

DECLARATION

I here by 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.

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DEDICATION

Dedicated

to my Parents, Gurus, Gurumas and all of my friends

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ABSTRACT

The present study entitled "Perception of Teachers Towards Continuous Assessment System Implemented in Public Primary Schools" was aimed to find out the perception and understanding of primary school teachers about Continuator's Assessment System and some behavioural realities about CAS with the help of primary teachers' recent and fresh experience about CAS. The study was carried out using both primary and secondary sources of data. In this research, purposive non-random sampling procedure was used to select thirty teachers from public schools of Sindhupalchok district. A questionnaire was used as the tool for data elicitation about the perception of teacher about CAS in primary school. The major finding of this study is that teachers have good and better perception about continuous assessment system at in primary level needs to be specific in present evaluation system.

This study consists of five chapters. The first chapter consists of general background under which different sub topics such as beginning of English language teaching, meaning and purpose of assessment, language teaching and testing, approaches to language testing, types of language testing and qualities of a good test are included. The second chapter includes review of the related literature, conceptual framework and implementation of the study of the literature review. The third chapter deals with the methodology applied in the study, the sources of data, sample population, sampling procedures, tools and procedures of data collection. The chapter also states the limitation of the study. The fourth chapter presents results and discussion of the study more specifically the analysis and interpretation of the data. The fifth chapter consists of the summary, conclusions and implementations of the study based on the analysis and interpretation of data. References and appendices are attached at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

B.S.	:	Bikram Sambat
CAS	:	Continuous Assessment System
CDC	:	Curriculum Development Center
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
L1	:	First Language
L2	:	Second Language
M.Ed.	:	Master in Education
MOE	:	Ministry of Education
NCED	:	National Central for Educational Development
NESP	:	National Education System Plan
SLC	:	School Leaving Certificate
T.U.	:	Tribhuvan University
TAS	:	Traditional Assessment System
TOEFL	:	Test of English as a Foreign Language
US	:	United States

**PERCEPTION OF TEACHERS TOWARDS CONTINUOUS
ASSESSMENT SYSTEM IMPLEMENTED IN PUBLIC PRIMARY
SCHOOLS**

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

**Submitted by
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CHAPTER ONE

INTRODUCTION

The proposed study entitled “Perception Of Teachers Towards Continuous Assessment System Implemented in Government Primary Schools” attempted to describe teachers' perceptions, attitudes and understanding in the field of Evaluation. This section included general background, statement of the problems, rationale of the study, objectives of the study, significance of the study and delimitations of the study.

1.1 General Background

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assesses in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement. The continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process

supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers (García-Beltrán & Martínez 2002).

Frequent interactions between pupils and teachers mean that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery. Mainly, the continuous assessment system helps and supports the students in the regular improvement of their learning. Furthermore, it inherently supports all the stakeholders to achieve the goals of curriculum and education. Continuous assessment system is based on child psychology and practical life of the students.

Thus, in continuous assessment teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

1.2 Statement of the Problem

English has been taught in Nepal for over a century as a foreign language, but there are still many problems in teaching and learning English. English language teaching at the schools level does have a miserable condition as yet.

No doubt, there are many problems in English teaching/learning. More specifically, it becomes challenging while testing the students. Among them,

the attitude of teacher is the one. Nepal is a developing country. We cannot expect good communication facilities all over the country. Unless, we make tremendous progress in the field of transport, we cannot even imagine sufficient textbooks for the students. In some schools of rural areas, one textbook is shared by nine or ten students. Without sufficient textbooks, the students cannot learn and the teachers cannot teach as required by the course objectives. Thus, the testing becomes meaningless, if the students are not tested in a specific manner then the objective of the curriculum will not be fulfilled.

The perception of teachers plays vital roles in the overall teaching and testing process. Most of the teachers in the context of Nepal are seem to be less convinced towards continuous assessment system. Students are not always accurately and behavior based tested. The provision of testing students in a particular and specific point of time has created mainly two problems in various primary schools. The present research was concerned basically with the question as does CAS have made separated testing form overall teaching process? And secondly, does it have created the fear and discouraged the students towards learning?

Students in a one hand, learn and practice the subject matter only in the time of exam or test and on the other hand their focus goes towards passing the exam rather than the actual learning. Not only these but the student who practice in the time of test and just for passing the exam might not apply the things in their real life.

Furthermore, should they engage their students in continuous assessment system. Regarding to the problems with the primary level schools of Nepal, it is quite necessary to state the question regarding the finding the reality of perception of teachers towards the testing system of their students with a view to suggest some issues.

1.3 Rationale of the Study

In the language classroom, interactions are more important because language is at once the subject of study as well as the medium for learning. Testing and teaching are interrelated and preferably should go together for the successful teaching and learning. However testing or assessment is not continuously going with teaching. More specifically, because of lack of continuous assessment system is more important in primary level since the children should get chance of learning by doing. In this regard, the study about the teachers' perception about continuous assessment system is a dire need in the field of teaching and testing.

1.4 Objectives of the Study

The objectives of the study were as follows:

- a. to find out the perception of primary school teachers' towards Continuous Assessment System on the basis of following variables:
 - Inclusiveness
 - Standard learning environment
 - Student motivation
 - Teachers' response
- b. to suggest some pedagogical implication based on the findings of the study.

1.5 Research Questions

The following are the research questions concerned with the study:

- a) What is the perception of primary school teachers to towards Continuous Assessment System?
- b) Who (male or female teachers) have positive attitudes towards continuous assessment system?

- c) What are the effects on the teachers' perception of using continuous assessment system?
- d) What are the factors affecting the attitudes of teachers towards continuous assessment system?

1.6 Significance of the Study

Continuous assessment system is important in various ways and it is equally important for the students overall development and to achieve the objectives of education. The issue of the English teachers' understanding and capability of implementing CAS in ELT classes is concerned with increasing sincerity and regularity because of the influence it can have on the teaching and learning activities. Students of English language education, English teachers, English teacher trainers, trainees, textbook writers, course designers will be benefited from this study. The study is also significant to National Center for Educational Development (NCED), the government agency responsible for providing training to the school level teachers. Educationists, language planners, reader, and researchers will also be benefited from this study. Thus, teachers perception towards continuous assessment system plays important role in assessment.

1.7 Delimitations of the Study

The study had the following limitations:

- a. The study was delimited to the perception of English teachers towards CAS.
- b. The study was delimited to finding out some influencing factors towards their attitudes of CAS.
- c. The study was delimited to the primary level English teachers working in community schools and private schools of Sindhupalchowk district.
- d. The study was delimited to only 30 teachers.
- e. Questionnaire was the only tool for data collection.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Any work of study without the review of related literature and conceptual framework becomes difficult, it also does not give the foundation for the study or research. Therefore, like in other researches my study also based on some specific related literature and conceptual framework which is mentioned on the following sub sections.

2.1 Review of Related Theoretical Literature

This section is the most important part of research which consists of the following elements:

2.1.1 Testing and its Types

Teaching and testing are interrelated in the sense that teaching does not become meaningful until the provision of proper testing. So far researcher discussed about history of the English language in Nepal, meaning and purpose of assessment, relation between language teaching and language testing and approaches to language testing. Now s/he will discuss about types of testing. Baker (1989, p.3) has said "A test is a way of arriving at a meaningful decision". So it is the test that makes us decide about the language behavior of students. Test tells us about language competence, performance level of student and their present position. According to Hughes (1992, p.9) there are four types of test which researcher will discuss in the following section are: proficiency tests, achievement tests, diagnostic tests, and placement tests. The current research is concerned with CAS system of testing which relates to achievement; particularly class progress test. Hence, it is essential to discuss the different types of tests here.

a) Proficiency Test

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses which people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. The test is not based on any particular course or content but aims to assess global ability in students.

An achievement test looks back on what should have been learnt, the proficient test looks forward defining a student's language proficiency with reference to a particular task which he or she will be required to perform. Proficiency tests are in no way related to any syllabus or teaching programme, indeed, many proficiency tests are intended for students from several different schools, countries and even language backgrounds.

