

# **CHAPTER ONE**

## **INTRODUCTION**

The introduction of this research consists of general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 General Background**

Education refers to the development of a wholesome personality of an individual to become honorable and acceptable member of the society. Education is important for individual to live better. It helps society to make peaceful environment. This is a preliminary part of my research work which consists of general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the develop positive attitude and good manner. In education providing process, teaching and testing go side by side in a parallel way. Teaching is a process of distribution/sharing of knowledge by teacher for learners to fulfill the aims of education, where as testing refers to the test of learners linguistic competence. It is a major task to observe the teaching learning process/activities.

Assessment and testing are the two sides of a coin. One remains incomplete in the absence of another. Assessment analyzes different aspects of education. Assessment includes the full range of information teachers gather about their pupils, instruction and classroom atmosphere. It includes interpreting and synthesizing the information to help teachers understand their pupils, plan and monitor instruction and establish viable classroom culture .

There are many purposes of conducting continuous assessment in the classroom. Students are facing different problems in the classroom. So, diagnosing the students problem is another purpose of the assessment. Another

purpose of the assessment is to provide feedback and incentives to motivate the students.

Assessment is useful to place the students according to their ability. It also helps the students and teachers to plan and conduct the instruction program. Testing in a broad 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 to know the extent to which his/her teaching has been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes quizes in the classroom during or after his/her teaching or administers an examination at the end of a lessons or a unit or chapter or course of study (Yadav and Yadav., 2011, p. 11).

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 position. With the result of language testing, a language teacher makes his plan about language teaching. We can find out the quality and output of language teaching from the language testing. It gives us the information about how much is remained to teach. Accordingly, we plan our language teaching again. Language testing gives feedback to the language learners as well as language teachers.

## **1.2 Statement of the Problem**

Continuous Assessment System is an integral part of an assessment system. It is also taken as the modern testing system in schools and basically in primary grades. According to CAS, students are evaluated regularly by using various tools and measures and promoted by non-formal examination that is called liberal promotion or automatic promotion. Theoretically it has expanded its

area but it is rare in practice because of various reasons which are mentioned in challenges of CAS implementation section.

### **1.3 Objectives of the Study**

Continuous assessment system is effective for increasing the rate of success in basic level education. The objectives of the present study were as follows:

1. To find out the perception of teachers on :
  - a)CAS practice
  - b) problems in the implementation of CAS.
2. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Research Questions**

This Research ..... the answers of the following questions:

- a. Is CAS based liberal promotion system implemented in school properly?
- b. Is learning by doing is the main focusing point of CAS?
- c. What are the problems faced by the teachers in implementation of CAS in their schools?

### **1.5 Significance of the Study**

The research study can be significant for the educationists, policy planners, syllabus designers, textbook writer, teachers, teachers trainers, curriculum designers, reader and researchers are benefited from this study. The research study also can be significant to National Center for Educational Development (NCED). Curriculum Development Centre (CDC) and government agencies which are responsible for providing training to the school level teachers.

## **1.6 Delimitations of the Study**

This research was done on . Continuous assessment system. Some delimitations of this study were as follows:

- i) This study was limited to 35 schools of Nuwakot district.
- ii) Only basic level teachers were used for data collection.
- iii) Only questionnaire was used for data collection.

## **1.7 Operational Definition of the Key Terms**

**Curriculum** : Subjects included in a course of study or taught in a school college etc.

**Evaluation** : Deciding on the value or quality of something.

**Interaction** : Involving people working together and influencing each other.

## **CHAPTER TWO**

### **REVIEW OF RELATED THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework are also included in this chapter.

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

Theory is the most important part to complete any research. For this study, I consulted different books, journals and theses to complete my research. Those sources provided ample support to conduct this research. Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2011). Siksha magazine and CAS program manual explains about LPP.

##### **2.1.1 Language Testing**

Testing is considered a way to systematically measure a person's ability or knowledge. It is formalized as a set of techniques or procedures. Testing is an indispensable part of every teaching and learning experiences. Hughes (2003, p. 5) defines the language testing as :

Language tests are sometimes asked to say what is 'the best test' or 'the best testing technique'. Such questions reveal a misunderstanding of what is involved in the practice of language testing. A test that provides ideal for one purpose may be quite useless for another; a technique that provides ideal for one purpose may be quite useless for another; a technique that may work very well in one situation can be entirely inappropriate in another. Each testing situation is unique and sets a particular testing problem.

