

# CHAPTER: ONE

## INTRODUCTION

### 1.1 Background

Education is provided through private and government school system in Nepal. The performances of private schools' students are better than government schools in English language. English has been taught as a foreign language in Nepal. There is a trend of formal bookish language teaching based on grammatical patterns where the teachers are active provider and the students are being passive listeners during the teaching and learning process. Teaching and learning without context is being problematic for students as result they feel shy and hesitation, and become unable to produce sentences. On the other hand, background of the students is heterogeneous; they are from the multicultural background which becomes difficult to teach gathering them in one place. Similarly the students do not bring the daily using materials that the teachers tell them to bring in the classroom. It is believed that learners' first school is their own homes. Guardians do not help them properly in their learning because most of them are illiterate. In one word there is not proper environment for English language learning. The most of the teachers predominantly employ grammar translations and grammar based activities in their classes rather than the communicative ones. The situation of government schools for English language teaching is in a very pathetic condition. Despite the government's effort in the government schools, learning achievement of the students is not satisfactory. There is no fixed and perfect method and technique to teach foreign and second language so far. Some of the teachers doubt in evaluation tools and its system. On the course of time Continuous Assessment System has emerged in learning and teaching field. The government of Nepal implemented it first in five districts in the fiscal year 2056/057. Now it has been implemented throughout the country expecting to uplift the learning achievement of the students. It is complex to draw the fixed concept of language teaching in the field of education because of massive ideas, theories, methods, techniques, tools, and so on. That is why I chose the title of my research is Implementation status of Continuous Assessment System in English Language Teaching expecting to attempt the implementation status of CAS, identify the implementation obstacles of CAS, and some pedagogical suggestions as objectives. I

conducted survey types of research non- randomly covering the targeting geographical area. Nine government schools' English Language Teachers, Head teachers of the same school and resource person were my population sample. Similarly, open-ended, close-ended questionnaires were my tools and technique. I personally visited all concerned people to collect data. The fundamental findings of study were the majority of English Language Teachers have general and theoretical knowledge of CAS but practically they have not applied it in proper way. The most of the English Language Teachers as well as Head teachers were not involved in CAS trainings provided by the governments. So the implementation status of the CAS is disappointed. However, evaluation tools of CAS are helpful and supportive. Teachers can provide feedback and remedial teaching for the poor learners.

### **1.1.1 Teaching**

People have been transferring their knowledge and skills from one generation to new generation formally or informally since the ancient time. In this regard teaching is defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand” (Brown, 1994, *ELT Method*, ). There are abundant approaches, methods, principles and techniques emerged to teach the students. In the context of Nepal, English is being taught applying traditional methods such as GT method. They do not have proper skills and knowledge of communicative method. A few teachers apply communicative methods.

### **1.1.2 English Language Teaching**

We teach English language by using various methods approaches and techniques which are essential for any kind of language teaching, basically to learn the second or foreign languages. The school polices and curricula shifted from traditional methods to communicative methods, though most of the teachers have been following traditional methods in English language class room. The teachers and students are not actively willing to communicate each other using English language. They like to use mother tongue or Nepali language in English Language classes. Therefore it is becoming more difficult to shift them to communicative learners. Many aspects of language learning can take place only through natural process; it is possible when a

learner is involved in communicative activities using language. The learners' ultimate goal is to communicate with others that are only possible through the communicative methods of language teaching. To learn a new language effectively, one should take part actively in the communication by discussing, doing project work, individual work, as well as actively participating in the classroom activities.

Language teaching and learning has gone through a long history. In course of time, different approaches and methodologies have also appeared in the arena of language teaching. In the context of Nepal, English Language Teachers have been facing with abundant problems such as a lack of appropriate teaching material, a lack of proper context, political hindrances, lack of skills and knowledge etc. However every teacher has to perform certain professional duties and responsibilities, which can be termed as teacher tasks. Major duties of a teacher can be categorized into the following six headings;

- a. Planning;
- b. Record keeping
- c. Managing student conduct
- d. Teaching
- e. Assessing
- f. Professional duties

Each factor is interrelated.

### **1.1.3 English Language Teaching in Nepal**

There is no long history of English Language Teaching in Nepal although it has prolonged history in the world. English Language is introduced from grade one to bachelor's level as compulsory subject in Nepal. Formal English education in Nepal began first in 1854 A.D. (1910 B.S.) when the Rana Prime Minister, Jung Bahadur Rana visited England in 1850 A.D. After his visiting, he arranged two English teachers, Mr. Ross as the supervisor, and Mr. Canning as the principal from Britain. He began this school to impart English education to his brothers and nephews at

Thapathali Durbar. Gradually it was opened for everyone. Nowadays English is taught throughout the country.

#### **1.1.4 Evaluation**

Education is the life long process. It begins from the cradle and ends in the grave. Evaluation is carried out after each lesson or chapter, and at the end of the academic year. According to the Dictionary of Education” The process of ascertaining the value of anything is called evaluation” (as cited Instructional Evaluation, 206, p.16). Similarly, Gronlund says, ”Evaluation includes both qualitative and quantitative descriptions of pupils’ behaviour plus value judgement concerning the desirability of that behaviour” (cited in Instructional Evaluation, 2067, p.16). According to Croanback(1970) there are two types of evaluation-Summative and Formative. In this regard, Popham says” Formative evaluation refers to assessment of worth focussed on instructional programs that are still capable of being modified”. (cited in Instructional Evaluation, 2067) . We can say that evaluation is compulsory to measure the learners’ ability. Similarly, evaluation and teaching is two wheels of the one carts, if one breaks it may not move. If we observe the above definitions, evaluation seems major factor in teaching. Without evaluation teaching learning process may remain incomplete. Evaluation is also one of the key techniques to meet the objectives of the education.

#### **1.1.5 Evaluation System in Nepal**

Evaluation is an inherent part of teaching learning activities. Without assessing the students’ knowledge, the process of teaching learning activities remains incomplete. Therefore, the teachers must evaluate students’ performances, and for taking decisions.

There are various ways to evaluate students, like written examination, oral interview, class observation, practical activities, and so an. In the context of Nepal, the whole evaluation process is criticized because of a lack of professionalism, a lack of credibility as well as a lack of validity of examination. To replace such prevalent anomalies and flaws, different tools of evaluation emerged. Among the various tools of evaluation, CAS is one. Various, linguists, scholars, subject expert and related personalities are giving their adequate logics supporting the importance of CAS.

The fundamental objective of CAS is to get better performances by the learners through the effective teaching learning process and they can learn immediately. If the students are unable to acquire what the teachers intend to imply, the remedial teaching provides as feedback. It ensures that CAS does not focus on the written forms of exams. It focuses on the learners' level of understanding, means that it focuses how to co-operate well to the learners and subject matters. Similarly, it emphasizes how to attract the learners towards learning and towards school. To reduce the fear of examinations, to make students regular in learning, and to increase the credibility of such tests it expects that CAS assists to bring them into the main stream of education. We may not ignore that teaching and assessment are two facets of same coin. To bring out the desired changes in the second language learners, the government, the policy makers, curriculum designers, psychologists, subject experts, as well as educational institutions attempt to apply different strategies in the field of education. To evaluate the learners, different types of evaluations tools are used in the context of Nepal such as Written Test, Practical Test, Oral Test, Aural Test, and Non-testing Devices of Evaluation. Tools of Evaluation can be categorized in the following ways; a. Standardised test, b. Non- standardised test,

Similarly, Non standardised test falls under the following categorises;

- i. Teacher made test
- ii. Non- testing devices of evaluation

Likewise, Teacher made test categorizes as;

- i. Oral test
- ii. Written test; Subjective test and Objective test
- iii. Practical test
- iv. Aural test

In the same ways, Non-testing devices of evaluation falls on the following categorises;

- i. Observation
- ii. Rating Scale

- iii. Check List
- iv. Anecdotal Record
- v. Cumulative Record
- vi. Case Study

Despite implementing the above- tools, output of school evaluation system is still as the same complicated in the field of teaching and learning process. To reform the existing system of evaluation the government has implemented CAS.