Davies et al., (1999, as cited in Khaniya 2005, p. 83) define proficiency test as "a measure of how much of a language someone has learned." The proficiency test measures people's language ability without considering the course they have been taught. Therefore, this test does not test the people's language ability in terms of formal course in academic sector. The proficient test is only concerned with specific skills and abilities rather than general abilities. TOEFL (Test of English as a Foreign Language), Cambridge proficiency Examination and Oxford EFL Examination (Preliminary and Higher) are examples of such tests.

b) Achievement Test

Achievement test are called 'summative test' or 'attainment test'. Davies et al., (1999, quoted in Khaniya 2005, p. 85) describe an achievement test as "an instrument designed to measure what a person has learned within or up to a given time". Unlike proficiency tests achievement/attainment tests are directly

based on predetermined courses. That means, the achievement test has to measure the extent to which the learners have achieved what they are supposed to achieve in relation to the contents and objectives of the course. To put it in a simple language, achievement tests are used to measure what students have learned in a school or college. Achievement tests seek to determine the extent to which a learner has mastered the contents of a particular course. For this reason, they contain or should contain only test items based on what has been taught (Bell; 1981). Usually conducted at the end of the term or end of the year, achievement tests look backward to 'what has been taught ? and how much of it has been learnt by the students ?' Indirectly, they help to evaluate the teaching programme as a whole.

Some examples of achievement tests are: the SLC Examinations, Higher Secondary Examinations, the examinations administered by the office of the controller of examinations, Tribhuvan University, final examinations conducted at the end of academic sessions at educational institutions, etc.

Achievement tests are of two types: final achievement test and progress achievement tests (or class progress tests).

- **Final Achievement Test**

Final achievement tests (standardized achievement tests) are those administered at the end of a course of study. They are formal tests and are intended to measure achievement on a large scale. They may be written, oral or practical. A final achievement test serves both purposes: forward looking and backward looking purposes. The relevance of the test tasks depends upon the relevance of the course of study. It is a norm-referenced test in the sense that it shows how a learner has achieved in comparison to others.

They are administered by ministries of education, official examining boards, or by members of teaching institutions.

- **Class Progress Test**

Class progress tests or progress achievement tests, as their name suggests, are intended to measure the progress that students are making. These tests are most widely used types of tests (Heaton 1975, 1988, p. 171). A class progress test is a teacher designed test to be used to examine the extent to which the students have learned from the instructions presented in the classroom. It is used to see how students are progressing towards achieving the objectives of the course which can take a form of unit test or can be broken into well-defined short objectives. In other words, class progress tests are made to measure the extent to which what has been taught has been achieved.

The class progress test is also an examination of the fitting of the objectives and the contents to be presented in the classroom. The result of class progress test enables the teacher to understand the pace of learning of the students, effectiveness of his/her teaching, the progress that the students are making towards achieving the set objectives. In that sense, it is also a teaching device. It has a positive wash back effect. Since it gives students a sense of achievement, it offers motivation for students. It is a check on their learning, good performance will encourage students to work more.

Class Progress is not a formal test. Therefore, teachers and their acts may not be as rigorous as they may be in other test. However, their efforts should be accepted as moves towards measuring the progress which will eventually contribute to achieve the objectives set. In other words, it is a tool made to achieve the objectives of the course of study. Teachers must learn how to construct a class progress test.

- **Diagnostic Test**

A diagnostic test is given to identify or diagnose students' strengths and weaknesses during a teaching programme. It determines what errors are occurring and what corrective measures are needed to rectify those errors. In

this way diagnostic tests are intended primarily to ascertain what further teaching is necessary.

A diagnostic test is like a diagnosis of a medical doctor. As the doctor makes a judgment on an illness after examining the person in order to pursue further treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students. Information, obtained from the diagnostic test is useful at the beginning of or during a language course. (Khaniya, 2005, p. 88).

Diagnostic testing is often conducted for groups of students rather than for individuals (Heaton, 1975, p. 173). If only one or two students make a particular error, the teacher will not pay too much attention. However, if several students in the group make a certain error, the teacher will note the error and plan appropriate remedial teaching.

Khaniya (2005, p. 89) views that "the diagnostic test gives both quantitative and qualitative information about the problem." A diagnostic test gives us the decision about what s/he knows and why s/he has a problem with a particular item or structure. Therefore, the purpose of diagnostic testing is always remedial.

- **Aptitude Test (Prognostic Test)**

An aptitude test is defined as "a measuring instrument to find out the extent to which an individual possesses specific language learning ability" (Davies et al. 1999, quoted in Khaniya, 2005, p. 90). Aptitude test (in another word we say prognostic test) is also described as an instrument to assess learning potentiality of the learners. This test is used to find out the probable performance in a foreign language which is not yet started. This test attempts to discover an

individual's potential for acquiring a particular skill, e.g. a specific foreign language or foreign languages in general. The philosophy behind this test is that the learner will be involved in a different code (language) learning. We must evaluate his overall ability to cope with the alien structures of the new language (English in our case). Research in this area reveals that aptitude involves intelligence, motivation, memory, phonological sensitivity and sensitivity to grammatical patterning though some researchers seem to be skeptical about the presence of a general aptitude variable. The aptitude test generally predicts the students' probable strengths and weaknesses in learning a foreign language.

This test is designed to discover a learner's potential for acquiring English, or undertaking a particular course. It predicts a person's future success. Aptitude test can be used to decide how long it will take a student to achieve sufficient mastery of a foreign language to study in the country where the language is spoken.

- **Placement Test**

A placement test is useful to provide information which will help to place students at the most appropriate stage of the teaching program to their abilities. The placement test is administered to assign students to different classes and level according to their proficiency level. Obviously it should reflect the features of the teaching context such as the level of the students, methodology, syllabus, etc.

A placement test is designed to sort new students into teaching groups, so that they can start a course at approximately the same level as the other students in the class. It is concerned with the students' present standing, and so relates to general ability rather than specific points of learning.

2.1.2 Qualities of a Good Language Test

Examinations are administered for some purposes. In order to serve the purposes for which exams are conducted, they must be of good quality. The quality of an exam is examined in light of the extent to which it serves the purpose for which it is administered.

As the main thrust of this title is to discuss how a good exam can be useful for educational change, it is also necessary to discuss the elements that make an exam good. There are different views on what makes a test good. Batchman and Palmer (1996, quoted in Khaniya 2005, p.101) argue that test usefulness involves reliability, construct validity, authenticity, interactiveness, impact and practicality. Some of the good qualities of a test are discussed below:

a) Validity

Validity is a very important quality of a test. "A measure is valid if, it does what it is intended to do ..." (Davies et al., 1999). Therefore, the validity of a test is the extent to which the test measures what it is intended to measure.

Further explanation is that the validity of a test is measured on the basis of how far the information it provides is accurate, concrete and representative in light of the purposes for which is administered (Khaniya, 2005, p.103).

In terms of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure. "Validity is defined as the degree to which the researcher has measured, what he has set out to measure" (Sonith 1991, p.106, quoted in Kumar 2005, p. 153). There are five types of validity. They are given below:

b) Reliability

We use the word 'reliability' very often in our lives. When we say that a person is reliable, what do we mean? We infer that s/he is dependable, consistent predictable, stable and honest. In the same way, the concept of reliability in relation to test has a similar meaning: if a test item is consistent and stable, hence, predictable and accurate, it is said to be reliable. The greater the degree

of consistence and stability in an instrument, the greater is its reliability. Therefore, 'a scale or test is reliable to the extent that repeat measurements made by it under constant conditions will give the same result' (Moser and Kalton 1989, p. 353 quoted in Ranjit 2005, p.156).

The reliability of a test is its consistency, In other words, reliability means the consistency with which a test measures the same thing all the time. There are three aspects to reliability: the circumstances in which test is taken, the way in which it is marked and the uniformity of the assessment it makes. There are basically three methods of determining reliability of the exam. They are test-retest method, parallel test method and split-half method.

c) Practicality

Practicality is different from other qualities of a test. Absence of this quality in a test will lead the test to be of no use. Practicality, along with reliability and validity are the most important aspects of exam efficiency. Practicality, though it is non-technical, in the absence of which even a valid and reliable exam can be of no use. Fairly considerable attention should be paid towards human resources, material resource, and time which play an important role to make any test item practicality with a reasonable degree.

2.1.3 Continuous Assessment System (CAS)

Teaching and testing are interrelated in teaching learning system. Furthermore, it is based on learners' psychology as well. Continuous assessment System, as its name suggests is a type of regular assessment that is done in time to time. When both formal and informal assessments are done on a regular and continuous basis they are referred to as continuous assessment. Continuous assessment is meant to be integrated with teaching in order to improve learning and to help, shape and direct the teaching learning process. Here both the teachers and students are engaged to solve the problems faced by the students. The teacher collects assessment information to provide feedback and incentives

to motivate pupils. Therefore, continuous assessment system is that type of testing system which is done regularly along with the teaching learning activities.

Continuous assessment according to Richards et al. (1999, p. 83) is "an approach to assessment in which students are assessed regularly through the programme rather than being given a single assessment at the end". This definition stresses on the continuous process of collecting information.