Similarly, Heaton (1985, p. 5) states "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other."

All of these above definitions show that testing measures the students' abilities to see if they can perform a task. Moreover, it is the way to see whether they can get on or not. So, a test is viewed to measure learner's competence in a particular area. The aim of testing language is to provide guideline for measuring the linguistic ability of one which will be practical in use and gives helpful information to both teachers and students about their success and failure. Therefore, testing is a device of measuring one's quality.

Language testing has sprouted as the emergence of teaching a language. It is done for a particular purpose and in a specific context. That means, language testing needs a complete context to take place. Current research and development in language testing incorporates advances in several areas. In the history of language teaching and testing, various approaches have come in existence like traditional approach, structural approach, integrative approach, Oral Situational Structure (OSS) approach, functional approach, communicative approach, etc. The testing was sprouted from a single paragraph writing to present standardized international tests like Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Graduate Record Examination (GRE), Scholastic Aptitude Test (SAT), etc.

### **2.1.2 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. I discuss about them in the following session:

### **2.1.2.1 Test**

The word 'test' is commonly used in language teaching to see how much the students have learnt. A test is a measuring instrument designed to elicit a specific sample of an individual behavior. In other words, test is the measurement of behavior that one exposes.

Thus, a test demands testees to display their knowledge or skills of the concerned area. The test is also used as to compare an individual with other individuals who belongs to the same group, educational status and age. The planned techniques are used in formal tests on quantification of data. Test may be formal or informal in terms of the nature of the quantification of data. Test can be observed through intuitive, informal, explicit, structured and regular method. Classroom oriented informal testing is an everyday and a very common activity in which teachers participate almost intuitively.

### **2.1.2.2 Examination**

Examination is a formal device of measurement and evaluation. In examination, both the teacher made and standardized tests are used. The examinations can be categorized as internal and external. Normally, teacher made examinations are internal examinations and standardized tests are external examinations. Although, test and examination are used interchangeably in the testing literature, they appear to be different in terms of making, purpose and the way we use them. Thus, examination is a formal measurement of the students learning and held at the end of the term or session.

According to Allen and Davies (1999, p. 49), "The term examination refers to the whole area of language measurement and the term test to a specialized part with in it, so that a test would be seen as a kind of examination."

In conclusion, an examination is regarded as an attempt to find out whether the students have attained the predetermined aims and objectives of curriculum. Actually, exam is the bridge to measure the achievement of students

in course of study in which the syllabus is based on course objectives, contents and methods.

### **2.1.2.3 Assessment**

Assessment is a process in which necessary information about the skills and potentials of students are collected. Good teachers use both test and assessment in language testing and learning process to evaluate students achievements.

"Students assessment is an integral part of teaching learning activity and it is linked with teaching learning practices" (Siksha magazine, 2007, p. 172).

In the words of Hughes (2003, p. 5), "Testing is not only the way in which information about people's language ability to gathered. It is just one form of assessment, and other methods will often more appropriate." That is to say, assessment is an umbrella term for measuring the linguistic capacity of students.

In the words of Fulcher and Davidson (2010, p. 23). "The validity theory is central to all education assessment as well as language testing."

In this regard ,Hughes (2003, p. 5) mentions the two forms of assessment, they are: formative and summative assessment. According to her, "Assessment is formative when teachers use it to check on the progress of their students, to see how far they 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 of the term, semester or year in order to measure what has been achieved both by groups and individuals.

Thus, assessment might also be graded as assignments, preparations or class works that helps a teacher to get an ideas of what a student knows and does not know. The results of assessment are commonly used in educational programs for describing process and products of learning.



### **2.1.3 Types of Language Test**

A test is a method of measuring a person's ability or knowledge in a given area. It is an essence to measure the ability of learners. It requires some particular norms, values, rules and regulations to be taken where formally or informally.

In testing process, multiple types of tests are used. According to Allen and Davies (1994, p. 44), there are different types of test: achievement tests, proficiency tests, aptitude tests and diagnostic tests. Likewise Hughes (2003, p. 11) describes the four types of test. They are: proficiency tests , achievement tests ,diagnostic tests and placement tests. They are described briefly as follows:

#### **2.1.3.1 Proficiency Test**

A proficiency test is a test that measures what the learner has learned relative to a specific purpose. It is defined as the one's ability of using language, mathematics, science, etc. Without considering the course s/he was taught and learned in a particular situation.

