

CHAPTER - ONE

INTRODUCTION

This study is concerned with English teachers' perception towards CAS at Basic Level. In this study I explored the perception of basic level English teachers towards continuous assessment system. This section consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and finally operational definitions of the key terms which are used in this research

1.1 General Background

Nepal has been committed to the education of all its children and to improve the quality of education during the last seven and a half decades. Almost all national educational commission reports and educational plans of Nepal have stressed the need for comprehensive report, "Education in Nepal 2011 B.S." stated the evaluation must cover all aspects of students' learning and it should be regular. Likewise, the National Education Commission Report (1992) stressed the need to introduce a comprehensive and regular evaluation scheme for proper judgement of students' learning and and quality improvement in education, but it did not materialize. Six years later, the High-Level National Education Commission Report (1998) blamed the existing examination system for creating serious educational wastage at the primary level due to its defectiveness and recommend implementing the liberal promotion from grades 1 to 3 through regular evaluations (HLNEC, 1998). According to the report of the National Achievement Level of Grade 3 students; the average scores in Mathematics was 43.8, Nepali 45.6 and social

studies 50.37 (BPEP, 1997). It was also the context of CAS implementation of CAS will improve the students' participation and their learning at the primary level.

The CAS is a practice by which teachers manage their classes, adopt student-centred techniques in teaching and assess students individually. The assessment of the individual student is based on his or her regularity, participation, performance and so on, by using a variety of formal and non-formal evaluation tools. Teachers evaluate students' learning along with their teaching. They use the assessment information for improving their teaching as well (CDC, 2002). The main objective of the CAS is to find out students' learning achievement along with the teaching and to help weak students and conduct remedial teaching and encourage them to learn (CDC, 2008). Therefore, the CAS is merely a tool that helps teachers to use the information to vary their teaching and also cater to the needs of their individual students. It is not a system in which the teachers are busy giving tests to the students frequently. However, they need to know how well their students have understood the ideas being taught.

The criteria of CAS in basic education grades (1-7) are shown below with tick marks in each lesson (CDC, 2008 p63).

Table 1: Assessment Criteria for Basic level (Grade 1-7)

S.N.	Criteria	Best*	Better**	General***
1.	Class work (classroom participation)	√√	√√	√
2.	Project Work	√√√	√√√	√

3.	Behaviour Change	√√√	√√	√
4.	Creative Work	√√√	√√	√
5.	Attendance	√√√	√√	√

* Best: The tasks given by the teacher can be done by the student him/herself without any help from others.

**Better: The tasks given by the teacher can be done by the student him/herself with the help of others (teacher or colleague)

*** General: The tasks given by the teacher cannot be done by the student him/herself even with the help of others (teacher or colleague)

Note: The CAS isn't used in class 8 and above.

Source: made by the author according to the explanation in CDC (2008).

1.2 Statement of the Problem

In the context of Nepal, policy is seen reasonable to implement CAS in schools but practice is being weaker in the real context. Major problems are of limited time, lack of measurement tools of classes, lack of facilities, lack of observation and inspection by authentic person CDC (2008). Our government policy in school management system alerts such as, managing time, teachers training, motivation students, and monitoring system of government. It means that it is difficult to evaluate regular record effectively. Some of the teachers have generalized it as a burden and work load to maintain portfolios of individuals regularly.

CAS is only used theoretically but not practically. In remote area, CAS has not been used and many teachers still don't know about, how it is applied in teaching and learning activities CDC (2008). It is not used practically in real context effectively. Moreover, the teachers themselves are not ready to test the students' achievement or performance because they find it, (i.e. continuous assessment system) a bit lengthy and extra burden (boring). Not only this but also the teachers have different views regarding the role of continuous assessment system (CAS) and some of them have not practised it yet seriously in their classroom. This discursive problem is related to the challenge for implementing CAS, final report CDC (2008). So, I tried to specify the perception of English teachers towards CAS.

1.3 Objectives of the Study

The study had the following objectives:

To find out the lower secondary level English teachers' perception towards CAS.

To find out the challenges faced by the teachers while using CAS.

1.4 Research Questions

The following were the research questions to guide this research:

What is the perception of English teachers' towards continuous assessment system?

What are the challenges faced by teachers while using continuous assessment system?

1.5 Significance of the Study

This study has tried to signify the teachers and students, text book writers, syllabus designers, educationist, administrators, experts, trainees and Curriculum Development Center (CDC) to design or plan the needed materials and system accordingly. It has provided insights to improve the teachers existing perception and activities in the classroom. So this study has aimed to reveal the attitudes of teachers towards CAS. The research is significant to National Center for Education Development (NCED), Department of Education (DOE) and government agencies which are responsible for providing training to the school level teachers.

Moreover, this study is equally important to the interested readers to expand their horizons of knowledge teaching and learning.

1.6 Delimitations of the Study

It is very difficult and hard to cover large area in this kind of small research because of the limited time and resources. So, this study had some delimitations which are listed below:

The study was limited to only fifteen non-randomly selected schools and their thirty teachers in Barakshetra Municipality, Sunsari.

The research selected only basic level English teachers of the selected schools.

Only the non-random sampling procedure was used for sampling the population.

The study was limited to use the research tools observation checklist and questionnaires only.

1.7 Operational Definitions of the Key Terms

In this study, some key terms are used which carry different meanings than the general meanings. The following definitions are provided to ensure understanding of these terms in a consistent manner throughout the study.

Basic level: In this research, basic level means a public school where children receive basic education. As per Nepalese Educational Act 2028 BS, basic level refers ECD to grade eight and this level is expected to complete within age of 12.

CAS: In this research, CAS means continuous assessment system which refers, collecting information and making observations about students' progress periodically to find out what students know, understand, and can do with the aim of providing essential feedbacks to improve learners' writing ability.

Continuous: The evaluation system which is regularly done in the school.

Evaluation: Overall process of collection information for quality about the teacher performance.

Portfolio: In this research, portfolio means a purposeful collection of all aspects of a students' work that tells the story of a students' efforts, skills, abilities, achievements and contributions regarding writing on the basis of which essential feedbacks are provided for the further improvement of writing skill.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary of the research relating to particular issue or problem. A research review is the published and unpublished book in research filed.

2.1 Review of Theoretical Literature

This section consists of a review of the theoretical literature related to the continuous assessment system. First, it presents brief description of the history of language teaching in Nepal, then the description about what the language teaching and language testing is the present status and condition in implementation level. Finally, the modes of assessment and continuous assessment system, respectively.

2.1.1 Language Teaching and Language Testing

Language teaching is an activity conducted in the class room by the teachers in order to make their students understand the subject matter. It is an important part of education system, through which the purposed goals of education can be achieved. In this regard, Khaniya (2005, p.14) defines as the language testing as follows:

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

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

It is obvious that, the language teaching and language testing cannot be separated from each other as they are closely related. Although they are separate discipline in process and nature, one is incomplete in the absence of other. Language testing gives us the information about language learners' present position. With the result of language testing a language teacher makes his plan about language teaching. We can find out the information about how much we have taught and how much is remained to teach. Accordingly, we plan our language teaching again. Language testing gives feed back to the language learners as well as language teachers. Language teaching and language testing are two wheels of a car.

Thus, it is clear that teaching and testing are mutually inclusive and complementary with each-other. It is widely accepted. Testing offers useful inputs to the teacher to be aware of the effect of his teaching and also some insight on whether he should continue the way he teachers or changes it in order to make his teaching more effective. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basic for improvement.

2.1.2 Language Testing and Language Assessment

Testing is a specific term that refers to one of the tools or means of assessment. Whereas assessment is a board term used to refer to the overall process of collecting

information for the measurement of the ability of a person or the quality or success of a teaching course in academic setting. In this regard, Bachman (2010, p. 27) defines:

Assessment as the process of collecting information about a given object of interest according to procedures that is systematic and substantively grounded. A product or outcome of this process, such as test or a verbal description, is also referred to assessment. In the past, testing equalled assessment, today's assessment leads to effective testing.

Thus, testing is one of the specific tools for the overall assessment of an individual or group or of the programme as a whole. In language education, assessment is the total process of gathering information about the learners' language ability and testing is only one of the ways of gathering among several other such as interview, classroom interaction and informal conversation out the classroom.

2.1.3 Test, Examination and Assessment

Test, examination and assessment are the students' evaluation systems which are carried out in teaching learning process. They are used by teachers to measure the students' achievements. Moreover, how much the students grasp must be tested by the teacher to evaluate students' achievement or understanding level, the teacher can use, examination and assessment as a tool.

2.1.3.1 Test

The word test is commonly used in language teaching to see how much the students have learnt. In this regard, Douglas (2010, p.2) writes, "A test is a measuring

device no different in principle from a ruler, a weighing scale, or a thermometer”. In the same way, Carrol (1989, p.46) defines it as, “a procedure designed to elucidate certain behaviour form which one can make inference about certain characteristics of an individual”. From the about mentioned definitions, we can infer that a test is a particular type of measurement that focuses on eliciting a specific sample of performance from the students. In other words, tests can be understood as the class or school level examinations pre-requisite for the students to attend the large scale final examinations. In this regard, Brown (1994, p.46) states, “A test in plain or ordinary words, is a method of measuring a person’s ability or knowledge in a gives area”.

Thus, test is designed to measure the certain abilities or skills without influencing teacher or students and without creating any tension the students. Moreover, test is concerned with classroom evaluations and it is integrated with teaching and learning activities.

2.1.3.2 Examination

Examination is concerned with the assessment of the final achievement that is related to the student’s progress. The term test and examination are used inter changeably not only by lay people but also in the literature of language of language testing. However, more technically speaking, there is distinction between test and examination. One example of such is we talk in the contest of Nepal is class test STC examination that are in practice.

In this regard, Davies (1994, p.49), “The term examination refers to the whole area of language measurement and the term test to a specialized part in it, so that a test would be seen as a kind of examination”.

Generally, examination takes place at the end of course or session. In other words, examination is concerned with finding the students achievement of predetermined standard.

2.1.3.3 Assessment

Assessment is an essential part of language teaching and learning. Assessment is the process of gathering information about how learners are progressing in their tasks. According to Mcmillan (1997, p.10) “There is a change from assessment that focuses on objective testing at the end of instruction assessment during instruction to help teachers make moment by moment decision”.

Similarly, in the word of Hughes (2009, p.5), “Testing is not only the way in which information about people’s language ability is gathered. It is just one form of assessment and other methods will often be more appropriate”. That is to say, assessment is an umbrella term for referring the linguistic capacity of students.

Regarding the forms of assessment, Hughes (2003, p.5) mentions the two forms of assessment. The formative and summative assessment, Formative assessment is the assessment used by teachers to check on the progress of their students to see how far they have mastered. What they should have learned, and then use this information to modify their future teaching plans. Such type of assessment is very useful to provide the feedback to the students. On the other hand, summative assessment is used at the end

term, semester, or year in order to measure what has been achieved by groups and individuals.

Assessment covers all methods of measurement and evaluation, whereas testing is a more specific term that refers to one of the tools or means of assessment. Assessment is the goal and testing is one of the means for achieving the goal. Assessment can be done by means of testing, interview, questionnaire, individual or group of the programme. Assessment might also graded assignments, presentations or class work that helps a teacher get on ideas of what a student knows and what he doesn't know. Thus, assessment might also indicates as assignments, presentation or class work that helps a teacher get on ideas of what a student knows that helps a teacher get on ideas of what a student knows and what he doesn't known.