Continuous assessment of learner's progress could be defined as "a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling" (Falayalo, 1986, quoted in Alausa, 2005, p.2). From this definition we know that continuous assessment takes into account all students' performances in the cognitive, affective and psychomotor domains of learnings. Assessment in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as attitudes, motives, interests and other personality traits. Assessment in the psychomotor involves assessing the learners' ability to use his or her hands (e.g. in handwriting, construction and projects).

Another definition by Airasian (1991, p. 27) describes continuous assessment as

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

About the purpose of continuous assessment Quansah (2005, p.5) says:

The central purpose of continuous assessment is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and project undertaking in the critical and important objectives of the school curriculum.

Therefore, the purpose of continuous assessment is to make our students a better learner and producer by improving their knowledge and skills.

Continuous assessment is an ongoing process that tracks and measures a student's achievement during the programme. Through regular assessment of performance, it provides information that is used to support a student's development, enabling improvements to be made in the learning process. Assessment is used not only as a final form of evaluation but is integral to the teaching and learning process, i.e. assessments are formative and summative. According to Lewis (1997) "With continuous assessment, teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners".

From these definitions, one could infer that continuous assessment is a assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but including behaviors, personality traits and manual dexterity. Continuous assessment also takes place over a period of time. Such an approach would be more holistic, representing the learner in his/her entirety. It begins with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

To sum up, continuous assessment is a very important approach for providing feedback to the students in their learning. It helps teachers shift their teaching style and methods, rearrange the class seating, helps and inspires the students in

a better way, takes decision about the academic progress or placement of pupils, plan and carry out instruction, etc.

2.1.4 Teachers' Understanding on Continuous Assessment System (CAS)

In this study, primary level English teachers, particularly the teachers who have taught them a decade are good sources of data, because they have long experiences in teaching and testing. They taught and used testing for ages. They have once evaluated their students through Traditional Assessment system (TAS) and now they are evaluating their students through Continuous Assessment System (CAS). Therefore, they have long past experience of TAS and recent and fresh experience of CAS. In addition to this, they have taken part in different trainings and seminars about CAS. Their past experiences in TAS, recent experiences in CAS and training they have taken are the good sources to find out the effectiveness and some behavioral facts about CAS. For this, the researcher reached different schools of two resource centres of Sidhupalchok district and collected the responses of 30 teachers teaching at primary level.

2.1.4 Continuous Assessment System (CAS) in Nepal

The history of CAS is not so long in Nepal. Only the terminal examinations were held in school level. These periodic exams do not reflect all the skills and capacities of students. It evaluates only one aspect of students. Students often frighten with these exams. The rate of drop-outs and failures increased. Therefore, different educationists, experts, writers, workshops suggested to apply CAS to minimize the number of drop-outs and failure cases. Curriculum Development Center (CDC) has been running Continuous Assessment System (CAS) programme under the ministry of Education (MOE) in Nepal since 2001/02. The pilot programme is introduced in five primary school of five district (Ilam, Chitwan, Syanja, Surkhet and Kanchanpur) for the first time. It is now expanded in all the primary school of Nepal. It has been applied according to liberal grade promotion policy.

a. Objectives of Continuous Assessment System

According to Nirantar Bidharthi Mulyankan Teachers' Guide (CDC, 2001, p.2) the objectives of this continuous assessment system (CAS) programme are as follows:

- To assess the students regularly using different kinds of tools and measures.
- To inspire talented students and offer special help for less talented ones.
- To create happy atmosphere for the students to be regular in school.
- To offer primary education compulsorily for the students who drop the school being failed during or at the end of the session.
- To make the students feel free from fear, anxiety and tension because of exams.
- To lessen the fear of tests
- To minimize the number of students who repeat the same class.
- To apply the policy of liberal upgrading system

Now CAS has been implemented partially in Grade-6 to7, in lower secondary level but not in secondary, higher secondary and university level.

b. Need of Continuous Assessment System

The main purpose of the continuous assessment system is to make the students acquaint with learning outcomes through effective teaching learning activities.

According to Nirantar Bidhyanthi Mulyankan Karyanwayan Pustaka (continuous assessment implementing booklet) (CDC, 2011, p.2) the needs of Continuous Assessment System (CAS) are given below:

- To help students in their effective learning and work habit.
- To teach the students who are very weak in learning in a diagnostic way.
- To make the students acquaint with knowledge, skill and behavior which are included in curriculum.
- To assess students continuously and conveniently.

- To increase level of learning outcomes of students and to make them pass the grade successfully.
- To create the child friendly learning and evaluation environment.
- To save additional time and resource which we spend in students' evaluation.
- To attract and encourage the students in assessment system.
- To teach the students according to individual differences
- To improve the validity and reliability of learning outcomes of the students
- To encourage and attract the students in regular attendance in class.
- To reduce the rate of drop-outs and class repeaters.

Overall, CAS supports both the teachers and students to achieve the goals as well as to make the classroom activities interesting.

c. Usefulness of Continuous Assessment System

According to Nirantar Bidhyarthi Mulyankan Karyanwyan Pustaka (CDC, 2067, p.7), the usefulness of Continuous Assessment System are given below:

- It does remedial teaching diagnosing the poor (weak) students.
- It informs the parents about the progress of students time and again.
- It provides the students opportunity to show their capacities.
- It does continuous improvement in teaching learning activities identifying which subject matter is problematic to which students.
- It helps to identify the problem and to find out solution.
- It encourages the students in individual work, group work, project work, creative work, etc.
- It helps in effective communication.
- It helps in developing critical thinking and constructive thinking.
- It helps to implement student centered teaching and evaluation.
- It encourages the teacher to use different tools of assessment.
- It helps the students to increase active participation in teaching learning activities.

d. Student Evaluation Policy

National curriculum form (CDC, 2063) has developed different policies in the student evaluation process. Student evaluation will have been done on the basis of summative and formative process of evaluation. According to Nirantar Bidhyarlhi Mulyankan Karyanwayan Pustaka (CDC, 2067, p.13). The following policies will be implemented while evaluating students:

- Using formal and informal evaluation tools, internal and external evaluation process will be implemented in all levels and classes.
- Class work, project work, community work, unit test, achievement test, terminal examination, observation, and constructive work will be used while evaluating the students.
- To certify the students' achievement or to promote class, summative test will be used.
- Liberal upgrading system will be implemented from grade one to grade seven respectively in basic education. Remedial teaching will ensure the quality of learning.
- It will be emphasized in continuous assessment system, whether the students complete learning outcomes or not, whether they are acquainted expected changes in their behavior, attitude, capacity, skill or not, whether the students get continuous feedback or not.
- Internal assessment of students will be based in school
- To conduct summative evaluation in school level, resource centre level, district level, regional level and national level, school, resource centre, district, region and agency of central level will be made responsible.
- To determine minimum standard of certain level and outcome (achievement) of school level education in different classes and subjects, standardized examinations will be conducted.
- Pass marks of both internal and external exams will be 40 percent in all level and classes.

To sum up, various activities like class work, project work, community work, unit test, achievement test, terminal examination, observation, and constructive work will be used while evaluating the students. Furthermore, to conduct summative evaluation in school level, resource centre level, district level, regional level and national level, school, resource centre, district, region and agency of central level will be made responsible.

e. Inclusion of CAS in Primary Education

According to Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2067, p.15), Primary Education curriculum 2062 (grade 1-3) and 2065 (grade 4-7) has tried to implement the programme of continuous assessment system. The following points will clear about inclusion of CAS in those curriculums:

- a. The learning of students will be ensured through formative evaluation system. The main objectives of formative test are to improve learning standard of students. For this, the teachers have to provide learning opportunity time and again on the basis of students' individual learning outcomes.
- b. Portfolio will be kept for the students of 1-3 classes. The portfolio will be updated on the basis of students' class work, project work, achievement test behavioral change in students, observation, attendance, etc. The information about taught subject matter and students' achievement will have to be sent to the parents and will have to be recorded in portfolio. More emphasis is given in class work than in home work in this level (1-3 classes).
- c. The students of 1-3 class liberally upgraded on the basis of continuous assessment system. For this, different tools of evaluation will have to be used.
- d. Students of 1-3 classes are evaluated on the basis of continuous assessment system. So no pass mark is stated in the evaluation system.

