaching grammar and it helped teachers to enhance the pupils' achievement in English grammar.

K.C, (2011) carried out a research on "A study on Continuous Assessment System (CAS) in Primary Level English". The main purpose of the study was to find out the effectiveness of continuous assessment system in primary level. The sample population of this research was fifty teachers of primary level of Salyan district. The researcher selected the population through non-random sampling procedure. He used questionnaire for data collection. The findings of the study showed that continuous assessment system increased the attendance of students in the language class; students get immediate feedback and encouraged students for further study.

Nepali (2012) carried out a research on "A Study on Challenges on Implementing CAS from Teachers' Perspective". The main purpose of the study was to find out the teachers' challenges on implementation of continuous assessment system. The sample populations of this study consisted of 60 primary level teachers of the government-aided schools. He used non- random sampling procedure to select 20 government-aided schools of Palpa district and 3 teachers from each school. He used open and close-ended questionnaire for data collection. He found that CAS increased the attendance of the students and it minimized the number of failures through liberal promotion system.

Regmi (2014) carried out a research on "The Effectiveness of Formative Assessment in Teaching Grammar". The main objective of this research was to find out the effectiveness of formative assessment in teaching of grammar. It is a quantitative experimental research design and the test was used as the data collection tool. The sample was thirty students of grade eight. Findings of the study are driven through pre- test and post- test. His findings of the study were that assessing the students formatively is more effective in teaching grammar. The average scores of the post- test were higher than that of pre- test of both the groups.

Neupane (2015) conducted a research on "Managing Continuous Assessment System at Primary Level: Teachers' Perceptions and Practices". Her objectives of the study were to find out the teachers' perception towards CAS, to find out the current practices adapted by teachers in CAS and to suggest some pedagogical implications. The population of the study was primary level teachers and sample consisted of 40 primary teachers from 20 government-aided schools of Lamjung district. Sample was selected by using purposive non-random sampling method. Her tools of data collection were questionnaire and observation checklist. Finally, the findings of the study showed that there are good practice of CAS at primary level that CAS has played vital role to decrease students absent rate reduce the dropout rate, and minimize the number of failures of students. Both students and teachers were found to apply project work, creative, and problem solving

activities, demonstration, role-play, dictation, question answer, group work, fieldwork, oral practice, and communicative competency based activities reading assignment/ comprehension, practice of using audio- video material and worksheet etc. practiced while teaching and learning.

2.3 Implications of the Review for the Study

An implication of the review of the study part consists of why the acts of explaining particular reviews are helpful for research. Similarly, how much these literature are useful for my research. For making, my research complete, standard and authentic I have reviewed the studies are conducted in Tribhuvan University and other internationals like in Denmark, Nigeria.

From the review, I got information about the practice of CAS in national as well as international contexts. I got the information about the implementation of CAS by Eimann, (2002). I got the ideas of challenges of CAS in Nepal by the work of Nepali 2012. In addition, from the review, I got ideas about conducting and developing research tools, developing theoretical framework, and analyzing the raw data properly. My study "Practices of CAS in Nawalparasi District is somehow related with those studies. Since, those research studies have provided one the insights and information about my own study and I have knowledge about my research design, data collection procedures etc. similarly these papers make me aware methodologies that have been used by other to find answer to research.

2.4 Conceptual Framework

Conceptual framework is analytical tool with several variations and contents. It is used to make conceptual distinction and organize ideas. A concept is an image or symbolic representation of an abstract idea, concept as a complex mental formulation of experience that is for operationalization of theory. The conceptual framework of the study is presented diagrammatically in Figure 1.
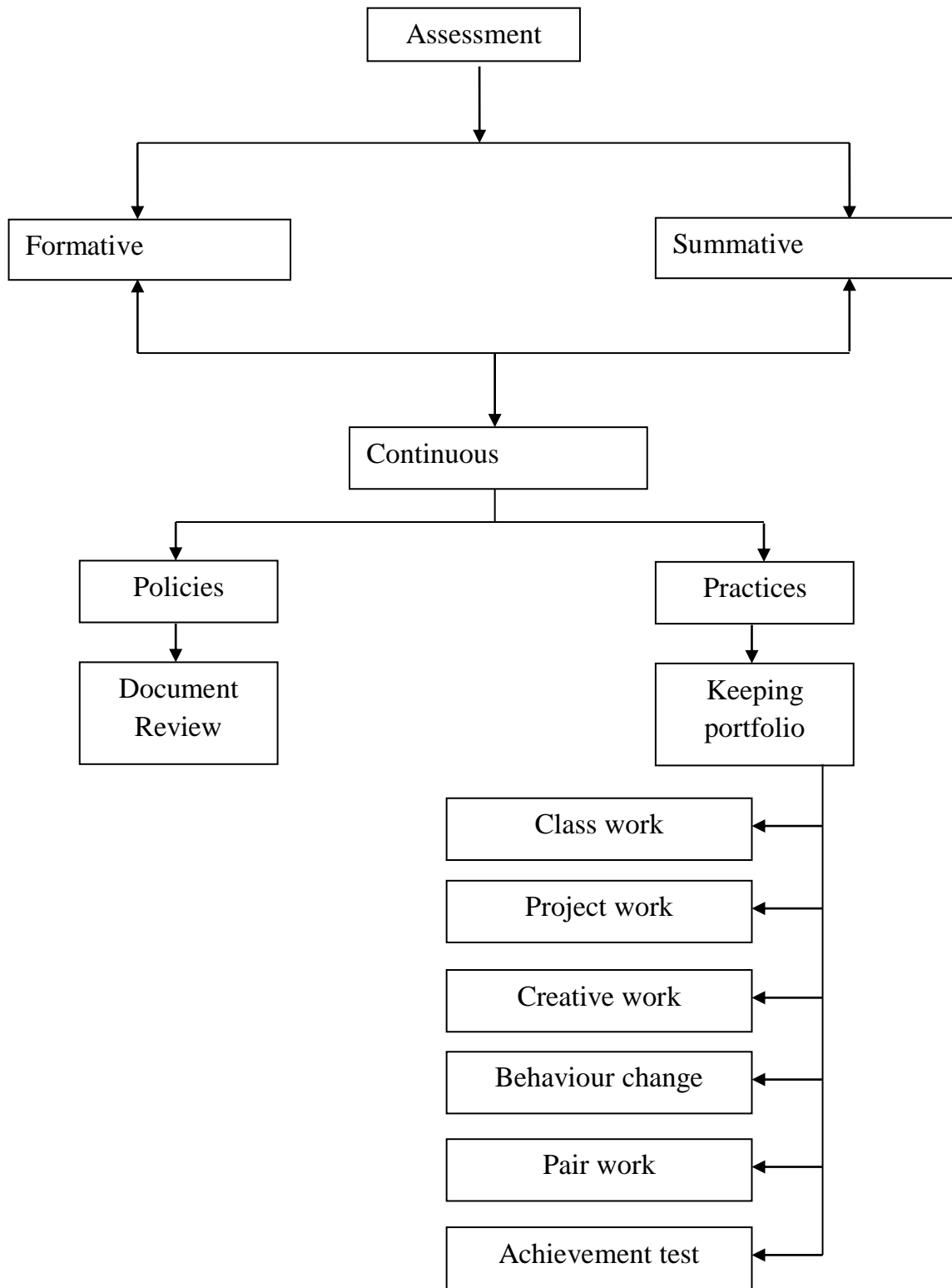
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                  │    Pair work     │           │
                  └──────────────────┘           │
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                  │ Achievement test │
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Figure 1: Conceptual Framework of the Study

CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

This chapter describes the methodology used to achieve the objectives of the study. Under this chapter, design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, ethical considerations are included.

3.1 Design and Method of the Study

Survey research is used to complete this study. Generally, survey is the popular research design in the field of education. To find out the gap between policy and practice, and practices of CAS in school level, the survey research design is appropriate. Surveys are used mostly in large-scale research where a huge population is required to be included in the research.

Kerlinger writes (1986, p 34), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables." Therefore, we can conclude that survey research has wide and inclusive coverage. Because of the wide coverage the findings can be generalized which is the main aim of survey 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". Therefore, I used survey research design for data collection, analysis, and interpretation of result.

3.2 Population, Sample, and Sampling Strategy

Survey research requires a large population. Thirty teachers (primary level) of thirty schools of Nawalparasi district, three resource persons, and two-school supervisor were

the sample population of my research. So, altogether there were 35 people as a sample of research. For my convenience, purposive (non-random) sampling procedure was used to select the sample because the geographical area of district is big.

3.3 Sources of Data

A primary and secondary source of data has been used.

3.3.2 Primary Sources of Data

The primary sources of this study were thirty teachers (primary level), three resource persons, and two school supervisors. Altogether 35 people were included in this study.

3.3.1 Secondary Sources of Data

The secondary sources of data collection of this thesis research study were various research works carried out by different scholars. Especially, it is from book, journal, articles, and thesis by scholars, policy documents. The secondary sources of this research study was the works of Harmer (1991), Heaton (1975), Ahikari (2014), Sharma (2014), National curriculum framework (2007), Basic and primary education curriculum (2014), Baniya (2015), Shrestha (2013), etc.

3.4 Data Collection Tools

In order to collect the data from the respondents I used two different sets of questionnaire. One set of questionnaire was for teachers and next for school supervisors and resource persons to find out the practices of CAS.

3.5 Data Collection Procedures

First of all, I got approval letter from Department of English Education for field visit. I obtained the list of schools of Nawalparasi district. Then I selected five schools of

Nawalparasi district for piloting. I revised the questionnaire based on the results of piloting. Then I visited the schools. In every school, I asked permission from principal and requested for help for the research. I informed them about the purpose of my research and requested them to take part in research. I assured them about the confidentiality of information obtained through the questionnaires in terms of ethics. I gave them participant consent form and questionnaire. I ask them to write the answers without any hesitations and fear.

For the interview, I requested them to arrange time. I told my purpose of study and make them assure about the confidentiality of information. I took interview and recorded in mobile. At last, I thanked them for kind co-operation.

3.6 Data Analysis and Interpretation Procedures

All the questionnaires given to the 35 respondents were categorized based on the thematic idea of the questions. The major categorizations are:

- practices of CAS
- policy related questions

I have used descriptive approach to analyze the responses.

3.7 Ethical Considerations

Ethical consideration is very essential thing in every research work. I considered many dos and don'ts in my research. As per the demand of this research work, I obtained approval letter for this study from the Committee of the Department of English at Tribhuvan University. After obtaining the approval, I went to different schools of Nawalparasi district. Then, I made them clear about the purpose of this study and got permission from the concerned authority in the selected schools. Before I providing the questionnaire to the participants, I handed a Participant Information Statement and a

Consent Form (see appendix I for Participant Information Statement and see appendix II for consent form) to the informants, and gave them 3 days to make decisions about their participation in my research study. Then I provided the questionnaires to the 30 participants and gave them a week to provide me the information. Finally, all of the participants were assured that all identifiable personal information will be strictly kept confidential and that no name will be mentioned in the thesis as well as in any publications resulting from the thesis.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of Data

This chapter deals with the results and discussion of the data collected for the study from the target informants. Descriptive approaches as well as appropriate statistical tools were adopted to interpret the collect data.

4.1.1 Current Practices of Continuous Assessment System

The practices of CAS are discussed in terms of teachers' activities in the classroom, role of teacher, student and both in the classroom, practice of keeping daily records, taking attendance, practice of assigning project work, and ways of assigning project wok. Similarly, practice of measurement in creative work, CAS, and evaluation, changed behaviour of students, role of CAS, and gap between policy and practice are also discussed in this section.