### **1.1.5 Continuous Assessment System**

In terms of the evaluation, National Curriculum Development Centre has implemented Continuous Assessment System in the government schools throughout the country from grade one to seven (CDC,2069). First, it launched at five districts namely Surkhet, Illam, Kanchanpur, Syangja, and Chitwan in the fiscal year 2056/2057. Now CAS is implementing across the country. The main aim of CAS is to find out the students' learning achievement, and conduct remedial teaching and encourage them to learn. Moreover CAS is inevitable for actively participating them in communicative learning, for enjoyable teaching, and for fear free evaluation. In this evaluation system basically five determinants are used to measure students' achievement they are given as follows;

- i. Class work/ Classroom participation
- ii. Project work
- iii. Behavior change
- iv. Creative work
- v. Attendance

Through these determinants each one is evaluated to find out the level of the understanding as well as proficiency of the learners after each lesson. In this assessment system, students' progress record should be kept as follows:

- i. The students are awarded one or two or three tick marks by the teachers that are learnt in each lesson, on basis of criteria.

- ii. Give three tick marks ( ) for well learned, two tick marks ( ) for better learned and one tick mark ( ) for general learned.
- iii. Divide the students into A, B, C, grade in every terminal, on basis of tick marks they have obtained.

70% up to 100% = A grade

40% up to 70% = B grade

Below 40% = C grade

- iv. Method of percentage of lesson wise tick marks:

Total tick marks obtained by a student

Formula: Tick mark percentage =  $\frac{\text{Total tick marks obtained by a student}}{\text{Total lessons taught X 3}} \times 100$

- v. In this evaluation system, the lesson wise learned items should be observed whether the learning achievements prescribed by the curriculum are obtained or not.

(Cited in PEC, 2065, p.18).

## 1.2 Statement of the problem

English language teaching is being important from the initial point of school education, but people criticize the government schools for not being able to provide quality education. The pass percentage rate of government schools is very low and those students, who have passed, are very poor in reading, writing, listening and speaking in English language; they speak Nepali language even in English classes (Shrestha, 2012). Many strategies, policies, and plans have been changing as changing course of time, and political system, but government schools have been considering ineffective schools because of the low performances of the students in comparison to private schools. The government has been investing about 17% of total budget in education but output is not as good as private schools (MOE, 2010). The government of Nepal has implemented ‘Continuous Assessment System’ in government schools from grade one to seven throughout the country for teaching all subjects expecting to uplift students’ learning achievement (cited in CDC, 2069). Belief of CAS is flourishing. However, I have a doubt that whether the teachers are implementing CAS or not. The researcher wants to see the effectiveness of CAS in the field of English Language Teaching. The researcher wants to find out the status whether the teachers

are implementing their experiences and trainings in the classroom or not provided by the government. This study will investigate the real status of the CAS in Pathari Resource Centre of Morang district eastern part of Nepal along with its obstacles of using CAS. The findings will be a helpful for further reforms; to develop additional strategies in the field of education. These are genuine problems for conducting the research study.

## **1.2 Objectives of the study**

This research attempts to attain the following objectives;

- i. To find out the implementation status of CAS,
- ii. To identify the implementation obstacles of CAS,
- iii. Some pedagogical suggestions,

## **1.3 Research questions**

This study has been guided by the following research questions;

- i. Do English Language teachers implement the CAS?
- ii. What is the status of the CAS?
- iii. What are the obstacles to implement the CAS?
- iv. Have English language teachers involved in any kind of CAS training?
- v. Do they use the portfolios to keep the record of the students?

## **1.5 Significance of the Study**

This study is beneficial for all concerned people who are involving in teaching and learning process. Specially, it is beneficial directly for students, teachers. Similarly, subject experts, curriculum designers, policy makers, book writers who desire to make new policy, will be benefitted by it in English Language Teaching. This research will be fruitful for school supervisors, stakeholders, Head masters English teachers, school management committees, interested people, as well as resource person.



## **1.6 Delimitations of the study**

This research study conducted in the fixed area. It delimited to nine government schools, nine English language teachers, nine Head teachers, and resource person of Pathari Resource Centre, Morang district, eastern part of Nepal. It delimited to basic level students too. These are the populations of this research.

## **1.7 Operational Definitions of Key terms**

**Achievement:** The act of achieving or performing; a successful performance.

**CAS:** It is used to test and evaluate students' performance as well as competence level of the language (Continuous Assessment System).

**Effectiveness:** The property of being effective of achieving result.

**ELT:** It refers to teaching and learning of English language in the context of Nepal (English Language Teaching)

**Evaluation:** Testing the learners.

**Implementation:** The process of moving an idea from concept to reality in the field of education.

**Portfolio:** Details and descriptions of the learner.

**Teaching learning Activities:** Classroom activities.

## **CHAPTER: TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUL FRAMEWORK**

#### **2.1 Review of Theoretical Literature**

A Literature review is a process of locating, obtaining, reading and evaluating the interest. It is the source for the further study of research task. For the better study one has to take help of previous related study or related literature. The related study and literature provide basic information which is essential to the present study. What and how the related studies have been carried out for a particular research provide direction in making the problem realistic, precise, researchable and meaningful. Having these advantages in mind in this study the researcher reviewed the considerably related and relevant literature cited previous thesis book, journals and interest.

We conduct testing activities to get the information of learners' ability or effectiveness of our own teaching what we have been taught before in this regard, Khaniya (2013:1-2) says:

Testing has used, as process of scrutinizing how far learners have what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or afte his teaching or administers an examination at the end of the lesson or unit or a chapter or a course of study. The intends of the teacher in making queries or administering an examination during or after his teaching on what has been taught obviously is to understand whether or not the whole or part of his teaching has been imparted and received by the learners effectively as well as to determine, if necessary, remedial teaching.

Progressivism was founded by the greatest educationist John Deway. The concept of progressivism in education began from Greek. 'Learning by Doing' is the concept of greatest philosopher Plato and it is still relevant in the field of teaching and learning.

Rousseau and Kamenious focused direct observation in education. Similarly, Pestalogy focused self activity in education. Herbert focused all round development of a learner in education. Progressivism is rooted and enlarged with the concept of child right and child freedom focused and emphasized by Frobel. Similarly, American educationist William James viewed that education should be given by considering the learners' psychology.

Progressivism and CAS are interrelated to each other. Similarly, CAS is the process of assessment, and evaluation tools. Different educationists and psychologists as well as institutions view assessment or the evaluation system differently. Some of the definitions are given below:

According to OALD 7<sup>th</sup> edition defines assessment as, "Assessment is an opinion or a judgment about somebody/something that has been thought about very carefully."