- e. The main purpose of the continuous assessment system is to do regular evaluation of students' achievement on the basis of stated learning outcomes and to upgrade the students on the basis of evaluation record on the portfolio. While doing CAS, diagnostic teaching will have to be done on the basis of standard of students' learning achievement. The students who have poor attendance in class and who have not acquainted with minimum learning outcomes may be upgraded on the basis of decision of related teacher, parents and head teacher in condition those students will be provided learning opportunity again.
- f. Students will be classified into three groups ('Ka' to 'Ga' scale) on the basis of their progress in grade 1-3. The classification will be like this:
 - 70% - 100% - 'Ka' group
 - 40% - 69% - 'Kha' group
 - below the 40% - 'Ga' group
- g. The students of class 4 and class 5 will be evaluated through 50% summative test (periodical examination) and 50% continuous assessment system (formative test). The students will be upgraded on the basis of formative test and summative test. 40% will be pass mark of written test and students will have to pass separately in written test.
- h. The students who are medium in Continuous Assessment System (formative test) and are failed in written test (summative test) will be upgraded on the basis of decision of related parents, class/subject teacher and head teacher.
- i. Suitable and appropriate evaluation tools will be used for the students who have separate learning capacities.

Testing, more specifically CAS not only measure the attainment of the students but also provides the basis for the improvement in learning.

2.2 Review of the Related Empirical Literature

In formal teaching learning process, assessment is compulsory thing in all educational institutions. With assessment, we can say what the learners have

learned and what the quality and quantity of learning is. Therefore, measurement is necessary because it explains the ability and skill of pupils. But the modalities of assessments (measures) are different in terms of place, time, purpose and situation. In our country Nepal, only the terminal tests are used in higher level education. Examinations are used hardly two or three times. In most of the cases exams are held only at the end of the academic year.

Educationists, experts and concerned authorities have long felt that these periodic exams do not reflect the real quality, skill and ability of pupil. These exams do not give the chances of doing progress in their learning. These types of exams do not give the pupils feedback with which they progress themselves.

Therefore, the educationists, experts, psychologists have done different researches and developed different modalities of assessments which provide the students learning strategy and make them equip with different abilities and skills. Among them is Continuous Assessment System (CAS) which is the necessary part of teaching learning activities rather than merely frightening exams. Students are free from any kind of fear, tension and anxiety in this type of assessment system. They involve in test without knowing the test is being conducted. They take test in a free and relaxed environments.

Therefore, late few years, the concerned authorities of Nepal have implemented the continuous assessment system in primary school assuming that the quality of primary school will increase.

Primary education is the foundation of higher education. If the foundation is weak, the latter will be no strong. With the traditional assessment system, many researches and studies have shown that the quality of primary education is slowly decreasing. Now with this research researcher has tried to find out that whether the continuous assessment system has positive effect or not, whether it increases the quality of primary education or not.

The addition of continuous assessment in the instructional and testing process is intended to achieve two major purposes: firstly, to improve both the validity and reliability of the results of pupils' performance on tests and exercises, and secondly to help the pupil to develop effective learning and working habits. The central purpose of continuous assessment is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and project undertaking in the critical and important objectives of the school curriculum. Therefore, educational measurement experts and educational policy makers have come up with the concept of Continuous Assessment System. Many educational systems all over the world have adopted this approach in assessing learners' achievement in many subject areas. It has come in the reaction of "teaching for a whole year and then giving a two or three hour paper to determine whether or not the pupil knows the subject."

Different research works have been carried out in the area of testing. Some of them are shortly described below.

Khanal (1997) carried out a work "A Study on the Effectiveness of Cloze Test over Conventional Objectives Tests in Testing Reading Comprehension in English". The purpose of the study was to compare the effectiveness of the two types of test cloze test versus objective test in testing reading comprehension. To reach the conclusion, he had used questionnaire to tenth class students. The study found out that the private schools' students' performance was better than the public school's students' performance in both objective and cloze test and that the cloze test was far better than the objectives test in testing reading comprehension.

Similarly, Neupane (2005) has conducted a research on the "Testing Listening Comprehension: A Case of Secondary Level Students". The purpose of the study was to compare the listening comprehension ability of the ninth class students of both private and government added school. It was the survey

research. The study showed the students of private schools were better in listening comprehension skills than those of the public school.

In the same way, Chapagain (2005) has conducted a research on "Effectiveness of Continuous Assessment in English: A case of Grade Six". The purpose of the study was to find out the effectiveness of CAS on students' achievement in English. It was an experimental research. The research has concluded that the continuous assessment system in English language learning was relatively more effective and successful than the usual way of testing.

Similarly, K.C. (2007) has carried out a research on "Testing Reading Comprehension: A Place of Subjective and Objective Tests." The purpose of the study was to find out tests in testing reading comprehension. Questionnaire was used to collect data. He found that the place of objective tests was more effective than the place of subjective test in testing reading comprehension.

Similarly, Ghimire (2010) carried out a research on "Effectiveness of Continuous Assessment in Enhancing pupils' Achievement in Grammar". The purpose of study was to find out the effectiveness of continuous assessment on students achievement in English. Action research was done to reach in the conclusion. He found out that continuous assessment system is very effective to enhance the achievement of the students.

My study was very different from Khana (1997), Neupane (2005) and K.C. (2007) because they did the research only in test which was traditional but the present research is concerned in Continuous Assessment system basically with the classroom practices of primary level teachers. Although, Chapagain (2005) and Ghimiare (2010) conducted a research on CAS, the present research differs to them in terms of purpose, methodology and analysis and interpretation, and level of analysis.

2.2 Implications of the Review of the Study

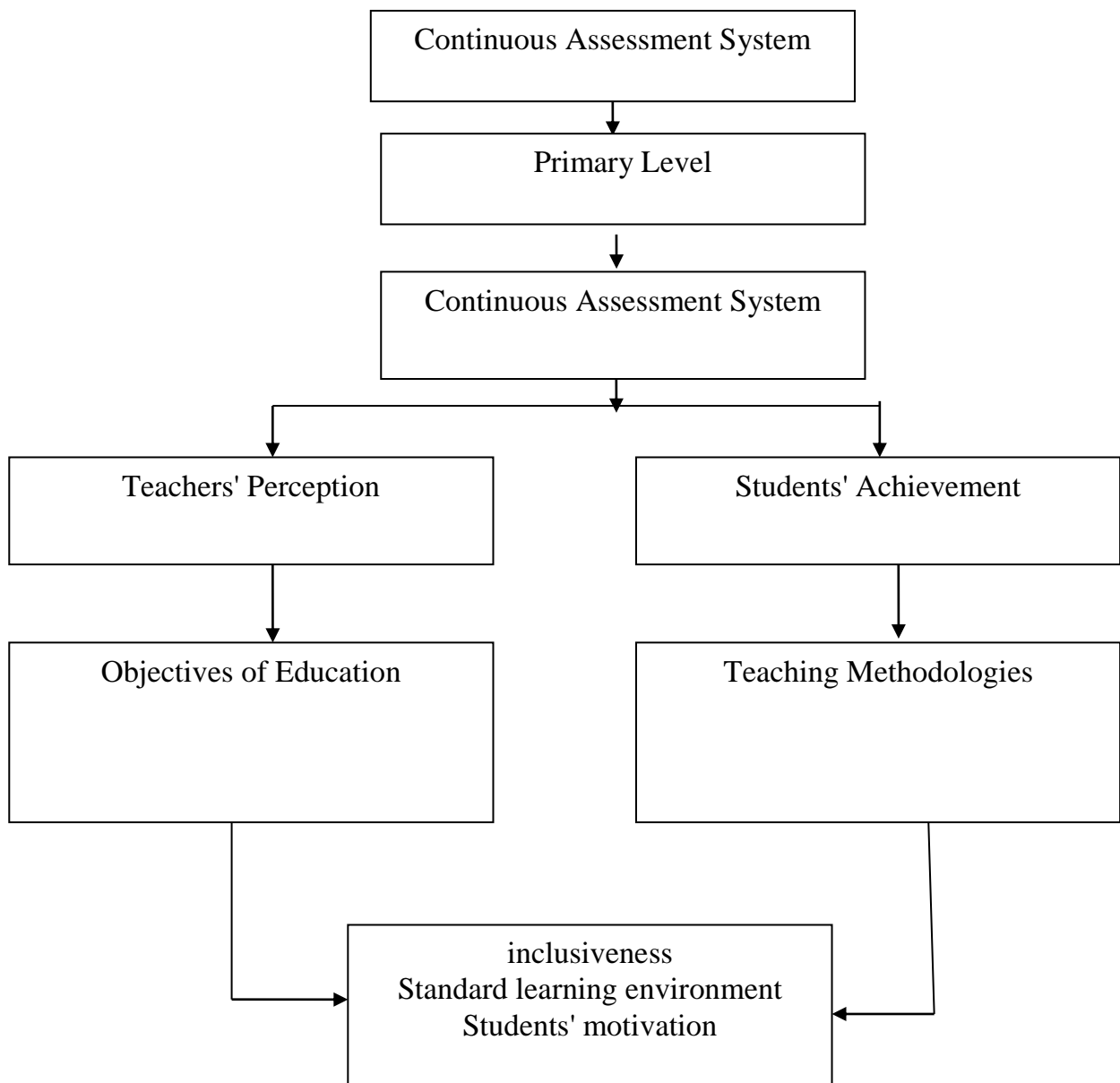
The previous study and researches have not exactly touched and addressed the perception of primary level teachers' towards continuous assessment system. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his courage and curiosity and logical and psychological factors. For instance, Chapagain (2005) has conducted a research on "Effectiveness of Continuous Assessment in English: A case of Grade Six".

