

# **Basic Level English Teachers' Perceptions Towards Continuous Assessment System**

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

**Submitted by  
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Tribhuvan University  
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**2021**

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## **Declaration**

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

Date: 26/04/2021

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## **Recommendation for Acceptance**

This is to certify that **Ms. Puja Chaudhary** has prepared this thesis entitled **Basic Level English Teachers' Perceptions towards Continuous Assessment System** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **Dedication**

Affectionately

dedicated to

My parents who have devoted their whole life to make me what I am today.

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**Puja Chaudhary**



## **Abstract**

This study is on Basic Level English Teachers' Perceptions towards Continuous Assessment System. The main motive of this study was to find out the perceptions of basic level English teachers on continuous assessment system. The researcher selected the government schools of Sunsari District. Thirty basic level English teachers from 15 schools, two from each were selected using random sampling procedure. The study adopted a survey research design. The tool I used was questionnaire. The data collected from the teachers was compared, analyzed and interpreted to find out the perceptions, challenges and problems while implementing CAS. From this study, it was found that CAS is very effective for language learning. Continuous assessment is a part of the teaching learning process. The study also revealed that there is a lack of fair and strong assessment system in the school. Most of the teachers agreed that there is weaker relationship between the assessment and learning outcomes. The teachers agreed that CAS decreases the students' class repetition rates. In addition, there is a lack of proper guidance, supervision and assessment related training, there is a lack of continuous and regular feedback.

This thesis consists of five chapters. The first chapter includes the background, statement of the problem, research questions, significance of the study, delimitations of the study, operational definition of the key terms and the second chapter deals with the review of the theoretical literature, review of the related empirical literature and conceptual framework. The third chapter deals with the methods and procedure of the study adopted while conducting the research, population and sample sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedures. The fourth chapter deals with the analysis and interpretation of results. The fifth chapter deals with conclusion and ethical consideration and recommendation. At the end, the references and appendices are included.

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## **Chapter 1**

### **Introduction**

This study entitled “Basic level English Teachers’ Perceptions towards Continuous Assessment System” is an attempt to find out the perceptions of English teachers’ towards Continuous Assessment System (CAS) and to find out the difficulties teachers come across while implementing continuous assessment system. It consists background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms.

### **Background of the Study**

In the present context continuous assessment or the classroom based assessment is taken as the very important part of everyday classroom instruction which is also a key tool for ensuring the quality of learning. It is also very much important for enhancing the learning capacity of the students. Assessment is very important tool for language learning in the classroom for the students for finding out their weaknesses and strengths regarding language learning and their level of achievement. In this regard, Bachman and Palmer (1996, p.8) state, “Language teaching and testing are the most important language assessment and it is equally important for finding out to what extent language teaching and methods are appropriate for the effective language learning”. Continuous assessment is very important in the instructional process in order to bring the expected outcome in the learning process of the students.

Assessment is very useful and important for change in overall teaching learning activities, with the help of assessments teachers are guided in their teaching. Assessment is really very important for improving their teaching strategies, techniques and approaches and bring the positive results in education with good performance. In the same way it is also very important or helpful for evaluating the teaching strategies of the teachers whether teachers are teaching in a appropriate manner or not. Continuous assessment is also equally crucial to eliminate the weaknesses of the poor students and providing the feedback to the students who are

good at their study so that they can improve more. Hughes, (2003, p.5) “Assessment is formative when, teachers use it to check the progress of their students that have learned and then use the information to modify their future teaching plans such type of assessment is very useful to provide the feedback on the student”. Student’s improvement can be done through attendance, class work, weekly test, monthly test, participation and project work. Brown, (2003, p.15) defines, “Assessment on the other hand is an ongoing process that encompasses a much wider domain.” Most of the time in the classroom teachers are evaluating the students directly or indirectly, which really covers a large area except only limiting only on test and examination.

Moreover, Continuous assessment is a means of assessing the student’s learning output or achievement. While, talking about the present context of Nepal, several plans and policies have been made on the part of continuous assessment and its implementation .Talking about its implementation tests like weekly, monthly and final are conducted in order to evaluate the students’ and teachers’ strengths and weaknesses regarding teaching learning. On the other hand we can see the continuous assessment not applied in the remote areas of Nepal to some extent it is in the process of implementation. So, implementation is different due to different geographical difference and physical facilities available in the schools and also the psychological environment of the schools.

Language teaching and testing is really very complex task specially in the second language context like Nepal. Language teaching and testing are interwined with each other. Language testing is an important part of language testing without testing teacher cannot know what the student has learnt and what not. Testing is a tool or means of measuring or evaluating the students’ performance or the abilities of the in the whole academic session. In this regard, Brown (2003, p.14) writes “A test, in simple term is a method of measuring a person’s ability, knowledge, or performance in a given domain”.

Language assessment is also crucial for evaluating the students as well as teachers and also the curriculum whether the students are learning as expected or not and teachers are responsible towards their duties or not and also the curriculum is effective to bring the desired outcomes among the students or not. Thus, continuous

assessment is crucial for overall positive changes and sound academic achievement of the students in the part of language learning.

### **Statement of the Problem**

The Process of continuously assessing the students' performance and progressing learning level is really a complex task. Teachers have to continuously try to identify the problems which the students are facing and also the teachers should try to know that students are learning. Teachers' perceptions affect a lot while learning a language, as we know the fact that, Nepal is multilingual country people having different mother tongue and obviously English is a second or foreign language as a result students faces a lot of difficulties while learning a language. Some of the major problems are; inappropriate size of classrooms, lack of proper social classrooms for communication, irresponsible government policy, lack of sufficient time to manage the heterogeneous classes, insufficient knowledge regarding continuous assessment system (CAS), irresponsibility of the teachers, lack of proper testing equipment, like laboratories or tape recorders in the English classrooms, teachers perceptions to take CAS as extra burden, lack of time to deal with the each students problems individually and solving them, no any systematic and flexible feedback system, teachers themselves are confused (teachers do not have idea about proper way of conducting assessment),they are not trained well and also teachers use the marks of the students to decide their achievements and there is no any subjective judgements of the students problems. Moreover, there is a system of evaluating the high, medium and low level students using the same approach and techniques. So, I felt a need to investigate these very problems of CAS.

### **Objectives of the Study**

The of objectives the study were as follows:

- i. To find out Basic level English Teachers' perceptions towards Continuous Assessment System (CAS).
- ii. To find out the difficulties and challenges teachers come across while implementing CAS.
- iii. To suggest some pedagogical implications.



## **Research Questions**

This study had the following research questions:

- i. What are the perceptions of basic level English Teachers towards Continuous assessment?
- ii. What are the main problems teachers face while implementing continuous assessment?
- iii. How does CAS provide an opportunity to improve the students' performance?
- iv. How does CAS increase students' motivation towards learning?
- v. What are the major challenges that hinder the implementation of continuous assessment while you are teaching English?
- vi. What should be done to improve the current implementation of continuous assessment in teaching and learning English?

## **Significance of the Study**

It is very important for the policy makers to make the policy on the part of education to improve the education system they must depend on the findings of research. The findings of the investigation are used by the policy maker. The teachers will also use the findings of the investigation to enhance their teaching and making the teaching learning more effective and fruitful by adopting effective the teaching styles and strategies. Improved assessment practice will help the educational objectives or goal and to increase the quality of education. In this research various difficulties of the teacher while implementing the CAS will be discussed. So, the teachers will get the ideas to correct their errors while conducting CAS through various tools and techniques and it will also develop awareness among the teachers on the use of CAS and it will provide suggestions to improve the practices of conducting assessment specially for the lower achieving students and also it will provide the chance to address the needs of the each and every students. This findings will also be very much important for the subject advisors to use the findings to standardize the assessment of English subject in the schools. This study will also be helpful to the readers as well as investigators to do the further studies about continuous assessment based on the gaps that have been found while in the process of this investigation.

## **Delimitations of the Study**

The study had following limitations:

- i. The study was limited within Sunsari district
- ii. It was limited to the Basic level English teachers of public schools.
- iii. The study was limited to the perceptions of teachers towards CAS.
- iv. 30 English Teachers of Basic level was selected as the sample Population.
- v. The study was limited to survey research design.
- vi. The tool for the data collection was questionnaire.
- vii. This study was delimited to the challenges while implementing CAS.

## **Operational Definitions of the Key Terms**

The following will be the operational definition of the key terms used in the study:

**Basic level:** In this research, basic level education refers to the basic education which the students receive in public schools. According to Nepalese Educational Act 2028 B.S., basic level refers to grade eight and this level is expected to complete within the age of 12.

**Assessment:** It refers to an evaluation which done to judge the students' performance.

**CAS (Continuous Assessment System):** It refers to the assessment which is done formally and informally in a continuous manner which is either done in the classroom for the improvement of the overall improvement of the teaching learning activities through different classroom based assessment or through final exams which is done at the of the academic session. It is also a gateway for providing feedback to the students for improving their performance and it is also a means to know what the students feel regarding their own performance.

**Curriculum:** It refers to the subjects that are included in the course of study.

**Evaluation:** To form an opinion or judging the quality or value of something.

**Testing:** It refers to the act of conducting a test or tool or means of assessment.

## Chapter 2

### Review of Related Theoretical Literature and Conceptual Framework

This section consists of the review of theoretical literature, review of empirical literature, implication of reviewed literature and conceptual framework.

This section is divided into four sub headings. The first one is review of the related literature which basically deals with the theories related to the research. The second section includes review of related empirical literature describes the summary of the research which are already carried out in that area. The third one is implication of the review for the study which is helpful to know what has been researched and what hasn't. The fourth section includes conceptual framework which is the representation of the understanding of the theories by the researchers and conceptualization as well as the relationship between different variables.

### Related Literature Review

Review of theoretical literature crucial for guiding the researcher for connecting the ideas related with his/her research topic. It provides the various knowledge and ideas regarding the research topic. The related literature review consists of language teaching and testing, language testing and language assessment, assessing language skills, types of language test, types of assessment and theory of English language test.