Davies, et al. (1999, as cited in Khaniya 2006, p. 63) define a proficiency test as "a measure of how much, of a language someone has learned". That is to say, it is such a test which measures the quality of a person for a particular post or job.

Moreover, the proficiency test is a forward looking test in the sense that it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future. This is a test about how much of what s/he needs to know does a candidate actually know.

The test like: TOEFL, IELTS, entrance examinations at different colleges universities, Cambridge Examinations (First Certificate Examination and Proficiency Examination), and Oxford EFL Examination (Preliminary and Higher) are some examples of the proficiency tests.

Although proficiency tests are not based on any course of instruction, it is likely to influence teaching and learning. It directs the learner's current standing in relation to his/her further needs. This test doesn't follow a particular course of study; it provides an opportunity to study in university or educational organization.

### **2.1.3.2 Achievement Test**

Achievement test is defined as a test which measures students' linguistics ability and skill progress in relation to the particular syllabus they have been following. Achievement tests directly related to language courses.

Davies, et al. (1999, as cited in Khaniya, 2005, p. 85) describe an achievement test as "an instrument designed to measure what a person has learned within or up to a given time." Achievement tests are directly based on predetermined courses.

Similarly, Hughes (2003, p. 13) defines Achievement test as, "Achievement test is directly related to language courses, their purpose being to establish how successful individual students, group of students or the courses themselves have been in achieving objectives". That means achievement tests are directly related to language courses, successful of the learners and achieving their objectives.

In a nutshell, achievement tests are the tools or measuring devices which are used to measure what the students have learned in the schools, colleges and university in an academic year. It is also an assessment of the performance of the system of instruction as to know the extent to which the program of instruction has been successful in delivering what it is expected. Absolutely achievement tests measure the education goal and objectives, success of governmental plan, strengths of teachers and management of the schools, colleges or university.

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

Mainly, achievement tests are two types. They are : class progress achievement tests and final achievement tests

### **Class Progress Achievement Tests**

The test which is conducted for assessing the progress of test takers in the syllabus they are knowing a class progress achievement test. These tests are also known as 'formative test'. These kinds of tests are administered after a particular period of the language program. For example, unit tests, terminal tests, monthly tests, etc. are taken on the notion of class progress achievement tests.

Hughes (2003, p. 14) states that "Progress achievement tests, as their name suggests, are intended to measure the progress that students are making. They contribute to formative assessment." That means class progress achievement tests are intended to measure the progress that students are making. They are made to measure the extent to which what has been taught and what has been achieved.

### **Final Achievement Tests**

In the view of some testers, the content of a final achievement test should be based directly on a detailed course syllabus or on the books and other materials used. Hughes (2003, p. 13) argues that final achievement tests are those administered at the end of a course of study. They may be written and administered by Ministry of Education, official examination boards or by members of teaching institutions.

In conclusion, the test is said to be final achievement test if it is administered at the end of the academic year or the course or program. This test is directly related to the specific objectives related to the curriculum. The end of year examination given by different schools and universities is taken as final achievement tests. Due to the final achievement test a testee is graded to the higher class.

### **2.1.3.3 Diagnostic Tests**

Diagnostic test is an act of finding out problems and causes. In other words, diagnostic test is a test in which a tester examines strengths and weaknesses. In this regard, Hughes (2003, p. 15) defines diagnostic test as; "Diagnostic tests that are used to identify learners' strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place."

In a nutshell, the diagnostic test is good for instruction and self-instruction. Learners themselves can find out where they have problems. After that they can improve their study. Thus, diagnostic test gives both quantitative and qualitative information about problems. The purpose of diagnostic testing is always remedial.

### **2.1.3.4 Placement Tests**

Placement test is a test which helps a teacher whether a particular testee is able to study in further class or not. In other words, placement test is administered to assign students to different classes and levels according to their proficiency level.

As Hughes (2003, p. 16) states, "Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage of the teaching program most appropriate to their abilities." A placement test is useful to provide information which will help to place students at the most appropriate stage of the teaching program to their abilities. According to this

definition a placement test is a test that is designed to place students at an appropriate level in a program or course. This test has forward looking purpose.