From the same token, Ghimire (2010) carried out a research on "Effectiveness of Continuous Assessment in Enhancing pupils' Achievement in Grammar". The purpose of study was to find out the effectiveness of continuous assessment on students achievement in English. Action research was done to reach in the conclusion. He found out that continuous assessment system is very effective to enhance the achievement of the students.

This helps me to analyze critically. As a novice researcher I had lots of confusion but this review helped me to clear my way and purpose. It can help me to scrutinize my findings and suggested implications. It helps me to study the problems systematically and logically.

2.3 Conceptual Framework

On the basis of the ideas getting from review of theoretical and empirical literature, I developed following conceptual framework in order to carry out this research.



Perception of Primary
school teachers

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The study adopted the following method and procedures to complete the task.

3.1 Research Design

Through this research, I wanted to explore some beliefs, values and attitudes and perception of teachers. I followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular.

Survey research is a descriptive research which studies large and small population. It is mostly commonly used method of investigation in educational research survey research can be carried out either by a group of researchers or by an individual. Surveys are widely used for collecting data in most areas of social inquiry, from politic to sociology, from education to linguistics. Survey research is always done in natural setting. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, event/situations. Survey data are collected through questionnaires opinionnaires or interviews, test scores, attendance rates, results of publication exams, attitude scales etc. Survey can be explanatory and descriptive or analytic. It is cross-sectional study. Surveys are useful for gathering faculty

information, data on attitudes and preferences, beliefs and predictions, behaviors and experiences of both past and present.

The purpose or objective carrying out a survey research is to find out behaviors and attitudes of different educational researchers towards certain issues, events or phenomena and to study certain trends on educational program.

Nunan (1992) has presented eight steps of survey research. According to him, the first step is to define objectives. The researcher found out about teachers' beliefs and predictions, attitudes and behaviors toward their school or any other educational organizations or institutions. The second step was to identify the target population. Here the research found out the population covered by the survey. The third step was reviewing a related literature. In this step, the research viewed different writers' opinions related to his/her research activity. The fourth step was to determine sample. This step described about how many subjects a researcher survey should. Sample was a representative of the population as a whole. The fifth step was to identify the survey instruments. Here, the researcher collected the data through questionnaires or interviews or a combination of questionnaire and interview. The sixth step in to design survey procedures i.e., how will the data collection be carried out? Here, the researcher collected the data and information from the selected teachers. They were selected by non-random judgmental sampling procedure. The seventh step is to identify analytic procedures. Here the systematically collected data were identified, analyzed and interpreted. The last eighth step was to determine reporting procedure. The researcher presents the results of his/her activity.

As the researcher adopted survey method, he went himself selected school to obtain permission from the school authorities to contact the concerned respondents. Moreover, the researcher told the respondents that their honest, accurate and unbiased responses were going to be of seminal importance for such a significant research work.

3.2 Population of the Study

The sample population of the study were 30 primary school teachers from community schools and private schools.

3.3 Sampling Procedure

The purposively selected school of Sindhupalchok district. Then I selected teachers of primary level school teachers.

3.4 Tools for Data Collection

For the collection of data, the researcher used questionnaire items which include both close ended and open ended questions.

3.5 Process of Data Collection

The researcher collected the data from the primary sources by providing the questionnaire. For this purpose, he adopted the following steps:

- a. At first, the researcher went to the different schools and talked to the authority and explained the purpose and process of the research. Then he requested them to get his/her permission to carry out the research.
- b. After taking permission from the authority, the researcher consulted the English teacher and explained him/her the purpose of the research and requested them to take part in it. The researcher assured them of the confidentiality in terms of research of ethics regarding the information obtained through the questionnaire.
- c. Then, the researcher distributed the questionnaires.
- d. He asked them to write the answer without any hesitation, fear and anxiety.
- f. Finally, after collecting the questionnaires, he thanked them heartily.

3.6 Data Analysis and Interpretation

The systematically qualitative data analyzed and interpreted descriptively in a narrative way. Quantitative data analyzed and interpreted by using simple

statistical tools. Then they presented and displayed in different lists, points, tables and charts.

CHAPTER FOUR

RESULTS AND DISCUSSION

The chapter includes both the results and discussion of the data. More specifically, the data are analyzed and interpreted using various tools and statistics.

4.1 Results

The results of the study are as mentioned as follows:

The perception, beliefs and understanding of the teachers towards CAS is presented in the numbers as follows:

- a. CAS involves the students in class interaction in language because CAS is done along with teaching learning activities.
- b. 68.6 percent students can be included, class repeaters and failures are greatly minimized in language class through CAS. Because CAS applies liberal upgrading system, inspires talented one and offers special help for less talented one. Fear, stress, and anxiety are not there.
- c. CAS makes the teachers responsible to teaching learning activities, evaluation system and their students.
- d. It was found that up to 80 percent teachers agreed that continuous assessment system (CAS) increases the attendance of students in language class.

- e. It was found that 86.7 percent teachers agreed that continuous assessment system increases participation of students in class activities because students and teachers work together being friendly.
- f. It was found that 70 percent teachers agreed that students get immediate feedback and immediate feedback encourages students for further study.
- g. It was found that CAS recognizes the learners' talent (inborn capacities) and helps them to flourish.
- h. It was found that CAS takes students' errors as a sign n of further learning.
- i. It contributes to improve the quality of primary education.
- j. It was found that CAS increases reliability and validity of pupils' performance.
- k. CAS makes lazy teachers active and information oriented.
- l. It was found that pupils become a better learner and producer in language.
- m. It was found that CAS facilitates the language teachers in 'English Language Teaching'.
- n. It was found that students felt friendly and free of tension, stress and fear of periodical examination.
- o. CAS measures multi-capacities of the learners.
- p. It emphasizes project work, class work, creativeness, attendance and change in students' behaviors. It is great thing for learners.
- q. It was found that CAS inspires the students to communicate in target language.
- r. It was found that language learning becomes easy through CAS.
- s. It makes the students motivated and attentive in study.
- t. It was found that teachers and parents both have equal responsibility in the progress of students.

4.2 Discussion

This section includes the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data is mentioned in the following subheadings.

4.2.1 CAS Increases the Students' Attendance in Language Class

Most of the teachers believed that the main problem of primary education is absence of the students in their class. Some of the students came at school occasionally. They hardly appeared at school at the time of admission and exams. They spend much of their time at home. They came only in exam and write nothing in answer copy. It is said that the main reason of this is the traditional evaluation system in teaching learning process. Therefore, the government of Nepal has implemented the continuous assessment system in primary school instead of traditional evaluation system (Periodic exams) supposing that CAS increases the students' attendance in language class. To find out whether the CAS increases the students' attendance in language class or not, the teachers were asked to respond to the statement "Continuous assessment system, (CAS) increases the attendance of students in language class" with five alternatives. The responses obtained from the respondents are presented below:

Table No. 1

CAS Increases the Students' Attendance in Language Class

Categories	No. of Respondents	Percentage
Strongly agree	15	50
Agree	9	30
Unknown	2	6.7
Disagree	4	13.3
Strongly disagree	0	0

Total	30	100
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According to the above mentioned table, 50 percent teachers strongly agreed to the statement that CAS increases the students' attendance in language class; 30 percent of them agreed to the statement, 6.7 percent of them were undecided; 13.3 percent of them disagreed to the statement and no one strongly disagreed.

Thus, the table No.1 shows that nearly 80 percent of the primary level teachers agreed with the statement; 10 percent of them disagreed and 5 percent of them did not want to say anything. A great majority seems to be in the favour of the statement. Therefore, it can be concluded that continuous assessment system (CAS) increases the attendance of students in the language class.