**Language teaching and testing.** As we know that language teaching is very important part of successful language learning. Successful and effective language learning is not possible if the language is not taught in proper manner. There are many reasons that is responsible for the students' poor performance of their learning as a foreign language such as the weaknesses of the curriculum, lack of appropriate curriculum design, lack of English teachers and lack of motivation towards learning a language. The relationship between language teaching and language testing has a great role in language learning process. Language testing is very helpful for language teachers to place the students at their appropriate levels, to diagnose the students' strengths and weakness and to evaluate their performances during and at the end of

the academic course. Language testing is a method of measuring a person's ability or knowledge in a given area. Language testing is also the administration of a test in order to assess and measure a person's language competence and performance or testing the language ability. It is also an individual's language proficiency. Language teachers regularly use tests which are helpful to diagnosis students' strengths and weaknesses to assess students' progress and also to evaluate students' achievement.

Teaching and testing are very much interrelated as test is very much important to determine the effectiveness of instruction. If a teacher teaches effectively then obviously the teacher will perform better on tests. If the teaching is not good and appropriate then obviously testing will be not good. Therefore, teaching and testing influence each other for meaningful learning. In the same way it also affects the way learners learn the rate and sequence of learning and will also affect and influence the degree and depth of learning.

**Language testing and language assessment.** Test is also one form of assessment which aims to measure a learners' learning ability at a fixed or specific point in time. In this regard, Brown (1994, p.46) states, "A test in plain or ordinary words, is a method of measuring a person's ability or knowledge in a given time." It means that the test is done in the preplanned schedule with fixed rules and regulations regarding measuring the students learning achievement whereas assessment or language assessment can be done informally in the classroom or outside the classroom through which teachers can find out the real problems regarding language learning.

According to Bachman and Palmer (1996), the most important consideration in designing and developing a language, test is useful for which it is intended so that the most important quality of a test is usefulness. They believe that the test usefulness provide a kind of merit by which they can evaluate not only the tests that they develop and use, but also all aspects of test developments and use. They propose a model of test usefulness that consists of six test qualities including reliability, construct validity, authenticity, interactiveness, impact a practicality. Bachman and Palmer (1996) believe it is essential to take a systematic view considering tests as a part of a larger societal or educational context. They stated that the main difference between tests and other components of an instructional in their purpose while the primary

purpose of other components is to promote learning, the primary purpose of tests is to measure. Tests can serve pedagogical purposes but this not their primary function.

Accordingly, Chastain (1988), “Testing is an aspect of learning that enables the learners to grasp what they have previously missed and the teacher to comprehend what can be done in subsequent lessons to improve learning.”

Therefore, test can be regarded as the one form of assessment which can be used to examine or measure someone’s knowledge and capacity to know what the person has achieved or learned in the same way it can be also a feedback for the teacher to understand what are the reasons behind the weak learning and to think what can be done to improve the students learning. Tests are done after the instruction to get the results but assessment is procedure but not a product. Assessment can be done during the instruction which is very helpful to bring the necessary changes in the instruction.

**Assessing language skills.** Assessing all the skills of language includes all the skills like ; Reading, writing, listening , and speaking skills. In the absence of any of these skills one cannot get mastery over the language which is very vital for gaining the language proficiency. The need of assessing four language skills are described below:

**Assessing reading skills.** Reading skills is the most important skills of language assessment. Reading skill is mainly for finding out to what extent reader can interpret the written text. Grabe and Jiang (2014) list some factors that strongly impact reading abilities and account for individuals differences in reading comprehension performance. For example, efficient readers can formulate the main ideas of a text and they have sufficient motivation to engage in reading and to persist in reading without distraction in order to achieve success in comprehension. So, assessing reading skills is very much important to find out the who is the motivated reader who can engage themselves in the reading without any distraction and also teacher can find out who is good reader and who is not so that teacher can remove the weaknesses and to develop good comprehension.

**Assessing writing skills.** Assessing writing is also a part of teaching English. According to Lyons (2000), “Learning to write in one’s own language difficult, learning to write in a second language is even more difficult.” It means it is very problematic for the students to write in an accurate form in this condition teachers also might face a lot of difficulties while teaching to write them in a accurate form”. So, assessing writing is very much crucial for the teachers to know the strengths and weaknesses of the students and identifying the students' needs and providing feedback to them.

**Assessing listening skills.** Listening is also an important task of effective language learning. Assessing the listening skill is crucial for assessment purposes. Green (2013) says, “Teachers can assess some listening skills just by speaking to the class, but it is also important to expose students to different voices and to kind of listening texts (such as conversations).” which means teacher can use their own recordings for the assessment purpose for example they can use the phones and video cameras and voice recorders as the listening tools to assess the students’ listening abilities.

**Assessing speaking skills.** Assessing the speaking ability is also the most important part of language assessment. According to Csepes and Fekete (2004) “In order to make valid assessment, teachers need to have a good understanding of the nature of speaking, the basic principles of task design as well as scoring and evaluation.” That is to say, teacher must have good knowledge of the nature of conversation or the language function and also the teacher must have the knowledge of the test design or the task design. Moreover, the teachers need to know the scoring and evaluation procedure too.

**Theories of English language test.** Various theories of learning can be connected to the continuous assessment and its effect upon the language learning is also great. The two theories which can be connected to the CAS are listed and described below:

- ) Behaviourist learning theory
- ) Cognitive, constructivist theories of learning

**Behaviourist learning theory.** This theory of learning is associated with behaviour of the learner in which the continuous practice is done to learn the language. According to behaviourism language is viewed as a system of system and is learnt as the process of habit formation Subedi (2010, p.64). This theory believes that language learning is the process of habit formation and ‘stimulus – chain’ is needed for any kind of learning. According to Skinner (1957) language is a form of verbal behaviour and he believes that language is a system of verbal operant which views that learning is found to be applicable in language teaching and learning, creating the environment for the controlled practice of verbal operant under carefully designed schedules of reinforcement. In behaviourist theory of language learning the child imitates the sounds and patterns which he hears around him. This theory believes that language is the process of habit formation which takes place bit by bit.

**The cognitive, constructivist theories of learning.** The cognitive or constructivist theories of learning are associated with mentalism which believes that the mind of human being is the most determining factor for learning. James (2006) suggests that cognitive constructivist emphasize ‘understanding’. Problem solving is the context for language for knowledge construction. The teacher’s purpose is to structure the content of learning activities and assessment is used to find out whether pupils have acquired language skills or not. The main motive of this learning theory is to develop the necessary skills and capacities among the students to learn in a better and effective way. According to Gipps (1996) many pupils are succeeding in objective tests without necessarily understanding the material they are learning. But real and effective learning involves constructing one’s own interpretations and relating this to existing knowledge and understanding. Assessment in this context refers to checking whether the information has been received or not and newer models of learning views assessment to be more diverse and more depth diverse structure and quality of students’ understanding and learning.

**Continuous assessment system (CAS).** Language teaching and learning are the important part of successful language learning which are closely interrelated with each other. Continuous assessment is the task done by the teacher to evaluate students, to find out the problems and to solve the problems faced by the students while learning a language in the classroom. Here, assessment is categorized into two

types; formative and summative assessment. Formative assessment refers to the assessment which is done in the process of “forming” and developing the skills and competencies. On the other hand, summative assessment aims to measure or summarize what the student has achieved at the end of the academic course or unit of instruction. In the past days all types of assessment like (quizzes, periodic review tests, mid-term exams.) were considered as summative assessment. Different authors have defined continuous assessment differently based on their point of emphasis.

According to Green (2014), “In education, assessment involves collecting evidence and making judgments or forming opinions about learner’s knowledge skills and abilities.” Which means continuous assessment is vital for deciding or making the judgements regarding students' knowledge skills and capacities. In the same way, Heaton says that, “Test may be constructed primarily as a means of assessing the students' performance in language.” (1975, p.5) which is to say that test is a primary means of finding out how the students are performing they are performing well or not.

Another definition by Airasian (1991) describes continuous approach which should depict the full range of sources and methods teacher use to gather, interpret and synthesize information about the learner.

Continuous assessment is vital for improving the students’ performance during the educational program, it helps diagnose the students’ weaknesses regarding the English language learning, it is also important to support the students and develop the students’ performance regarding language learning.

Thus, we can say that continuous assessment is very much useful for providing feedback to the students as well as teachers it helps the students to find their language learning weaknesses despite the good language learning environment and also it is very important for teachers to improve his/her teaching strategies and techniques.

**Types of assessment.** Assessment is taken as the crucial part of teaching learning process. It is helpful for improving the students’ performance by finding out their problems and providing the appropriate remedy to their problems. Assessments are categorized into two types they are as follows:



- a. Formative Assessment
- b. Summative Assessment

Formative assessment. Formative assessment is the assessment which is done while the academic session is going on, it is done for finding out the weaknesses of the students or the problems they are facing and for helping them to solve those problems. Hughes (2003, p.5) says that, "Formative assessment is the assessment which is used by the teachers to check on the progress of their students to see how far they have mastered, what they have learned and they use this information to modify their future plans." which is to say, formative assessment is the tool or means of providing feedback to the students in the form of Homework, class work, weekly test, monthly test, etc.

Summative assessment . Summative assessment is the assessment which is done at the end of the academic session to find out the achievement of the student or the output of the whole year. Hughes (2003, p.5) says that, "summative assessment is used at the end of the term/semester/year in order to measure what has been achieved by both group and by individuals." which clarify that summative assessment is the final evaluation of the students to categorized them as pass or fail. It is also a final judgement of the students to certify them and to grade them.

To sum up, formative and summative both are the means of evaluation or assessment formative assessment is progressive in nature which is means to measure learning outcomes and it is also diagnostic in nature which helps to diagnose the learning problems of the students and to solve them on the other hand summative assessment is judgemental in nature which is done at the end of the academic session to grade the students and to certify them and to place them at appropriate level.

**Policy provision of class based assessment/continuous assessment.**

Continuous assessment in the present context is playing the great role for enhancing the learning capacity of the students slowly and gradually. Several plan and policy in the part of assessment has been made by the government of Nepal. According to Nirantar Bidhyarthi Mulyankan pustika (CDC, 2067, p.7) the importance or usefulness of continuous assessment are listed below:

- i. It does remedial teaching diagnosing the poor (weak) students.
- ii. It informs the parents about the progress of students' time and again.
- iii. It provides the students opportunity to show their capacities.
- iv. It does the remedial teaching for finding out the problems of poor students.
- v. It informs the parents about the achievement or progress of the students timely.
- vi. It diagnoses the students' strengths and weaknesses.
- vii. It provides the feedback to the students for finding out their weakness and for improving them and also it helps to implement student centered teaching and evaluation.