2.1.4 CAS: An Introduction

Continuous assessment system is a way of assessing pupils using a set of learning outcome indicators. The underlying principle is that at all times the teachers need to know, for each of the pupils in the class, how well they have understood the ideas being taught. Teachers can then use this information for formative purposes as an integral part of their teaching and for summative purposes as well.

The CAS is a practice by which teachers manage their classes, adopt student centred techniques of teaching and assess students individually. The assessment of each individual student is based on his or her regularity, participation, performance etc. by using variety of formal and non-formal tools of evaluation. Teachers evaluate students learning along with their teaching. Teachers use the assessment information for

improving their teaching. Therefore, the CAS is merely a tool to help teachers organize information about their students. It is not a system in which the teachers are busy with giving tests to the students frequently.

The philosophy of CAS is therefore a tool to assist teachers in implementing student-centred active learning environment in the classroom. For this teachers have to internalise the fact that no two students are alike, have the same capacity, or can learn with the same process and at the same pace. Teachers can use CAS as an assessment tool for several purposes. They can use it to gain an insight into each student's level, to diagnose what and how each student is learning, to group students, to determine his/her own plan and instruct accordingly, to record the classroom performance of each student and to determine the effectiveness of his/her teaching-learning activities (CDC 2068 BS).

2.1.5 Liberal Promotion Policy (LPP)

Liberal promotion policy is defined as upgrading system through continuous assessment (evaluation) of students achievement without taking any formal test is regarded as liberal promotion policy (LPP). Primary Education curriculum 2062 (grade 1-3) has implemented the programme of CAS. In this system students are promoted after the completion of some certain criteria. Students of grade 1, 2 and 3 will be promoted where CAS is implemented; students of 1-3 classes are evaluated on the basis of CAS. So no pass mark is stated in the evaluation system. Students will be classified into three groups (Ka, Kha and Ga scale) on the basis to their progress in grade 1-3. The students of 1-3 class liberally upgraded on the basis of continuous assessment system. Deferent tools of evaluation will have to be used. Evan though they have secured only 1 or 2 scores in

determined grade-wise learning achievement indicators. (Primary Education Curriculum, 2062 B.S.)

2.1.6 Basic Principles of CAS

CAS helps teacher to shift their teaching style and methods, rearrange the class sitting, helps and inspires the students in a better way and enhance the students learning. CAS includes a range of different assessment techniques. In CAS each and every step of the students are assessed continuously and provided the suitable guidance it encourages teachers to get to know all of their students well and closely observe individual students on going progress and development. According to the study report of CDC (2063B.S.'a', p.3) the basic principles of CAS can be summarized as:

Teaching methodology is student centered.

All the learning outcomes of the curriculum are used as the basis of the teaching and assessment of the students.

The class teacher assesses the students along with teaching on a continuous basis.

There is no separate periodical record examination.

The class teacher keeps the students progress record using a specific set of learning outcome indicators.

The students' progress records are kept in their portfolios.

2.1.7 Objectives of CAS

Continuous assessment is a formative assessment. It uses various tools, techniques and measures to evaluate the learners' ability, quality and knowledge. According to CDC (2068 B.S. p.2), the objectives of CAS programme are follows:

To evaluate learners continuously using various tools and measures.

To increase the rate of learners regularity.

To increase the rate of drop-outs and repetition.

To minimize the stress of examination in learners.

To encourage the brilliant learners and assist the poor learners.

To create happy atmosphere for the learners to be regular in school.

To launch liberal promotion policy through CAS.

To maximize the rate of successful achievement by the learners.

2.1.8 Need of Continuous Assessment System (CAS)

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 Bidhyarthi Mulyankan Karyanwayan Pustika (CDC, 2070 B.S. p.2), the needs of CAS are given below:

To help students for their effective learning and work habit.

To assist the poor students by diagnostic way.

To make the students acquaint with knowledge, skill and behaviour which are included in curriculum.

To assess students continuously and conveniently.

To increase the level of learning outcomes of students and to make them pass and upgrade 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 learner according to their individual differences.

To improve the validity and reliability of learning outcomes of the students.

To maximize the rate of regularity in school.

To reduce the rate of drop-outs and class repeaters.

2.1.9 Usefulness of Continuous Assessment System (CAS)

Continuous Assessment System is important to improve the teaching/learning styles and to enhance the successful level of achievement. According to CDC (2068 B.S. p.7), the usefulness of Continuous Assessment System are as follows:

It diagnoses the learners' problem and applies remedial teaching.

It provides the information to the parent about their children progress.

It provides opportunities to learners to perform their capacities and talents.

It helps to identify the problem and find out the solution.

It helps to create child friendly learning and evaluation atmosphere.

It helps in effective communication.

It encourages the students in individual work, group work, project work, creative work, etc.

It helps in developing critical thinking and constructive thinking.

It helps the learners to increase active participation in learning activities.

2.1.10 Teachers and CAS

Teachers are the agents of drivers who indeed put on practice the CAS and help to achieve the targeted goal. It is the teacher who implements CAS to the students and observes its effects, modifies it with reference to its outcome and tests on behalf of the students for the better improvement in their performance.

In this regard, 'National Education Planning Commission (2011)' also stresses the need of teacher training and suggests that, the training centres must be established very soon. This commission puts forward the aim of teacher education like profession competence, vocational practical education and as a leader and to help teachers there must be implemented the system of credit hours.

In the same way, 'All round National Education Committee (2018)', 'National Education system plan (2028-32)' and 'National Education Commission (2049 B.S.)' put emphasis on the very important role of teacher and hence, there must be the system of teacher training and teacher education. Not only thesis, but also it is alleged that there is

lack of content, lack of appropriate methodologies, poor delivery of the program and poor response to the needs of the school. The danger is that the poor quality teacher might in turn result in poor assessment of learning in the classroom.

Besides this, lack of materials, lack of physical facilities in school and exceed number of students are the major challenges in implementing CAS in Nepalese school. In this regard, Parajuli (2003, p.4) writes,

The pilot program that was completed in 2002/2003 revealed that the CAS program did not show any fixed trend in the improvement of students. This indicates the number of areas where there could be from the above views, it becomes increasingly clear that teachers in Nepal have experienced the challenges of implementing continuous assessment system in their teaching practice.

However, the teaching learning concerns in Nepalese scenario should not be made only to put appropriate assessment policies and place. More importantly, the teacher readiness and devotion to implement these policies successfully in classroom should also be taken into consideration. Hence, the role of teacher in continuous assessment warrants to be put under magnifying glass.

2.1.11 Policy about CAS

Policy is seen very strong to implement CAS but weak practice in the real context. Catchy and attractive slogan is exploited for the children friendly learning but has not been applied in practice. There is vast gap between policy and practice of CAS implementation. Slogans become an imagination and implementation the part of struggle.

Siksha Magazine (2007, p.57), explains some policies about CAS and LPP, which are given below:

CAS is one of the components of improving learning achievement to provide primary education (BPEP, 11).

CAS and liberal promotion policy should be applied from grade one to seven (NCF of School Education and SSR).

CAS should be launched up to grade five on the basis of pilot experience (Tenth National Plan)

School examination system should be improved the introduction of formative assessment system instead of annual examination.

Liberal promotion policy is brought in practice on the basis of continuous assessment up to grade three.

2.1.12 Challenges of CAS Implementation

Testing is very challenging job for teachers. It measures. It measures the knowledge of learners and provides the remedies for improvement. CAS is a recent trend in the field of evaluation. It helps to find out the real standard/level of learners. CAS policies are very comfortable and suitable but it hasn't been in practice. Teachers are the implementer of CAS. So, she/he faces various challenges in its implementation. Some challenges of implementing CAS, Pyakurel K.P. (2017, p. 37), are given below:

Appropriate size of classes/ classroom management: The class room management

determines the learning outcomes of the learner. If it is more crowded, teachers are not able to keep record and touch individually to diagnose their problems.

Commitment and enthusiasm: Teachers are seen reluctant towards this program. They are not ready to accept and use this program in school. They think that it is monotonous and overload for them to maintain records of individual student regularly.

Degree of concern of the policy level: Policy remains incomplete until and unless it is implemented. In our context policy makers imagine and imposed their ideas equally in the different geographical background so, without implementation.

Work load of teachers: Teachers have to teach more than six periods in different classes daily. They hardly have leisure time and very exhausted by teaching. They do not have extra time to maintain portfolios of the individual students. So, they think that it is burden for them.

Lack of skill and knowledge of maintaining records: Skill is very essential part of doing things better. But most of the teachers are unknown for the keeping record of individual students. So, the CAS implementation is unable to practice it as the intended grade and level.

Lack of resource materials/availability of resources: The financial condition of most of the school is not satisfactory. Schools are unable to purchase and maintain the record of all things. Authority is not provided essential supporting materials regularly.

Status of supports programs: It is very difficult to find out the support programs for the enhancement of CAS. CDC (Curriculum Development Center) should be well equipped technically and financially to move ahead this program but it has not been as prioritized as curriculum development activities to support and it towards the successful implementation. Sufficient budget should be allocated to CDC to run the program.

2.1.13 The Agencies Responsible for CAS

In spite of the hard effort of MOE to give the quality education all children of primary level, the result is not satisfactory. All the primary level children are not inside the school boundaries. There is still a frightened number of failures, class repeaters and dropouts. It is accepted that the main causative factor of this is summative and formal examination system. Considering this issues, Government of Nepal has started the CAS and liberal upgrading system as a test from the ninth five year plan. Although, it has not a taken in a speed, need and importance of CAS itself everywhere and is stated in the educational documents and programs. There are many responsible agencies for effective implementation of CAS. According to (CDC, 2070 B.S. p.13), the agencies responsible for CAS are:

Ministry of Education

Department of Education

Curriculum Development Center

National Centre for Educational Development

Teacher Service Commission

Informal Educational Directorate

Regional Educational Directorate

District Education Office

Resource Centre

School

School Supervisor

Resource Person

Head Teachers

Class Teachers

Parents

School Management Committee

Teachers Professional Agencies

Local Governmental and Non-governmental Organization

Controller of Examination Office

2.1.14 Tools of CAS

Continuous assessment can be practiced with certain forms or tools like self-assessment, homework, portfolio and achievement systematically. Teachers should have a sound knowledge about appropriate tools for assessing their students that provide a

range of opportunities for students to demonstrate knowledge and skills regarding teaching and learning language. CDC (2062 B.S. 'b', P.64) presents following tools of continuous assessment system:

Observation: For the observation the language teacher can get actual status of the learners about what and how much they are learning. Here, the teacher observes certain aspects of the learners regarding the teaching contents like participation, presentation and performance and creativity then provides suggestive feedbacks for the further improvement of language skills.

Self-evaluation: Only teachers are not the key persons to evaluate the learners learning, but the learners can assess themselves from their own performance. When the students participate in peer and self-assessment, it helps to involve student to exploit what is implicit not just checking for error or weaknesses. Through self-assessment method students can learn from their previous mistakes, identify their strengths and weaknesses and monitor their progress. So, self-assessment is a key tool for CAS.

Portfolio: Portfolio is the systematic collection of students' tasks regarding learning like piece of good writing, creative art, and extra innovations. On the basis of continuous record and management of students' tasks, the teacher can find out required areas of the learners to be connected.

Project work: Project is an activity undertaken over a period of time and includes both individual and group work report. Project focuses mostly on learners' ability to recall and comprehend the material they have studied. Project is generally longer and more complex than usual kind of classroom activities.

Homework: Take home assignment is generally more suited to assessment of reading and writing although it can be used as a preparation for classroom activities involving speaking and listening. Therefore, the teacher should take steps to ensure that any homework used for assessment purposes are the work of individual concerned, or at least that any collaboration which has taken place.