4.1.1.1 Teachers' Activities in Classroom

Table 1 presents teachers' activities in the classroom while teaching.

Table 1

Teachers Activities in Classroom

S.N	Teaching Activities							
1	Group discussion		Pair work		Dramatization		Lecture method	
	F	P	F	P	F	P	F	P

	20	66	25	83	18	60	20	66

Note: F=Frequency, P=Percentage

 Table 1 presents teachers' activities in classroom. Twenty teachers (i.e. 83 %) reported that they use pair work techniques in the classroom. Similarly, 20 teachers (i.e. 66%) said that they teach by using group discussion technique and the same numbers of the teacher teach through lecture method. More than half (i.e. 60%) of the teachers teach through lecture method. Teachers were asked to write the techniques that are used frequently. They responded that they teach through different kinds of games, role-play, dramatization, question answer, simulation, visualization, rhymes/songs, and project work.

This result shows that most of the teachers teach through different kinds of games, role-play, dramatization, visualization, and rhymes which are student-centered activities. The aim of the CAS according to Basic Education Curriculum (2012, p. ix) is to apply the student centered activities in the classroom. Therefore, there is good practice of CAS in schools because many teachers teach through student centered activities.

4.1.1.2 Role of Teacher, Student, and Both in the Classroom

This section is concerned with role of teachers, students and role of ICT in classroom. Teachers were asked to mention the most active role player and their responses are presented in Table 2.

Table 2

Role of Teacher, Student, and both in the Classroom

Active role player in the classroom					
Teacher		Students		Both	
N	P	N	P	N	P
4	13	16	53	10	33

Table 2 demonstrates that 16 (i.e. 53%) teachers said that in classroom, students are more active in teaching learning activities. Likewise, 10 (i.e. 33%) teachers said that both teacher and students play equal role in their classes. Four teachers (i.e. 10%) said that teacher's role is active.

The above analysis depicts that teachers are allowing students for active participation in classroom activities. According to Basic Education Curriculum (2012, p. ix) teachers role in classroom is facilitator and make the students active in teaching learning activities. Hence, there is positive correlation between policy and practice because more than 50% of the teachers said that the students' role is more active in their classes.

4.1.1.3 Practice of Keeping Daily Records

This section concerns with the practice of keeping daily records. To find out this they were asked whether they keep portfolio, and take attendance of students or not. The response about practice of keeping portfolio is given in Table 3.

Table 3

Practice of Keeping Portfolio

Practice of keeping portfolio	Responses			
	Yes		No	
	N	P	N	P
	22	74	8	26

Table 3 demonstrates that 22 (i.e. 66%) teachers said that they keep portfolio of every students. However, 8 (i.e. 34%) teachers mentioned that they do not have the practice of keeping portfolio. In the same question, they were asked what they include in portfolio. They responded that attendance records, performance in classroom activities, homework records, progress report, personal information, physical condition of students, class work

record, project work report, creative work report and overall reports of students are included in portfolio.

The above results depicts that there is very good practice of keeping portfolio. According to Basic Education Curriculum (2012, p. x) teachers should keep the students' record in portfolio and evaluate accordingly. In portfolio, teachers should include class work report, project work report, creative work report, attendance report, achievement test report, discipline, changed behaviour, personal information. The results also depicts that teachers are practicing in keeping all these records in portfolio.

In order to find out practice of taking attendance, the teachers were asked how or where do they take attendance in schools or the time of taking attendance.

Table 4

Taking Attendance

Taking attendance	Responses					
	Every period		First period		In assembly	
	N	P	N	P	N	P
	4	13	25	84	1	3

Table 4 shows that 25 (i.e. 84%) teachers said that they take attendance in first period. Likewise, 4 (i.e. 13) teachers said that they take attendance in every period. Only one teacher mentioned that he takes attendance in assembly. It shows that teachers are not properly taking attendance of students. According to Nirantar Bidhyarthi Mulyankan Karyanwyan Sahayogi Pustika (2012, p.13) teacher should grade students according to attendance rate. That means if a student attendance rate is more than 70% they are graded as 'Ka'. Similarly, the grade is 'Kha' if the attendance rate is between 40%-69% and grade 'Ga' is less than 39 %.Therefore, without taking attendance in all period, how do

they score the students. Hence, there is not good practice in taking attendance as policy mentions.

4.1.1.4 Practice of Assigning Work

In order to find out the practices of assigning project work teachers were asked a yes/ no questions. Further, they were asked how they assign project work. The result is in Table 5.

Table 5

Assigning Project Work

Practice of assigning project work			
Yes		No	
N	P	N	P
30	100	0	0

Table 5 shows that all the teachers (i.e. 30) assign project work to the students. It is the best practice in CAS. CAS is supposed to implement project work to make students active and creative. According to Nirantar Bidhyarthi Mulyankan Karyanwyan Pustika (2012, p. 6), one indicator of CAS is assigning project work. The result is positive. Similarly, they were asked in which way they assign project work in order to find out the

real practice of assigning project work to students. Their responses are presented in Table 6.

Table 6

Ways of Assigning Project Work

Manner of assigning project work	Responses					
	Unit wise		Time wise		According to number of student	
	N	P	N	P	N	P
	20	67	7	23	3	10

Table 6 shows that 20(i.e. 67%) teachers said that they assign unit wise project work. It means, in each unit they assign project work. Similarly, 7 (i.e. 23%) teachers mentioned that they assign time wise project work to students and 3 (i.e. 10%) teachers said that they assign according to the number of students. It shows the good practice of assigning project work in school.

4.1.1.5 Practice of Measurement in Creative Work

In order to find out the way of measurement practiced by teachers in creative work they were asked how they measure the students' creativity. The findings are given in Table 7.