National curriculum framework (CDC, 2063) has developed different policies in the student evaluation process which can be done on the basis of summative and formative Evaluation. According to Nirantar Bidhayrthi Mulyankan karyanwayan pustika (CDC, 2067, p.13). The following policies are being implemented during the continuous assessment process:

- i. Using formal and informal evaluation tools, internal and external evaluation process will be implemented in all level and classes.
- ii. Classwork, project work, community work, unit test, achievement test, terminal examination, observation and constructive work will be used while evaluating the students.
- iii. Liberal promotion system from grade one to grade seven.
- iv. To promote and certify the students' achievement summative test will be used

According to Basic level Nirantar bidhyarthi Mulyankan sourth samagri (CDC, 2070, p.15) To evaluate the learners, following policies are being applied

- ) Students are evaluated by Formative and summative evaluation process.
- ) Homework, class work, project work, unit tests, achievement tests, terminal examination, observation, project work and creative and innovative tasks are used to evaluate the students' performance.
- ) Summative evaluation is being conducted for upgrading the students to the higher level.

- ) Implement liberal promotion system from grade one to seven and conduct resource center examination in grade 5 for evaluating their certain level of proficiency.
- ) Learners internal evaluation is completely based on school.
- ) For conducting evaluation school and resource centre are responsible.
- ) Standard examination policy will be followed for determining the achievement level of the students.
- ) District level examination will be conducted at the end of the grade 8, regional examination on secondary level and central level examination at the end of grade 12.
- ) Emphasize to use letter grading system.
- ) Amendment in recent S.L.C. examination/ evaluation system by upgrading those who have passed five core subjects.

According to Adhikari (2071, p.122), is present primary level curriculum there are some rules and regulations about continuous assessment system which are as follows:

- i. The learning of the students will be ensured through formative evaluation system which main aim is to improve learning standards of students and according to this teacher should provide time and energy.
- ii. Portfolio of the students from grade 1-3 classes and will be updated on the basis of students' class work, project work, achievement test and attendance.
- iii. Liberal promotion from grade 1-3on the basis of continuous assessment system. The tools like; project work, homework, class work, behavior change, attendance, creative work must be used for liberal promotion
- iv. Due to liberal promotion of students there is no any pass mark fixed in classes 1-3. For each subject in class 4 to 5, the pass mark will be 40 percent on the basis of stated learning outcomes.
- v. The main aim of the continuous assessment system is to do regular evaluation of the students achievement and the students should be upgraded though they have poor attendance and they have not acquired minimum learning outcomes they should be upgraded on the basis of their changed

behavior as decided by the related teachers parents and head teachers for providing them learning opportunity again

- vi. Students will be classified into three groups ('A' to 'C' scale) on the basis of their progress in grade 1-3.
- vii. The students of class 4 and 5 will be evaluated through summative and formative tests and suitable and appropriate evaluation tools will be used for the students who have separate learning outcomes.

According to Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2007, p.46). The following policies will be implemented during student assessment and evaluation. This kind of assessment will be brought into action by developing an action plan and implementing guidelines.

**Student assessment policy.** Formative and summative assessment system are being used to assess the students.

The following policies are being adopted to assess the students:

- ) Student assessment on the whole will comprise both internal and external assessment using formal as well as informal testing devices at all levels and grades.
- ) Assessment tools such as, class work, project work, community work, unit test, achievement test, trimester, observation, formative and innovative work will be applied.
- ) Summative assessment will be used for certification of students' achievement and grade promotion.
- ) Liberal promotion system will gradually be implemented from grades 1-7 by ensuring qualities with remedial provision in the basic education. Despite this provision, there will be resource centre level final examination at the end of grade five to maintain the quality of education.
- ) Emphasis will be given to continuous assessment system to assess the expected learning outcomes, behavioral change, attitudes, competency, skill, and the application of feedback for teaching learning activities.
- ) Internal evaluation of the student will be school based.

- ) School, resource center, DEO, RED, and OCE will be made responsible to administer the respective levels of examination.
- ) The policy to conduct standardized tests will be adopted to determine the minimum level of standard concerning to the subjects prescribed at different levels.
- ) District level examination at the end of the basic level (grade 8), regional level examination of grade10 and national level examination at the end of second phase (grade 12) will be administered. The weightage of internal evaluation for grades 1-5, 6-8, 9-10 and 11-12 will be 60%, 40%, 25%, and 20% respectively.
- ) The pass marks of both internal and external examination at all levels and grades will be 40%.
- ) The weightage of all external examinations of grades 5,8,10 and 12 will be 40%, 60%,75% and 80% respectively but with regard to vocational subjects that demand extensive practical activities, a provision of additional practices tests can be made in addition to the 25% internal assessment.
- ) The mandatory provision to pass in all subjects of the existing SLC examination system will be revised and a provision of students passing five core subjects will be awarded the SLC certificate.
- ) The existing formal assessment system has not been appropriate for the all round development of students. To address this aspect letter grading assessment system seems necessary. To establish this system appropriate decision will be made after deliberate study and discussion.

According to CDC (2001, p.2), the objectives of continuous assessment system are as follows:

- ) To assess the student continuously using various tools and techniques.
- ) To increase the regularity and daily attendance rate of the students.
- ) To reduce the dropout rate of the students.
- ) To reduce or minimize the stress level of students due to examination.
- ) To minimize the class repetition rates.
- ) To reduce the fear of tests among the students.
- ) To increase or maximize the learning achievement of the students

- ) To create the student friendly environment in the school to make the students regular in the school.
- ) To lunch liberal promotion policy through CAS.

### **Review of Related Empirical Literature**

Continuous assessment is very crucial for language learning at the same time teachers' perceptions either negative or positive also affects a lot for effective language learning of the students' several research works have been carried out in the field of language testing and assessment. Among them some are described below:

Narayan (2014), published a research article in International Journal of Teacher Education Research (IJTER) entitled "Teachers' perceptions towards class based assessment." The study mainly seeks to investigate the teachers' perceptions towards class based assessment and effects towards class based assessment on learning and teaching. The literature suggests that the success of implementing class based assessment depends mostly on the teachers and their attitudes. This study revealed that the most teachers have a positive attitude. However, there are a significant number of teachers with a negative attitude towards class based assessment.

Shrestha (2014) has conducted a research on "Perception of teachers towards continuous assessment system implemented in public primary schools." The purpose of the study was to find out the perceptions of a teacher over continuous assessment system in the context of Nepal. He has used questionnaire as the tool for data collection. The major finding of this study is that teachers have good and better perception about continuous assessment in primary level in present evaluation system. It was concluded that most of the teachers have positive impact upon teachers as well as students.

Similarly, Kadel (2015) has carried out research on "Implementation of continuous assessment system in Schools." The main aim of this study was to find out the implementation of continuous assessment system in schools. In order to carry out this research, the researcher has used survey research method to complete the research. Her main findings was the teachers are implementing the continuous

assessment using different tools for the better teaching and learning. In the same way, another finding was it is really very difficult to implement the CAS in schools due to lack of weak government policies and lack of sufficient number of teachers.

Neupane (2015) has conducted a research on “Managing continuous assessment at Primary level: Teachers’ perceptions and Practices.” The purpose of this study was to find out teachers’ perceptions towards continuous assessment and benefits, problems and challenges of implementing the CAS in the primary level. She has used a questionnaire and observation checklist as the major tools for the data collection. The major findings of this study was lack of technical knowledge and full trained teachers about CAS. In the same way; limited time, sources, man power and economic criteria are the problems for the implementation of CAS in the effective manner.

Sapkota (2016) has conducted a research on the “Use of Continuous Assessment System (CAS) in developing Writing Skill at basic level: A narrative inquiry.” This study aims to find out the basic level teachers’ practices, experiences and challenges about CAS in developing writing skills in terms of organization, punctuation, spelling and grammar. The population of this study were the teachers from Baglung district. The sample of the population of this study were 4 teachers of different schools from basic level. Teachers’ narrative were the major tools of the study. He found out that among the varieties of tools of the CAS, class work and homework are the most and frequently practiced tools to develop the writing skills of basic level students.

Likewise, Khadka (2017) has conducted a research on study entitled “Practices of formative assessment in public schools : A case of Bardiya District.” The objectives of this study was to find identify the practices of formative assessment in public schools and explore the problems faced by the teachers while practicing formative assessment in the classroom. Likewise, she has used questionnaire as the data collection tools with both closed and open- ended questions. The findings of this study was there are a numbers of problems like ; overcrowded classroom, less supportive school environment , less availability of required materials, etc. Similarly, maximum and unbearable workloads and limited time are the major problems for the teacher to practice formative assessment.

Khanal (2017) has carried a research on study entitled “Teachers’ perceptions on the use of formative assessment at secondary level.” The objectives of her study was to find out the teachers perceptions on the use of formative assessment in at secondary level. She has purposively selected thirty teachers of Arghakhanchi district. She has used questionnaire as the tool for data collection. The findings of her study was the use of formative assessment is beneficial to the students as well as teachers at secondary level in ELT classrooms and also lack of trained teachers in ELT classrooms may hinder learning of the students.

Bohara (2017) has carried out a research on the “Classroom assessment techniques: A case of novice and experienced EFL teachers.” The main objectives of this study was to find the techniques of classroom assessment used by the novice and experienced teachers and to compare classroom assessment techniques used by novice and experienced teachers. The population of this study was Bajhang district. The sample population of the study were two novice and two experienced teachers and the research was done using purposive sampling method. The findings was that both the novice and experienced teachers assessed their students in the class in one way or another way and except ‘Questioning,’ ‘Performance assessment ,’ ‘Assignment ‘Assessment,’ and ‘Students Generated Questions’ are the techniques which were found common to both novice and experienced teachers.

Khatri (2017) has carried out research on “Students’ Attitudes towards internal evaluation system.” The main aim of his study was to find out Students’ attitudes towards internal evaluation system practiced in the department of English education in university campus and it also aimed to explore the benefits of internal evaluation system and also to identify the problems of the internal evaluation system. He has used the survey research design to conduct this research. The findings of this study were the attitude of M.Ed. level students towards internal evaluation is favorable and majority of the students were in favor of this system and somehow internal evaluation system is good but functionally it has some limitations and problems.