Basic Education Curriculum 6-8(2069) has mentioned:

For grade six and seven, there will be a terminal (summative) examination covering 60% and remaining 40% will be through Continuous Assessment System. The CAS should be done based on classroom participation, class unit tests, use of expressions learnt in the class, and project work etc. This will take both formal and informal modes. The whole assessment procedure of these two grades will base on teacher made tests. The practice of listening and speaking and its assessment should take place on regular basis. It is assumed that out of 25%, practical 15% is allotted for terminal test and remaining 10% is given for CAS. The teachers have full responsibility to give due focus on designing the type and number of questions for listening and speaking skills.

Similarly, according to the Implementation Book of CAS (2068 BS) CAS is needed:

- i. To help the students in effective learning and to change the behavior,
- ii. To teach the students with formative methods,
- iii. To make the learning sustainable,
- iv. To evaluate effectively,
- v. To develop learning achievement and passed rate,
- vi. To establish child friendly learning and evaluation,
- vii. To save the time and source of evaluation,

- viii. To attract the students towards evaluation and study,
- ix. To find out students' internal differences and teach accordingly,
- x. To reform the validity and reliability of students' learning achievement,
- xi. To make students regular,
- xii. To reduce drop-out,

If we want to know about systematic development of CAS in Nepal, we have to analyze the reports of various commissions. There is the emphasis to upgrade the students in higher classes according to the concept of CAS the higher level national education plan which was established in 2054 B.S. in its report presented in 2055 B.S. (Sharma, 2066 B.S.) It is adopted that CAS is the system to refine educational achievement by the Basic and Primary Education Implementation Level II, which was started from 2056 B.S. This program had specially three objectives.

- i) To bring a quality change in students' learning,
- ii) To increase students' attendance,
- iii) To reduce dropout rate,

According to Heaton (1975, p.5.), "Both teaching and testing are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with other."

This research is concerned to the language testing. Language testing is its broad area. Testing is a sort of measurement in the field of instruction. In this regard, Brown (1994) mentioned, "A test is a method of measuring a person's knowledge, skills, and ability in the given area". In other words, Douglas (2010) said, "A language test is an instrument for measuring language ability" (cited in A Textbook of English Language Teaching Methods). According to the (CDC, 2013) evaluation must be summative and formative. There is also expressed that evaluation should be formal and informal types. Continuous Assessment System will have adapted to as formative evaluation and liberal class placement. So, all have added the relevance of the CAS in the field of teaching. To keep the students far from the fear of the examination, to save money and time from the unnecessary expenditure of the examination, for the remedial teaching the CAS seems very crucial Lamsal (2012).

## **2.2 Review of Empirical Literature**

Researchers have carried many kinds of researches on the process of evaluation system at Tribhuvan University. They showed that English language learners are failing to communicate as native speakers because they do not learn to pronounce new vocabulary properly, and do not get abundant exposure. The researcher reviewed the previous research findings as following;

Conducting a research, Bhattarai (2005) has found that the teachers are unable to encourage the students to speak English because they are unable to use communicative teaching methods in English Language teaching. They teach English to complete task but not for the students learning. They are unable to create the communicative environment. They only give the lecture in front of the students and students are compelled to listen. There is not any sort of interaction between teacher and students inside the classroom. The teachers play the role of active instructor whereas students play the role of passive recipients in the classroom. Therefore, the students are failing in examination in government schools.

Exploring the implementation status, Guragai (2012) has carried out research paper on “Continuous Assessment System in Community Primary School”. The major findings of this study were pass rate of the students not satisfied, follow of programmes less conducted by the authorized persons, the processes of conducting CAS complex,

Khatiwada (2011) has carried out research on “The Present Status of CAS in Primary Level”. The objectives of her study were to analyze related persons’ attitude about CAS, to find out present status of CAS and to find out the elements that disturb in using CAS and give ideas in using them. The study showed that the main problems in using CAS are a lack of proper teachers’ training at primary level, high density of students in class, a lack of materials. Similarly, there is no proper counselling and observation in schools by the stakeholders. To improve the condition of CAS, there must be conducted teachers’ training by the government, the number of teachers’ vacant post should increase according to the teacher student proportion, and there

must be provision of counselling and observation in schools by the stakeholders as well as authorized persons.

Dhakal (2014) has carried out a research on “English Teachers’ Attitude towards Application of CAS.” The objectives of this research paper were to find out English teachers’ attitudes towards application of CAS in government schools of Nepal, to discover the obstacles in using CAS and to suggest some pedagogical implications. The study revealed that the most of the English teachers have positive attitudes towards CAS. They have been using them differently because of a lack of proper knowledge and trainings. That is why some of English teachers build negative attitudes towards CAS. It also found some obstacles to apply CAS in teaching learning activities were a lack of proper knowledge, irregular attendance of the students, a lack of the training, large class size, and passive learners.

Similarly, Sedai (2015) conducted the research on “Implementational Effectiveness of CAS.” He formulated three objectives aiming to search the implementation process of CAS, to identify the effected elements of CAS, and to find out the solution of implementation problems of CAS. His findings were after implementing it students’ regularity increased and not all the concerned people know about the CAS, there are more demands of the teacher trainings and there is no well documentation of portfolios.

Furthermore, Luitel.T (2015) conducted the research on “The Role of Project work in CAS” formulating the following major objectives:

- i. To find out the current status of CAS,
- ii. To analyze implementation of CAS,
- iii. To analyze an achievement of project work in CAS,
- iv. To suggest some instructional solutions,

His major findings were only 40% schools have documented portfolios, 90% schools have evaluated students through terminal, halfyearly and annual examination, the majority of the teachers have not implemented their experiences and trainings in the classroom autonomously.

In the same way, Pandit, D.N. (2015) carried out research on “The Teachers’ Perspective in CAS” formulating the following objectives:

- i. To identify the implementation status of CAS,
- ii. To investigate the teachers' perspective on CAS,
- iii. To suggest pedagogical solutions,

His findings were the most of the teachers are applying student centre method but the use of the portfolios is not satisfactory. Therefore, he suggested that portfolios should document for successful implementation of CAS.

Looking at above- mentioned researches, they have all concerned with language, teaching, and evaluation. Evaluation is compulsory in the field of pedagogy. We conduct evaluation applying different tools. Tools may play crucial role achieving or mastering languages. This research study is also concerned with language teaching, and evaluation. No researcher has carried out the research entitled "Implementation Status of Continuous Assessment System in English Language Teaching" so far. It will fundamentally identify the implementation status and interferences or obstacles of applying CAS in English Language Teaching. That is why it is different from others. To this, the review of the related literature helped to go for the in depth study in the respective field and persons who are concerned with English language teaching and testing using CAS.