Table 7

Measurement of Creativity

Measurement of creativity	Responses					
	Performance in writing test		Performance in speaking test		Performance in extracurricular activities	
	F	P	F	P	F	P
	16	53	14	47	23	77

Table 7 shows that 16 (i.e. 53) teachers said that they measure the student's creativity through their performance in written test. Similarly, 14 (i.e. 47%) teachers mentioned that they evaluate students through their performance in speaking test and 23 (i.e.77%) teachers said that they measure students' creativity through extracurricular activities. They were further asked to mention other ways they use in their classes. They responded that Friday programs, project work, homework, pair work activities are mostly used ways of measuring creativity of the students. Some teachers opined that class work, group work, writing tasks are the best ways of developing creativity.

4.1.1.6 CAS and Evaluation

In order to find out the practices of teachers in evaluation, they were asked the ways of correcting students' mistakes. Their responses are given in Table 8.

Table 8

Correction of Mistakes

Correction of mistakes	Responses					
	Peer correction		Self correction		Teacher evaluate students	
	F	P	F	P	F	P
	14	47	11	37	23	77

Table 8 demonstrates that 23 (i.e.77%) teachers said that they correct their students' mistake themselves whereas 14 (i.e. 47%) teachers said that they allow peer correction. Similarly, 11 (i.e. 37%) teachers said that they ask students to self-correct. The result

shows that different techniques are used to correct mistakes. In basic level class, teachers should correct the student's mistakes because the students cannot judge themselves. In the same area, they were asked to mention the ways they apply to evaluate students' performance. They answered that terminal test along with class test, unit test, observing the students behaviour, group work, Friday programs, creative work, students' participation in different activities, attendance, class work, project work, oral and written test, homework, weekly test, and finally the records of students in portfolio are used to evaluate students' performance. It clearly shows that there is best practice of CAS because the teachers are using the range of evaluation tools. According to Basic Education Curriculum (2012, p. x) "The aim of student evaluation is assessing the students' achievement by the continuous evaluation and upgrade accordingly". Hence, teachers are also using different evaluation tools to know the students' real achievement.

4.1.1.8 Changed behaviour of Students

To know the practices of CAS, teachers were asked whether CAS brings the change in behaviour of students or not. Table 9 shows their responses.

Table 9

Changed Behaviour of Students

Change in behaviour of students	Responses			
	Yes		No	
	N	P	N	P
	30	100	0	0

Table 9 shows that all the teachers said that CAS brings the change in behaviour of students. They were also asked to mention the examples of change in behavior of their students. They mentioned that students are punctual in study, interested in learning

activities than in the past. They complete their homework regularly. Furthermore, they involve in self-study, are more active in class. They maintain regularity in class, self-evaluation, more frank with teachers, and keep mutual understanding. Hence, there is good practice of CAS in schools.

4.1.1.7 Role of Continuous Assessment System

In order to find out the relationship between CAS and student's absent rate, the teachers were asked whether the CAS decreased the students absent rate or not. Similarly, in order to find out the role of CAS in minimizing the number of failures, the teachers were asked whether CAS minimizes the number of failures or not. Their responses are presented in Table 5.

Table 10

Role of CAS

Statement	Strongly agree		Agree		Unknown		Disagree		Strongly disagree	
CAS decreases the students' absent rate in class	Res	%	Res	%	Res	%	Res	%	Res	%
	18	60	11	37			1	4		
Role of CAS in minimizing the rate of failures	16	53	13	43	1	4				

Res.= Responses, %=Percentage

Table 10 shows that 60 % of total respondents strongly agreed to the statement that CAS decreases the students' absent rate in class. Likewise, 37 % of them agreed to the statement and none of them were unknown to this statement but 4 % of them disagreed to the statement. The large number of teachers is in favor of the statement, so it shows the good practice of CAS in school. Similarly, Table 10 shows that 53 % of the teachers strongly agreed with this statement that CAS minimizes the number of failures where as 43 % of them agreed and 4 % are unknown about that and none of them were disagree about it. Based on the result, it is clear that CAS has been practicing properly.

The above data clarifies that CAS decreases the students' absent rate and minimizes the rate of failure. The objectives of CAS according to Nirantar Bidhyarthi Mulyankan Sikshak Talim Nirdesika(1999, p. 1) is to reduce the failure rate and minimize the absent rate of students. Therefore, as policy aimed to the best result to minimize the rate of failure and absence rate of student, CAS is vital.

4.1.2 Gap between Policy and Practice

In order to find out gap between practice and policy of CAS five questions were asked to teachers and five to the school supervisor and resource person. Here I have given pseudo name for teachers and school supervisors and resource persons. Thirty teachers are named as "A" and five respondents (two school supervisor and three-resource person) named as "B".

4.1.2.1 Policy Related Questions

In order to find out the knowledge of CAS related to policy, group B was asked to define CAS. They said that CAS is very important evaluation system in basic level education; it is the learning for evaluation, which is similar with formative assessment. It is practical, measureable, sequential, scientific learning process in school education. They said that, its direction is always simple to complex that develops the students' mental and psychological ability. Similarly, they mentioned that it is the evaluation of students inside the gate of school, about all his activities like performance in class, performance in friend's circle, extra activities that includes all educational, physical, and other aspects of students. It is a progressive and formative evaluation system too.

In order to find out the understanding about CAS's policy; both group A and B were asked whether there is any policy related to continuous assessment system. Most of them have good knowledge about CAS. They said that liberal promotion up to class three, grading system, keeping records of students in portfolio are the policy of CAS. Further, they mentioned that teacher should evaluate students through different tests, regular observation of students. Likewise, most of them said that attendance is also a policy of CAS because students are graded on the basis of attendance. They said that CAS has been implemented nationally up to seven classes. Similarly, they also mentioned about the marking policy in CAS system. They said that students of grades, 1-3 are evaluated through 100% CAS system, or through no pass mark policy but in grades 4-5, 50% is through CAS system, and 50% through final achievement test. Similarly, in grades 6-7,

40% and 60%. However, in grades 4,5,6,7 pass mark is 40%. Furthermore, school inspectors added that government is providing per head100 rupees to teachers in keeping portfolio of students.