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

2.1.15 Initiatives to Implement CAS in School Education

Compared to traditional ones, the field of education at present has involved towards incorporation of new, alternative assessment practices. A common consensus is built among education practitioners that formative assessment, if properly implemented in schools, may work as powerful means to improve students' learning. In this realization, the education policy makers in Nepal have also been looking ways forward to introduce continuous assessment of students' learning as integral in enhancing education quality. Through SSRP and ongoing SSDP Have adequately focused on CAS practices and its implementation in school education, concerned authorities in Nepal, in a way or other, have been seeking effective implementation strategies from almost two decades earlier.

The major sources of CAS related policies in Nepal are implementation manuals on Primary Education Curriculum (2062/2065), National Curriculum Framework (2063), Three Year Periodic Plan (2064-67) and School Sector Reform Plan (2067-72). The

Three Year Periodic Plan, 2064-67 stressed the implementation of stepwise liberal promotion policy up to class seven, grading students based on their achievement. Likewise, SSRP (2067-72) stressed the need for provision of continuous assessment or remedial help to the students. In this reference, here follows a brief overview of few other documents focused to plan, policies, provisions and guidelines on CAS at policy level, which remained helpful in identifying gap between policy and practices focused to un/effective implementation of CAS in Nepali schools.

CDC (2056 B.S.) suggests there are various efforts made toward raising the quality of primary education; the quality aspects were not satisfactory. All school age children were not enrolled, where the failure rate, the repeaters rate and the dropout rate remained alarming. Educational field on high stakes examination and practices on periodic written test were criticized as responsible factors behind it. In this realization, the Ministry of Education and Sports introduced the continuous assessment of students and liberal promotion policy from the ninth periodic plan. The programme handbook was therefore developed by CDC in 2056. This programme book mainly focused the concept and the various strategies and steps to introduce CAS and liberal promotion policy. It came up with purposes of introducing CAS, the strategies to introduce CAS system, the details of programme, and training of the teachers, constructions and distribution of related materials. In addition, this handbook provided details on management of the portfolio of the students' evaluation (activities recording and portfolio management) the process of maintaining students' evaluation and activities recording, and following up and monitoring. It also included roles of different agencies like Curriculum Development Centre, Regional Education Directorate, District Education Officer, Resource Centre/

Resource Person and School Supervisor, school, head teachers, teachers and guardians.

The programme book also gave adequate space for the liberal promotion of the grade 1 to 3 students. As provisioned there, the basic purpose of the liberal promotion was to promote the students without taking formal tests. However, there were some requirements like the appropriate age of promotion to upper grade: 70% attendance in the class; and outstanding results in the first quarterly test among others.

Following Programme Handbook on CAS, the Teachers' Training Handbook was developed in 2056 by the CDC, Ministry of Education, and Government of Nepal, which was published in 2057 B.S. and was revised the same year. In this handbook, along with the introduction of CAS, the government set a policy of providing training to 3 teachers on CAS in each school. The purpose of this five days training was to orient the teachers about CAS, the importance of CAS, management of students' portfolio, construction of students' portfolio, and construction of evaluation devices. The handbook was therefore designed to achieve practical knowledge, where trainees during the training period would visit schools and carry out practical works taking reference of the learning outcomes and observation of grade 1 classroom activities. The training also included writing specific comment on the learning outcomes feedback on writing notes, and categorizing students by their level such as a weak, average and good.

CDC (2067 B.S.) is consisted of four chapters and annexes. Beginning from the definition of evaluation, meaning, context and essentiality of the CAS and its tools, the handbook presents various practical steps on using them effectively. The first section is divided into five parts which includes background information, and procedures of the CAS. The first chapter entitled 'Concept of CAS' deals with background information and

the concept of CAS, essentiality of the CAS, methods of the CAS like observation, the use of check list and rating scale for observation, utility of the CAS techniques for student evaluation, record maintaining styles and glossaries of the term used in course of CAS implementation such as question answer and discussion, written test, portfolio study, self-evaluation, peer evaluation, contacts with parents and their responses. The terminologies includes feedback, remedial teaching, background knowledge of students, learning achievement, documenting progress report of the students, learning attitude, peer learning, peer evaluation, student centred teaching and learning, and learning styles. The chapter 2 entitled 'Existing Policy' related to the implementation of the CAS presents on in-depth review of CAS policies. Under this chapter there are four sections that deal with periodic plan, School Sector Reform Plan (2067-72), National Curriculum Framework 2063 B.S. and the Primary Education Curriculum (2062-65) and also the implementation strategies of the CAS. The chapter 3 presents review on the roles of various agencies with regard to CAS Implementation, which is followed by CAS implementation process.

CDC, (2068 B.S. 'a') provides various knowledge and skills to the teachers/ instructors to enable them to be competent on understanding and applying the CAS. Based on the 5- days long training package the instructor's guidebook was developed to cover the content of five days. It contained anticipated answers on the questions focused to the need of formative assessment practices. Answers to such questions would possibly orient teachers to promote the use of formative assessment so as to improve the quality of teaching and learning. Similarly, it contained set of questions related to the text on evaluation, remedial teaching, summative and formative evaluation, and recording of students' information related to evaluation. It also suggested the list of observation tools

like homework, classwork and question answer (written and oral), discussion, drama, observation on different place (work and activities), record/ portfolio and the related aspects that can be measures by the tools and the methods of using them. Likewise, it provided a list of answers to the questions based on the curiosity/ complains of the guardians, and teachers' problems.

CDC (2068 B.S. 'b') also suggested students' portfolio management. It sought to answer the questions- What is meant by students' portfolio? What is liberal promotion? What school should prepare for using CAS? What are the points suggested for students' portfolio? What types of learning outcomes are covered by the students' progress report? There the trainees were required to study the description form and students portfolio and make a plan for those students individually. Helping students to manage class themselves was another highlighted activity.

Other activities included in the training package were related with construction of Evaluation Devices. The activities were specifically related to testing learning outcome of reading, listening, speaking and numerical skills and social and individual qualities of grade 1 students contained in progress description form. It also included finding ways to help students, who are identified as weak in course of teaching. The activity particularly suggested the ways to grouping students, utilizing the good students in helping their peers. It also contained ways of informing parents about supporting their children, providing more time to help weak students, and carrying out new activities. It, in addition, discussed symptoms of emotional condition, different incidents that may happen on maintaining confident of the students records.

Following the development of CAS Implementation Guide in 2068 B.S., the CDC also developed CAS Orientation Materials in 2069 B.S. The Continuous Assessment of Students (CAS) was introduced with recognition that the continuous assessment facilitates learning supports the students learning by doing, learning by repetition and use and practice the things learned. It was also believed that the introduction of CAS assist the teacher to improve teaching and learning activities, using appropriate materials and set appropriate teaching learning activities. The whole process of teaching learning, thus, improves the standard of teaching as well as learning and qualitative improvements towards learning outcomes. Keeping in mind these realities, the CAS Orientation Material in 2069 was developed to support the teachers. This material developed as an orientation materials comprises various content related to concepts of evaluation, examination, tests and assessment, formative evaluation, continuous assessment cycles, introduction on/to roles and responsibilities of individuals and organization related to CAS, and problems related to CAS and ways to address them. In fact the CAS Orientation material 2069 is a resource material.

CDC, (2072 B.S.) with purpose of helping appropriate evaluation of different aspects of improving present learning facilitation condition at school level, this handbook of Continuous Assessment of Students (CAS) has been developed. It is expected that this manual will be helpful in providing directions in most of the confusing areas of the CAS. Since CAS is a very flexible system of evaluation the teachers would be able to use this more responsibly by using own reasoning and thought. Though the teachers have a key role to play in CAS, this handbook describes in detail the roles of various individuals and organization in implementing CAS. The CAS Orientation and Implementation

Guidebook, 2072 is comprised to five chapters. On the whole the first chapter presents the details of CAS. The guidebook explains that CAS is not only for promotion and a process of evaluation, or just assessing the performance and identifying pass or fail. The whole essence of the CAS, however, is to ensure the continuous use of various evaluation tools and to recognize it an inevitable component of learning and learning facilitation process, to identify the learning difficulties of the students and help them address their problems and carry out the action research to address various instructional problems. As mentioned in the guidebook, the purposes of the CAS are to ensure effective learning, and bring expected changes among the students by means of learning facilitation. More specifically, CAS ensures facilitation of learning, assess the states of learning, learning problems, and behavioral changes. It is to set activity for facilitation of learning by identifying the learning difficulties in planned way, facilitate need based, learning based on the remedial procedure, and maintain record of continuous learning and behaviour. The six steps cycle of CAS begins from setting learning outcomes, learning facilitation plan, learning facilitation activities, CAS diagnosis of the good, average and weak performing students, and finally need based learning facilitation including additional learning, facilitation and remedial learning facilitation.

Next, it deals with various methods of CAS such as observation including the tools such as checklist and rating scale for observation including the tools such as checklist and rating scale are for observation, question answer, written test, portfolio study, and learning based on self evaluation and learning from peers, parental contact and responses. This chapter clearly describes procedural tools such as oral presentation and question answer, dance and movement, practical works, sports skills, role play, debate,

singing and playing, interview, and different demonstrations of skills, and other product or prepared tools such as reporting, project work, essay, written work modelling, and written question answer.

Finally, review of documents as such suggested that considerable efforts have been made at central/policy level for effective implementation of CAS. However, these initiatives may work productive only when they are well accepted and used by concerned bodies. Some studies e.g. final report of Effect of CAS on Student's Achievement, Dropouts, and Attendance, 2003, and final report of the Joint Evaluation of Nepal's SSRP, 2016 have already questioned the effective implementation of CAS practices in schools of Nepal. If so, there must have been some underlying defect in implementing CAS at school and classroom level. In these regards, exploring actual practices of CAS at schools, exploring stakeholders understandings and acceptance and making meanings on key challenges so as to come with further effective measures was necessary, which this report has possibly addressed.

2.1.16 Policies to Conduct CAS in Nepal

In the beginning of the programme some strategies were developed and tried to implement the programme effectively. Following were previous determined strategies of CAS in Nepal, according to (CDC, 2068 B.S. 'a', P. 2).

- To keep systematic educational record (portfolio) of students by compiling their model pieces of work.
- To introduce liberal promotion policy considering that students will achieve their

learning outcomes in upper level which they had to achieve their learning outcomes in upper level which they had to achieve in the previous level.

- To implement grade teaching system in the first three grades where number of class is equal to the number of teacher.
- To co-ordinate CAS with early childhood development and recurrent teacher training programme and to expand them.
- To launch CAS in some district as a piloting scheme present and expand it all over the country within three years.
- To implement CAS from grade one to three only.
- To maintain teacher-student ratio 1:30 (manageable by teacher) in CAS implemented areas.
- To promote students with extra ordinary performance in the first trimester.
- To make a school supervision more responsible.
- To integrate CAS with teacher training programs run by various institutions.

2.1.17 Significance of CAS in Teaching and Learning

The purpose of assessment is conveying students' expectations about what is important to learn, providing information about the students' progress and helping students to judge their own learning. Also the performance is defined in term of results. Plessis and Prouty (2003) mention that there are many reasons for using continuous assessment, some o them are to find out what students know and can do not provide all the students with opportunities to show what they know, to improve teaching because it tells the teacher whether what they taught was effective and to identify the strengths and

weaknesses of learners. Alausa (2004) argues that the expected advantages of continuous assessment lie in its being guidance oriented since it will involve data gathering over a long period of time. This could play a vital role in diagnosing and remediating areas of learners' weaknesses. Continuous assessment is an approach that would capture the full range of learners' performance. Similarly, Kellaghan and Freany (2001) argue that continuous assessment has important consequences attached to performance; they are likely to impact directly on teaching and learning process. So, CAS helps to improve the performance of the learners.