Similarly, Bhusal (2017) has conducted a research on the “A study of Students’ Perceptions towards Internal Assessment of Semester System.” Her main objective was to find out the students’ perceptions towards internal assessment of semester system and the challenges faced by semester students in terms of availability



of resources, classroom management and cost effectiveness. She has used purposive random sampling procedure to select the sample. The findings of this study was students of M.Ed. Second semester had positive attitude towards internal assessment and almost all the students are benefitted from internal assessment.

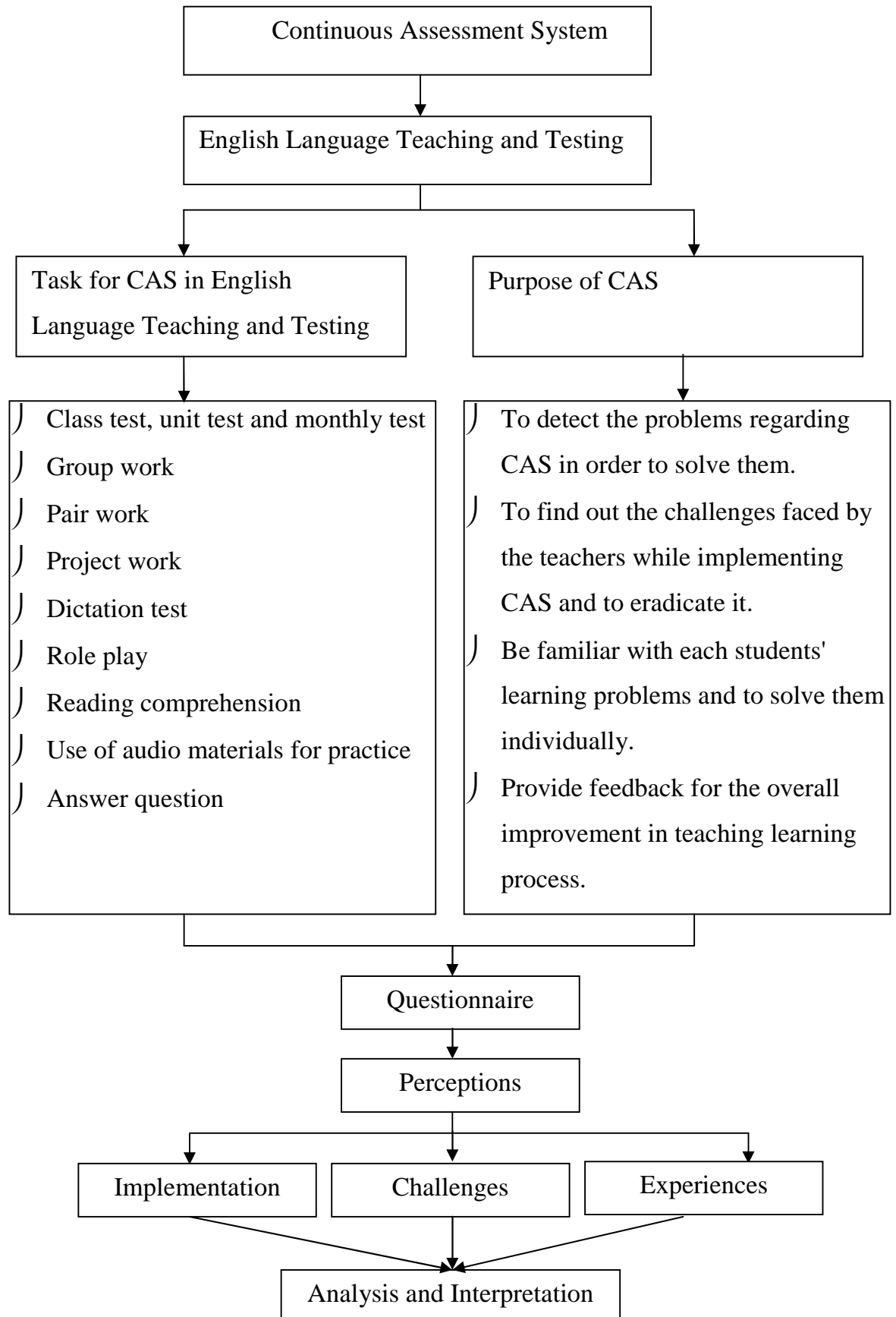
### **Implication of the Review for the Study**

After reviewing all the above research theoretical and empirical literature, I got various knowledge ideas, insights regarding my study .Theoretical literature such as Brown (2003), Brown (1994), and Bachman and Palmer (1996) it provided me the much more ideas related with my research, by reviewing this literature, I got various ideas about language testing and language assessments and purpose of the language test and assessment. It also provided insights regarding finding out the real language problems through language assessment. Similarly, I reviewed literatures likes Green (2013) and James (2006), Subedi (2010), Gipps (1996) and Skinner (1957) from which I got various ideas and knowledge regarding continuous assessment and language teaching learning practices.

Similarly, I got various ideas and knowledge regarding language assessment as well as perceptions and management of continuous assessment and the teachers perceptions towards continuous assessment from the study ; Narayan(2014), Shrestha (2014), Neupane (2015), Kadel (2015), Sapkota (2016), Khadka (2017), Khanal (2017), Bohara (2017) , Khatri (2017), Bhusal (2017) . In the same way I also got related knowledge regarding collecting the necessary information, theoretical framework ways of analyzing and interpreting the data as well. It also provides knowledge regarding methodology and data collection procedures and proper strategies for the data collection as well.

### **Conceptual Framework**

We design conceptual model before designing real things. It is related to the mental image or concept which is in our imagination. Here, conceptual framework refers to the concepts which are existing in the mind regarding research which is existing as a model or as a mental image in our mind. This research will be based on the following conceptual framework.



## Chapter III

### Methods and Procedures of the Study

The methodologies which were adopted to achieve the set of objective of the study are as follows;

#### Design of the Study

In every research, research methodology is most crucial part or the guidelines to know whether the predetermined objectives are achieved or not. Survey research design was adopted to complete this study. Survey research design is generally used to represent large number of population. In my research I have to include number of informants. So, I have adopted the survey research design to complete my study. Survey research design is most commonly used research design which is very much useful for making the research valid, accurate and economic. In survey research design data are collected through questionnaire, attendance rate and test scores. Different scholars and researchers defined survey research design from different perspectives. Kerlinger (1986): "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". From the above given definition, we came to know that survey research design has the wide coverage for attaining the systematic and valid objectives and also this design is very much effective for generalizing the findings in accurate manner.

The main aim of the survey research is to find out the opinion, facts and ideas regarding certain issues and educational program. It is the most popular design for the researcher in social science. The main purpose of the survey research is to carry out the investigation in a practical way and in a fixed, accurate and systematic manner.

The steps or the processes used in the survey research are listed below:

- ) Identification of problem
- ) Specifying the objectives
- ) Constructing hypothesis

- ) Expanding theoretical knowledge
- ) Writing the research proposal and preparing the tools
- ) Piloting the research tools
- ) Sampling the population
- ) Going to the field and contacting the informants
- ) Establishing the rapport with the respondents
- ) Distributing research tools to respondents
- ) Collecting the information or data
- ) Listing the findings

### **Population, Sample and Sampling Strategy**

The population of this study will be the 30 basic level English teachers from 15 schools and 2 teachers were selected from each school. For this study basic level English teachers will be selected from public schools of Sunsari district by using random sampling procedure.

### **Research Tools**

For the collection of the data, I used questionnaire as tools of data collection with both closed –ended and open- ended questions.

### **Sources of Data**

Both primary and secondary sources was adopted for the collection of the required information for this study.

### **Data Collection Procedures**

- ) At first, I went to the respective schools and asked the permission from the head teachers and get consent and after that I informed about the objectives of my study.
- ) After that I consulted with the teachers and explained my purpose regarding the research.
- ) Then I assured them that the ethics will be maintained in my study and also I maintained good rapport with them.

- ) After that I distributed the questionnaires to the teachers asked them to write the answers without any hesitation.
- ) After the collection of data, the data was analyzed and interpreted respectively.
- ) Finally, I thanked the informants for providing their valuable responses as well I also thanked the authority for their kind cooperation.

## Chapter IV

### Analysis and Interpretation of Results

This section includes the analysis and interpretation of collected data. The data was collected through questionnaire from thirty teachers from fifteen government schools of Sunsari District. The obtained data were coded with tables and then analyzed and interpreted by using percentage. For the data collection procedures both the close and open- ended questions were provided to the teachers.

#### Analysis of Data Obtained through Close Ended Questions

This section consists the analysis of twenty close ended question which deals with the perceptions of basic level English teachers on continuous assessment. It also describes several questions regarding their perceptions and challenges while implementing CAS. It also deals with the problems of implementing CAS.

**Role of continuous assessment system (CAS).** The roles of CAS is discussed below under the following sub-headings; CAS and language learning, Improvement of students' performances, Making teachers more responsible, CAS helps to solve the problems faced by the students, CAS minimizes the class repetition rates, Role of CAS for increasing regularity and daily attendance rate, Reduction of dropout rate of the students, Minimizes the stress level of the students, Reduction of fear of tests among students, Maximizing the learning achievement of the students, CAS as extra burden to the students, CAS to increase the desire of learning among the learners, CAS for lower achieving students to grab the attention of the teachers, CAS to learn from peers, CAS to develop the confidence of the students, The following sub-headings are described below:

**Continuous assessment and language learning.** The teachers were asked to respond to the question whether the CAS is effective for language learning or not. They were asked to respond to the question, "Continuous assessment in the classroom is really effective for language learning." The responses provided by the teacher are presented in the table 1.

**Table 1**  
**Continuous Assessment and Language Learning**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Continuous Assessment and Language Learning	6	20	21	70	27	90	3	10	0	0	0	0	0	0

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

**Table 4**  
**CAS helps to solve the Problems Faced by the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAS helps to solve the Problems faced by the Students	14	46.67	15	50	29	96.67	0	0	1	3.33	0	0	1	3.33

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

From the above table 4, 96.67 percent of the total respondents (SA+A) agreed with the statement and 3.33 percent of respondents were disagreed and no one them were unknown with the statement. on the basis of above responses. So, we can say that maximum teacher believed CAS as a tool to improve the problems faced by the students. Therefore, we can conclude that CAS solves the students' problems by finding out their difficulties regarding learning and by solving their learning difficulties, teachers are very much aware about the students' problems and learning weaknesses of the students. Also, they can know the problems of the students individually and assist them to solve them. In sum up we can say that CAS helps to solve the problems faced by the students.