Similarly, in order to find out the practice of CAS I asked to mention the indicators of CAS. They said that attendance, homework, creative work, project work, pair work for class 1to 3 and achievement test is added up to four grade. It shows that they have good knowledge about policy of CAS because the all CAS activities are based on these indicators.

4.1.2.2 Training and Continuous Assessment System

In order to find out, how much teachers have got training of CAS, I asked whether they have been involved in any training to group B. They said that not all the teachers of their area have got training. Only government-recruited teachers have got training of CAS in TPD module. Some teachers are also involved in different seminars, workshops at district level and resource center level. According to group B, other teachers except government recruited have got training from their head teacher. Every head teacher of public schools got training and they have advised to train their other colleagues, and B always supervise whether they give training or not to their co-fellow teacher. The group B claimed that principles have given training to other teachers. It shows that not all teachers are trained effectively. According to Teacher Development Policy Guideline (2010, p.16) states that "Every teacher working in government aided school will be provided access to one month Teacher Professional Development (TPD) course within the next five years period (by 2015)". Nevertheless, in reality very few numbers of teachers got training. It shows the gap in terms of training between policy and practices.

4.1.2.3 Traditional Assessment and Continuous Assessment

Group A was asked about how CAS is different from traditional assessment in order to find out their real experience and practice. Here, my assumption is if they are able to differentiate traditional assessment and CAS, surely they have good knowledge of CAS.

They said that CAS is better than traditional assessment system (TAS). They opined that the behaviour of students is changed because the students are more active than past. They said that students do their task in time and they are self-motivated towards learning. Students are evaluated through their performance in different sorts of activities in CAS rather than examination only. Grading system has been implemented and there is no discrimination between the students as highest and lowest individually. A teacher evaluates students' error individually and gives chance to improve it but it is not found in TAS. Furthermore, they said that there is very low chance of failing in CAS, so every student is motivated rather than hesitated. Similarly, they said that it is the best system to increase the students' regularities in school where in TAS there was no regularity. Students gets real life skills, it brings the change in students behaviour. It gives continuous progress reports to the parents, so, parents are more interested in school's activities. Students are self-motivated to solve their problems on their own and with friends' circle. Students seem not feared with examination system, but in TAS, they were feared with exam. Likewise, it is practical in nature that provides practical knowledge rather than theoretical knowledge, student centre activities have been used, applies the no pass mark policy in education system up to three classes. Nevertheless, few teachers are dissatisfied with it because of time boundary.

4.1.2.4 Continuous Assessment System and Implementation

In order to find out the practice of implementation of CAS in Nawalparasi district group B was asked the implementation of CAS to their area. They mentioned that it has been implemented in their area. Likewise, two of them said that in their area few schools have not implemented CAS yet. For effective implementation, they said that they have been conducting different seminars like one-day training, workshops etc. Therefore, this result shows that, there is not complete and effective implementation of CAS. But most of the schools implemented CAS effectively.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMEMDATIONS

 The final chapter of the study incorporates findings, conclusions, and recommendations, which are based on the analysis of data and interpretation of result looking once back at the objectives of the study.

5.1 Findings

The focal point of every research study is its findings. It is also the fulfillment of the objectives of the study. The thesis entitled "Current Practices of Continuous Assessment System at Grades 1-3 in Nawalparasi District" is an attempt to find out the practice of continuous assessment system and gap between policy and practices. As a whole, most of the teachers are practicing CAS very well. From the analysis of data and interpretations of results, the following major findings have been made.

5.1.1 Current Practices of CAS in grades 1-3 in Nawalparasi District

 Most of the primary level teachers (i.e. 83%) included in the study said that they use pair work activity frequently in their classes. They also teach through different kinds of games, visualization, project work, creative work, role-play, and dramatization. Likewise, 83% of the teachers said that students are the active role player in their classroom

. In the same way, most of the teachers (i.e.74 %) said that they keep portfolio of the students and around 74% of the teachers take attendance daily. All the teachers assign project works to students. Similarly, most of the teachers (i.e. 67%) said that they assign unit wise project work to students. likewise most of the teachers said that they measure students' creativity through the performance in extracurricular activities. All the teachers said that CAS brings the change in behaviors of students. They further mentioned that because of the implementation of CAS, most of the students are regular in class, creative at teaching learning activities. In the same way, 96% teachers agreed that CAS minimize the rate of failure and decrease the students absent rate in the classroom.

According to data obtained from interview some respondents opined that CAS is very effective system in education field but all teachers, parents, students, government, school management committee should pay their attention for effective implementation of CAS. Although most of the teachers have not been trained for effective implementation. They also said that regular supervisions are necessary for good practice in school. Equal participation and shared responsibility among the stakeholders viz. parents, principles, teachers, and students are crucial for successful implementation of CAS.

5.1.2 Gap between Policy and Practices

Resource persons, school supervisors, and teachers said that CAS is inherent system in basic level education. They further added CAS is similar with formative evaluation. Similarly, all the respondents have the awareness about the tools of CAS as policy mentions. Likewise, they said that CAS is far better than TAS because the students become self motivated, regular, and punctual in the study but few of them are dissatisfied with time boundary. School supervisor and resource persons said that government requited teachers got training but not all the teachers. They also mentioned that there is almost all schools they know have implemented CAS

5.2 Conclusion

CAS is longitudinal assessment and it is a system of education. It refers to making observation and collecting information periodically to find out what a student knows,

understand and can do. That is relative or subjective to the students learning as it is related to their progress by different activities.