Finally, it is clear that without the continuous assessment programme, teachers would be teaching exclusively for examinations. This implies that pupils who are insecure or ill-prepared for the examinations will tend to engage in some examination malpractices in order to beat the examinations. In conclusion, CAS is very effective in teaching and learning process which gives a true picture of the pupils' ability, facilitates, appropriate guidance of the pupils, makes teachers become innovative and creative, helps teachers to assess their own teaching and helps to reduce examinations malpractices.

2.1.18 Introduction to Barahaksherta Municipality and its Schools

Barahakshetra is a newly formed 'mountain' and 'terai' municipality. The area of the municipality is 222 km² and according to 2011 census of Nepal the population of the municipality is 77,604. Barahakshetra is a famous pilgrimage site that remains inside Barahakshetra Municipality and gets fair on Kartik Purnima and Maghe Sakranti when the public schools of this municipality be closed as local fair.

The municipal education office, Barakshetra informed that fifteen thousand four hundred five students are going to public school inside municipality and others are going to private schools inside of municipality or out of municipality; Devendra Bahadur Malla, the municipality education officer, informed that the municipality is providing 15 rupees per day of attendance as tiffin expense to the students from ECD to grade 5 beside the different scholarship provided by government of Nepal to improve the quality of education in the municipality. The medium of instruction in the public schools of Barakshetra Municipality is being English up to grade 5 and on 2077 B.S. it is launched on grade 3.

There are 15 secondary schools, 37 basic schools, 3 ECD and 5 Religion schools getting facility from government of Nepal. But with private altogether there are 264 schools. There are 29 M. Phil, 126 Master, 270 Bachelor, 157 Intermediate level qualified teachers among them 287 have teaching license. Many teachers in private sector are without the license.

2.2 Research Gap

The previously conducted researches are mainly concerned with the topic like, "Impact of Continuous Assessment System on Student's Achievement in Mathematics at Grade IV", "Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry". These researchers focused on the "achievement aspect" of CAS and the research objective are not directly co-relate with ministry of education (MOE) policies of CAS. Most of the schools and teacher have not implemented CAS effectively. So this research is different in the way that, it has focused on the

problem of CAS and the perceptions of schools and their English teachers especially and also the way of implementation technique of CAS used by the school and teachers.

Hence, this research tries to correlate its objective with MOE policies of CAS.

2.3 Review of Empirical Literature

Though a number of teachers and research scholars have carried out several studies in the field of language testing, very few researches have been done in the field of CAS. Although, some articles have been written and observation done on it, none of them has attempted to find out CAS. In this context, this research will be proposed. There is lack of research in the area of teachers' perception in Nepal. Some researchers which are directly and indirectly related to CAS are reviewed as below:

Foundation for Educational Change (FEDUC) (2074 B.S.) submitted a report on exploring effective measures for strengthening continuous student assessment and its implementation strategies at school level stating that in spite of the efforts made at policy level with guidelines and directives, the practice of CAS is not without problems. Implementation and monitoring of CAS has remained to be the most neglected part. Ineffective implementation of CAS for a long period of time has given space for widespread negativity towards it. However, the study shows that there are some few serious schools which are implementing CAS successfully. These practices are to be implemented by all the schools with closer monitoring and training by the RPs and supervisors. Successful implementation of CAS is to be tied up with the success of students in terms of quality education and learning outcomes. Effective administration,

evaluation and reporting of CAS at school level is the answer to the existing weaknesses of the CAS.

Acharya,(n.a.) in his article "Continuous Assessment System: Analysis of Policy Practice Gap" presents CAS is a formative evaluation system though it is a bit difficult to manage and implement. The focus of CAS should be on the improvement of learning achievement along with LPP. It is not so easy to apply as it is said and mentioned in the programme and policy papers. So it could be futile effort to implement CAS without managing basic infrastructures.

Rana, (2016) conducted a research entitled "Attitudes of Teachers and Students Towards Continuous Assessment System", and concluded that hundred percent teachers have positive attitude towards CAS. Teachers were well familiar with the importance and advantage of CAS. It had been found that the majority of teachers opined that CAS makes students familiar with the deviated form of language.

Sapkota, (2016) presents "Use of CAS in Developing Writing Skill at Basic Level". He mentions that most of the basic level teachers are practicing homework and class work as tools of CAS most frequently while teaching. He found that CAS gives very true and live pictures of students' writing performance, portfolio maintenance as tools of CAS is a little difficult than other tools like homework and class work checking in course of developing writing skills of the learners, inspired, self-oriented, motivated and interested learners to learn writing skills with the tools of CAS and developing organization skill on the part of the learners is difficult through the CAS. As major findings of the teachers' challenges of using CAS in teaching he has included three themes which are lack of resources, materials and proper support, unbearable work load

and limited time for the teachers and lack of CAS training for the basic level teachers from the responsible DEO and Resource Center.

CDC (2062 B.S. 'a') prepares a final report entitling, "Effect of CAS on Students' Achievement, Dropouts and Attendance" presents the CAS was implemented as a pilot program with the aim of developing some effective strategies for scaling up the program all over Nepal. But the findings of the study could not show any encouraging results in this direction. It presents that the CAS programme did not show any fixed trained in the improvement of students' achievements. In many cases the study revealed that the CAS students performed low compared to non-CAS students. Similarly the achievement trend of the CAS students was also not encouraging rather discouraging. It notifies that the findings can raise a very serious issue about the initiation and implementation of CAS programme for improving the achievement level of the students. Several factors or reasons may be there for such unsatisfactory results. Firstly, the system might have been ineffective over the subsequent years. Secondly, the reason may be that in the continuous assessment system the children had less practice and experience in the achievement test examination and as a result the CAS students scored low in the achievement test. The third reason might be the difficulty level of the questions in the achievement test, which increased with the increase in grade. There might have been various internal and external factors affecting in the children's learning, attendance and dropout rates. The monitoring reports and discussion with CDC officers reveal that the strategies developed at the starting stage had not been adopted effectively and seriously.

Dhakal, (2019) on the topic, "Current Situation and Issues of CAS in Mathematics Education of Nepal" says he found that more than 50% of teachers use CAS only to give

marks for a student's learning performance. Most of the teachers did not use CAS evaluation criteria (tools) and give ticks (score) to their students without evaluation. Most of the schools did not keep students' individual portfolios. CAS training is focused on the theoretical aspect and the time duration is very short. In that short period, the facilitator focused on what is CAS, what are the criteria (tools) of CAS and how to calculate scores and grades. Thus, they are not able to use the students' evaluation information for future improvement of students. In this case, teachers could not use CAS in classroom instruction without a clear understanding of CAS tools.

For improving the implementation of CAS in mathematics classroom instruction, more time should be allocated to the content of CAS's in TPD training. Training should be practice-based and should focus on how to make a plan of CAS and use CAS tools for students' assessment and how to use assessment information for improving their learning. The government should encourage all the teachers to implement CAS in classroom instruction and make a favorable environment for teachers to share good practices of CAS with each other.

2.4 Implications of the Review for the Study

From the review of above mentioned theoretical and empirical literatures, I got sufficient insights regarding this study. Some reviewed studies are to some extent similar to my study. Theoretical literatures such as Harmer (2007) and Lado (1961) provided me more theoretical ideas regarding my study. From the review of these literatures, I got sufficient ideas about language skills, purposes of teaching those skills and importance for the learners. Plessis and Prouty (2003), Alusua (2004), Kelleghan and Freany(2001)

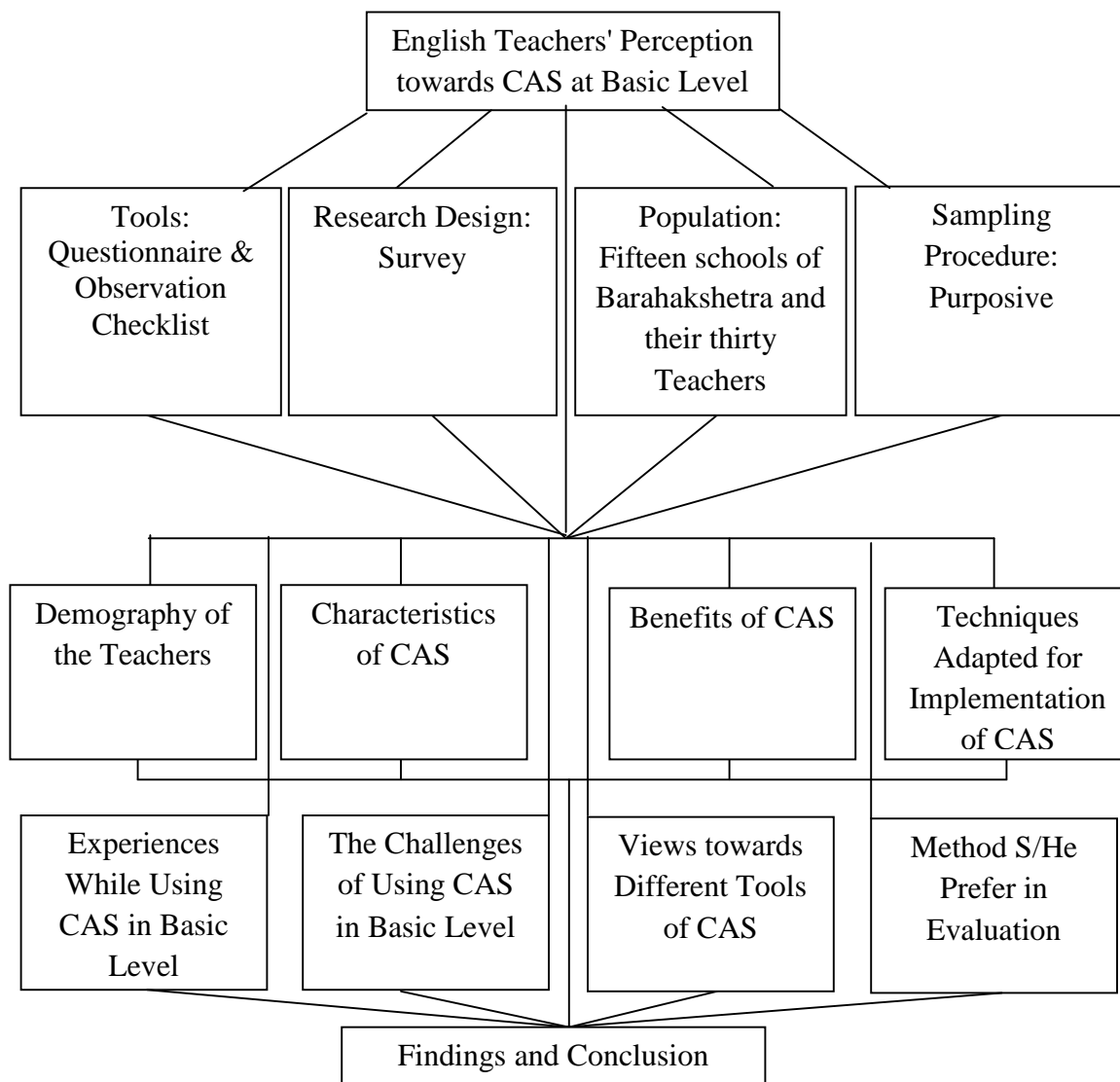
provided the idea for significance of CAS in teaching and learning. Likewise, to get initiatives to implement CAS in School Education, 'A Programme Handbook on CAS (CDC, 2056 B.S.)', 'Teachers' Training Handbook on CAS (CDC, 2056)', 'Instructors Guidebook on CAS (CDC, 2056 B.S.)', 'CAS Implementation Handbook (CDC, 2067 B.S.)', 'CAS Orientation Materials (CDC, 2069 B.S.)', 'The CAS Orientation and Implementation Guidebook (CDC, 2072 B.S.)' helped a lot. I took help Kumar (2009) for defining literature review, Khaniya (2005) for defining language testing, Bachman (2010) for getting the knowledge of language testing and language assessment, Hughes (2003) for presenting forms of language assessment. Moreover I have looked report of CDC (2003) for basic principles of CAS, A Teachers' Guide on Students' Continuous Assessment (CDC, 2001) for objectives of CAS, A Booklet on Implementation of Students' Continuous Assessment (CDC, 2011) for need and usefulness of CAS. Likewise, I got the knowledge of teachers and CAS relation from National Education Planning Commission (2011), policies about CAS from Siksha Magazine (2007) and agencies responsible for CAS from Students' Continuous Assessment Source Material (2070).