Role of CAS for increasing regularity and daily attendance rate	15	50	10	33.33	25	83.33	5	16.67	0	0	0	0	0	0
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Note: SA= Strongly Agree, A= Agree, U=Unknown, D=Disagree, SD=Strongly Disagree, No.= Number of Respondents and %= Percentage

From the table no. 6, 83.33 percent of the teachers (SA+A) agreed with the statement and 16.67 percent of them were unknown with the statement. It shows CAS increases the regularity and daily attendance rate of students. In addition, it can be said that CAS is very much effective for increasing regularity and daily attendance rate of the students as they enjoy the learning and it makes them attentive while learning because their learning weaknesses are found and problems are addressed through CAS. So, it can be concluded that CAS increases the regularity and daily attendance rate of the students.

**Reduction of dropout rate of the students.** I tried to find out the role of CAS to reduce the dropout rate of the students. So, the teachers were asked whether the CAS reduce the dropout rate of the students. The teachers were asked to respond to the statement, "CAS reduces the dropout rate of the students." The responses given by the teachers are presented below:

**Table 7**

**Reduction of Dropout Rate of the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Role of CAS to Reduction of Dropout Rate of the Students	12	40	15	50	27	90	3	10	0	0	0	0	0	0

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

Observing the above mentioned table 90 percent of them agreed with the statement, ‘Role of CAS to reduce the dropout rate of the students.’ And 10 percent of them were unknown with the statement. Therefore, we can say that CAS reduces the dropout rates of the students by diagnosing learning difficulties of the students and also by increasing the regularity of the students. Since, CAS does not only help the bright students it also assist the students who are lower achieving too which results in lower dropout of the students. In sum up, we can say that CAS reduce the dropout rate of the students.

**Minimizes the stress level of the students.** In order to find out the role of CAS to minimize the stress level of the students or not. The teachers were asked to respond to the statement, “CAS is able to minimize the stress level of the students.” The responses found are presented below:

**Table 8**

**Lower the Stress Level of the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lower the Stress Level of the Students	10	33.33	15	50	25	83.33	5	16.67	0	0	0	0	0	0

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

As the table 8 shows that 83.33 percent of respondents (SA+A) agreed with the statement, ‘ Role of CAS to minimize the stress level of the students.’ And 16.67 percent of them were unknown with the statement. So, we can clearly say that CAS minimizes the stress level of the students as they are frequently tested which very much useful for removing the stress of test among the students. If they frequently participate in tests it improves their learning weaknesses and they can evaluate themselves to what extent they can achieve and also they diagnose their learning weaknesses and they can perform better according to that. In sum up, we can say that, CAS lowers the stress level of the students.

**Reduce the fear of tests among the students.** In this study, I tried to find out the role of CAS to reduce the fear of tests among the students the teachers were asked whether the CAS reduce the fear of tests among the students or not. The teachers were asked to respond to the statement, “CAS reduces the fear of tests among the students.” The responses found are presented in table 9:

**Table 9**

**Reduction of Fear of Tests among the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reduction of Fear of Tests Among the Students	12	40	15	50	27	90	3	10	0	0	0	0	0	0

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

The table 9, shows that 90 percent of respondents (SA+S) agreed with the statement that CAS reduce the fear if tests among the students, 10 percent of them were unknown with the statement. Therefore, we can say that CAS reduces the fear of tests among the students as they become more familiar with the test and examination which decreases the fear of tests among the students as they frequently participated in the test and examination it lowers their mistakes which automatically decreases the amount of stress regarding the test. In sum up, we can say that CAS reduce the fear of tests among the students.

**Maximizing the learning achievement of the students.** In order to find out the role of CAS for maximizing the learning achievement of the students the teachers were asked whether the CAS maximizes the learning achievement of the students of not. The teachers were asked to respond to the statement, “CAS increases or maximizes the learning achievement of the students.” The responses found are presented in table 10:

Table 10

**Maximizing the Learning Achievements of the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Maximizing the Learning Achievement of the Students	10	33.33	16	53.33	26	86.67	2	6.67	2	6.67	0	0	2	6.67

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

Observing the above mentioned table, 86.67 percent of the respondents (SA+A) agreed with the statement whereas 6.67 percent disagreed and 6.67 percent were unknown with the statement that CAS maximizes the learning achievement of the students. It shows that CAS maximizes the learning achievement of the students. It means CAS maximizes the learning achievement of the students by increasing their learning capacity through tests. In addition, we can say that CAS decreases the probability of making mistakes and they can perform better in the exam and tests which automatically maximizes the learning achievement of the students. In conclusion, it can be said that CAS maximizes the learning achievement of the students.

**Continuous assessment system as extra burden to the students.** For the purpose of finding out, whether CAS puts extra burden to the students or not. The teachers were asked to respond to the statement, “Continuous assessment puts extra burden to the students.” The responses provided by the teachers are presented in the table 11.

Table 11

**Continuous Assessment System as Extra Burden to the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAS as a Extra Burden to the Students	0	0	2	6.67	2	6.67	0	0	15	50	13	43.33	28	93.33

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

By observing and analyzing the above mentioned table 93.33 percent of the respondents (SA+A) disagreed, 6.67 percent agreed with the statement that CAS puts extra burden to the students. Therefore, it clearly shows CAS does not puts extra burden to the students rather than it is a means for learning them in a new and creative way because it continuously diagnose their problems in a regular basis which helps them to eradicate the problems which they are facing in the learning process. To sum up, we can say that CAS is not burden for the students in any case rather it is a means for improving their learning.

**Continuous assessment system to increase the desire of learning among the learners.** In order to find out the role of CAS to increase the desire of learning among the learners, the teachers were asked whether the CAS increases the desire of learning among the learners or not. They were asked to respond to the statement, “Continuous assessment increases the desire of learning among the learners.”. The responses are presented in the table 12.

**Table 12**

**Increasing Desire of Learning among the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Increasing Desire of Learning Among the Students	5	16.67	17	56.67	22	73.34	4	13.33	4	13.33	0	0	4	13.33

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

As shown in the table 12, 73.34 percent of teachers (SA+A) agreed with the statement that CAS increases the desire of learning among the learners and 13.33 percent were disagreed about it. Therefore, it can be said that CAS increases the

desire of learning among the learners by motivating them through various assessment tools and techniques, as their learning weaknesses are diagnosed by the teachers and they don't feel any complication while learning which results the increased desire of learning among the students. To sum up, we can say that CAS increases the desire of learning among the students.

**Continuous assessment system for lower achieving students to grab the attention of the teachers.** In this research, I tried to find out the role of CAS for lower achieving students to grab the attention of the teachers. The teachers were asked if CAS helps the lower achieving students to grab the attention of the teachers or not. The responses provided by the teachers are presented in the table 13:

**Table 13**

**CAS for Lower Achieving Students to Grab the Attention of the Teachers**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAS for Lower Achieving Students to Grab the Attention of the Teachers	15	50	12	40	27	90	3	10	0	0	0	0	0	0

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

Table 13, shows that 50% participants strongly agreed with the statement, "CAS for lower achieving students to grab the attention of the teachers." 40% participants agreed with the statement. So, it is clear that 90% respondents (SA+A) agreed with the statement. So, it is clear that CAS is able to grab the attention of the teachers towards lower achieving students as it helps to detect the learning difficulties of the students and find out the solution regarding the problems with lower achieving students. In addition, we can say that students with many learning difficulties are slow in learning so they need special care and guidance which helps to grab the teachers'

attention towards the lower achieving students. In sum up, it can be said that CAS is able to grab the attention of lower achieving students.

**Continuous assessment system to learn from peers.** In order to find out the role of CAS to learn from peers, the teachers were asked whether the CAS helps the learner to learn from their peers or not, the teachers were asked to respond to the statement, “CAS helps the learners to learn from their peers as well.” The responses found are presented in table 14:

**Table 14**

**CAS to Learn from Peers**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAS to Learn from Peers	7	23.33	18	60	25	83.33	3	10	2	6.67	0	0	2	6.67

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

From the table 14, it can be seen that 23.33 percent of the teachers strongly agreed with the statement and 60% of the respondents agreed with the statement. So, it is clear that 83.33% respondents (SA+A) agreed with the statement that CAS helps the learners to learn from their peer as well whereas 6.67 percent disagreed. Moreover, we can say that students can learn from their peer as well as they are more familiar with their friends in comparison with teachers. They can also learn from the mistakes which their friend has made which helps them to learn from their peer as well. Thus, we can say that students can learn from their peer as well.

**Continuous assessment system to develop the confidence of the students.**

To find out the role of CAS to develop the confidence of the students, the teachers were asked whether the CAS develop the confidence of the students or not. They were asked to respond to the statement, “CAS develops the confidence of the students.” The responses found are presented in table 15:

**Table 15**  
**CAS to Develop the Confidence of the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CAS to Develop the Confidence of the Students	11	36.67	18	60	29	96.67	1	3.33	0	0	0	0	0	0

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

According to the table no.15, 96.67 percent of the strongly agreed to the statement that CAS develops the confidence of the students whereas 3.33 percent of them were unknown with the statement. Therefore, it shows that CAS develops the confidence of the students. It develops the confidence of the students as they frequently participate in tests their mistakes are diagnosed by the teachers and they themselves diagnose their mistakes which increases their learning achievement, which automatically increases their confidence level. So, we can say that CAS develops the confidence level of the students by decreasing the fear of tests among the students and developing the confidence of the students at the same time. In sum up, we can say CAS develops the confidence of the students.