This study was oriented to find out the practice and gap between policy and practice of CAS. According to the data, all the teachers are practicing CAS in school. The teachers, school supervisor, resource persons are familiar with the indicators of CAS and teachers use these tools in the classroom, for example keeping portfolio daily, taking attendance, assigning project work, creative work, and conducted different periodical tests and as a result the repetition rate and failure rate has been reduced. Students are more active in teaching and learning process, they are involved in self-evaluation, self-initiation in the classroom. Similarly, there is practice of keeping portfolio of every student for evaluation and grading. Group work, class work, project work creative work, attendance, changed behaviour; teachers have kept personal information in portfolio. Most of the teachers have not the access in training for effective implementation. It shows the gap between policy and practice because the teachers should get training before implementing CAS. Students are evaluated through grading system and there is no pass mark policy in grades 1-3. Students seem more active while teaching and learning activities it shows that there is child friendly activities in the classroom. Furthermore, it has found that peer work is most preferable activity that is practiced in the classroom.

To conclude, there is good practice of CAS in Nawalparasi district because all the students are evaluated through CAS however, not all teachers have trained to use CAS appropriately.

5.3 Recommendations

Grounded on the major findings of the study, recommendations related to three different areas, i.e. policy, practice, and further research are presented in this section.

5.3.1 Policy Related

Every teachers of school should have the access of training about CAS because the CAS is very important ingredient of teaching learning system. Therefore, the policy should be revised that not only government recruited teachers but also all teachers have the access of training. In the beginning of the academic session, all schools should get individual portfolio file of students. Teachers need more time and extra efforts, therefore, extra fund should be provided to them for effective implementation.

5.3.2 Practice Related

Teachers as well as resource persons and school supervisors need to be clear about the intent of CAS, its tools to be adopted and the roles and responsibilities of different stakeholders to make this system useful and effective. Similarly, for good practice, the regular observations of teachers' activities are needed because the teachers have an important role in achieving the goal of any educational program. Therefore, strict supervision should be done from the concerned authorities to observe how well the teacher's are implementing CAS and tools recommended by CDC. Likewise, for effective implementation, teachers can jointly make the portfolio of students with other teachers because joint portfolio can save time. This research suggests the material writers as well as textbook writers to write the materials and textbook according to the new assessment system. it is because in continuous assessment system students will be evaluated through different tasks. So, different task/activities should be included in the new textbooks.

5.2.3 Further Research Related

This study was limited to the practices of CAS in grades 1-3 in Nawalparsi district. So, the other researcher can do their research in different topics related to CAS. There is less research being carried out in the field of CAS in the department of English education at Tribhuvan University. Therefore, further research should be conducted in this area.

- It seems important to carry out a research to find out the challenges of implementing CAS in large sized classroom.
- It seems important to carry out a research to find out the practices of keeping portfolio in public schools.
- Similarly, the challenges faced by teachers while implementing CAS can be a topic for further research.

DEPARTMENT OF ENGLISH EDUCATION

Department of English Education

Tribhuvan University
Name of the supervisor
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Current practices of continuous assessement system in grades 1-3 in Nawalparasi district.

PARTICIPANT INFORMATION STATEMENT

1. **What is this study about and who is carrying out it?**

    You are invited to participate in a research entitled 'Current practices of continuous assessment system in grades 1-3 in Nawalparasi district', which aims to find out current practices of continuous assessment system in school level of Nawalparasi district. Though some researchers have been conducted which are related to CAS, they are limited up to challenges of implementation in school and perception of ELT practitioners towards CAS. Therefore, this research is an effort towards finding classroom practices of CAS and providing some pedagogical implications for effective implementation of CAS in schools.
    Ms. Laxmi Devi Sharma is carrying this out in partial fulfillment of the Master of Education English at Tribhuvan University. This study will take place under the supervision of Ms. Madhu Neupane, Lecturer.

    This participant information statement tells you about the study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know about this study. Participation in this research is voluntary. So it is up to you whether you want to take part or not.
    By giving your consent for participation in this study, you are telling us that you:
    ✓ Understand what you have read.

    ✓ Agree to take part in research study as outlined below.

✓ Agree to use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. **What will the study involve for me?**

This study involves completing the set of questionnaire. The questionnaire contains 15 questions where you will be asked to choose the correct options according to your practices and asked about your classroom practices and as well as policies towards CAS. You will have a week time to complete the questionnaire.

It will take 5 to 10 minutes to complete this questionnaire. This study will not harmful to you in any cost.

3. **Do I have to be in the study? Can I withdraw from the study once I have started?**

Your participation in this study is voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone at your school. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in this study.

4. **Are there any risks and benefits associated with being in the study?**

Aside from investing your time, there will not be any risks or costs associated with taking part in this study. This study will help you to find out your practices for effective use of CAS. Furthermore, the findings of this study will help you make an informed decision about effective implementation if CAS.

5. **Who can take part in the study?**

The basic level teachers, who are teaching in 1-3, can take the part of this research.

6. **What will happen if information about me that is collected during the study?**

The information you provides will only be used for the purpose outlined in this Participation Information Statement, unless you consent otherwise.

Your information will be stored securely and your identity/ information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

7. **Can I tell other people about the study and will I be told the result of this study?**

You are welcome to tell other pe   ut the study and you will get the summary of the overall findings of the study.

8. **What if I would like further information about the study?**

If you like to know more about the study, please feel free to contact Ms. Laxmi Devi Sharma. Email: Laxmiaparichit@gmail.com

PARTICIPANT CONSENT FORM

Department of Education

Tribhuvan University

___

Name of the supervisor

Ms. Madhu Neupane, Lecturer

Current practices of continuous assessment system in grades 1-3 in Nawalparasi district.

I, ……………………………………, agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/ benefits involved.

- I have read the participants information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.

- I have got answers to any questions that I had about the study and I am happy with the answers.

- I understand that being in this study is completely voluntary and I do not have to take part.

- I understand that I can withdraw from this study at any time before I submit my responses to given questionnaires.

- I understand my responses to the questionnaires cannot be withdrawn once they are submitted.

- I understand that personal information about me that is collected over the course of this study will only be used for the research purposes. I understand this information will only be told to others with my permission, except as required by law.

- I understand that the results of   may be published, and that publication will not contain my name or any identifiable information about me.

  I consent to:
  o **Completing questionnaires**   **YES** ☐ **NO**☐

  Signature……………………

  Name ………………………………………………….