Similarly, from the review of empirical literatures, I got ideas about CAS, its impact on other aspects of language than writing and purposes of CAS in ELT field. From Foundation for Educational Change (FEDUC) (2074) I understood the effective measures for strengthening continuous student assessment and its implementation strategies at school level. From the article of Acharya, (n.a.) "Continuous Assessment System: Analysis of Policy Practice Gap" presents CAS is a formative evaluation system though it is a bit difficult to manage and implement. As same Rana, (2016) suggested me that the

majority of teachers opined that CAS makes students familiar with the deviated form of language. Likewise, Sapkota, (2016) benefited me to find that most of the basic level teachers are practicing homework and class work as tools of CAS most frequently while teaching. A report "Effect of CAS on Students' Achievement, Dropouts and Attendance" prepared by Curriculum Development Centre (2003) presented the CAS was implemented as a pilot program with the aim of developing some effective strategies for scaling up the program all over Nepal. Dhakal (2019) found out that more than 50 percent of teachers use CAS only to give marks for a student's learning performance. So, from the review of these literatures I clearly understood the theoretical background of CAS, its practices in local and global context and techniques to implement CAS, which directly helped me to develop this study in systematic manner. In this way all reviewed literatures provided me clear ideas about research frame, design, and way of analysis and interpretation of data.

2.5 Conceptual Framework

The conceptual framework presented below indicates the teachers' perception towards CAS CDC, (2068 B.S 'a'). The framework is:



CHAPTER - THREE

METHODOLOGY

This chapter deals with the methodological procedure of data collection during the study.

3.1 Research Design

I have selected the survey research to find out the ways the basic level English teachers' perspective towards CAS and to suggest some pedagogical implications based on the findings of the study.

3.2 Sources of Data

There were two sources of data which can be described as below:

a) Primary Sources of Data

The fundamental base of the study was the primary sources of data. Basic level English teachers of Barahakshetra Municipality will be the primary sources of data. The data from primary sources was collected by recording and transcribing their narratives.

b) Secondary Sources of Data

The researcher consulted CAS logbook, portfolio, attendance register and other assessment records prepared by the selected schools; report and books developed by CDC and also some researches based on CAS as secondary sources of data to collect more information for the accomplishment of the study.

3.3 Population of the Study

The population of the study was the basic level English teachers who were teaching in different schools in Barakshetra, Sunsari. There was non-random: accidental sampling procedure followed and thirty teachers were consulted.

3.4 The Sampling Procedure

The sampling procedure in this research was non-probability one. Fifteen schools were selected from different parts of Barakshetra because of researcher's convenience. It is his working area. Basic level English teachers were selected of those schools. At first the researcher went to Barahakshetra Municipality Education office and got the record of schools with class six and seven and more. He also got the permission for visiting the schools. According to the availability of researchers' access he selected fifteen schools.

3.5 Tools of Data Collection

Since the purpose of this study was to find out teachers' perception on continuous assessment system (CAS). The tools for the study were observation checklist and questionnaire.

a) Observation

For the study, the researcher followed non-participant observation. Under this type of observation he observed the record of practices done for CAS by different schools' English teachers and kept checklist records of important items (Appendix-II and

IV). Especially he observed maintaining CAS log book, keeping portfolio, record of self-correction, homework and classroom participant are updated or not.

b) Questionnaire

To collect the data the researcher gave the written form of questionnaire (Appendix-III and V) to fill in and kept record of their answers.

3.6 Data Collection Procedures

At first, the researcher prepared questionnaire and checklist and visited the selected schools of Barahakshetra Municipality, Sunsari and consulted the administration of the school and asked for their permission to do his research study on their schools. He also consulted the selected teachers and informed them about my study and established rapport with them. After getting permission, he observed their record of CAS tools for data collection. Basically, the observation of CAS tools were recorded on his checklist. However, the study was more related to find out English Teachers' perception towards CAS, thus to find out their view, he distributed questionnaires to the teachers and requested them to answer the questions and return in time.

3.7 Analysis and Interpretation Procedure

The collected data was analyzed and interpreted by descriptive statistics. He also used simple statistical tools also to support his study.

3.8 Ethical Considerations

Ethical considerations are specified as one of the most important part of the research. Bryman and Bell (2007) has suggested the following points and are strictly followed in this research.

Research participants were not and would not be subjected to harm in any ways whatsoever.

Respect for the dignity of research participants was prioritised.

Full consent was obtained from the participants prior to the study.

The protection of the privacy of research participants were ensured.

Adequate level of confidentiality of the research data was ensured.

Anonymity of individuals and organisations participating in the research were ensured.

Any deception or exaggeration about the aims and objectives of the research was avoided.

Affiliations in any forms, sources of funding, as well as any possible conflicts of interests were declared.

Any type of communication in relation to the research was done with honesty and transparency.

Any type of misleading information, as well as representation of primary data findings in a biased way was avoided.

CHAPTER - FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

This section deals with result and discussion/ interpretation of collected data. The data were obtained through questionnaire from thirty teachers from government aided schools of Barahakshetra municipality, Sunsari district. The researcher collected the required data from the English teachers of class six and seven.

The main objective of the study was to find out the perception of English teachers towards Continuous Assessment System at class six and seven in Barakshetra. Teachers were provided A questionnaire was provided to the teachers to express their ideas and he had observed the different practices done by the school towards CAS with five alternatives, excellent, good, satisfactory, poor and very poor, respectively on the response of teachers and record found on observation were counted and tabulated.

4.1 Analysis and Interpretation of Data

According to the types of data, the researcher used suitable techniques for data analysis and interpretation of the results. He used both descriptive and statistical tools to analyze data and based on the analysis, results was interpreted.

4.1.1 Analysis of the views provided by the teachers

In order to make the study more authentic and reliable, a set of questionnaire was designed to ask English teachers, teaching at class six and seven about the continuous assessment system. The main concern of asking questions to the teachers was to explore the perception of the teachers towards CAS. So this sub section deals with the analysis

and interpretation of the data based on the teachers' responses or opinions. These questions were asked to get general information and opinions from the respondents. There were all together nine questions. The data have been analyzed and interpreted as follows.

Under this title, item wise analyses of all the responses of nine objective questions taken from thirty teachers have been analyzed. Among them sixteen were English teachers of class six and fourteen were English teachers of class seven. They are 53.33 and 46.67 in percent respectively. According to this data it can be told that there were many male teachers and few female teachers.

4.1.1.1 Demography of Informants

Under this topic the number of trained and untrained teachers, experiences of the teachers in years, qualification of the teachers, teaching class, and teaching period per week is described.

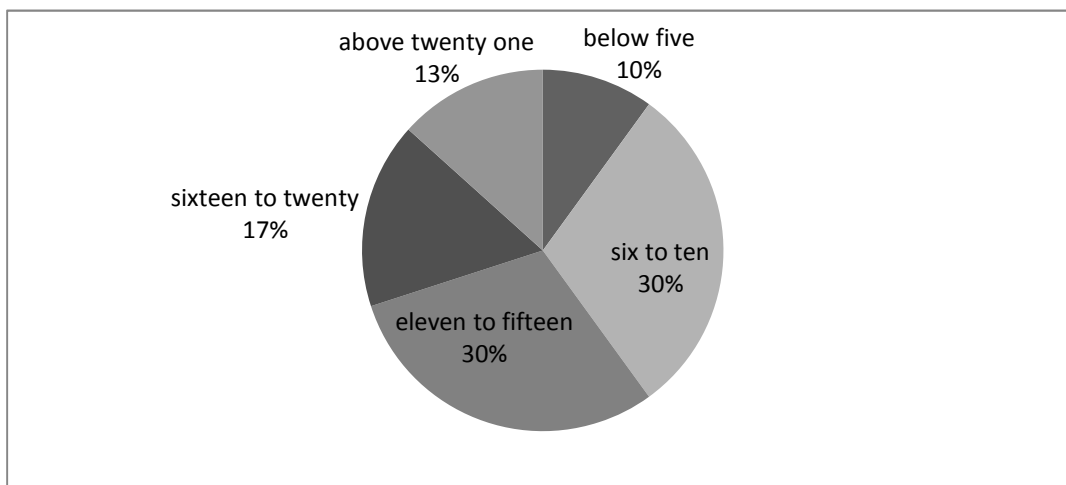
Figure 1: Number of trained and untrained teachers



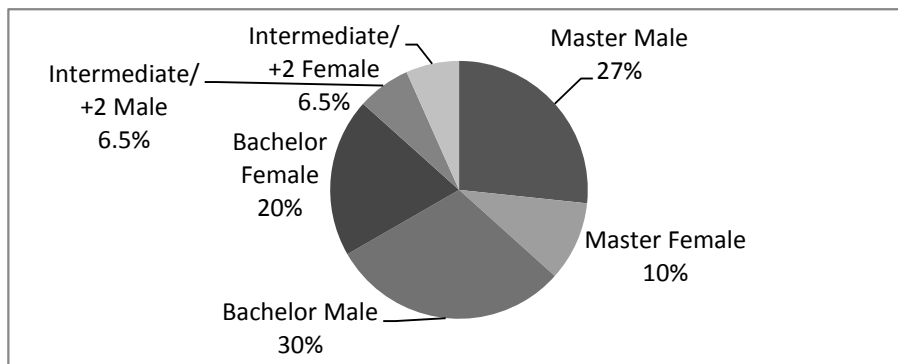
The above pie-chart shows that in the research sixteen male and seven female teachers were trained and three male and four female teachers were untrained. This record had shown that out of twenty-three trained teachers 70% were male and 30% were female. Similarly, out of seven untrained teachers 42% were male and 57% were female.

From this data we can say that there were many male teachers trained and many female teachers were untrained.

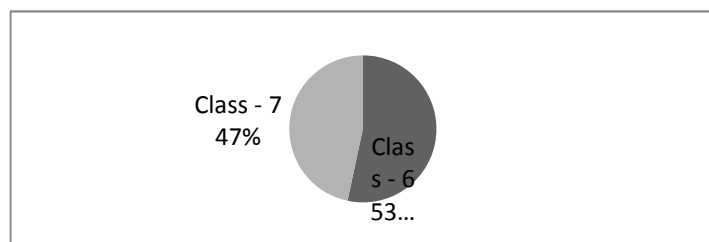
Figure 2: Experiences of the teachers in years



Here, we can find three teachers with less than five years of teaching experience were 10 percent of the total number. Nine teachers were teaching from 6 to 10 years, which contained 30 percent of the total number. As same, 11 to 15 years teaching experience was gained by nine teachers or 30 percent of the total number. Five teachers had 16 to 20 years of teaching experience which contained 17 percent of the total number and the rest four teachers had more than twenty years of teaching experience which contained 13 percent only.