#### **Practices of continuous assessment system in basic level public schools.**

The practice of CAS is discussed below under the following sub-headings; Implementation of CAS and its challenges, Use of marks to determine pupils' achievement, Students should not be compelled to attend all the class tests, Teachers provide extra care and attention to the lower achieving students, Diagnose the learning difficulties of the students. The following sub- headings are described below:

**Implementation of CAS and its challenges.** For the purpose of finding out the implementation of CAS and its challenges, the teachers were asked if the implementation of CAS is challenging or not. They were asked to respond to the statement, "Implementing CAS is very challenging in English Language classroom". The responses of the teachers are presented in the table below:



**Table 16**  
**Implementation of CAS its Challenges**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%
Implementation of CAS and its challenges	17	56.67	10	33.33	27	90	0	0	3	10	0	0	3	10

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

From the above mentioned table 56.67 percent of the teachers strongly agreed with the statement and 33.33 percent of them agreed whereas 10 percent of them were disagreed with the statement. 90 percent of the teachers ( SA +A) agreed with the statement that implementation of CAS is very challenging in the present scenario. Therefore, it clearly shows implementation of CAS is very challenging. On the basis of this results we can conclude that the majorities of the teachers from the public schools of Sunsari district believed it is challenging to implement CAS.

**Use of marks to determine pupils' achievement.** In this study, I tried to find out whether teachers use only marks to determine pupils' achievement or not, for this purpose I asked teachers to respond to the statement, “Teachers use only marks to determine pupils’ achievement”. The responses from the teachers are presented in the following table.

**Table 17**  
**Use of Marks to Determine Pupils' Achievement**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%
Use of marks to determine pupils' achievement	4	13.33	7	23.33	11	36.67	1	3.33	12	40	6	20	18	60

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

The table 17 shows that table 60 percent of respondents (SD+D) disagreed and 36.67 percent of respondents (SA+A) agreed with the statement. The respondents were mostly disagreed with the statement, “Use of marks to determine pupils' achievement.” By looking at this scenario, we can conclude that most of the teachers were not agreed with the statement that teachers use only marks to determine pupils' achievement, teachers are using five criteria to evaluate the students: Class work, Project work, Change in behaviour, creative work and attendance which can assess the other learning skills of the students. Thus, we can say that most of the teachers were disagreed with the statement that teachers use only marks to determine pupils' achievement.

**Students should not be compelled to attend all the class tests.** To find out whether students should not be compelled to attend all the class tests or not, the teachers were asked to respond to the statement, “Students should not be compelled to attend all the class tests”. The responses found are presented in table 18:

**Table 18**

**Students Should not be Compelled to Attend All the Class Tests**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students should not be compelled to attend all the class tests	5	16.67	6	20	11	36.67	0	0	15	50	4	13.33	19	63.33

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

From the table 18, it can be seen that 63.33 percent of respondents (SD+D) disagreed whereas 36.67percent respondents (SA+A) agreed, with the statement that

students should not be compelled to attend all the class tests. Therefore, maximum teachers believed that students should attend all the class tests by attending all the class tests students become more confident and knowledgeable after giving number of tests and also it can kill the monotony of the students. Thus, we can say that conducting test time and again is beneficial for uplifting the overall achievement of the students.

**Teachers provide extra care and attention to the lower achieving students.**

In order to find out whether teachers should provide extra care and attention to the lower achieving students or not. They were asked to respond to the statement, “Teachers provide extra care and attention to the lower achieving student.”. The responses found are presented in table 19:

**Table 19**

**Teachers Provide Extra Care and Attention to Lower Achieving Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%
Teachers provide Extra Care and Attention to the Lower Achieving Students	15	50	12	40	27	90	3	10	0	0	0	0	0	0

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

The table 19 specifies that among the total respondents most of the teachers, i.e.,90 percent of them agreed with the statement whereas 10 percent of them were unknown with the statement, “Teachers provide extra and attention to lower achieving students.” So we can say that most of the teachers believed that lower achieving students needs extra care and attention in comparison with medium and higher achieving students, students who are lower achieving can face numerous problems regarding learning in comparison with the low and high achieving students therefore, extra care and attention should be provided to the students who are lower achieving.

**Diagnose the learning difficulties of the students.** In this research, I tried to find out whether the CAS is able to diagnose the learning difficulties of the student and to solve them. The teachers were asked to respond to the statement, “CAS is able to diagnose the learning difficulties of the students and to solve them.” The responses found are presented in table 20:

**Table 20**

**Diagnose the Learning Difficulties of the Students**

Statement	SA		A		Total		U		D		SD		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Diagnose the Learning Difficulties of the Students	8	26.67	14	46.67	22	73.33	4	13.33	0	0	0	0	4	13.33

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

Table 20, shows that 26.67 percent of the respondents strongly agreed with the statement, “CAS to diagnose the learning difficulties of the students.” 46.67 respondents agreed with the statement. So, it is apparent that 73.33% respondents (SA+A) agreed with the statement. On the basis of result, it shows that CAS is very much effective tool to diagnose learning difficulties of the students and to solve them. Likewise, we can say that CAS diagnose the learning difficulties of the students and solve them as it provides remedies to the learning weaknesses of the students, because it helps to solve the exact problems regarding students, the problems which the students are facing and to provide appropriate remedy for it. In sum up, it can said that most of the teachers believed CAS helps the teachers to diagnose the learning difficulties of the students.

### **Analysis of Open-Ended Questions**

**Importance of CAS to support the achievement level of the students.** In response to the question “Do you think CAS is essential to support the achievement

level of the students? How?” Most of the participants believed that CAS is very much vital to uplift the achievement level of the students knowing their weaknesses and encouraging them also it measures the overall achievement of the students. Among the teachers, teacher ‘A’ says, “yes I think with the help CAS students’ all performance can be measured.” And teacher ‘B’ says, “ Yes, I think CAS is essential to support the achievement level of the students because it helps to motivate the students towards teaching learning activities .” Besides this other teachers also support the statement that CAS is able to support the achievement level of the students. Teachers were very much agreed with the statement that CAS is the pillar of success of the students. They believed CAS arouses the learning interest among the students towards content/Subject matter. It also guides or directs the teachers to improve his/her teaching strategies. Moreover, constant feedback is given and this provides groundwork for the teachers to engage in diagnostic teaching and helpful in fruitful learning.

**Problems of implementing CAS.** The teachers were asked to respond to the question, “ What are the main problems you face while implementing CAS.” Among the total respondents maximum teachers believed that there are many problems of implementing CAS such as; Time consuming ,Lack of motivation among the learners, Irregularity of the students, Heterogeneous students, Students having different abilities, Large number of students as the time allotted for the individual each is not sufficient, Lack of willingness among the teachers to conduct CAS, Students poor economic background, Lack of system of record keeping, Most systems are still based on marks, Students hardly receive feedback to improve learning on a continuous basis, Less focus on improvement in learning on a continuous basis, problem of record maintenance, problem of supervision, teachers are not knowledgeable enough to conduct continuous assessment. There are numerous problems regarding implementation of CAS which is creating hindrance in teaching learning and evaluation process.

**Implementation of assessment tools suggested by CDC.** The teachers were asked question if they implement all the assessment tools suggested by CDC. Among the sample teachers, teacher ‘A’ says, “It is difficult to implement all the tools suggested by CDC because of the lack of availability of modern teaching materials

and tools.” In the same way, teacher ‘B’ says, “Yes, I implement all the tools suggested by CDC.” Most of the teachers implement all the tools suggested by CDC whereas some of them do not implement all the assessment tools suggested by CDC. Thus, we can say that most of the teachers implement all the assessment tools suggested by CDC and some of them do not because of lack of modern teaching equipment and tool and lack of time. On the other hand, some of the teachers implement it though there is lack of proper assessment tools.

**CAS for the teachers of public schools.** Managing teaching time and CAS is really problematic and challenging for the teachers of public schools. So, the teachers were asked to respond to the question, “Do you think CAS is burden for the teachers of public schools? Why? ” Among them teacher ‘A’ says, “No, “CAS is not burden for the teachers of public school if all the teaching materials are available.” In the same way, teacher ‘B’ says, “It is not burden for the teachers of public school as it is a tool or a means of uplifting the level of students and teachers as well.” So, we can say maximum teachers believed that CAS is not burden for the teachers if they are hardworking dedicated and laborious and also CAS makes the teachers attentive and more careful about the students achievement and progress on the other hand some of the teachers believed that CAS is extra burden for them as they cannot give extra time to each individual students because they are large in number. Despite this most of the teachers believed that CAS is not burden for the teachers of public schools if they are more responsible towards their duties. Moreover, they think teachers must assess the learning outcomes and performances at the end of the each unit of instruction so that they can easily assess the students in no time and also believed in making the timetable at the beginning of the each academic year and semester for the appropriate time management.

**CAS as an opportunity to improve the students performance.** Most of the teachers take CAS as a very important part of students learning process and their sound learning achievement as most of the lower achieving students can get an opportunity to improve their performance as they are guided by the teachers. The sample teachers were asked if CAS provides an opportunity to improve students’ performance or not. Among them teacher ‘A’ says, “Yes CAS provides an opportunity to improve the students’ performance by making them multi tasking and

increases the students motivation and confidence level too.” In the same way, teacher ‘B’ says, “ Yes, it acts as a bridge to compensate the gap between the teachers and the students.” Moreover, most of the teachers also believes CAS is an opportunity to improve the students’ performance. It can also encourage the students and improve their learning process by increasing their confidence level by making them quick learner and also it is very important to improve the relation between students and teachers as it compensate the gap between teachers and students. In the same way, the teachers spread assessment in overall areas of students behaviour like psychology, aptitude and psychomotor. Likewise, teachers are involved in remedial and individualized teaching as it is very much crucial for finding out the individual problems of the students and solve them. Thus, we can say that continuous assessment improves the overall performance of the students.

**CAS implementation to improve classroom and assessment practices.** The teachers were asked to respond to the question, “Do you think CAS is able to bring the relevant changes to improve the basic level English teachers’ classroom and assessment practices ?How?. Among them teacher ‘A’ says, “Yes, off course because it increases their confidence level and helps to implement all the modern assessment tools and methods and increase self potential as well as students’ potential.” Moreover, teacher ‘B’ says, “Yes, CAS is able to bring the relevant changes to improve the basic level English teachers’ classroom and assessment practices because teachers are familiar with the learners’ problems and they changes them accordingly.” Most of the teachers believe that implementation of CAS helps to enhance the performance level of the English teachers as they apply different assessment practices and tools and modern assessment tools keeps them updated which can provide them clear guidelines for the teachers to improve their assessment practice and also they can be familiar with the learners problems and improve their teaching strategy accordingly. In the same way, most of the teachers believed in constant evaluation of themselves from the continuous assessment program. Various components of continuous assessment measures different competencies therefore it is complex and difficult to implement. To sum up, we can say that assessment system and its implementation is very crucial for enhancing assessment practices and for the overall sound performances of the students.