Thus, good placement tests are designed for specific situation and programs. This test is to put the students in another class. The key features of placement test is to identify the capable testee to go forward. Giving the division as a student PASS or FAIL is an example of placement test.

#### **2.1.4 Continuous Assessment System**

Etymologically, meaning of the word 'assessment' is derived from the Latin word 'assider' which means 'to sit beside'. Sitting beside children suggests a class relationship and sharing of experience. Nowadays, the meaning of assessment is not limited to its etymological meaning.

Students evaluation is an integral part of learning activity and it is linked with teaching learning practices. There are different types of evaluation techniques, out of them formative and summative are the main types. They can be used on the basis of need and context of learning environment. Summative assessment is an assessment of students' learning with the aim of providing evidence for reporting to parents and others. Its purpose is to measure standards. Likewise, formative assessment is assessment for learning with the aim of helping students to achieve the relevant learning outcome in the classroom.

Continuous Assessment System (CAS) is a practice in which teachers manage their classes adopting the techniques of student centered teaching learning process and assess individual students all the time using judgment based in interaction with a wide range of formal and informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their achievement.

Airasian (1991, p. 27) defines continuous assessment as "an assessment approach which school depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners' information

that is used to help learners understand their learners, plan and monitor instruction and establish a viable classroom culture."

To sum up, continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not merely the thinking process but including behaviors, personality traits and manual dexterity. Continuous assessment is also very important approach for providing feedback to the students in their learning. It helps teachers to modify their teaching style and techniques, rearrange the classroom seating, helps and inspires the students in a better way, takes decision about the academic progress or placement of pupils, plan and carry out instruction etc .

#### **2.1.4.1 The Basic Principle of CAS**

CAS is meant to be integrated with teaching in order to improve learning and to assist learners and direct the teaching learning process. According to study report (2003, p. 3), the basic principles of CAS can be summarized as follows:

- a. Teaching methodology is student-centered not class -based
- b. All the learning outcomes of the curriculum are used to as the basis of the teaching and assessment of the students.
- c. The class teacher assesses the students along with teaching on a continuous basis. There is no separate periodical examination.
- d. The class teacher keeps the student progress record using a specific set of learning outcome indicators.
- e. The students' progress records are kept in their portfolios

#### **2.1.4.2 Objectives and Characteristics of CAS**

Continuous assessment is a formative assessment. It uses various tools, techniques and measures to evaluate the learners' ability, quality and

knowledge. Thus, the objectives of CAS are presented as below: (Curriculum Development Center, 2056).

- a. To evaluate learners continuously using various tools and measures.
- b. To increase the rate of learners regularity.
- c. To decrease the rate of drop-outs and repetition.
- d. To minimize the stress of examination in learners.
- e. To encourage the brilliant learners and assist the poor learners.
- f. To create happy atmosphere for the learners to be regular in school.
- g. To lunch liberal promotion policy through CAS.
- h. To maximize the rate of successful achievement by the learners.

As given in CAS Handout Book( 2065)some of the characteristics of CAS are as follows:

- a. CAS is an evaluation that is carried out frequently as necessary along with teaching learning activities.
- b. It is formative evaluation system.
- c. It is informal evaluation system.
- d. It provides regular feedback in teaching learning activities.
- e. It assists with student to enhance their achievement level.

#### **2.1.4.3 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 Pustaka (CDC, 2011, p. 2), the needs of Continuous Assessment System (CAS) are given below:

- a. To help students for their effective learning and work habit.
- b. To assist the poor students by diagnostic way.

- c. To make the students acquaint with knowledge, skill and behavior which are included in curriculum.
- d. To assess students continuously and conveniently.
- e. To increase the level of learning outcomes of students and to make them pass and upgrade successfully.
- f. To create the child friendly learning and evaluation environment.
- g. To save additional time and resource which we spend in students' evaluation.
- h. To attract and encourage the students in assessment system.
- i. To teach learner according to their individual differences.
- j. To improve the validity and reliability of learning outcomes of the students.
- k. To maximize the rate of regularity in school.
- l. To reduce the rate of drop-outs and class repeaters.