4.2.2 CAS Involves the Students in Class Interaction in Language

The continuous assessment system which is done on the basis of class work (Participation in activities), project work, behaviour change, creative work and attendance in the classroom which is supposed to involve the students in class interaction. Because of the various things and factors the quality of primary education is decreasing day by day. The students who cross the primary level are not competent with learning out comes determined in the curriculum. One of the main reasons of this is the traditional assessment system which lacks the student interaction in class. To find out whether the CAS involves the students in class interaction in language or not, the primary level teachers were asked to response to the statements "CAS involves the students in class interaction" with five alternatives. The responses obtained from the respondents are presented in table below:

Table No. 2
CAS Involves the Students in Class Interaction

Categories	No. of	Percentage
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	Respondents	
Strongly agree	3	10
Agree	24	80
Unknown	0	0
Disagree	3	10
Strongly disagree	0	0
Total	30	100

The responses of the teachers in the above table shows that 10 percent out of total respondents strongly agreed to the statement they were asked and 80 percent of them supported that CAS involves the students in class interaction but 10 percent of them disagreed with the statement. No one was undecided and strongly disagreed.

The table No. 2 shows the result that altogether 90 percent out of the total respondents agreed with statement, 10 percent of them were disagreed and no body was undecided and strongly disagreed. Therefore, sufficient majority of the teachers were in the favour of the statement. From this result, we can concluded that the CAS involves the students in class interaction in language.

4.2.3 CAS Helps the Students to Become a Better Learner and Producer in English Language

To find out the perception of teachers' about whether the recently implemented continuous assessment system helps students to become a better learner and producer or not, the teachers were asked to respond to the statement "CAS helps pupils to become a better learner and producer by encouraging pupils to improve their knowledge and learning in English language" with five alternatives. The responses obtained from the respondents are presented below in table form:

Table No. 3
CAS Helps the Students to Become a Better Learner and Producer
in English Language

Categories	No. of Respondents	Percentage
Strongly agree	15	50
Agree	12	40
Unknown	0	0
Disagree	3	10
Strongly disagree	0	0
Total	30	100

The above table shows that 50 percent of the total respondents strongly agreed, 30 percent of them agreed, 10 percent of them were undecided, 10 percent of them disagreed and none of teachers respondents showed strongly disagreement.

According to the above table No. three, altogether 90 percent of the teachers agreed the statement, 10 percent of them disagreed and none of them did not want to say anything. Therefore, a majority of the teachers/respondents believed that students become a better/learner and producer. This shows that continuous assessment system is an effective tool of teaching learning process which makes the students better learner and producer in English language.

4.2.4 CAS Increases the Participation of the Students in Class Activities

To find out the teachers' perception in regard to know whether the CAS increases the participation of the students in class activities or not, the teachers /respondents were asked to respond to the statements" CAS increases the

participation of the students in class activities" with five alternatives. The responses given by the teachers are presented below in table:

Table No. 4

CAS Increases the Participation of the Students in Class Activities

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	17	56.7
Unknown	3	10
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

The above table shows that 30 percent out of total respondents strongly agreed that CAS increases the participation of the students in class activities; 56.7 percent of them agreed with the statement, 10 percent of them were undecided, 3.3 percent of them disagreed the statement and no one strongly disagreed the statement.

According to table given above altogether 86.7 percent out of total respondents agreed the statements, only 3.3 percent of them disagreed and 10 percent of them did not want to say anything. So, it can be concluded that CAS increases the participation of students in class activities.

4.2.5 CAS Collects the Real Information from the Students

Teachers' were asked whether the CAS tests what is to be tested or not, the teachers were asked to respond to the statement "CAS collects the real information (facts) from the students" with five alternatives. The responses given by the teachers are presented in table form below:

Table No. 5

CAS Collects the Real Information from the Students

Categories	No. of Respondents	Percentage
Strongly agree	6	20
Agree	12	40
Unknown	6	20
Disagree	5	16.7
Strongly disagree	1	3.3
Total	30	100

Table No. 5 shows that there are different views of the teacher about the statement "CAS Collects the real information from the students". According to the table, 20 percent out of total respondents strongly agreed with the statement, 40 percent of them agreed, 20 percent of them were undecided, 16.7 percent of them disagreed and 3.3 percent of them strongly disagreed with the statement.

As the table shows, altogether 60 percent of the total respondents were in the favour of the statement, "CAS collects the real information from the students", 20 percent of them were in opposite of the statement and equal (20) percent of them did not want to say anything or they are undecided. From this result, we came to the conclusion that the CAS collects real information (facts) from the students because the majority of respondents supported the statements.

4.2.6 Togetherness of Students and Teachers in Language Classroom Activities

This study has tried to find out whether the CAS helps in togetherness of students and teachers in classroom activities or not, the respondents were asked to respond to the statement "CAS makes the students and teachers be together

in language class activities" with five categories. The teachers responses as their perception are presented in the following table.

Table No. 6

Togetherness of Students and Teachers in Language Classroom Activities

Categories	No. of Respondents	Percentage
Strongly agree	17	56.7
Agree	10	33.3
Unknown	2	6.7
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

Table No. 6 shows that 56.7 percent of the total respondents strongly agreed, the statement "CAS makes the students and teachers be together in classroom activities", 33.3 percent of them agreed the statement, 6.7 percent of them were undecided and 33.3 percent of them disagreed the statement.

The total agreement percentage of the statement is 90 percent, undecided percent is 6.7 percent age and disagreement percentage of the statement is 3.3 percent as displayed in the table. According to this result, it can be concluded that the majority of the teachers believed that the CAS makes the students and teachers be together in language classroom activities because the majority of the respondents were in the fovour of this statement.

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

In comparison to other problems, drop-outs are the main problem of primary education. Therefore, in this research researcher had tried to find out whether the CAS decreases the number of drop outs or not. For this, teachers were asked to respond to the statement "CAS decreases the number of drop-outs in

language class" with five alternatives. Their responses are presented in the table below:

Table No. 7

CAS Decreases the Number of Drop-outs in Language Class

Categories	No. of Respondents	Percentage
Strongly agree	8	26.7
Agree	18	60
Unknown	1	3.3
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

The table mentioned above, 26.7 percent out of total number of respondents strongly agreed the statement "CAS decreases the number of drop - outs"; 60 percent of them agreed the statement, 3.3 percent of them were undecided, 6.7 percent of them disagreed the statement and 3.3 percent of them strongly disagreed.

According to the data displayed in the table No. 7, altogether 86.7 percent of the total respondents were in the favour of the statement, "CAS decreases the number of drop outs". Only 10 percent of them were in the opposition of the statement and 3.3 percent of them were undecided. Therefore, on the basis of this result teachers are positive that continuous assessment system (CAS) decreases the number of drop-outs in language class.

4.2.8 CAS Reduces the Number of Class Repeaters

The researcher has also tried to find out whether the CAS decreases the class repeaters or not with the help of recent and fresh experiences of the teachers. For this, the teachers were asked to respond to the statement "CAS decreases the number of class repeaters". These responses are tabulated and converted into percentage as follows.

Table No. 8
CAS Reduces the Number of Class Repeaters

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	17	56.7
Unknown	3	10
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

The above table shows that 30 percent out of total respondents strongly agreed that "CAS reduces the number of class repeaters"; 56.7 percent of them agreed with the statement, 10 percent of them were undecided, 3.3 percent of them disagreed the statement and no one strongly disagreed the statement.

According to table given above altogether 86.7 percent out of total respondents agreed the statements, only 3.3 percent of them disagreed and 10 percent of them did not want to say anything. So, it can be concluded that CAS decreases the numbers of class repeaters.

4.2.9 Encouragement for Talented One and Special Help for Weak One

In this study, the researcher has also tried to find out the teachers' perception in the case whether the CAS provides encouragement for talented one and special help for weak one or not. For this the teachers were asked to respond to the

statement "It inspires talented students and offers special help for less talented one" with five categories. Their responses are presented in the table below:

Table No. 9

Encouragement for Talented one and Special Help for Weak one

Categories	No. of Respondents	Percentage
Strongly agree	8	26.7
Agree	18	60
Unknown	1	3.3
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

The table mentioned above, 26.7 percent out of total number of respondents strongly agreed the statement "Encouragement for talented one and special help for weak one"; 60 percent of them agreed the statement, 3.3 percent of them were undecided, 6.7 percent of them disagreed the statement and 3.3 percent of them strongly disagreed.

According to the data displayed in the table No. 7, altogether 86.7 percent of the total respondents were in the favour of the statement, "Encouragement for talented one and special help for weak one". Only 10 percent of them were in the opposition of the statement and 3.3 percent of them were undecided. Therefore, on the basis of this result teachers are positive that continuous assessment system (CAS) is good both for talented and weak students.