**CAS for diagnosing learning difficulties.** Diagnosing the learning difficulties is very important part of learning process as it gives the real knowledge about the students about their knowledge status as I asked question to the teachers, "Do you diagnose your students learning difficulties?" Among them, teacher 'A' says, "Yes, I diagnose my students' learning difficulties because it helps me to find their weaknesses and to solve them." In the same way, teacher 'B' says, "Yes, I diagnose my students by using the different assessment tools in the classroom for the better learning." Most, of the teachers believed in diagnosing the learning difficulties students and finding out their learning difficulties. The teachers are very much positive and they take it as the most vital part of their teaching learning they can diagnose the students' learning difficulties by communicating with them and by evaluating their learning process also by conducting class test and by providing class work and homework. Teachers are mostly suffering from lack of familiarity with the assessment framework and frustration with workload and also there is limited discussion of instructional ideas linked to continuous assessment and also classroom assessment techniques are rare which is creating hindrance in diagnosing the learning difficulties of the students. However, they believe that everyday task of engaging in a classroom of children had a greater influence over diagnosing the learning difficulties and solving the individual needs of the students.

**CAS and students motivation.** Motivation is very important key factor in learning process if the students is not really motivated they cannot learn properly. so, I asked them if the CAS increase students' motivation towards learning or not. Among them teacher 'A' says, "Yes, it obviously increases students' motivation towards learning." Similarly, teacher 'B' says, "Yes it increases my students' motivation toward learning by making them more attentive and curious towards learning." Besides this maximum number of teachers believed that CAS motivates the students towards learning. CAS is very much effective for increasing the students' motivation by making them more conscious, excited and attentive towards learning. If the teacher assess the performance of the students based on their tests, exams, assignments and projects. It serves the four major roles like evaluating the student work, communicating with students and helping in motivating students to focus in the classroom but sometimes students with low grades get demotivated and also there is no way developed that a student can know their assessment process and grading



technique, as they compare their marks with other students and it hamper their performance.

**Problems of organizing project work.** Project work is also very vital part of CAS which is crucial for better achievement of the students. As I asked the teachers, "Do you think it is problematic to organize project work." Regarding this question teacher 'A' says, "No, it is not problematic to organize project work if the learners give their attention on the topic and if the teachers do it/teach it effectively." Similarly, teacher 'B' says, "It is not problematic to organize project work if there is availability of modern material and equipment." Most of the teacher believed that it is not very difficult to organize project work if the students are more attentive give their full attention and also the students are very regular as well as if the teachers get full support from administration. It shows most of the teachers are facing problems while organizing project work. There are multiple assessments in the form of presentations, projects, group discussions, assignments and tests. The teacher themselves have to put a lot of effort into preparing and planning for the assessments. The education institutions sometimes lack proper training on assessment techniques and technology and methods that needs to be given to their teachers and examiners. The investments in supporting and training but authorities are reluctant to invest in these assessment systems.

**Support from school and resource center.** In response to the question, "Do you get support from School and Resource centre while dealing with the problems of CAS?" Regarding this question which was asked among the teachers, among them teacher 'A' says, "Yes I get full support from school and Resource centre while dealing with the problems of CAS." And teacher 'B' says, Yes, I get maximum support from school and resource centre while dealing with the problems of CAS." Besides this most of the teachers believed that they are getting support from the School and resource centre while solving the assessment related problems.

**Challenges in implementing CAS.** While implementing CAS teachers are facing different kinds of challenges in school. So, the teachers were asked to respond to the question, "What are the major challenges that hinder the implementation of continuous assessment while you are teaching English?" The responses given by the teachers are presented below:

- ) Teachers are not motivated to implement CAS
- ) No any support from the administration
- ) Lack of mutual support among the staffs
- ) Lack of time management
- ) Lack of appropriate English teaching learning environment
- ) Multilingual students
- ) Lack of sufficient exposure
- ) Lack modern tools and materials
- ) Lack of deep knowledge about the CAS
- ) Lack of sound classroom management
- ) Lack of attentive students who are motivated
- ) Lack of proper guidance from the concerned authorities
- ) Negligence in protecting the information on the assessment of students
- ) Weaker relationship between learning outcomes and assessment
- ) Lack of transparency in assessment system
- ) Classroom assessment techniques are rare
- ) Too much summative –not enough formative assessment.
- ) Not diagnosing students reading concept and skills that students are lacking.
- ) Students hardly receive feedback to improve their learning.

**Improvement that should be done to implement CAS.** To improve the current implementation of CAS is very challenging. However significant progress can be done if done effectively. So, I asked the teachers,” what should be done to improve the current implementation of CAS in teaching English?”. The responses given by them are as follows:

- ) Well equipped classrooms should be managed
- ) Increasing English language learning environment
- ) Motivating students towards learning
- ) Teachers should be provided training on how to implement CAS in the classroom
- ) Refreshment training should be given timely
- ) Availability of CAS form on time

- ) Number of students should be in balance according to the number of teachers
- ) Teachers should be made responsible if their students are not performing well
- ) Effective plans and policies should be adopted by public schools
- ) Sustainable plans and policies should be made by the authorized personnel as well as CDC
- ) Teachers needs to be knowledgeable about continuous assessment.
- ) Teachers must formulate the measurable and specific and attainable instructional objectives
- ) Constant feedback should be given
- ) Teachers must have required skill in test construction.
- ) There should be consistency in Assessment

### **Summary of Findings**

On the basis of the analysis and interpretation of data obtained from the teacher the findings regarding the perception of teachers towards continuous assessment system. The summary of the findings are given below:

- ) Teachers responded that continuous assessment is most essential to support and increase the achievement level of the students by motivating them towards the learning.
- ) On the basis, of respondents it was revealed that CAS is very effective tool to improve the students' performances by providing appropriate feedback to the learning difficulties of the students and giving appropriate remedy for it.
- ) On the basis of responses it was found that CAS is equally more crucial for making the teachers more responsible towards their duties as it makes the teachers more attentive while conducting CAS as it gives the ideas to the teachers about the weaknesses of the students and they can know whether the students are learning properly or not, so that they can adopt appropriate solutions for the learning weaknesses of the students.
- ) Students were found to be more motivated towards learning as it makes the students attentive and more excited towards learning as the CAS motivates the bright students to learn more better on the other hand it provides support to the students who are weak and less motivated towards learning.

- ) Teachers were found using the CAS for solving the problems faced by the students
- ) From the responses it was found that most of the teachers agreed with statement that teachers should provide extra care and attention to the lower achieving students as they are not good in their studies as they are lower achieving students as they need extra care and attention.
- ) CAS is very beneficial to minimize the class repetition rates. It was found that CAS is equally beneficial for minimizing the class repetition rates and for increasing the regularity and daily attendance rate of the students.
- ) According to the responses it was revealed that CAS is helpful for minimizing the stress level of the students due to exam.
- ) It was found CAS is essential to support the achievement level of the students for the reason most of the teachers prefer to diagnose the learning deficiency of the students.
- ) From the findings it was revealed that teachers are mostly using the student centered methods like; problem solving activities, role play, demonstration, dictation test, group work, pair work, reading comprehension, listening and speaking activities.
- ) Teachers are using five criteria to evaluate the students: class work, project work, change in behaviour, creative work and attendance, for the reason only paper pencil tests are not enough to evaluate the overall proficiency of the students.
- ) According to the responses found teachers are using unit test, class tests, weekly tests, monthly test for the improvement of students' educational progress.
- ) Teachers were found to be more motivated and dedicated towards teaching related problems which are solved through various workshops, seminars and training and also it is crucial for fostering the knowledge regarding new technology and innovations.
- ) It was found that students with low grades get demotivated with assessment and its marks as their marks are compared with other students.

- ) The assessment system some where lacks the connection between the students and assessment. There is a weaker relationship between the assessment and the learning outcomes.
- ) From the responses it was found that some students may be assess wrongly due to the lack of system of protecting the information on the assessment of the students.
- ) It was revealed that most of the teachers are implementing all the tools suggested by CDC.
- ) Similarly, it was found that most of the teachers believed that it is not problematic to organize project work if they get support from the administration.
- ) It was revealed that most of the teachers are getting support from the school and resource centre while dealing with problems of CAS.
- ) From this study it was found that teachers are facing so many challenges such as lack of materials, training, lack of proper guidance and supervision, demotivation among the students, multilingual classrooms, lack of support from administration and concerned authorities.
- ) Finally, some of the respondents believed that it is challenging to implement CAS because of the lack of materials, heterogeneous classes, lack of poor English teaching and learning environment, large number of students ,as a result they cannot give feedback on the regular basis so it results in weak connection between assessment and learning achievement.

## **Chapter V**

### **Conclusions and Implications**

On the basis of the analysis and interpretation of data collected from the respondents through questionnaire at basic level teachers in public school of Sunsari district. on the basis of the discussion, analysis and interpretation of the data the conclusion has been presented in the same way, on the basis of the analysis of the data, the finding has been presented by the researcher and also researcher makes necessary recommendations for the further research or for the application in the policy related and practice related pedagogical implications.

### **Findings**

From this study it was revealed that CAS is equally crucial for making the teachers more responsible towards their duties and students were found to be more motivated towards the learning as it motivates the bright students to learn more better on the other hand it provides support to the students who are weak and less motivated one. Teachers were found using the CAS for solving the problems faced by the students. It was found that CAS is equally beneficial for minimizing the class repetition rates and increasing the regularity and daily attendance rate of the students. It was revealed that CAS is helpful for minimizing the stress level of the students due to exam. It was revealed that the assessment system some where lacks the connection between the assessment and student achievement. There is a weaker relationship between the assessment and learning outcomes. From this study it was found that the teachers are facing a lots of challenges such as, lack of materials, lack of proper training supervision and guidance from the concerned authorities.