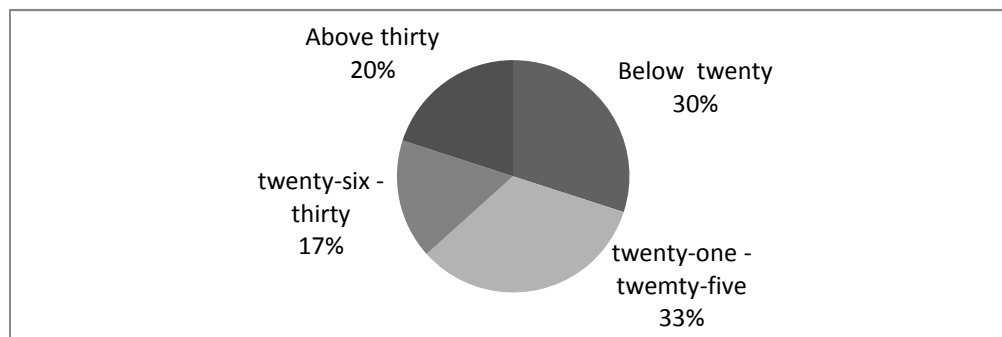
Figure 3: Qualification of the teachers

There were eight male and three female teachers who had completed their master degree, 27 and 10 percent of the total number respectively. Nine male teachers and six female teachers have completed their bachelor degree, which contained 30 and 20 percent respectively. Finally, two male teachers and two female teachers have just completed their intermediate level, which was 6.5 and 6.5 percent of the total number. This information had shown that the majority of the teachers had completed their bachelor degree and a few teachers had just completed their intermediate level.

Figure 4: Teaching class of selected teachers

There were sixteen teachers teaching at class six and fourteen teachers of class seven contained 53% and 47% of the total number of teachers included in the research respectively.

Figure 5: Teaching periods per-week



From research I found nine teachers teaching below twenty periods per week which is 30 percent of the total number. Ten teachers were teaching 21 to 35 periods in a week which contained 33 percent. Similarly, 5 teachers were teaching 26 to 30 periods in a week which contained 17 percent and there were six teachers teaching above 30 periods in a week which is 20 percent of the total number. From this we can realize that many of the teachers are teaching between 21 to 25 periods in a week and few teachers are teaching above 30 periods in a week.

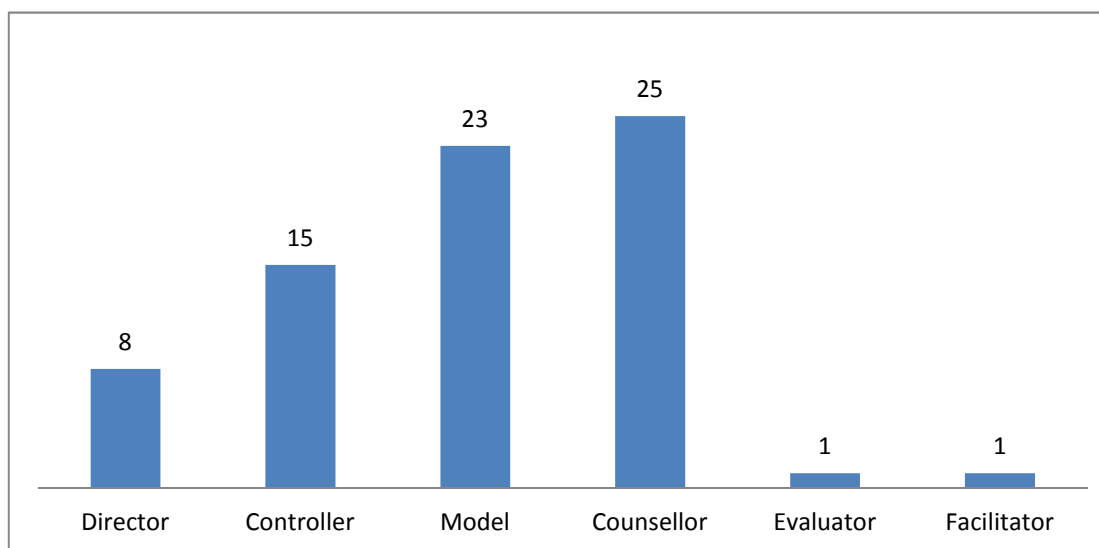
Successful completion of 12 year schooling is the academic requirement for basic level teachers. A bachelor degree is the academic for secondary school teachers. Ten-month training is a mandatory requirement for any person to be qualified for permanent tenure for the teachers of basic and secondary level teachers. However, students of passing class 12 or equivalent with major in 'education' and one year B.Ed. for Bachelor degree holders in other subjects or completing four year B.Ed. is regarded as complete training for basic and secondary level, respectively. Moreover, Teachers are getting in-service training containing 30 days in two modules of fifteen-fifteen days. All the permanent teachers are well-trained but others are not. Similarly, the minimum working

days of a school in one academic session shall be 250 days and the teacher of a community school shall take at least 24 periods class in a week is presented by eighth edition of 'education regulation' in 2071 B.S.

4.1.1.2 Perception of the Teachers

While collecting perception of the teachers, the researcher has collected their views towards role inside the classroom, characteristics of CAS, benefits of CAS, techniques adapted for implementation of CAS, experiences while using CAS, challenges on using CAS, different tools of CAS and their preferred evaluation system.

Figure 6: Teachers' role inside the classroom



Under the term role inside the classroom, eight teachers mentioned themselves as director, fifteen mentioned them as controller, twenty three as model, twenty-five as counselor and 1-1 teachers showed themselves as evaluator and facilitator too. By this we can tell many of the teachers supported the role of counselor which is 83.33 percent and 76.67 percent of the teachers supported the role of model. The role of evaluator and

facilitator is supported by the least number of teachers which contained 3.33 percent only respectively.

From the data the researcher found, teachers were having six roles: director controller model, counselor, evaluator and facilitator. Similarly, according to 'exceedcollege.com', Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom. What defines a teacher is his/her ability to teach students and a positive influence on them. Generally, the role of a teacher in education goes beyond teaching. In today's world, teaching has different faces, and a teacher has to carry out the part of being an external parent, counselor, mentor, role model, and so on.

Table 2: Characteristics of CAS

Statements	Number of Teachers	Percentage
Carried frequently along with ELT	30	100%
Regular Feedback in ELT	29	96.67%
Formative Evaluation System	30	100%
Weak students are assisted to improve and talents are encouraged to learn more	23	76.67%
Source of information to guide learners	21	70%

While putting eyes under the term of characteristics of CAS, all the teachers included in data collection procedure supported the view that CAS is carried out frequently along with ELT and CAS is a formative evaluation system. Twenty-nine teachers supported that CAS provides regular feedback in ELT, which was 96.67 percent of the total number of teachers. Similarly, twenty-three teachers supporting weak students

are assisted to improve and talents are encouraged to learn more in CAS. It was supported by 76.67 percent. The view, CAS is a source of information to guide learners was supported by twenty-one teachers only which was 70 percent of the total number and it was the least supported view under the data collection procedure.

Here 100% and 96.67% of the teachers supported CAS is carried frequently along with ELT, formative Evaluation System and regular Feedback in ELT with other two views, respectively. Similarly, those views were presented by Acharya, T.P. (Shiksha Magazine, p. 1).

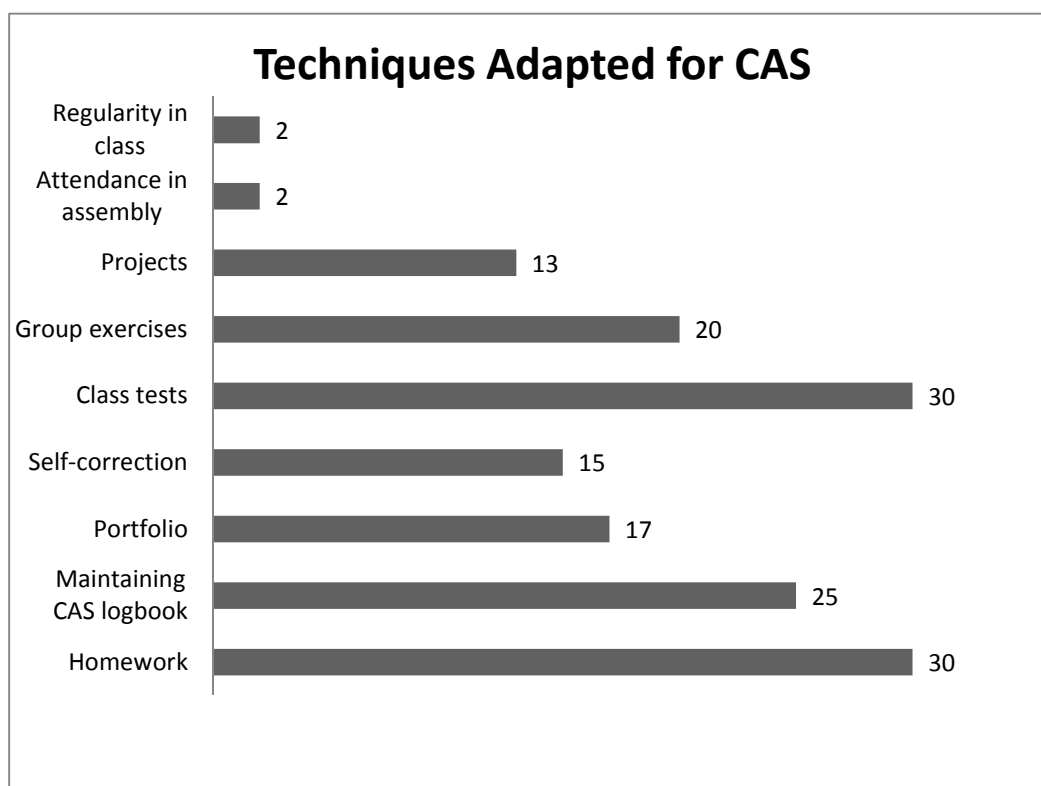
Table 3: Benefits of CAS

Statements	Number of Teachers	Percentage
Easy to get objectives	30	100%
Decrease class repetition ratio	29	96.67%
Helps to find out learning progress	29	96.67%
Helps to provide feedback	29	96.67%
Diagnosing and remediating areas of learners' weaknesses	22	73.33%
Not threatening to learners	22	73.33%

While discussing the benefits of CAS all of the teachers supported the view, it is easy to get objectives in the teaching learning process. Twenty-nine teachers or 96.67 percent of them included teachers supported the views: CAS decreases the class repetition ratio, helps to find out the learning process and helps to provide feedback. Twenty-two or 73.33 percent of the teachers supported CAS helps in diagnosing and remediating areas of learners' weaknesses and it is not threatening to learners. This report shows 100 percent, CAS makes easier on getting teaching objectives.

Rana Y. (n.a, p. 45) represents that CAS increases the reliability and validity of the pupil's performance, provides immediate feedback, reduces the fear of students towards examination, and helps to create friendly environment. The views are supported by my research too on the way that majority of the teachers' support CAS is an easy process for getting objectives, decreasing class repetition ratio, helping to find out learning progress and provide feedback.