4.2.10 Immediate Feedback to the Students to Improve Language Learning Process

Feedback actually is the teacher's response to student learning. Giving immediate feedback to the students is that type of teaching power which helps

them to be a better learner by improving language learning process. Feedback helps them to identify their mistake and correct the mistake immediately. In this study, the researcher has tried to find out whether the students get immediate feedback with CAS or not. The primary level teachers were asked to respond to the statement "With CAS, students get immediate feedback which helps them to improve their language learning process" with five categories. Their responses are presented in table below:

Table No. 10
Immediate Feedback to the Students to Improve Language Learning Process

Categories	No. of Respondents	Percentage
Strongly agree	7	23.3
Agree	14	46.7
Unknown	6	20
Disagree	3	10
Strongly disagree	0	0
Total	30	100

According to the table No. 10, mentioned above, 23.3 percent of the total respondents strongly agreed the statement "Students get immediate feedback through CAS", 46.7 percent of them agreed the statement, 20 percent of them were undecided, 10 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 70 percent of the total respondents were in the favour of the statement "Students get immediate feedback through CAS", 10 percent of them were against the statement and 20 percent of them did not want to say anything. This shows that majority of teacher believed that students get immediate feedback which helps them to

improve their language learning process because the majority of respondents supported the statements.

4.2.11 CAS Makes the Language Learning Fruitful and Meaningful

Language learning is the important thing for language learners in language classroom. Language learning is fruitful and meaningful in active participation of students and interaction. Students learn language by using it themselves. Students learn language well if they use it situationally and contextually. It is supposed that CAS is the supporting tool to make the language learning fruitful and meaningful. To find out whether the CAS makes the language learning fruitful and meaningful or not, the teachers were asked to respond to the statement "CAS makes the language learning fruitful and meaningful" with five alternatives. The responses of the teachers are presented in table below.

Table No. 11

CAS Makes the Language Learning Fruitful and Meaningful

Categories	No. of Respondents	Percentage
Strongly agree	6	20
Agree	12	40
Unknown	8	26.7
Disagree	4	13.3
Strongly disagree	0	0
Total	30	100

In the above table, it is clear that 20 percent of the total respondents strongly agreed the statement "CAS makes the language learning fruitful and meaningful", 40 percent of them agreed the statement; 26.7 percent of them

were undecided; 13.3 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, we know that altogether 60 percent of the respondents were in the favour of the statement "CAS makes the language learning fruitful and meaningful", 13.3 percent of them were in opposite of the statement and 26.7 percent of them did not want to say anything. From this fact, researcher came in the conclusion that teachers think CAS makes the language learning meaningful and fruitful.

4.2.12 CAS Minimizes the Number of Failures

In this study research has tried to find out whether the CAS minimizes the number of failures or not. For this purpose, researcher asked the teacher to respond to the statement "CAS minimizes the number of failures through liberal upgrading system". The statement has five categories. The responses given by the teachers are presented below in table form:

Table No. 12
CAS Minimizes the Number of Failures

Categories	No. of Respondents	Percentage
Strongly agree	14	46.7
Agree	8	26.7
Unknown	4	13.3
Disagree	4	13.3
Strongly disagree	0	0
Total	30	100

From the above table it is clear that 46.7 percent of the total respondents strongly agreed to the statement "CAS minimizes the number of failures"; 26.7 percent respondents agreed the statement; 13.3 percent respondents were

undecided; and equal percent respondents disagreed the statement and no one strongly disagreed the statement.

From the information given in table above we know that altogether 72 percent of the total respondents agreed the statement; 13.3 percent of them disagreed the statement and 13.3 percent of them did not want to say anything. Therefore, the great majority is in agreement of statement. So researcher claims that most of the teacher CAS minimizes the number of failures through liberal upgrading system.

4.2.14 Encouragement and Inspiration are the Key Points in CAS

Feedback like encouragement and inspiration which are also the aspects or type of assessment plays vital roles in improving the teaching learning activities.

Behind every person's success, there are encouragement and inspiration which play important roles. Same is the case in teaching learning activities.

Encouragement and inspiration make the students better learner and producer and make them learn more and more. The degree of encouragement and inspiration is less in the traditional assessment system. Therefore researcher has tried to find out whether encouragement and inspiration are key points in CAS or not. For this, I have asked the teacher to respond to the statement

"Encouragement and inspiration are the key points for the progress of the students in CAS". The responses given by the teachers are given in the table below:

Table No. 13

Encouragement and Inspiration are the Key Points in CAS

Categories	No. of Respondents	Percentage
Strongly agree	5	16.7
Agree	12	40
Unknown	6	20

Disagree	7	23.3
Strongly disagree	0	0
Total	30	100

Table No. 14 shows that 16.7 percent of the total respondents strongly agreed the statement "Encouragement and inspiration are the key points in CAS". 40 percent of them agreed the statement; 20 percent of them were undecided, 23.3 percent of them disagreed, and no one strongly disagreed the statement.

If we analyze the data presented in the table No. 14, we find out that, in totality, 56.7 percent teachers were in favour of the statement, 20 percent teachers were in opposite of the statement and 23.3 percent teachers had said nothing about statement, they were in between them. The majority of the teachers thought that encouragement and inspiration plays vital role in teaching learning activities. From this analysis researcher came in conclusion that encouragement and inspirations are key points for the progress of the students in CAS.

4.2.15 CAS Lessens the Fear, Tension and Stress of the Students

Teachers believe that with the implementation of CAS, it is supposed that CAS minimizes those stress, tension and fear. In order to find out whether CAS lessens the fear, tension and stress of students or not, the teachers were asked to respond to the statement "CAS lessens the fear, tension, and stress of the students which are in extreme in the traditional type of assessment system" with five alternatives. The responses given by the teachers are presented below:

Table No. 14

CAS Lessons the Fear, Tension and Stress of the Students

Categories	No. of Respondents	Percentage
Strongly agree	9	30

Agree	15	50
Unknown	4	13.3
Disagree	2	6.7
Strongly disagree	0	0
Total	30	100

Table No. 15 shows that 30 percent of the total respondents strongly agreed the statement "CAS lessens the fear, tension and stress of the students", 50 percent of them agreed the statement; 13.3 percent of them were undecided; 6.7 percent of them disagreed the statement, and no one strongly disagreed the statement.

According to the data, presented in the above table altogether 80 percent respondents agreed the statement; 6.7 percent respondents disagreed the statement and 13.3 percent respondents did not want to say anything.

Therefore, the majority of respondents were in the favour of the statement.

Therefore, it can be concluded that CAS lessens the fear, tension and stress of students.

4.2.17 Making Teachers More Responsible

Most of the teachers in Nepal are not responsible or dutiful in their teaching learning activities. They are indifference in teaching. Most of the time they stay out of school. One of the reason of this is traditional teaching and assessment system. Therefore, to find out whether the CAS makes the teachers more responsible or not, the teachers were asked to response the statement "CAS makes the teachers more responsible than in TAS". The responses are presented in table below:

Table No. 15

Making the Teachers More Responsible

Categories	No. of Respondents	Percentage
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Strongly agree	9	30
Agree	15	50
Unknown	2	6.7
Disagree	4	13.3
Strongly disagree	0	0
Total	30	100

From this table No. 17, we know that 30 percent of the total respondents strongly agreed the statement "CAS makes the teachers more responsible", 50 percent of the respondents agreed the statement; 6.7 percent of them were undecided, 13.3 percent of them disagreed the statement and none of them strongly disagreed the statement.

According to the data displayed in the above table, altogether 80 percent of the respondents agreed the statement; 13.3 percent of them disagreed the statement and 6.7 percent of them did not want to say anything. A majority of respondents (82 %) were in the favour of the statement. Therefore, with this result researcher claim that majority of the teachers believed that CAS makes the teachers more responsible.

4.2.17 Easyness in Implementation

Implementation of any programme is a behavioural aspect. Easyness is another aspect. But both easyness and implementation are good characteristics of any program. If the programme is easy to implement, it is approachable to all. Therefore the first and necessary thing of any program is essay implementation. In the same way success and failure of teaching and evaluation programme depends upon how easy it is to implement. It is supposed that continuous assessment system is easy to implement. To find out whether the CAS is easy to implement or not, teachers were asked to responds to the statement "CAS is easy to implement in practical". Their responses are presented below in table.

Table No. 16
Easyness in Implementation

Categories	No. of Respondents	Percentage
Strongly agree	8	26.7
Agree	6	20
Unknown	5	16.6
Disagree	6	20
Strongly disagree	5	16.6
Total	30	100

From the above table it is clear that 26.7 percent of the total respondents strongly agreed the statement "easiness in implementation", 20 percent of them agreed the statement; 16.6 percent of them were undecided; 20 percent of them disagreed the statement; and 16.6 percent of them strongly disagreed the statement.

According to the data displayed in table No. 18, 4.7 percent of the respondents agreed the statement; 36.6 percent of them disagreed the statement; and 16.6 percent of them remained undecided. This means in totality it is difficult to implement in practical in comparison of traditional assessment system.