#### **2.1.4.4 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 Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2067, p. 7), the usefulness of Continuous Assessment System are as follows:

- a. It diagnoses the learners problem and apply remedial teaching.
- b. It provides the information to the parents about their children progress.
- c. It provides opportunities to learners to perform their capacities and talents.
- d. It helps to identify the problem and to find out the solution.
- e. It helps to create child friendly learning and evaluation atmosphere.
- f. It helps in effective communication.
- g. It encourages the students in individual work, group work, project work, creative work, etc.
- h. It helps in developing critical thinking and constructive thinking.



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

#### **2.1.4.5 Inclusion of Continuous Assessment System in Primary Education**

According to Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2067, p. 15), Primary Education Curriculum 2062 (grade 1-3) and 2065 (grade 4-5) have tried to implement the programme of continuous assessment system. The following points will make clear about inclusion of CAS in those curriculum.

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

outcomes and to upgrade the students on the basis of evaluation record on the portfolio. While doing CAS, diagnostic teaching will have to be done on the basis of standard of students' learning achievement. The students who have poor attendance in class and who have not acquainted with minimum learning outcomes may be upgraded on the basis of decision of related teacher, parents and head teacher in condition those students will be provided learning opportunity again.

6. Students will be classified into three groups 'ka' to 'ga' scale on the basis of their progress in grade 1-3 . The classification will be like this.
  - 70% - 100% - 'Ka' group
  - 40% - 69% - 'Kha' group
  - below the 40% - 'Ga' group
7. The students of class 4 and class 5 will be evaluated through 50% summative test (periodical examination) and 50% continuous assessment system (formative test). The students will be upgraded on the basis of formative test and summative test. 40% will be pass mark of written test and students will have to pass separately in written test.
8. The students who are medium in Continuous Assessment System and are failed in written test will be upgraded on the basis of decision of related parents, class, subject teacher and head teacher.
9. Suitable and appropriate evaluation tools will be used for the students who have separable learning capacities.

#### **2.1.4.6 Practices of CAS in Nepal**

There is no long history of the practice of CAS in Nepal. Periodic examinations are held and they do not reflect all the capacities and skills of the learners. Learners often frighten with those periodic examination. CAS is an continuous process of evaluation of learners' achievement and progress. It

provides the information to develop the learners good outcomes and enable to improve the present condition of teaching learning process. Nepal has committed to the program 'Education for all' and to improve the quality of education since the last four and half decades. There have been several efforts to implement this slogan although it has not been fulfilled. There are still five percent school level children who are not enrolled in school and among enrolled children the rate of dropout is high. And most of them repeat in the same class. The quality of education is not improved. CAS practice in Nepal is discussed here in brief:

BPEP-11 (1999-2004) mentioned some key features - one of them is to introduce CAS and LPP (Liberal Promotion Policy) for the improvement of quality in primary education. Curriculum Development Center (CDC) has been running Continuous Assessment System (CAS) program under the Ministry of Education (MOE) in Nepal since 2001/02. The pilot programme is introduced in five primary school of five district (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) for the first time.

From the academic year 2064 B.S., it is declared that CAS is important in all schools at basic level (1-8). Liberal promotion policy (LPP) and continuous assessment system are being used together with the concept that the CAS can be the base of LPP. It is true to some extent and it could be the foundation of LP but the essence of CAS is beyond LPP and it is not only to support the LPP program but to improve learning achievement of the students with a view to maximize internal and external efficiency of the school education system.

#### **2.1.4.7 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 quality 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 through 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.

#### **2.1.4.8 Challenges of CAS Implementation**

Testing is very challenging job for teachers. It measures the knowledge of learners and provide 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, s/he faces various challenges in its implementation. Some challenges of implementing CAS 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, it is always failed to achieve the goal and it becomes only a document 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 unable to practice it as the intended grade and level.
- ) Lack of resource materials/Availability of resources: The financial condition of most of the schools 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 drive it towards the successful implementation. Sufficient budget should be allocated to CDC to run the program.

#### **2.1.4.9 Liberal Promotion Policy (LPP)**

Liberal Promotion Policy (LPP) is automatic upgrading system through continuous evaluation of students' achievement without taking any formal test. In this system, students are promoted after the completion of certain criteria. Students of grade 1, 2 and 3 will be promoted automatically where CAS is implemented. Even though they have secured only 1 or 2 score in determined grade wise learning achievement indicators they can be upgraded.

Liberal Promotion Policy (LPP) is brought in practice on the basis of continuous assessment up to grade three (Primary Education Curriculum, 2062 B.S.)