### **Conclusion**

The main aim of this study was to find out perceptions, problems and challenges of teachers on CAS. This study mainly focused on the perceptions, problems and challenges while implementing CAS. While tests are based on two types of questions- open and close ended questions – open ended questions require judgment while close ended does not require any judgment . Students feel difficulty

with the questions which require judgmental answers. So, it is a duty of a teachers to make the students answer all sorts of questions. Teachers are still following the old and traditional method which are based on the marks and it is not able to measure the overall competency of the students as simple paper pencil tests can measure only writing skills of the students not overall skill like listening and speaking skills.

This study is an attempt to find out the perceptions and challenges the teachers faces while implementing CAS. From this study it was revealed that most of the teachers believed that CAS is really effective for language learning. In the same way teachers are very much agreed that CAS is effective tool to improve the students' performances. Moreover, they also believed that implementing CAS is very challenging in English language classroom also they believed that CAS makes the teachers more responsible towards their duties as they are made responsible if their students are not performing well. In the same way, teachers believed that CAS minimizes the class repetition rates and increases the regularity and daily attendance rate of the students. In addition, it reduces the fear of tests among the students and minimizes the stress level of the students. Moreover, most of the teachers believed that CAS increases or maximizes the learning achievement of the students. According to the teachers they are not able to conduct assessment on the regular basis due to lack of time and large numbers of students in the classroom as a result, students hardly receive feedback to improve in learning on a continuous basis. So, it is challenging to give feedback in a regular basis. Continuous assessment encourages students to work assiduously throughout the period of teaching learning as it helps to minimize the students fears and anxieties about the failure in the examination. It is very challenging for the teachers to maintain the balance between classroom teaching and assessment task.

The assessment system is very much important for their self growth and confidence. The teachers are not able to maintain the proper records of the students due to lack of appropriate system of keeping records .The current methods are not providing enough exposure for the better performance in academics, proper record keeping is not done and it results in low assessment practice which is very difficult to avoid. So, better assessment practices should be enhanced. There are many assessment tools which are developed to assess the knowledge of students learned in

the classroom. Assessment are purely based on their knowledge or performance in the classroom. Teachers are loaded with administration works as a result teachers are finishing the syllabus in short time. Therefore, procedure and strategy followed by the teachers should be changed as change in teaching strategy improves the learning outcome. From this study it is clear that, continuous assessment system is very crucial for determining the ways of helping the teachers in improving their skill and to deal with the challenges and problems regarding continuous assessment system.

### **Recommendation**

On the basic of summary and findings obtained from analysis and interpretation of the researcher has listed the main implication of the study as below:

**Policy related.** A policy is a concise summary of information that can help readers to understand the decisions made by the government. Basic level teachers would be very much helpful for the policy makers of Nepal to formulate the policy related to perceptions of basic level teachers from the following implications:

1. Teachers, School Management Committee (SMC), Government parents and students must be responsible to implement CAS.
2. Extra time should be provided to the basic level teachers for managing portfolio so that teachers can know the students individually and appropriate environment can be created in teaching learning process.
3. Most of the teachers are unable to use the CAS in effective manner some of the teachers take it as burden some of the teachers want to apply the assessment tools like class work, homework, project work and tests but they are not able to apply it because of the large number of students, irregularity of the students due to lack of proper supervision and guidance and less use of authentic assessments.
4. Training related with CAS should be provided time to time and it should be about how to apply in the classrooms.
5. There should be the practice of monitoring, guidance and supervision from the authorized and responsible persons like Head teachers and Resource persons.
6. It gives clear guidance to design the syllabus and curriculum and make it more practical and authentic.



**Practice related.** The major implications from the findings of this study in practical day to day life are recommended under this practice related fields. The useful findings analyzed in this study are related to the practice of teaching and CAS and its implementation. Therefore, language teachers, curriculum designers, material procedures, principal, text book writer and students will be benefitted and utilize the study.

1. CAS play the crucial role to deal with the any problems while teaching the students and also it increases the actual progress of the learners. So, CAS must be the important part of teaching learning activity and it should be applied by the teachers.
2. CAS is helpful for making learners confident, inspired and autonomous and also it reduces the absent rate increases the regularity and daily attendance rate of the students and it also helps reduce the fear of tests among the students.
3. Teachers are the most responsible persons in the teaching learning activities. If the teachers are not capable of teaching the students in a fruitful way then whole teaching learning activities becomes worthless. So, the teachers should be trained by conducting workshop, seminar and time to time refreshment training should be provided to the teachers. Teachers should be provided the proper guidance supervision and monitoring and support from the responsible persons like Head teacher, Resource person, SMC (School Management Committee) and parents as well.
4. CAS is very much crucial for solving the problems of lower achieving students and improve their learning. So, teachers should apply CAS for effective learning.
5. Some of the teachers take CAS as extra burden as they have to do a lot of administrative work. So, the teachers are not so much concerned about the use of authentic assessment. So, the teachers must not be compelled to do all the administrative work.
6. Extra time should be provided to the teachers of basic level so that they can manage the time for CAS.
7. CAS should be used to diagnose the learning difficulties of the students rather than using just for formality.

**Further research related.** This study should be helpful to the persons those who want to conduct their research in the similar area or topic in the coming days. I am hopeful that my research study will work as a major base for the further researchers. They will be benefitted by the following matter.

1. This research study will be major secondary resource for their study.
2. It will also be helpful for selection of other new areas and topics.
3. It will also provide support regarding methodology and research design for the researcher who wants to conduct the research using the survey research.

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## **Appendices**

### **Appendix – I**

#### **Questionnaire**

Dear Sir/Madam

The questionnaire has been prepared to explore '**Basic Level English Teachers' Perceptions Towards Continuous Assessment System**'. This research work is being carried under the supervision of **Dr. Gopal Prasad Pandey**. Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by that the response made by you will be used only for the present study and will remain confidential.

**Researcher**

**Puja Chaudhary**

Questionnaire

Date:

Name:

Name of the school:

Gender:

Teaching experience:.....years

Please tick the best options:

1. Continuous assessment in the classroom is really effective for language learning.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
2. CAS is effective tool to improve the students performances.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
3. Implementing CAS is very challenging in English Language classroom.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
4. CAS makes the teachers more responsible towards their duties.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
5. Teachers use the CAS as a tool to improve the problems faced by the students.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
6. Teachers use only marks to determine pupils' achievement.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
7. Students should not be compelled to attend all the class tests.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree
8. Teachers provide extra care and attention to the lower achieving students.  
a. Strongly agree      b. Agree                      c. Unknown  
d. Disagree              e. Strongly disagree

9. CAS minimizes the class repetition rates.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
10. CAS increases the regularity and daily attendance rate of the students .
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
11. CAS reduces the dropout rate of the students.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
12. CAS is able to minimize the stress level of the students.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
13. CAS reduces the fear of tests among the students.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
14. CAS increases or maximizes the learning achievement of the students.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
15. CAS is able to diagnose the learning difficulties of the students and to solve them.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
16. Continuous assessment puts extra burden to the students.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
17. Continuous assessment increases the desire of learning among the learners.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
18. CAS helps the lower achieving students to grab the attention of the teachers.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree
19. CAS helps the learners to learn from their peers as well.
  - a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree



20. CAS develops the confidence of the students.
- a. Strongly agree
  - b. Agree
  - c. Unknown
  - d. Disagree
  - e. Strongly disagree

Please give a short answer of these following questions regarding your experience about Continuous Assessment System(CAS).

1. Do you think CAS is essential to support the achievement level of the students? How?

Answer.....  
.....  
.....

2. What are the main problems you face while implementing CAS?

Answer.....  
.....  
.....

3. Do you implement all the assessment tools suggested by CDC? How?

Answer.....  
.....  
.....

4. Do you think CAS is burden for the teachers of public schools? Why?

Answer.....  
.....  
.....

5. Do you think CAS provides an opportunity to improve the students' performance? How?

Answer.....  
.....  
.....

6. Do you think CAS is able to bring the relevant changes to improve basic level English teachers' classroom and assessment practices? How?

Answer.....  
.....  
.....

7. Do you diagnose your students' learning difficulties? How?

Answer.....  
.....  
.....

8. Does CAS increase your students' motivation towards learning?

Answer.....  
.....  
.....

9. Do you think it is problematic to organize project work? Why?

Answer.....  
.....  
.....

10. Do you get support from School and Resource Centre while dealing with the problems of CAS?

Answer.....  
.....  
.....

11. What are the major challenges that hinder the implementation of continuous assessment while you are teaching English?

Answer.....  
.....  
.....  
.....  
.....

12. What should be done to improve the current implementation of continuous assessment in teaching and learning English?

Answer.....  
.....  
.....  
.....

## Appendix II

### Name of the Schools and Teachers

S.N.	Names of Schools	Teachers
1.	Shree Chandra Kamal Higher Secondary School, Ramdhuni	Pratima Chaudhary Sakal Dev Mehta
2.	Panchayat Secondary School, Ramdhuni	Ashok Deep Chaudhary Rekha Chaudhary
3.	Shree Saraswati Secondary School, Inaruwa	Shyam Dev Mehta Umesh Yadav
4.	Shree Sarbodaya Basic School, Inaruwa	Laxmi Narayan Chaudhary Ramanand Mandal
5.	Shree Gopal Secondary School, Duhabi	Shree Shankar Luitel Khusi Lal Uranw
6.	Shree Gadhadev Basic School	Sapana Regmi Binita Chaudhary
7.	Janata Basic School, Inaruwa	Anu Koirala Gyanu Pokhrel
8.	Shree Janta Higher Secondary School, Ramdhuni	Sanjeev Chaudhary Sajan Chaudhary
9.	Shree Adharbhut Vidhyalaya, Duhabi	Bhagat Chandra Rai Narotam Chaudhary
10.	Bhagawati Secondary School, Inaruwa	Pujan Chaudhary Laxman Karki
11.	Shanishchare Secondary School, Ramdhuni	Surendra Kumar Mehta Niranjan Das
12.	Shree Nabin Sikshya Adharbhut School, Duhabi	Sangeeta Chaudhary Karun Lal Chaudhary
13.	Shree Saraswati Secondary School, Aurabani, Sunsari	Devaki Kumari Magar Jiban Chaudhary
14.	Shree Sharada Secondary School, Inaruwa	Ram Babu Pokhrel Sunita Khadka
15.	Bal Mandir Secondary School, Inaruwa	Deepak Mehta Nageshwar Mehta