4.2.18 'Learning by Doing' is the Main Focusing Point

'Learning by doing' is the main basis of teaching learning activities. Learning by listening and watching is not complete in itself. Learning by doing takes the learners the depth of the subject matter. It makes subject matter clear. The knowledge acquired in this way stays in memory for a long time. Therefore, it plays vital role for the students to achieve learning outcomes determined in the curriculum. But the traditional teaching and assessment system did not take it

so seriously. It is supposed that continuous assessment system takes it as focusing point. Here, in this study researcher has tried to find out whether learning by doing is the focusing point of CAS or not. For this the teachers were asked to respond to the statement "Learning by doing is the main focusing point of CAS". The responses of the teachers are presented below in table:

Table No. 17
'Learning by Doing' is the Main Focusing Point

Categories	No. of Respondents	Percentage
Strongly agree	9	30
Agree	15	50
Unknown	4	13.3
Disagree	2	6.7
Strongly disagree	0	0
Total	30	100

Table No. 15 shows that 30 percent of the total respondents strongly agreed the statement " Learning by doing is the main focusing point of CAS ", 50 percent of them agreed the statement; 13.3 percent of them were undecided; 6.7 percent of them disagreed the statement, and no one strongly disagreed the statement.

According to the data, presented in the above table altogether 80 percent respondents agreed the statement; 6.7 percent respondents disagreed the statement and 13.3 percent respondents did not want to say anything.

Therefore, the majority of respondents were in the favour of the statement. Therefore, it can be concluded that many teachers believed that learning by doing promotes the teaching learning activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

In this chapter, the researcher has presented the summary, conclusion and implication of the study on the basis of presentation, analysis and interpretation of the data.

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

5.1 Summary

The research was carried out to find the perceptions of teachers towards continuous assessment system implemented in public primary schools was aimed to find out the perception and understanding of primary school teachers about Continuator Assessment System and some behavioural realities about CAS with the help of primary teachers' recent and fresh experience about CAS. The study carried out using both primary and secondary sources of data. In this research, purposive non-random sampling procedure was used to select thirty teachers from public schools of Sindhupalchok district. A questionnaire was used as the tool for data elicitation about the perception of teacher about CAS in primary school. The major finding of this study is that teachers have good and better perception about continuous assessment system is in primary level in present evaluation system.

5.2 Conclusion of the study

The major findings of this study are given below:

- i. It was concluded that 80 percent teachers agreed that continuous assessment system (CAS) increases the attendance of students in language class.
- ii. It was concluded that 90 percent teachers agreed that CAS involves the students in class interaction in language because CAS is done along with teaching learning activities.
- iii. It was concluded that 86.7 percent teachers agreed that continuous assessment system increases the participation of students in class activities because students and teachers work together being friendly.
- iv. More students could be included, class repeaters and failures are greatly minimized in language class through CAS. Because CAS applies liberal upgrading system, inspires talented one and offers special help for less talented one. Fear, stress, and anxiety are not there.
- v. It was found that students get immediate feedback and immediate feedback encourages students for further study.

- vi. CAS makes the teachers responsible to teaching learning activities, evaluation system and their students.
- vii. It was found that CAS recognizes the learners' talent (inborn capacities) and helps them to flourish.
- viii. It was found that CAS increases reliability and validity of pupils' performance.
- ix. It was found that CAS takes students' errors as a sign n of further learning.
- x. CAS makes lazy teachers active and information oriented.
- xi. It contributes to improve the quality of primary education.
- xii. It was found that students felt friendly and free of tension, stress and fear of periodical examination.
- xiii. CAS measures multi-capacities of the learners.
- xiv. It emphasizes project work, class work, creativeness, attendance and change in students' behaviors. It is great thing for learners.
- xv. It makes the students motivated and attentive in study.
- xvi. It was found that teachers and parents both have equal responsibility in the progress of students.
- xvii. Although it takes much time and extra effort to implement, it is a highly effective assessment system. It not only makes the teacher think about how to develop good assessment tool but also how to develop good teaching art.
- xviii. It was found that teachers were in need of complete training about CAS.
- xix. From the study it was found that continuous assessment system was good and necessary for beginners (lower levels).
- xx. It was found that students learn by active involvement in teaching learning activities, so it implemented the theory of learning by doing.
- xxi. It was found that pupils become a better learner and producer in language.
- xxii. It was found that CAS facilitates the language teachers in 'English Language Teaching'.

- xxiii. It was found that students feel happy and friendly atmosphere in language learning through CAS.
- xiv. It was found that CAS inspires the students to communicate in target language.
- xv. It was found that language learning becomes easy through CAS.
- xvi. It was found that CAS takes the language functions as a central point in ELT class.

5.3 Implications of the Study

On the basis of the above conclusions, following implications have been suggested to the concerning stakeholders in different levels.

5.3.1 Policy Level

- i. To implement CAS well, there should be balanced responsibility in teacher students and parents.
- ii. School management committee and teacher parent association should play positive role in CAS.
- iii. Teachers have to teach more than seven subjects in a day, therefore, it is difficult to implement CAS and it has been extra burden for them. Therefore, post of teachers should be added in school.
- iv. The role of governmental and non governmental agencies becomes important in improving the policies of CAS.

5.3.2 Practice Level

- i. Strict supervision should be done from concerned authorities to observe how well the teachers are implementing the CAS.
- ii. Sufficient training on CAS should be given to primary teachers.
- iii. Teachers should be more labourious to implement CAS.
- iv. Teachers need more time and extra efforts, therefore, extra fund should be provided to them.

5.3.3 Future Research Level

- i. This research will provide a valuable secondary source for the researchers.
- ii. It will obviously provide the researchers new research areas which are left to be investigated.
- iii. The study is delimited to the perception of primary school teachers towards the Continuous Assessment System in Primary level. Similarly, other levels and areas can be investigated in the field of CAS.
- iv. It also provides the focus why even after understanding the importance of CAS teachers feel hesitate in the implementation of it.

Appendix I

QUESTIONNAIRE

The following questions are related to the continuous assessment system in terms of English language teaching. I would kindly request you go through the questions and show your response in the way of your understanding. Most of the time you have to encircle the option appropriate to you and in some cases you have to write some words or sentences.

Name (optional):

Name of the School (optional):

Gender:

Teaching experiences:..... years

Previous training (related to CAS):

1.....

2.....

1. CAS supports the learners in all round development of the learner.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

2. It makes the students and teachers be together in language class activities.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

3. It inspires talented students and offers special help for less talented one.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

4. CAS minimizes the number of failures through liberal upgrading system.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

5. It lessens the fear, tension and stress which are in extreme in the traditional type of assessment system.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

6. It is easy to implement in practice.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

7. The addition of CAS in the instructional and testing process is intended to improve both the validity and reliability of the pupil's performance on text and exercises.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
8. Students feel happy and friendly atmosphere in language learning through CAS.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
9. 'Language Functions' are central point in ELT class through CAS.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
10. Continuous Assessment System (CAS) increases the attendance of students in language class.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
11. CAS involves the students in class interaction in language.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
12. CAS increases the participation of students in class activities.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
13. CAS collects the real information (facts) from the students.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
14. It decreases (reduces) the number of drop-outs in language class.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
15. It reduces the number of students who repeat the same class.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
16. Since students get chance to correct themselves in CAS the students get immediate feedback which helps them to improve their learning process.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree
17. CAS makes the language learning fruitful and meaningful.
 - a. strongly agree
 - b. agree
 - c. unknown
 - d. disagree
 - e. strongly disagree

18. In comparison to traditional assessment system (TAS), CAS has been effective and powerful tool in developing the students learning and multiple intelligences.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
19. Encouragement and inspirations are the key points for the progress of the students in CAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
20. In CAS multi-dimensions and multi-capacities are assessed in comparison to Traditional Assessment System (TAS) in which only one capacity is assessed.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
21. CAS makes the teachers more responsible than TAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
22. 'Learning by doing' is the main focusing point of CAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
23. Students are encouraged to learn from their errors.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
24. CAS makes the teachers active and information oriented.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
25. CAS facilitates the language teachers in 'English language teaching'.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
26. CAS inspires the ELT students to communicate in target language.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
27. Language learning becomes easy through CAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
28. How effective is your ELT class through CAS?
- a. a great deal b. quite a lot c. to some extent
d. not at all

29. How are your students changing their linguistic behavior through CAS ?
a. a great deal b. quite a lot c. to some extent
d. not at all

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

31. What are the educational materials you use in your language class?
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.....

32. List out the benefits of using CAS in Primary Level Education.
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33. List out the demerits of using CAS in Primary Level Education.
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34. Please mention anything you want to suggest or express about CAS.
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Thank you very much for your kind co-operation.`

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