- ) Age should be appropriate for upper grade.
- ) Attendance should be 70% of school running days.
- ) Student can be promoted to an upper grade in the first trimester that who performs extra ordinary ability.

#### **2.1.4.10 The Agencies Responsible for CAS**

In spite of the hard effort of MOE to give the quality education to 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 and the 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.

1. Ministry of Education
2. Education Department

3. Curriculum Development Center
4. National Centre for Educational Development
5. Teacher Service Commission
6. Informal Education Centre
7. Regional Educational Directorate
8. District Education Office
9. Resource Centre
10. School
11. School Supervisor
12. Resource Person
13. Head Teacher
14. Class Teachers
15. Parents
16. School Management Committee
17. Teachers' Professional Agencies
18. Local Governmental and Non-governmental Organization
19. Controller of Examination Office

**(i) Students' Evaluation Policy in CAS**

Students are evaluated through two methods. They are summative and formative. To evaluate the learners, following policies are being applied.

- ) Every class is evaluated by formative and summative methods to observe the learners' performance through internal and external evaluation process.
- ) Homework, class work, project work, unit tests, achievement tests, terminal examination, observation, project work, social work, creative and innovative tasks are used for evaluating.
- ) Summative evaluation is being conducted for upgrading and validating students.

- ) Implement liberal promotion system from grade one to seven respectively and conduct resource center examination in grade 5 for measuring the certain level of proficiency.
- ) To focus CAS to observe whether their skills, attitudes, behavior, capacities are changed or not, whether learners achieve certain classroom achievement or not.
- ) Learners internal evaluation is based on school.
- ) For conducting school, resource centre, regional, central evaluation those sectors are responsible respectively.
- ) Standard examination policy will be followed for determining and fixing the level and stage of learners achievement.
- ) District level examination will be conducted at the end of the grade 8 , regional examination on secondary level and central level examination at the end of grade 12.
- ) 40 percent marks is allocated to pass examination in all levels.
- ) Amendment in recent S.L.C. examination/evaluation system by upgrading those who have passed five core subjects.
- ) Focus to use letter grading system.

## **(ii) Policy on the Special Need Learners**

Government follow the equity based standard for the special need learners.

They are as follows:

- ) Weak vision capacity, low visioners and blinds are evaluated (differently) using supportive tools.
- ) Low visioners are providing with large size pattern in large letters, to provide sufficient light room, and allocate more time.
- ) To provide brail script for brail script user by providing additional time.
- ) To use flexible policy for weak listener.
- ) To manage easy facility for physically challenged learners.



) Additional evaluation is done for special need learners rather than examination.

## **2.2 Review of Empirical Study**

New research needs the knowledge of previous background which can assist and direct to reach the new target for finding out new things or ideas. Many researches have been carried out regarding Continuous Assessment System (CAS) which facilitate my study on CAS based liberal promotion system. I have reviewed some research works, articles, books, theses related to the CAS in the field of testing.

Ghimire (2010) carried out a study on "Effectiveness of Continuous Assessment in Enhancing Pupil's Achievement in Grammar". The main objective of the study was to find out the effectiveness of continuous assessment on students' achievement in English in terms of : 1) Time on task analysis ii) Analysis of individual scores on progressive tests, pre-test and post tests. Students of grade eight of Janasewa Higher Secondary school, a public school in Kirtipur, Kathmandu were selected to analyze that achievement. He used pre-test, time-on, task score analysis and post test for data collection. He found that the students having better performances on the given tasks attended the CAS.

K.C. (2011) carried out a study on "A Study on Continuous Assessment System (CAS) in Primary level English". The main purpose of the study was to find out the effectiveness of Continuous Assessment System in primary level. The sample population of the fifty primary level English teachers working in Salyan district were selected through purposive non-random sampling procedure. He used questionnaire for data collection. The findings of this study was Continuous Assessment System (CAS) increased the attendance of students in the language class, students get immediate feedback immediate feedback encourages students for further study.

Nepali (2012) carried out a research on "Challenges in Implementing Continuous Assessment System". The main purpose of the study was to find out the teachers' challenges on implementation of continuous assessment system. The sampling population of this study were 60 primary level teachers of the government aided schools. He used purposive non random sampling procedure selected 20 government aided schools of Palpa district and 3 teachers from each school. He used open and close ended questionnaires for data collection. He found that CAS increased the attendance of the students and it minimized the number of failures through liberal promotion system, etc.