### **2.3 Implication of the Review Literature for the study**

By analyzing all of the above reviewed research studies; it can say that language learning will be incomplete if the learners are not evaluated using different tools. It means that assessment is inevitable in the teaching and learning process. Teachers have been applying different tools such as written, oral practical, aural, observation, and so on to evaluate students' achievements. CAS is one the major tool to evaluate students. I think some of the teachers have negative attitude applying CAS in the field of ELT classroom. The general reasons such as a lack of teacher training, a lack of the materials, a lack of the supervision, large class size, irregular attendance of the students, passive learners etc are the obstacles to apply CAS in the field of teaching learning process. So it is necessary to conduct the research in the CAS whether it is effectiveness or not. The researcher would try to find out real status of CAS along with its obstacles. Are the facilitators applying it unknowingly? These are my

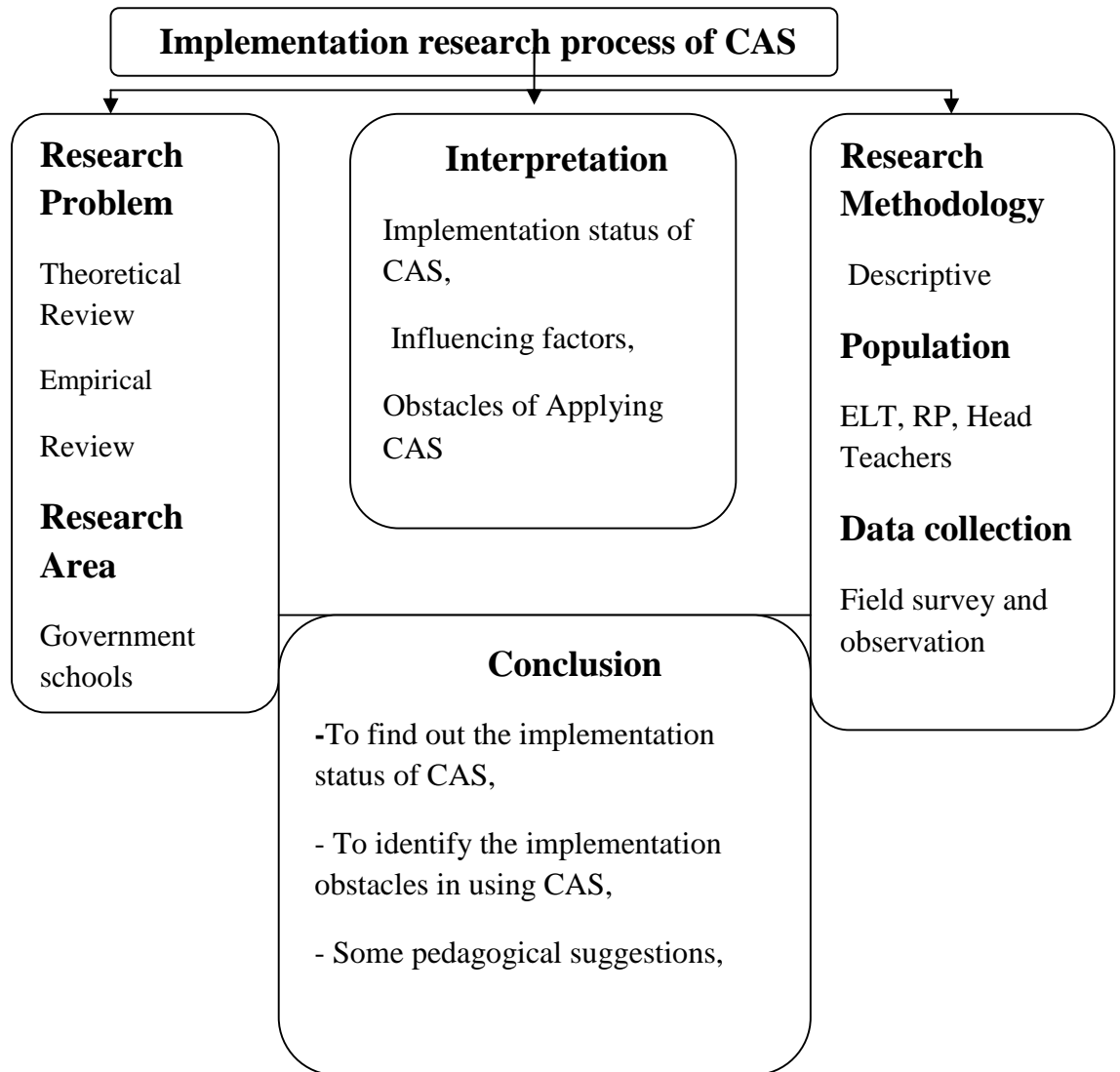
fundamental questions. To find out answer of these genuine problems particularly, the researcher is interested to carry out the research on this topic. Subsequence reviewing the related researches, I have collected lots of ideas to carry out the field survey research paper. I followed and took an assistance of their studies to carry out the survey research because these were similarly to mine. I collected data, and shed light on real status of CAS. So the implication of the current study is to find out effectiveness of CAS, implimentation obstacles, and some pedagogical implication.

## **2.4 Theoretical/ Conceptual Framework**

The conceptual framework is one of the basic concepts of the researcher before conducting the any research study. It plays pivotal role to conduct the research. This research paper has based on communicative language teaching. Therefore, we can say that the language teaching and testing go side by side. In the absence of one they may not move. Similarly, teaching and testing are two facets of the same coin. They are wheels of the same cart. In the pedagogic field, testing is essential part of teaching. Without testing teaching is imperfect. To fulfil the aim of testing different sorts of tools have been utilizing. CAS is one of them. In the regarding of the CAS; researchers have carried out investigation to find implementation status based on different titles. Most of the researchers found that implementation status of CAS is very poor in the field of education.

The conceptual framework fundamentally deals about previously done research documents such as theoretical over view as well as empirical research. In addition, it deals methodology of a researcher that the researcher must do in the research field. In the same case, those reviewed researches theories provided me many ideas about the way of conducting the field survey, such as formating objectives, questions, tools, selecting sampling population, procedure etc. In one word, the conceptual framework of research reflects the complete activities of the research process. The following figure clearly shows the complete research process in which the researcher followed during the investigation period.





Hence, the conceptual framework is one of the skeleton parts of research process which provides the fair picture of research process. The above given figure in the left side reflects previously done the research. Similarly, the right side of figure indicates what the researcher did in the research field.

And other hand, conceptual framework is theoretical understanding of related study that gives some ideas during the undertaking research. On the way of taking theoretical concept from the previous empirical studies for this research, I got that implementation process of CAS is disappointed. There is no good management between existing evaluation system and CAS. Conducted every research related to CAS pointed out innumerable problems on the way of implementing process. Keeping all of these things in mind as a researcher, I conducted survey research covering geographical areas.

## **CHAPTER: THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 Design and method of the study**

I carried out survey research to find out the real status of the CAS in Pathari Resource Centre, Morang district of government schools. To generalize the findings in this small area, I prepared open ended, close- ended questionnaires and got an interview to concerned people weather they knowing the CAS or not. What is the status of CAS? What is the experience of the teachers? What are the obstacles to implement the CAS? Do they use the portfolios to keep the record of the students? To get the answers of these questions, I selected nine government schools non- randomly. I selected nine basic level English Language Teachers, nine Headmasters, and resource person of Pathari Resource Centre purposively because I would like to cover geographical area too. Moreover, they were my approachable resources. I analyzed the collected data through Likert-scales qualitatively and descriptively.

#### **3.2 Population and Sample of the study**

One of the key aspects of research process in which the researcher explores understanding of participants about the particular subject from the targeted population is sampling. Regarding this research, the researcher followed the purposive sampling method to collect data from government schools' basic level English Language Teachers, Head teachers of the same school, and resource person because that were access to the researcher. Therefore, the researcher took nine government schools' English Language Teachers, nine Head teachers, and resource person of Pathari Resource Centre, Morang. The researcher has given all the research population in the appendix altogether.

#### **3.3 Sampling Procedures**

The researcher has used judgemental/ purposive sampling procedure using descriptive methodology. In this methodology, the researcher has applied face to face, direct observation and interview tools to get actual experiences of the participants. As a researcher, I observed the previously done activities such as record keeping methods,

administrating of examinations in the field of evaluation. The researcher has conducted interview with the English Language Teachers, Head teachers, and resource person to explore the real implementation Status of Continuous Assessment System in the field of government school along with searching the affecting factors, facing challenges for English Language Teachers.