  Date …………………………….

INTERVIEW SCHEDULE

Dear respondent,

The interview schedule is a research tool for getting information of my research, entitled **Current Practices of Continuous Assessment System in Grades 1-3 in Nawalparasi District** under the supervision of Mrs. Madhu Neupane, Lecturer of DDepartment of English Education, Tribhuvan University. I want to assure that your information will be confidential and will be used only for academic purpose. Please feel free to put your responses as required by schedule. I hope you will cooperate for me.

Researcher

Laxmi Devi Sharma

Structured Interview Schedule (for school supervisors / resources persons)

Name:……………………

Gender:…………………..

Qualification:……………

1. What is continuous assessment system for school education?
2. What are the policies related to continuous assessment systems in policy document?
3. Is Continuous assessment system has implemented all the government schools of Nawalparasi District.
4. Are all the teachers of primary level teacher of your area get training of CAS?
5. What types of training are provided to teachers for effective implementation of continuous assessment system?

Structured Interview Schedule

Name: Rishiram Sharma

Occupation: School Supervisor

Area : Kawasoti Resource Center

Researcher: Good afternoon sir,

Interviewee: Good afternoon.

Researcher: I want to introduce myself. My name is Laxmi Devi Sharma, student of Tribhuvan University. Now I am doing my research on practice of continuous assessment system in grade 1-3 in Nawalparasi district. So, I want to get genuine information from you. Which medium do you like to talk, English or Nepali?

Interviewee: Nepali.

Researcher: Ok sir. Let's start our discussion. What is your Name?

Interviewee : Okay, my name is Rishiram Sharma. I am a school supervisor of Nawalparasi district and I started this job before two years.

Researcher : What is continuous assessment system for school education?

Interviewee: Continuous assessment system refers to the evaluation of each student inside the gate of school as well as outside the school that means varieties of activities done by students are evaluated. Students' performance in different tasks is evaluated, for example, what the behaviour of students in particular task, his/her discipline, his/her study is included under this. Every aspect of students is assessed like physical, educational, creational etc. Especially the academic part is emphasized rather than other. CAS is not only tick-by-tick mark sign but improve accordingly. Finally its similar with formative evaluation and progressive nature.

Researcher: What are the tools of CAS?

Interviewee: Generally, the tools are the class work, test, monthly test, creative work done by students, project work.

Researcher: Is CAS implemented all the school of your area?

In fact, the government policy is to implement CAS to all the community school of Nepal. As the policy, in Kawasoti resource center it has been implemented almost 70% school. To make this program fruitful, even today we are conducting one day training of CAS to the principal of every school of this resource center. Here, we are practicing more to make it successful. So, we have been conducted many workshops on preparing lesson plan, use of portfolio etc.

Researcher: Are all the teachers of primary level of your area get training of CAS?

Yes, all the teachers are trained according to the policy of CAS. All permanent teachers and grade teachers of every school got training. To make this program effective we had given training to all head teacher of this area assuming that they will train others teacher of his/her school. Similarly, we had conducted a meeting with educationalists, school supervisor, and district education officer and planned to give training to head teacher of every school to make this program fruitful. Likewise we give TPD training in which CAS is also included.

Researcher: What are the policies related to continuous assessment systems in policy document?

Interviewee: Government of Nepal brought the policy of liberal promotion in class 1-3, and up to seven, there is CAS. Liberal promotion is not only pass the students but make them able to pass the exam. It is very effective and scientific policy for the students' improvement. Government of Nepal planning to uplifts this policy up to 10.

Researcher: Okay, thank you sir for your invaluable time.

Interviewee: welcome.

Name: Salikram Wagle

Occupation: Resource person

Area : Danda Resource Center

Researcher: Good afternoon sir,

Interviewee: Good afternoon.

Researcher: I want to introduce myself. My name is Laxmi Devi Sharma, student of Tribhuvan University. Now I am doing my research on practice of continuous assessment system in grade 1-3 in Nawalparasi district. Therefore, I want to get genuine information from you. Which medium do you like to talk, English or Nepali?

Interviewee: Nepali.

Researcher: Ok sir, let's start our discussion. What is your Name?

Interviewee: It's me Salikram Wagle, resource person of Danda and Bulingtar resource center.

Researcher: What is continuous assessment in school education?

Interviewee: its formative types of assessment to improve the learning condition of students and it's aimed at continuous positive improvement of students.

Researchers: What are the tools of CAS?

Interviewee: CAS includes six types of tools or indicators, which have been practicing in school they are, class work, project work, behavior change, attendance, creative work and

lesson wise test. However, a teacher can use other tools if necessary these are the basic tools of CAS.

Researcher: Is CAS has been implemented all the schools of your area?

Interviewee: It has not implemented all the school properly but they are trying to do their best for effective implementation. Nevertheless, in grade, 1-3 there is complete implementation of CAS but teachers are not implementing in equal way. So, the district education office planning to implement all schools of Nawalparasi in single module.

Researcher: Are all the teachers of primary level of your area get training of CAS?

Interviewee: I just came here since Jestha, before that I used to work at Bulingtar resource center. While I was there, 25 teachers are trained in TPD module. Similarly, in Danda resource center also. Many programs and workshops, seminar has been conducting. I think most of the teachers get training by school supervisor, resource person or even by head teacher also.

Researcher: what are the policies related to CAS in policy document?

Interviewee: There are many policies in government documents but liberal promotion in grade 1-3 has been practicing effectively. For that, students are evaluated 100% through CAS but in grade 4-5, 50% is through CAS and 50% through achievement test. Similarly, in grade 6-7, 40 % is evaluated through CAS and 60% through achievement test. However, in grade 4,5,6,7 40% is pass mark.

Researcher: Okay, thank you sir for your invaluable time.

Interviewee: welcome.

Name: Hari Prasad Sigdel

Occupation: School Supervisor

Area: Kawasoti Resource Center

Researcher: Good afternoon sir,

Interviewee: Good afternoon.