Figure 7: Techniques adapted for implementation of CAS



Similarly, while knowing about the techniques adapted for Implementation of CAS by the schools. I found that homework and class tests were adapted by all of them included. Twenty-five or 83.33 percent of the teachers' schools were maintaining CAS logbooks. Group exercises were adapted by 66.67 percent of them. Keeping the portfolio of the students was adopted by 56.67 percent of teachers' schools. Self-correction was

adapted by 50 percent and project works were adapted by 43.33 percent. Finally, attendance in assembly and regularity in class were adapted by one-one schools respectively. Thus, we can definitely say that all the schools accept homework and class-tests as evaluation tools for CAS and least schools only accept attendance in assembly and regularity in class.

In this research the researcher has found class tests and homework as the major techniques applied for CAS. As same Maharjan R. (2017) represents question and answer in the lesson, short tests and quizzes, homework, class tests, group exercise, projects and exercises with short extended or multiple choice answers as techniques of continuous assessment.

Table 4: Experiences while using CAS

Statements	Number of Teachers	Percentage
Helpful on evaluating and providing feedback	14	46.67%
Helpful on getting teaching objectives	11	36.67%
Complicated process	30	100%
Grading through CAS is irritating	26	86.67%
Encourages more teacher participation	29	96.67%
Fosters teachers and students relation	29	96.67%

Next, under the term experiences while using CAS all of the teachers mentioned that it was a complicated process. Twenty-nine or 96.67 percent of the total teachers mentioned it as encouraging more teachers' participation; and fostering teachers and students relations. Twenty-six teachers said that grading through CAS is irritating which was 86.67 percent of the teachers included. Similarly, 46.67 percent or fourteen teachers

mentioned that CAS is helpful in evaluating and providing feedback and 36.67 percent or just eleven teachers mentioned it as helpful in getting teaching objectives. Thus, we can tell that 100 percent of teachers' experience was that CAS is a complicated process.

CAS contains different tools for evaluation which may create difficulty in grading because of financial shortage, unavailability of the tools, and inappropriate knowledge of teachers, mode of operation, record keeping and overpopulation, Maharjan R. (2017). So, majority of the teachers may be taking CAS as complicated process and irritating job. But they are supporting that CAS fosters teachers and students relation.

Table 5: The challenges on using CAS

Statements	Number of Teachers	Percentage
Large number of students creates difficulty	29	96.67%
CAS logbook is not available	30	100%
Preparing portfolio is challenging	27	90%
Record keeping is complicated	30	100%
In-appropriate knowledge of teachers	22	73.33%
Financial shortage	20	66.67%

Similarly, under the term challenges on using CAS, all of the teachers said that the CAS logbook was not available anywhere and anytime; and record keeping was a complicated process. Twenty-nine teachers mentioned that a large number of students create difficulty; and preparing a portfolio is a challenging job. In-appropriate knowledge of teachers and financial shortage was mentioned by twenty-two and twenty teachers, respectively.

Here 100% of the teacher supported no availability of CAS book and recording keeping as complicated process are the challenges on using CAS with large number of students creates difficulty, preparing portfolio is challenging, in-appropriate knowledge of teachers and financial shortage. Similarly, FEDUC, (2074 B.S.p. vi) mentions designing, administrating, reporting and sustaining as challenges of implementing CAS.

Teachers' perception towards different tools of CAS

Under this topic I have collected their views towards portfolio, classroom participation, self-correction, group exercise, project and homework.

Table 6: Teachers' perception towards portfolio

Views	Number of teachers
Keeping records of students' progress and reviewing them.	12
Reviewing records and reflecting and getting help on teaching.	15
Promoting the spirit and practice of collaboration with students and other teachers.	2
It promotes language learning with the interaction.	1

Moreover, in the discussion over CAS tools the teachers gave different views towards portfolio, classroom participation, self-correction, group exercise, project works and homework. Here, twelve teachers said that a portfolio is helpful in keeping records of students' progress and reviewing them. Fifteen teachers said it is helpful in reviewing records and reflecting and getting help on teaching. Two members mentioned that it is helpful in promoting the spirit and practice of collaboration with other students and teachers. Only one teacher mentioned that a portfolio is helpful in involving students in monitoring their own learning.

Table 7: Teachers' perception towards classroom participation

Views	Number of teachers
Being active and learning with teacher inside classroom.	7
Practicing with other students.	16
Sharing ideas with friends and teachers inside classroom.	1
It promotes language learning with the interaction.	4
Developing learners autonomy and promote skills of reliance.	2

Similarly, on the topic classroom participation seventeen teachers mentioned it helps in practicing with other students, which is given by most of the teachers. Seven teachers said that it helps in being active and learning with teachers inside the classroom. Four teachers mentioned it promotes language learning with interaction. Two teachers mentioned it helps in developing learners' autonomy and promote skills of reliance and only one teacher mentioned it as sharing ideas with friends and teachers inside the classroom.

Table 8: Teachers' perception towards self-correction

Views	Number of teachers
Finding out mistakes by the students themselves and removing them.	16
Recognizing mistakes and solving by the students themselves.	9
Removing mistakes for next time.	3
Making students less stressful.	1
Finding mistakes and not repeating it again and again	1

Next one was teachers' views towards self-correction; under this sixteen teachers said that it is helpful in finding out mistakes by the students themselves and removing

them which are given by the largest number of teachers. Nine teachers told, it is helpful in recognizing mistakes and solving them. Removing mistakes for next time, making students less stressful, and finding mistakes and not repeating them again and again are the three views given by one-one teachers, respectively.

Table 9: Teachers' perception towards group exercise

Views	Number of teachers
Learning with friends, even shy children can learn easily.	11
Learning by doing but it may make classroom noisy if not handled properly.	11
Sharing skills, experiences and solutions to common problems.	3
Poor and reserved students can exchange their ideas without hesitation.	2
Encouraging greater interaction between teachers and other responsible persons.	1
Taking part in different tasks and developing their interest in the specific subject.	2

Another one was teachers' views towards group exercise. Eleven-eleven teachers mentioned group exercise helps in learning with friends. Even shy children can learn easily and learn by doing but it may make classroom noisy if not handled properly respectively. Sharing skills, exercises and solutions to common problems is shared by three teachers. Poor and reserved students can exchange their ideas without hesitation and take part in different tasks and develop their interest in specific subjects where the ideas are shared by two-two teachers respectively. Only one teacher mentioned group exercises as encouraging greater interaction between teachers and other responsible persons.

Table 10: Teachers' perception towards project

Views	Number of teachers
Learning by doing different tasks.	16
Engaging cognitive process of learning.	7
Completing the task and learning something.	3
Real language practice.	3
Engaging learners in using language pragmatically rather than displaying language features.	1

Next topic was a project as CAS tools on which fifteen teachers told it helps students on learning by doing different tasks. Seven teachers mentioned the project as engaging in the cognitive process of learning. Project helps in completing the task and learning something, and real language practices are mentioned by three-three teachers respectively. Only one teacher mentioned the project as encouraging learners in using language pragmatically rather than displaying language features.

Table 11: Teachers' perception towards homework

Views	Number of teachers
Task to remember the things taught inside classroom.	7
Engaging students and making students active in house.	4
Reviewing class task and engaging at home.	19

The last view of the teachers on CAS was given towards homework. Seven teachers mentioned homework as a task to remember the things taught inside the classroom. Engaging students and making students active in the house is shared by four teachers. Beside these two views all other teachers mentioned homework as reviewing class tasks and engaging at home.

Regarding the teachers' perception on the aspects of CAS majority of the teachers have mentioned 'portfolio' is reviewing records and reflecting and getting help on teaching. Classroom participation is practicing with other students. Self-correction helps on finding out mistakes by the students themselves and removing them. In group exercise even shy children can learn easily but it may make classroom noisy if not handled properly. Project work is a more relevant way of learning by doing. Homework is the task of reviewing class task and engaging at home. Similarly, Sapkota, B.P (2016 B.S. p. 27) presents observation, self-evaluation, portfolio, project work and homework as tools of CAS. He mentions that through observation the language teacher can get actual status of the learners about what and how much they are learning. Self-assessment is a kind of method of evaluating in which learners can learn from their own previous mistakes, identify their strengths and weaknesses and monitor their progress. Portfolio is the systematic collection of students' tasks regarding learning like piece of good writing, creative art, and extra innovations. On the basis of continuous record and management of students' task, the teacher can find out required areas of the learners to be corrected. Project is an activity taken over a period of time and includes both individual and group work and is often presented through an oral or written report, which especially helps on learning by doing. Take home assignment is generally more suited to assessment of reading and writing although it can be used as a preparation for classroom activities involving speaking and listening. It is also known as revising class tasks at home. As a whole teachers have positive perception towards the tools of CAS.

Table 12: Teachers' perception towards evaluation system

Views	Number of teachers
CAS is a good system but challenging job in Nepalese society especially in rural areas.	3
CAS is a good system but it is difficult to apply in real life.	3
CAS is a good system but there are many challenges so it is irritating.	3
CAS is a good way for evaluation but it can't be done properly if there is large number of students.	2
CAS is a good system but due to the large number of students and lack of tools it can't be applied in classroom, that's why it is a vague process.	2
CAS is good process for evaluation but vague for designing tools, keeping records and irritating process.	15
CAS is a good process but it can't be done properly because of its vague process and financial shortage too.	2

Finally, the last question was the view of teachers' towards the evaluation system.

In response to this question all the teachers supported CAS as a good evaluation system but they had shown obstacles to it. More than half of the teachers mentioned that designing tools and keeping records for CAS was a complicated and irritating process. Three teachers mentioned it as a challenging job in Nepalese society especially in rural areas, as a difficult system to apply in real life and as an irritating process due to its challenges respectively. Other two-two teachers mentioned it can't be done properly if there are a large number of students, lack of tools and financial shortage, and noted CAS as a complicated process too.

All of the teachers in this study support CAS as a good system for evaluation. However, 50% of the teachers mention it is vague for designing tools, keeping record and as irritating process. Similarly other teachers also mention it is difficult to apply in real life situation, challenging job in Nepalese society especially in rural areas, due to large number of students and financial shortage it can't be applied properly. Similarly, Dhakal (2019, p. 37) presents 50% of the teachers use CAS only to give marks for a students' learning performance. Most of the teachers did not use CAS criteria and give ticks to their students without evaluation, also takes record keeping of students portfolio maintaining CAS log book as challenging job. Sapkota (2016, p. 47) presents that most of the teachers were positive towards continuous assessment system.

4.1.2 Analysis of the Checklist Prepared by the Researcher

In order to make the study more authentic and reliable, a checklist was designed to observe the practices done and records of continuous assessment system kept by the English teachers. The main concern of observing was to explore the attitudes of teachers clearly towards CAS. So, this sub section deals with the analysis and interpretation of the data based on the observation under different items on three different topics. This observation was done to get general information and opinions of the teachers. The findings were categorized them into five groups namely excellent, good, satisfactory, poor and very poor.

Table 13: Classroom situation

Statement		Excellent		Good		Satisfactory		Poor		Very Poor	
		N.	%	N.	%	N.	%	N.	%	N.	%
Classroom Situation	Discipline	5	16.67	22	73.33	3	10				
	Arrangement	9	30	14	46.67	7	23.33				
	Classroom size	13	43.34	9	30	8	26.66				

The first topic was the classroom situation. Under this topic I had observed discipline, arrangement and classroom size. In my observation period I found 16.67 percent was excellently disciplined, numerically five classes, 73.33 percent or twenty classes were good disciplined and 10 percent or three classes were on satisfactory level. Similarly the classroom management was found 30 percent at excellent level 46.67 percent at good and 23.33 percent at satisfactory level. Finally, thirteen classrooms were found excellent, nine were good and eight were satisfactory in size.

Due to the schools rules and regulations the researcher found major classes were well disciplined and properly arranged seats of the students. Many of the classroom size were found excellent in relation to the number of students. This shows that they were getting better support from government for maintaining and building well classrooms.