### **3.4 Sources of Data**

To collect authentic information, I used both primary and secondary sources of data. English Language Teachers, Head teachers, and resource person of Pathari Resource Centre, Morang district of government schools, were my primary resources. As secondary resources, I used CAS forms, portfolios, books of different writers, publishers and previously thesis etc.

### **3.5 Data Collection Tools and Techniques**

The major tools and techniques were a list of open ended, closed ended questionnaire, interview, observation of previously done thesis, portfolios as well as CAS forms.

### **3.6 Data Collection Procedures**

I visited all concerned schools' Head teachers, resource person and English Language Teachers to inform all of them about my dissertation. I made them sure for providing relevant information. I requested my informants for co-operation. After getting permission and establishing rapport, I gave them a list of open ended and closed ended questionnaires to choose and write answers what they have known about CAS. I asked and observed their previously done portfolios and CAS forms. I collected their answers later. In this way, I used both primary and secondary resources.

### **3.7 Data Analysis and Interpretation of Procedure**

The collected data were categorized, and tabulated. In this regard, as a researcher I analyzed and interpreted the data that have taken from the particular subject and populations both quantitatively and qualitatively. Similarly, regarding this research, the researcher collected the primary data-conducting interview of English Language Teachers, Head teachers as well as resource person through open ended and close-

ended questionnaires separately. The researcher observed previously done activities such as evaluation system. In this way, the researcher interpreted both primary as well secondary data to make the research meaningful and trustfulness. Finally, as a researcher I concluded all relevant data using different theories and confirming data from participants.

## CHAPTER: FOUR

### ANALYSIS AND INTERPRETATION OF THE RESULT

#### 4.1 Analysis of Data and Interpretation of the Result

This part deals with the analysis and interpretation of the collected data from primary sources. First of all, the researcher classified the data based on the objective and subjective questions. After that the researcher tabulated, and analyzed them under the following sub headings.

1. Responses obtained from closed-ended question,
2. Responses obtained from open-ended question (ELTs),
  - 2.1 Responses obtained from open-ended question (Head teachers), and
  - 2.2 Responses obtained from open-ended question (Resource person),

##### 4.1.1 Analysis of close-ended question

In this section, the researcher analyses all items based on collected responses from Head teachers, English Language Teachers along with resource person.

In this research, the researcher has discussed and asked them about the understanding of CAS. Each respondent replied positively that we had known CAS well. However, practically they did not apply in their evaluation process.

Regarding the question number 1 the responses of the informants have been given below:

**Table 1**

##### Knowing of CAS

Options	Yes	No	Remark
No. of informants	19	0	Total-19
Percentage	100%	0	100%

Source: Field survey, 2017

The above table indicates that knowing of CAS is 100%. It means that English Language Teachers, Head teachers as well as resource person have the general and theoretical knowledge of CAS. All of them responded positively. Despite they have knowing CAS theoretically well but practically output is not satisfactory.

The concerned people blamed that the English Language Teachers do not apply CAS; I asked them about involvement of CAS trainings provided by the government. I got most of the English Language Teachers were not participated in the CAS trainings.

Regarding the question number 2, the informants responded as follows:

**Table 2**

**Teachers' involvement in CAS training**

Options	Yes	No	Remark
No. of informants	6	13	Total-19
Percentage	31.58%	68.42%	100%

Source: Field survey of 2017

The above table number 2 shows that 31.58% English Language Teachers involved in training of CAS and otherhand 68.42% did not. It means that there is great demand of CAS training for English Language Teachers. The majority number of teachers did not get proper refreshment trainings of CAS. The trainings provided by the government are not suitable according to their demands. Some of them blamed that provided trainings have not implemented in the classroom.

As a researcher, I repeated the question that how many times had they involved in CAS trainings. I found a few teachers had trainings of CAS for single time.

Regrding the question number 3, they responded as follows:

**Table 3**

**Degree of involvement in CAS trainings**

Options	One	Two	More than three	No	Remark
No. of ELTs	3	2	2	12	Total-19
Percentage	15.79%	10.52%	10.52%	63.17%	100%

Source: Field survey of 2017

The above table shows that 15.79% English Language Teachers involved in CAS training in single time. In the same way, 10.52% English Language Teachers got trainings of CAS in 2 times, and 10.52% more than three times along with resource person. Otherhand, 63.17% English Language Teachers didnot involve any kind of CAS training. It indicates that there is great demand of CAS training in the field of teaching and learning process.

From their responses, I understood that it was very difficult to applying and documenting process. Therefore, I asked them about application of CAS in their teaching and learning process.

Informants provided such responses regarding the question number 4.

**Table 4**

**Opinions of easiness applying CAS**

Options	Excellent	Good	Efficient	Inefficient	Remark
No. of informants	0	15	4	0	Total-19
Percentage	0	78.95%	21.05%	0	100%

Source: Field survey of 2017

Based on the analysing above table, 78.95% English Language Teachers agreed that CAS is easy to applying, and documenting process. Similarly, 21.05% viewed that it is efficient but options excellent and inefficient got no responses respectively.

According to this table, it reveals that some of the teachers do not apply CAS so far. They trust not well in CAS.

I got that theoretically, they had good knowledge of CAS but practically they did not follow it in their assessing process. However, is CAS helpful to uplift the students' achievement? I asked.

Regarding the question number 5, the researcher presented surveyed information as below:

**Table 5**  
**Opinions of CAS uplifting students' achievement**

Options	Strongly Agree	Agree	No Descided	Disagree	Strongly Disagree	Remark
No of informants	2	17	0	0	0	Total-19
Percentage	10.53%	89.47%	0	0	0	100%

Source: Field survey of 2017

Analysing above table, it indicates that 10.53% English Language Teachers viewed strongly agree and 89.47% only agree. However, options No Descided, Disagree, and Strongly Disagree got no responses. Here the teachers also not completely believe in CAS. They feel doubt to use it. Moreover, other hand the government should strictly not implement it in the schools.

I asked them about the obstacles and interferences for applying CAS. I found that there were many things, which blocked the evaluation process.

Regarding the question number 6, the researcher surveyed the following information about the things that interfere to apply CAS in the field of English Language Teaching.



**Table 6**

**Things that interfere to apply CAS**

a. Lack of CAS training, b. Irregular of students, c. Time consuming, d. Lack of responsible of teachers, etc. Lack of number of teacher student ratio, f. Lack of monitoring and supervision, g. Difficulty of mantaining portfolios,h. Poor teaching environment, i. Lack of readiness in the claasroom, j. Lack of support of parents, k. Lack of teaching materials and aids, l. Lack of financial support, m. Because CAS has become optional, n. Avoiding CAS, Lack of electricity management in the teaching and learning process.

Source: Field survey of 2017

The above table shows that for applying CAS many things interfere in teaching and learning process. The government as well as stakeholders could not make proper teaching environment so far. The teachers always have to face above all problems. It needs the great revolution in the field of English Language Teaching in the context of Nepal. It means that all concerned people should take a proper step to bring a quality change in teaching and learning process.

Comparing between existing evaluation system and process of CAS, there are some differences. I desired to know about best reason why the concerned people attracted towards the application of CAS. I found that, to make students regular in their learning, and for the remedial teaching were the best reasons.