Pangeni (2012) carried out a research entitled "Techniques Adopted by English Teachers for Testing Speaking Skill". The main objective of this study was to find out the techniques adopted by the teachers towards the techniques used in the testing speaking skill. The study population were forty English teachers of secondary level were selected applying non-random judgmental sampling procedure. I selected two English teachers from each of the twenty different secondary school. She used a set of questionnaire and observation checklist for collection of data. The study found that majority of the teachers have conducted speaking test in the classroom. Among them nearly 60 percent of the teachers were trained for the testing of speaking skill.

So far I went through many research that have been conducted in the department of English education, I found that Dilli prasad Ghimire had carried out his research work to find out the Effectiveness of Continuous Assessment in Enhancing Pupil's Achievement in Grammar of grade eight student of Janasewa Higher Secondary School, a public school in Kirtipur, Kathmandu. His research work as confined only to find out the achievement in grammar but my research works focused to find out practices of CAS at English classes and problems in the implementation of CAS in government aided schools of Nuwakot district. In this regards, it is entirely new research work and obviously help Ministry of Education to implement its program.

### **2.3 Implications of Review Literature**

Defining and reviewing the related literature is the central and most important task for researchers in any research. As Kumar (2009, p. 30) states, "One of the essential preliminary tasks when you undertake a research study is the go through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest".

He further states that in the initial stages of research it helps to establish the theoretical roots of our study, clarify our ideas and develop our methodology, but later on the literature review serves to chance and consolidate our knowledge base and helps researcher to integrate finding with the existing body of knowledge. Review of the literature helps I bring the clarity and focus on research problem. Improve methodology and contextualize the finding.

As a researcher, therefore, I have gone through different existing literatures and reviewed them. The review of above literature has a number of implications in my research.

- ) It provides me a theoretical background of my study help me to understand the subject area better and help to conceptualize research problems clearly and precisely.
- ) It makes me aware of methodologies that have been used by other to find answer to research.
- ) It enables me to fit the finding into the existing body of knowledge.

### **2.4 Conceptual Framework**

My study is on "Teachers' Perceptions on Continuous Assessment System: A Case of Basic Level" will be based on the following conceptual framework.

Portfolio is a file. It is also known as a mirror of students faces because it contains individual records of students. It is made by the Ministry of Education

to use continuous assessment of students systematically in basic level of government aided school. The objective of keeping portfolio is to find out the learners need and interest and to address their problems and provide remedial learning environment.

CAS is an assessment system where learners are continuously assessed by various tools. Portfolio is a book it keeps details of students. Project work is also taken as a tool to assess students. Their behavior also observed to test them. CAS makes conducive learning environment where learners and teachers are flexible in testing but our culture is not showing this situation. Teachers have to be expert in CAS implementation and they have prominent role to make CAS effective.

## **CHAPTER THREE**

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

The following methodology was adopted for this research work.

#### **3.1 Design of the Study**

While carrying out a research, we have to follow certain research design. There are several research designs; experimental, quasi-experimental, survey, ethnographic, auto ethnographic, case study, action research, co-relational, etc. These are the specific classification of research. To classify them in general, there are only three. They are: theoretical and applied, quantitative and qualitative and mixed method. For this study, I used the survey research design. Here is the brief description of survey research.

Survey is the most commonly used method of investigation in education research. It may range from a large scale research like census to small scale study like SIP (School Improvement Plan). It is a cross sectional study. The collection of data occurs in natural situation and the quantifiable data is assumed to be obtained. It usually addresses large group of population and sampling is a must to carry out in investigation in survey research. The sample population should be representative of the study and the findings should be derived and generalized to the whole population of the study.

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared and determining the relationships that exist between specific events. Thus, survey may vary in their level of complexity from those that provide simple frequency counts to those that present relational analysis surveys may be further differential in terms of their scope.

Different features of surveys are as follows:

- ) The data is collected only once, it is economic and efficient.
- ) Triangulation approach could be used for data collection i.e. different research tools could be used at the same time for data collection.
- ) It relies on large scale data gathering from a wide population.
- ) Sampling is must and sample should be the representative of the study population.
- ) Finding is generalized and applicable to the whole group / study population.
- ) Captures data from multiple choice items, close questions, test scores or observation schedule.
- ) Generates accurate instruments through their piloting.
- ) It is hypothetic - deductive study i.e. hypothesis in fixed and cannot be changed during the process of data collection.