Table 14: Classroom participation

Statement		Excellent		Good		Satisfactory		Poor		Very Poor	
		N.	%	N.	%	N.	%	N.	%	N.	%
Classroom Participation	Interest	2	6.67	27	90	1	3.33				
	Participation in classroom activities			21	70	9	30				
	Asking questions	4	13.33	17	56.67	9	30				
	Answering questions	2	6.67	9	30	17	56.67	2	6.66		
	Following directions	3	10%	19	63.33	7	23.33	1	3.34		

The second topic was classroom participation. Under this topic I had observed interest, participation in classroom activities, asking questions, answering questions and following directions. At the time of observation two teachers were excellently interested; twenty seven teachers' interest was good and only one at satisfactory level. Similarly, 70 percent of the teachers' participation in classroom activities was good and 30 percent of the teachers were listed under satisfactory level. Asking questions inside the classroom was 13.33 percent excellent, 56.67 percent good and 30 percent satisfactory. As the same, answering questions of the students were 6.67 percent excellent, 30 percent good, 56.67 percent satisfactory and 6.66 percent poor. Finally, 10 percent teachers were following their plans excellently, 63.33 percent better, 23.33 percent satisfactorily and 3.34 percent or only one teacher's follower towards his plan was found poor.

Discipline is the root for making students active. Majority of the teachers were well qualified and using better techniques, thus many of the students were showing good interest on learning. Participation in classrooms activities, asking questions and following directions by the students were also found on good level. Schools getting government support are using Nepali language to teach all subjects except compulsory English. So, they may be poor in English and answering question level was satisfactory only.

Table 15: Evaluation of the students

Statement		Excellent		Good		Satisfactory		Poor		Very Poor	
		N.	%	N.	%	N.	%	N.	%	N.	%
Evaluation of the Students	Oral questions	8	26.66	21	70	1	3.34				
	Class work	5	16.67	17	56.67	8	26.66				
	Classroom participation			14	46.67	16	53.33				
	Homework			16	53.33	14	46.67				
	Self-correction			2	6.66	17	56.67	9	30	2	6.67
	Record of portfolio					9	30	4	13.33	17	56.67
	Record of CAS logbook					11	36.67	10	33.33	9	30

Finally, I had observed the evaluation system for the students. While observing oral questions 26.66 percent of the teachers had used it excellently, 70 percent of them used good and just 3.34 percent or only one teacher was found using the oral questions satisfactorily. Similarly while observing class work 16.67 percent was excellent, 56.67

percent was good and 26.66 percent was satisfactory. Next, on the site of classroom participation, it was found that 46.67 percent was good and 56.33 percent was on satisfactory level but under the term homework it was just opposite, I mean that 53.33 percent was on good and 46.67 percent was on satisfactory level. Next term was self-correction on which 6.66 percent was good, 56.67 percent was satisfactory, 30 percent was poor and 6.67 percent was found at a very poor level. Finally, I had observed the record of portfolio and CAS logbook under these terms 30 and 36.67 percent were satisfactory, 13.33 and 33.33 percent were poor and 56.67 and 30 percent were very poor, respectively. That's why we can say that the use of the portfolio and CAS logbook was in pitiable condition.

For the evaluation of students oral questions, class work, classroom participation, homework self -correction, portfolio and CAS log book were taken. The researcher has observed the records of portfolio and CAS log book maintaining process and found it was in pitiable condition because CAS log book was not available and teachers take portfolio maintaining as an irritating job. Other evaluation tools were daily used by teachers inside classroom and also found in good and satisfactory level because they were low and no cost tools also easily applied in classroom even if there were large number of students.

CHAPTER - FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the collected data, summary of findings, conclusion and some pedagogical implications with some recommendations have been suggested as follows:

5.1 Summary of Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived:

All the English Teachers' perspectives is positive towards CAS policy. However those who did not have proper ideas of CAS and novice teachers, can feel CAS as a complicated job.

It is found that teachers support continuous assessment system (CAS) but mentioned the job of designing tools and keeping records as irritating process.

Although it takes much time and extra effort to implement, it is a highly effective assessment system. It is not only makes the teachers think about how to develop good assessment tool but also how to develop good teaching art.

It was found that it was carried frequently along with ELT where weak students are assisted to improve and talents are encouraged to learn more.

It was found that homework and class tests are taken as the major tools of CAS.

Teacher thinks it helps a lot on getting teaching objectives, providing feedback and decreases class repetition ratio.

All of the teachers opined it as a complicated job and the CAS log book has no enough availability in time.

It was found that students learned by active participation in teaching learning process. So, it implemented the theory of learning by doing.

Most of the teachers think classroom participation helps on practicing with other students, self-correction helps on finding out mistakes by the students themselves and removing them, through group exercise even shy children can learn easily and project work is a process of learning by doing.

Most of the classrooms were found well disciplined.

The students had great interest on classroom participation.

The teachers were using oral questions on evaluation of the students inside classroom frequently.

It was found that the condition of keeping portfolio and maintaining CAS log book was pitiable.

5.2 Conclusion

Based on data interpretation and findings it is concluded that hundred percent teachers have positive attitude towards CAS. Teachers were well familiar with the importance and advantages of CAS. Although they take it as irritating job due to financial shortage, no enough availability of CAS logbook in time and large number of students in

classroom. From the above discussion and interactions to the teachers and observation of records, it was found that there is practice of CAS at basic level. It is an attempt to find out the teachers perception and current practices in implementation of CAS. Likewise, it is tried to find out benefits (effectiveness), problem and challenges of CAS implementation at basic level curriculum. For this purpose, it was delimited to thirty teachers teaching English in class six and seven from different government aided schools of Barahakshetra municipality of Sunsari district. I have included the theoretical concepts and conceptual frame work to complete my study. I consulted different books, journals and these, those sources of provided me ample support to conduct this research. So the initial type of research helped me to establish the theoretical roots of our study clarify our ideas and develop our methodology but later on the literature reviews served to consolidate our knowledge base and helped us to integrate finding with the existing body of knowledge. Thus, can be concluded that review of the literature enable us to improve methodology and contextualize the finding. It seem that the most of the lower secondary level English teachers got positive perspectives towards CAS to collect real information, fact data and regular evaluation (assessment process). From the study it seems that the CAS programme is implementing properly in all the schools. It showed CAS makes teaching learning effective and fruitful by encouraging the teacher and students active participation. Likewise some procedures, about CAS and modern teaching technologies have provided from the policy level Nepal government, higher agencies, policy makers, school management committee, teacher, parents association have the dominated role for the CAS. Moreover, I would like to conclude it indicates there were some problems and challenges because of the lack of technical knowledge and full trained young energetic

teachers about CAS. Limited time, sources manpower and economical criteria etc. seemed to be challengeable in implementation effectively.

So, this step has tried to recommend that the ideas clearly into different levels (policy level, practice level and further research level) to get success in coming days. So it can be concluded that there should be balanced responsibility (accountability) and role in teachers, students and parents for successful implementation of CAS.

5.3 Recommendation

Upon the fixed objectives, applied methodologies and data collection and interpretation procedures, the researcher has reached to the stage of making recommendations for the further research that helps to complete the study area more rigorously. On the bases of above result and conclusions the following recommendations are made for educational implications in policy level, practice level and further researches have been suggested below.

5.3.1 Policy related

On the basis of findings of the study, the following recommendations in policy level can be made so that negative attitudes towards CAS and obstacles can be minimized.

As my study found out that most of the teachers are positive towards continuous assessment system. The policy should be made to implement CAS in the entire educational sector.

CAS related programmes should be designed and conducted to obtain the pedagogical aspects of language.

It is helpful to make the course content more practical.

Every government school can be used to keep portfolio records regularly, which gives all the information of learners, and it makes it easy to select appropriate methods to treat them in a friendly environment.

It is helpful for syllabus designs and curriculum planners according to the learners' perspective.

5.3.2 Practice Related

On the basis of the findings of the research, the following recommendations can be made in practice level. So, that the negative perspectives towards application of CAS and obstacles can be minimized.

CAS has played a vital role to decrease students' absence rate, reduce the dropout rate, minimize the number of failures so teachers should implement CAS properly.

Teachers are found to be facing different problems and challenges in implementing CAS. So, government should help to create an easy environment at the school area by providing sufficient training, materials and resources.

Teachers are the prominent source of teaching learning activities so, they should be trained, motivated and encouraged by conducting various seminars, workshops,

training and they should be updated with new innovations, use appropriate teaching learning materials and evaluation method.

Teachers need more time and effort to implement CAS. So government should provide reasonable salary to enhance their active involvement and economical development.

Nepal government has to provide the training about best implementation of CAS.

Using of Nepali language in the classroom is to be compiling.

5.3.3 Further Research Related

This study is helpful for those who want to carry out research in the similar topic in the coming days. It should assume the research work as a base for their research work.

The following may be some further research:

English learners perception towards CAS system.

English teachers perception towards CAS tools.

Parents perception towards CAS system.

Usefulness of CAS for teaching English.

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Appendix - I

List of Participants

S.N.	Name of Participants	Name of the Related School and Address
1	Bhim Bahadur Rai	Saraswati Secondary School, Barahakshetra-10
2	Mithun Chandrabanshi	Saraswati Secondary School, Barahakshetra-10
3	Tej Prasad Bhattarai	Janak Secondary School, Barahakshetra-9
4	Santosh Mandal	Janak Secondary School, Barahakshetra-9
5	Hari Niraula	Koshi Secondary School, Barahakshetra-8
6	Laxmi Rai	Koshi Secondary School, Barahakshetra-8
7	Durga Adhikari	Koshi Secondary School, Barahakshetra-8
8	Puspa Rajdhami	Mahendra Secondary School, Barahakshetra-7
9	Kalpana Kafle	Mahendra Secondary School, Barahakshetra-7
10	Bishnu Kumar Neupane	Mahendra Secondary School, Barahakshetra-6
11	Rohini Bhattarai	Mahendra Secondary School, Barahakshetra-6
12	Krishna Paudel	Mahendra Secondary School, Barahakshetra-3
13	Dip Narayan Rajdhami	Mahendra Secondary School, Barahakshetra-3
14	Shiva Prasad Dahal	Basanta Ritu Secondary School, Barahakshetra-7
15	Chandiraj Koirala	Basanta Ritu Secondary School, Barahakshetra-7
16	Pabitra Shrestha	Basic School, Barahakshetra-7
17	Kalpana Dhungana	Basic School, Barahakshetra-7
18	Rabindra Karki	Jaldevi Basic School, Barahakshetra-3
19	Narakumar Rai	Jaldevi Basic School, Barahakshetra-3
20	Arun Magar	Bhanu Basic School, Barahakshetra-6
21	Sadikshya Bhattarai	Bhanu Basic School, Barahakshetra-6
22	Ram Kumari Rai	Kaushika Basic School, Barahakshetra-2
23	Shankar Prasad Guragain	Auliya Secondary School, Barahakshetra-1
24	Samjhana Bhattarai	Auliya Secondary School, Barahakshetra-1
25	Durgawati Rai	Auliya Secondary School, Barahakshetra-1
26	Shrawan Kumar Kafle	Aadarsha Secondary School, Barahakshetra-2
27	Gyanu Pandey	Aadarsha Secondary School, Barahakshetra-2
28	Mansingh Rai	Jalpa Devi Secondary School, Barahakshetra-2
29	Sujan Subba	Janta Secondary School, Barahakshetra-4
30	Rtita Kumari Katwal	Janta Secondary School, Barahakshetra-4