Regarding the question number 7, English Language Teachers who have been currently involving in English Language Teaching, Head teachers as well as resource person responded as like follows:

**Table 7**

**The best reason for applying CAS**

Statements/options	No of informants	Percentage	Remark
a. To avoid the fear of examination	1	5.26%	1/19
b. To reduce the drop out	2	10.53%	2/19
c. To make students regular in learning	7	36.84%	7/19
d. For the remedial teaching	9	47.37%	9/19
Total	19	100%	19/19

Source: Field survey of 2017

Analysing the above table, it shows 5.26% English Language Teachers, along with Headteachers and resource person viewed that the best reason for applying CAS is to avoid the fear of examination. Similarly, 10.53% informants agreed that it helps to reduce the drop out. Further, 36.84% informants added that it supports to make students regular in learning, and 47.37% informants agreed for the remedial teaching.

According to the evaluation system of CAS, after completed each lesson related subject teachers assess their students based on five determinants. That means CAS is applying under some determinants. Students are awarded tick marks. As a researcher, I desired to know whether they are adopting them or not. I knew that the majority number of teachers adopted.

Regarding the question number 8, English Language Teachers, Head teachers, and resource person responded as follows:

**Table 8**

**Number of determinants to measure CAS**

Options	Three	Four	Five	Six	Remark
No of informants	1	2	13	3	Total-19
Percentage	5.26%	10.53%	68.42%	15.79%	100%

Source: Field survey of 2017

Looking at the above table, it indicates that options three, four, five, and six got 5.26%, 10.53%, 68.42%, 15.79% respectively. It means that there is no uniformity determinants have been used to measure CAS. Though, there are five determinants to measure CAS. It shows that there is a great demand of CAS training for all teachers for better ideas to develop in the field of implementing areas. A few teachers do not know that the actual number of determinants to measure the efficiency of the students applying CAS. Therefore, the government should provide CAS trainings for the refreshment of the evaluation for all teachers strictly.

. In order to know that who the most responsible person is, and better ways of implementing it, I asked them about the better ways to implement CAS. They responded disseminating and conducting CAS trainings each year for refreshment for all.

Regarding the question number 9, the informants such as basic level English Language Teachers, and Head teachers of the same school along with resource person put their views as follows:

**Table 9**

**Effective way of implementing CAS**

Statements/options	No of informants	Percentage	Remark
a.To conduct CAS trainings	19	100%	19/19
b. To document portfolios well	18	94.74%	18/19
c. To be responsible	18	94.74%	18/19

Source: Field survey of 2017

Analysing the above table 100% English Language Teachers, Head teachers and resource person agreed to conduct CAS refreshment trainings. Similarly, 94.74% viewed documenting portfolios well that keeps the students 'achievements apparently for the result analysis, and 94.74% responded to be responsible about the effective way of implementing CAS. The responsibility is one of the major key in every sector.

In conclusion, we can say that all above-mentioned points such as responsibility, documenting portfolios, and refreshment trainings of CAS are worth- valid for the better way of implementing CAS. It means that we could not find any arguments for effective way of implementing CAS.

People blame subject related teachers for not being able to provide quality education. About the responsibility, I wanted to know who most responsible person for implementing CAS is. I found subject related teacher was most responsible person.

Regarding the question No.10 English Language Teachers, Head teachers as well as resource person provided their views in such way that presented below:

**Table 10**

**Responsible person for implementing CAS**

Responsible Person	No of informants	Percentage	Remark
Teacher	19	100%	19/19
Headmaster	13	68.42%	13/19
Resource person	13	68.42%	13/19

Source: Field survey of 2017

Analysing the above table, it shows that 100% informants agreed the most responsible person is a teacher. They thought the major person is teacher. Similarly, 68.42% viewed that both Head teachers and resource person are responsible for implementing CAS. In this question, we could not find infirmity actually who the most responsible person is for implementing CAS in the field of teaching English.

However, there is saying that collaboration is power that helps to achieve success and to reach destination without illusion. Though the teacher is key person, he/she can open and spread the innovative techniques, tools and methods immediately in the field of implementation.

I desired to know that about the complexity of CAS for utilizing. I got time consuming, and lacks of regularity of students were major things.

The informants currently involving in teaching such as English Language Teachers, Head teachers and resource person's responses presented, regarding the question number 11, as follow;

**Table 11**

**Complexity to utilize CAS**

Complexes/options	No of informants	Percentage	Remark
a. Lack of training	5	26.32%	5/19
b. Lack of proper ideas	1	5.26%	1/19
c. Lack of regularity of students	6	31.58%	6/19
d. Because of time consuming	7	36.84%	7/19
Total	19	100%	19/19

Source: Field survey of 2017

Analysing above table it shows 26.32% informants agreed that CAS is complex to utilize because of lack of training. Similarly, 5.26% viewed that it is complex because of lack of proper ideas. Furthermore, 31.58%, and 36.84% informants viewed that it is difficult to apply because of lack of regularity of students, and time consuming respectively.

**4.2.1. Analysis of open-ended Question (ELTs)**

All the responses of the subjective questions I collected and analyzed the based on individual items as follows:

I prepared major five as open-ended questions for English Language Teachers. I provided them individually, later I collected them. First, I asked them introducing CAS.

Regarding the question number 1, everyone defines it very satisfactorily. The most English Language Teachers says that CAS is one of the behavioural assessment system which is diagnose the learners' difficulties, inspire them towards the learning. It

evaluates students in every step or at the end of the lesson being under five determinants. They also agreed that it keeps away the learners from the fear of examination, creates the positive environment for remedial teaching, and makes students regular in the classroom. They added that it helps to uplift the students' learning achievement, avoids from the disappointing, and activates learners towards the learning.

Then I asked them application of CAS.

Regarding the question number 2, the most of the informants agreed that they have applied it in their teaching and learning process. Because CAS has helped them to overcome their difficulties, it has made the teaching living and effective. Otherhand a few teachers did not apply it because they did not get any ideas and trainings about the CAS. Some of them said that they were applying old methods of evaluation system. Some English Language Teachers as well as Head teachers said that there is not compulsory to use CAS to evaluate the students. They do not apply CAS in their teaching and learning process.

As a researcher, I requested them to mention about the obstacles of CAS during implementation period. They responded as follows:

Analysing the question number 3, the most of the English Language Teachers said that there are innumerable obstacles such as lack of proper knowledge, lack of trained teachers, and lack of monitoring from concerned authority. Similarly, they also mentioned irregularity of students, time consuming, unavailability of teaching materials and aids, lack of responsibility, and difficult in documenting process and so on.

I desired to ask them about the importance of CAS. They said:

Regarding the question 4, the informants agreed that CAS helps to get remedial teaching in the areas where they feel weak, teachers become more responsible, and it consolidates between teacher and student relationship for better learning. They also agreed that it helps to provide feedback, and to evaluate all round activities of the students. Further, they said that it helps to change the behaviour, and to build up confidence in learning. It makes teacher and students more practical and reliable, and

encourages participating in-group activities too. All concerned people should follow the code of conduct strictly provided by the ministry of education in the field of education. The government should increase facilities for the teachers. Nobody do such political activities from which teachers' face down. The teachers always must do hard labour for the betterment of the school. Training makes teachers always refresh and ready to implement any new techniques.

I wanted to know the reasons of application of CAS in the classroom.