Researcher: I want to introduce myself. My name is Laxmi Devi Sharma, student of Tribhuvan University. Now I am doing my research on practice of continuous assessment system in grade 1-3 in Nawalparasi district. So, I want to get genuine information from you. Which medium do you like to talk, English or Nepali?

Interviewee: Nepali.

Researcher: Ok sir, lets start our discussion. What is your Name?

Interviewee: My name is Hari Prasad Sigdel from Gaindakot and I'm a resouce centier of Shiva Higher Secondary school of Kawasoti.

Interviewee: what is continuous assessment in school education?

Continuous assessment system is very important in basic level, it's the process of learning along with singing, dancing, playing, learning. Many teachers are informed that

its only the process to pass the students in exam. Furthermore, they thought that we need not change our teaching methods because old methods and techniques works but we only make students pass. Therefore, CAS needs new techniques, activities according to the demand of student's progress.

Researchers: What are the tools of CAS?

Interviewee: the curriculum development center sent us six indicators or tools for effective implementation of CAS, which is project work, creative work, homework, attendance, behavior change, examination.

Researcher: Is CAS has been implemented all the schools of your area?

Interviewee: It has been implemented fully but not effectively. Therefore, to make it effective we had conducted different meetings, seminars, workshops, training to make it effective.

Researcher: Are all the teachers of primary level of your area get training of CAS?

Yes, they got CAS training through TPD training along with seminar, workshops but they do not apply in the classroom. Therefore, we are planning to inspect whether they actually apply or not.

Researcher: what are the policies related to continuous assessment systems in policy document?

Interviewee: Talking about policy, in grade 1-3 there has been no pass mark policy it means pass the student according to their progress and Keeping portfolio of students.

Researcher: Thank you sir.

Interviewee: Thank you.

Name: Tankanath Dhakal

Occupation: Resource person

Area: Arunkhola Resource Center

Researcher: Good afternoon sir,

Interviewee: Good afternoon.

Researcher: I want to introduce myself. My name is Laxmi Devi Sharma, student of Tribhuvan University. Now I am doing my research on practice of continuous assessment system in grade 1-3 in Nawalparasi district. So, I want to get genuine information from you. Which medium do you like to talk, English or Nepali?

Interviewee: Nepali.

Researcher: Ok sir, lets start our discussion. What is your Name?

Interviewee: I am Tankanath Dhakal, Resource person of Arunkhola Resource Center.

Researcher: what is continuous assessment system in school education?

Interviewee: we can define evaluation in two ways, first is evaluation of learning and learning for evaluation. If you evaluate a child according to his performance in last exam, that is evaluation of learning. In addition, evaluation of learning is related to CAS it concerns about the current conditions of child, and how to make a child able to cope with competencies of curriculum. Therefore, we reinforce, motivate, councils a learner to achieve the competencies. Therefore, it is similar with formative types of assessment.

Researcher: what are the tools of CAS?

Before two years, there were five indicators but now there are six as recommended by curriculum development center. They are behavior change, project work, homework, attendance, class activities and final achievement test.

 Researcher: Is CAS has been implemented all the schools of your area?

 Interviewee: Indirectly, the teacher has implemented CAS but they are unable to go systematically as policy said.

Researcher: Are all the teachers of primary level of your area get training of CAS?

Interviewee: They got training through TPD module. Every school's principal got training for management of CAS at school effectively.

Researcher: What are the policies related to continuous assessment systems in policy document?

Interviewee: Liberal class promotion in grade 1-3 is one. Being based on six indicators teachers evaluates students. In grade 4-5, 50% is through CAS and 50% through achievement test. Similarly, in grade 6-7, 40 % is evaluated through CAS and 60% through achievement test. However, in grade 4,5,6,7 40% is pass mark.

Researcher: Thank you sir.

Interviewee: Thank you

Name: Tarapati Kharel

Occupation: School supervisor

Area: Arunkhola Resource Center

Researcher: Good afternoon sir,

Interviewee: Good afternoon.

Researcher: I want to introduce myself. My name is Laxmi Devi Sharma, student of Tribhuvan University. Now I am doing my research on practice of continuous assessment system in grade 1-3 in Nawalparasi district. Therefore, I want to get genuine information from you. Which medium do you like to talk, English or Nepali?

Interviewee: Nepali.

Researcher: Ok sir, lets start our discussion. What is your Name?

Interviewee: I'm Tarapati Kharel, District Education Office Nawalparasi.

Researcher: What is CAS in school education?

Interviewee: CAS is a medium to make learning as easy scientific, practical, measurable. It means if a student is learning 'Ka, Kha' in one month, then next month he will learn 'Ka, Ka, Ki' and next month simple word. Therefore, it is a systematic process of learning from simple to complex. It develops the students' mental, psychological ability.

Researcher: What are the tools of CAS?

Interviewee: There might be many components, but according too Curriculum Development Center continuity of students in class, attendance, project work, homework etc.

Researcher: Is CAS has been implemented all the schools of your area?

Interviewee: It has been implemented but not effectively.

Researcher: Is CAS has been implemented all the schools of your area?

Interviewee: it has been implemented but not effectively.

Researcher: Are all the teachers of primary level of your area get training of CAS?

Interviewee: They got training from TPD training and for it teacher himself/ herself be positive for good result.

Researcher: What are the policies related to continuous assessment systems in policy document?

Interviewee: The curriculum development center itself mention in every textbook. In basic level 1-3, there is liberal class promotion that means students are passed according to their progress. If they cannot achieve, the competencies the teachers teach in next class. Being based on six indicators teachers evaluates students. In grade 4-5, 50% is through CAS and 50% through achievement test. Similarly, in grade 6-7, 40 % is evaluated through CAS and 60% through achievement test. But in grade 4,5,6,7 40% is pass mark.

Researcher: Thank you sir.

Interviewee: Thank you

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