Regarding the question number 5, English Language Teachers viewed that they have applied CAS tools in the process of assessment system because it evaluates all areas of activities of the students, it makes them regular in the classroom, and it keeps them away from the fear of examination. They also mentioned that it decreases the drop out number. On the otherhand, the huge number of teachers disagreed with statement. They said that they did not get any trainings of CAS. Therefore, they did not have any proper ideas of CAS. Some of them did not believe in the CAS.

#### **4.2.2. Analysis of open-ended Question (Headteachers)**

All the responses of subjective question that were asked to Head teachers I collected respectively and analyzed them based on the individual items.

As a researcher, I asked to introduce the CAS. They replied as follows:

Regarding the question number 1, all the Headteachers responded satisfactorily. They agreed that CAS is one of the basic tools for evaluation system. It evaluates students directly and immediately. They also agreed that it does not make students hesitation and disappointed. Furthermore, they added that it regulates the students actively in the classroom activities.

I asked them about the participating of teachers in CAS training. I analysed their responses as follows:

Analysing above question, the most of the Headteachers responded that if the government provides the chance participating in the CAS training they will send their teachers one by one to involve. Nevertheless, the concerned authority did not provide such trainings according to the demand of the teachers.



I asked them about the documenting process of portfolios to keep students 'record in order to get situation of the related schools. They said:

Regarding the question number 3, the most of the informants viewed that they have documented portfolio individually with proper way. Similarly, some of them kept it classwise and with photographs. In otherhand, a few schools have not kept such records.

I asked about the obstacles that they were facing during the application period. They replied as follows:

Regarding above question, they responded that they are facing with untrained teachers, irregularity attendance of students in the classroom, and lack of follow up programmes. Furthermore, they added that they are facing with lack of infrastructure, time consuming, difficult in documenting process, negligency of the teachers, authorized person, as well as stakeholders. Similarly, they are facing with financial problem, lack of modern teaching materials, and so on.

In order to know solutions for implementing of CAS, I asked them about additional tasks. They suggested as follows:

Analysing above question, the informants agreed that we should activate concerned people, be aware of CAS tools, and be more responsible. They also added that we should increase the follow up programmes from the authorized side, prioritize CAS in the evaluation system, provide CAS trainings regular, and supervise every school in the field of implementation areas from the authorized group. They viewed that we should carry out regular monitoring, provide awarness programmes for guardians for better implementing CAS too.

#### **4.2.3. Analysis open-ended Question (Resource person)**

I also prepared some open-ended questions for resource person to make the study reliable. All the responses of the subjective questions, which were asked to the resource person I collected and analysed following ways: The most of the teachers, guardians, and concerned people raise the question that the authorized persons did not

supervise schools regular. Therefore, I asked him about supervision of schools in related area. He responded as follows:

He agreed that he supervises seven schools each year to support the teachers' problems such as technical problem, environmental problem and so on.

Some of teachers blamed that government did not provide trainings according to demand of subject related. In order to get satisfied about the problems of trainings I asked him about providing of CAS trainings for the teachers each year.

By ignoring the above blaming, he claimed that R.C. provided CAS trainings according to the demand of teachers each year. Nevertheless, they partially implemented their trainings in the classroom.

I intended to ask him about the problems that he was facing to apply CAS in schools. Regarding the question number 3, Resource person reacted as follows:

He agreed that CAS is not implementing well every school as well as learning and teaching field, and he also added that due to lack of the implementation of CAS, the students' learning achievement is not satisfactory.

I asked him about implementation of CAS in the classroom whether the teachers are applying or not.

He agreed that teachers are partially using CAS tools and trainings in the classroom proper way.

### **4.3. Summary of findings**

Through the analysing and interpreting above collected data, the following findings derived:

- I. The English Language Teachers had the theoretical knowledge of CAS,
- II. Some of English Language Teachers involved in CAS trainings,
- III. The most of the English Language Teachers did not get any chance to participate in CAS training for single time,

- IV. CAS is tools for evaluation which can assess all round activities of educational sector of the students well,
- V. CAS is supportive evaluation tools for uplifting students' learning achievement,
- VI. English Language Teachers are facing with many more problems in the field of implementational level of CAS such as poor teaching environment, lack of support of parents, lack of modern technology, lack of financial support, and lack of follow up programmes, irregularity of the students, time consuming, negligency of concerned people etc,
- VII. The most important cause of applying CAS is for remedial teaching as well as for making students regular in the classroom,
- VIII. The most of English Language Teachers evaluated their students under five determinants of CAS,
- IX. The effective way of implementing CAS is to disseminating and conducting CAS trainings regularly each year for all teachers,
- X. The most responsible person for implementing CAS well in the Classroom is subject related teacher himself or herself,
- XI. Irregular attendance of the students in the classroom, lack of proper training, and time consuming are the fundamentals problems to utilize CAS,
- XII. Portfolios were not documented well individually with class wise and subject wise along with photographs,
- XIII. The most of the schools did not implement CAS well in the classroom,
- XIV. There are some better ways that can implement CAS well such as prioritizing CAS tools, providing trainings for all teachers, activating concerned people, increasing supervision, monitoring, and follow up programmes, managing financial sector, being responsible, providing awareness about CAS, and making positive environment for learning,
- XV. Status of CAS in the field of implementing level is disappointed,

- XVI. Some of the Headteachers did not get trainings of CAS so far,
- XVII. Some of the English Language Teachers have implemented CAS in the basic level of government schools,

## CHAPTER: FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Conclusion is a decision taking at the end of the research based on the collected data. In other words, conclusion is short and clear meaning of the data's findings. Similarly, conclusion can be drawn by one based on the research's findings. This research conducted to find out the existing status of CAS in the field of implementing level, and its obstacles at different government schools of Pathari Resource Centre, district of Morang. The researcher found the followings points as conclusion regarding this research;

The majority number of English Language Teachers have general and theoretical knowledge of CAS, however, practically they have not applied it proper way in the real field of evaluation. They have not practical knowledge of CAS tools. They think that it is not compulsory for evaluation. They also do not want to change the old system of assessment system. Similarly, some of the Head teachers have not applied CAS system in their schools. The Head teachers, who have been applying it in their evaluation system, have not documented portfolios well class wise well along with photographs. English Language Teachers as well Head teachers have not involved of CAS trainings according to demand of requirements. Therefore, we can conclude that regarding the first objective of this research, the implementation status of CAS is not satisfactory,

In the field of implementation of CAS, there are innumerable number of obstacles that teachers have been facing such as financial problems, and lack of support of guardians. They have been interfering with irregularity of students, lack of modern technology, time consuming, complexity in documenting process, lack of supervision from the authorized person, lack of teaching aids, lack of proper practical knowledge, and trainings. However, CAS is helpful tools; it is very difficult in documenting process for keeping records. There might be possible to increase the expenditure in evaluation system. The most important reason of interfering CAS is carelessness and negligency of authorized persons. There is no role of guardians for better

implementing of CAS. There is also less collaborating work among the teachers for assessment. There is not good management of infrastructure. There are no any facilities of day tiffin arrangement for regularity of the students.

## **5.2. Recommendation**

### **5.2.1 Policy Related**

To find out the objectives of this research, the researcher carried out all the activities systematically and strictly. As a result, the researcher recommended the following suggestions. In other words, analysing and interpreting the obtained data through the applied methodologies, the researcher reached to provide the following recommendations as educational implication in policy level as well as authorized persons:

- I. It is recommended to provide CAS trainings for all teachers for refreshment each year,
- II. There should be systematic and regular supervision from the government side as well as authorized persons,
- III. Different types of training should be carried out according to the demand of the teachers,
- IV. Awareness' programmes could be carried to all concerned people of CAS,

### **5.2.2 Practice Related**

Similarly, the researcher provided the following recommendations in practice level or implementation level:

- I. All the concerned people should be responsible in their field,
- II. There should be equipped with good management of modern teaching materials in the classroom,
- III. The collaborative assessment system must be conducted,
- IV. Day Tiffin should be managed for basic level students for regularity,

- V. Extra classes should be conducted for time managing,
- VI. There should be facility of electricity and computer for keeping the record of the students such as portfolios, mark sheet,
- VII. There should be good facility of infrastructure of the schools,
- VIII. The school administration should provide the information of the students to the guardians regularly,
- IX. There should be a good managing system between CAS and existing evaluation,
- X. Teachers should provide the students' results regularly so that they could improve themselves,
- XI. Remedial teaching could be provided for poor students,
- XII. Feedback could always be provided,
- XIII. There must be co-operative relationship among the students, teachers, and Head teachers,
- XIV. The guardians should play supportive role for all,
- XV. The different prizes should be provided for top students as well groups regularly for inspiring them to towards the learning,
- XVI. School management committee as well Head teacher should play positive roles for all round development of the schools,
- XVII. The classroom must be equipped with modern technology.
- XVIII. CAS can be a helpful tool for uplifting existing situation of education in the government schools if it implements systematically,
- XIX. We should inspire the English Language Teachers towards applying CAS,
- XX. The diversity classroom situation should be managed well for evaluation,

### **5.2.3 Further Research Related**

No research work is final in itself in the field of research. That is why further study should be carried out in this area. Similarly, this research was only limited to Basic level of English Language Teachers. Such research study can be conducted among other subject related teachers. In addition, this study was only centralized in Pathari Resource Centre of Morang district. Other study can be conducted different part of Nepal.

Similarly, the findings of this study will be helpful for the researchers to manage theoretical and conceptual framework on the respective field.

Such type of research study should be conducted in all the levels of government schools.

This kind of research can be helpful to conduct any researches related to testing or evaluating of the students.

The study can help the teacher researchers to develop a professional network for sharing thoughts and experiences about research and evaluating strategies as well as reflection on research challenges.

Finally, this research study will be an effective guideline and reference to the other researchers.



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# APPENDIX-I

## Questionnaire

Respected English Teacher/ Headteacher/ Resource Person,

You are kindly requested to give answer of the following questions for my research paper. The questionnaire aims to investigate “Implementation Status of Continuous Assessment System in English Language Teaching”. Please read the questions and put your views. You are free to write answer. Your responses will be used for my research purpose only not for anything else and whatever you write will be kept it confidential.

**Researcher: YubarajRajbanshi**

**Name: .....Teaching**

**Experience:.....**

**School: .....Address : .....**

**(Close-ended questions)**

- 1 Do you know about the CAS?  
(a) Yes (b) No
2. Have you involved in any kind of training of CAS?  
(a) Yes (b) No
3. How many times do you involve in CAS trainings?  
(a) One (b) Two (c) More than three (d) No
4. Is it easy to apply CAS in your teaching and learning, and documenting process?  
(a) Excellent (b) Good (c) Efficient (d) Inefficient

5. Is the CAS helpful to uplift the students' achievement?
  - (a) Strongly agree (b) Agree (c) No decided
  - (d) Disagree (e) Strongly disagree
6. List out the things that interference to apply CAS.
  - (a) (b) (c) (d)
7. Which is the best reason to apply CAS?
  - (a) To avoid the fear of the examination (b) To reduce the dropout
  - (c) To make students regular in learning (d) For the remedial teaching
8. CAS measures under..... determinants.
  - (a) Three (b) Four (c) Five (d) Six
9. What should we do to implement CAS in effective way?
  - (a) To conduct CAS trainings (b) To document portfolios well
  - (c) To be responsible (d) All above
10. Who is the responsible person to implement CAS?
  - (a) Teacher (b) Headmaster (c) Resource Person (d) All above
11. Why is CAS complex to utilize?
  - (a) Lack of training (b) Lack of proper ideas
  - (c) Lack of regularity of students (d) Because of time consuming

**Questionnaire**    **Name:** .....**Teaching**

**Experience:**.....:

**School:**

.....**Address:**.....:

**Please answer these questions. (Open ended questions for English teachers)**

(1) .What do you mean by CAS?

Ans:

(2). Do you apply CAS in your teaching? Why or Why not?

Ans:

(3) Is there any obstacle to use CAS? Mention in your own word.

Ans:

(4) Describe in a few words about the important of the CAS.

Ans:

(5) Do English teacher implement their trainings of CAS in the classroom?

Why or why not?

Ans:

**Please answer these questions. (Open ended questions for Head teacher)**

(1) What do you mean by CAS? Explain in your own word.

Ans:

(2) Do you send your teachers to involve in CAS training?

Ans:

(3) How have you documented portfolios to keep students 'record?

Ans:

(4) What types of obstacles are you facing to apply CAS?

Ans:

(5) What should we do for successfully implementation of CAS?

Ans:

**Please answer these questions (Open ended questions for resource person)**

Name: .....Experience:.....

Resource Center: ----- Address:.....:

(1)How many times do you supervise your schools each year? In what way?

Ans:

(2) Do you provide trainings of CAS each year?

Ans:

(3) What are the problems you facing about the CAS?

Ans:

(4) Do the English teachers implement their trainings of CAS in the classroom? Why or Why not?

Ans:

## APPENDIX-II

S.N.	Participants	Schools	Address	Sex
1.	Krishna BahadurBista	Pathari R.C. Centre	Pathari-1	Male
2.	DamodarSigdel	Janasewa Secondary S.	Bayarban-8	Male
3.	TirthaBahadurNeupane	Janasewa Secondary S.	Bayarban-8	Male
4.	PuspaSubedi	Janakalyan Secondary S.	Bayarban-9	Male
5.	BabitaParajuli	Janakalyan Secondary S.	Bayarban-9	Female
6.	Tek Prasad Niraula	Samajik Basic S.	Patharisanishchare-3	Male
7.	LalBahadurKatuwal	Samajik Basic S.	Patharisanishchare-3	Male
8.	Harkaraj Jimi	Chandrakirateswar S.	Patharisanishchare-7	Male
9.	KabiLimbu	Chandrakirateswar S.S.	Patharisanishchare-7	Male
10.	Rudra Prasad Pokhrel	Janakalyan Basic S.	Patharisanishchare-9	Male
11.	DeumanLimbu	Janakalyan Basic S.	Patharisanishchare-9	Male
12.	KeshavNeupane	Durga Secondary S.	Patharisanishchare-7	Male
13.	GopalPdBhattarai	Durga Secondary S.	Patharisanishchare-7	Male
14.	Arjun Kumar Tamang	Durga Basic School	Patharisanishchare-8	Male
15.	LinaTamang	Durga Basic School	Patharisanishchare-8	Female



16.	DharmendraRajbanshi	Ramjanaki Basic S.	Patharisanishchare-6	Male
17.	NanlakishorMandal	Ramjaniki Basic S.	Patharisanishchare-6	Male
18.	Ramesh Raut	Janata Basic School	Bayarban-6	Male
19.	SubhashRajbanshi	Janata Basic School	Bayarban-6	Male