The main purposes of survey research are :

- ) To access certain activities.
- ) To find out the behavior of different professionals.
- ) To study certain trend, at a single point of time then compare the findings with the standard ones.
- ) Finally, to forward some suggestions for improvements of the research area.

The above mentioned design, i.e. survey design was used to carry out this research. Questionnaire was used to collect data, all the above mentioned processes was used while collecting data. That's why I chose this design for this research.

### **3.2 Population and Sample**

The population of the study were teachers and sample consisted of 40 teachers from the 35 government aided schools of Nuwakot district.

### **3.3 Sampling Procedure**

The required number of population were sampled by using purposive non random sampling method. Thirty five schools and 40 English teachers of basic level of Nuwakot district were selected.

### **3.4 Data Collection Tools**

The main tools for collecting data was the questionnaire. The questionnaire was developed to find out Teachers' perception on CAS.

### **3.5 Data Collection Procedure**

In case of this proposed research I collected the data from the primary source using questionnaire. For this I followed the following procedure:

- ) At first, I went to the field and contacted the authority for getting consent from them.
- ) After getting consent from them I contacted the informants for creating rapport relationship with them.
- ) I was distributed questionnaire to the informants requesting them to return the questionnaire on the fixed date.
- ) After the collection of the data that was analyzed, interpreted and presented respectively.

### **3.6 Data Analysis and Interpretation Procedure**

The collected data was analyzed and interpreted descriptively using content analysis. The data collected through questionnaire was presented in the table.

## **CHAPTER - FOUR**

### **RESULT AND DISCUSSION**

This section deals with result and discussion/interpretation of collected data. The data was obtained through questionnaire from forty teachers from thirty five government schools of Nuwakot district. I collected the required data from the English language teacher of basic level.

The main objectives of the study was to find out the Perception of Teachers on Continuous Assessment System in the teaching English in government aided schools of Nuwakot district. For this purpose, I tabulated and analyzed the data in the following order.

#### **4.1 Result**

This study entitled "Teachers' Perceptions on Continuous Assessment: A Case of Basic Level" is an attempt to find out the perception of teachers on CAS in basic level. The whole study is summarized in the five chapters. In the first chapter, first of all, I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Research questions that were to be answered, significance of the study, and delimitations of the study were grouped under the first chapter. Results of this study were as follows:

1. The teachers found to support that continuous assessment system (CAS) decreases the students absent rate in the class.
2. It was found that CAS reduces the dropout rate and repeaters rate of students in the classroom.



3. From the study it was found that CAS makes teaching learning effective.
4. From the study it was found that CAS provides remedial feedback to the learners and helps to improve their learning level.
5. It was found that CAS collects the details of learners.
6. From the study it was found that encouragement.

## 4.2 Discussion

Under discussion, the responses obtained from informants through survey questionnaire are interpreted and discussed using both qualitative and quantitative approaches of data analysis.

### 4.2.1 Analysis of Data Obtained through Close Ended Questionnaire

This section concern the analysis of nine close ended questions regarding the perception on the practice of Continuous Assessment System by English teachers.

#### 1. CAS and Students' Absent Rate

In order to find out the relationship between CAS and students' absent rate, the teachers were asked whether the CAS decreased the students absent rate or not .The responses found are presented in the following table:

**Table No.1**  
**CAS and Students' Absent Rate**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
CAS decreases the student absent rate in the class	12	30	26	65	38	95	0	0	1	2.5	1	2.5	2	5

Note: Res. = Response, % = Percent

Observing the above mentioned table, 30 percent of the total respondents strongly agreed to the statement that CAS decreased the students' absent rate in class. Likewise, 65 percent of them agreed to the statement, none of them were unknown of this statement but 2.5 percent of them were disagreed and 2.5

percent of them strongly disagreed to the statement. Majority of English teachers seemed to be in favor of the statement. So it can be concluded that continuous assessment system decreases the students' absent rate in class.

## 2. Role of CAS in Reducing the Dropout Rate

In order to find out the role of CAS in reducing the dropout rate ,they were asked whether the CAS reduced students dropout rate or not .The responses found are presented in the following table:

**Table No. 2**

### Role of CAS in Reducing the Dropout Rate

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS in reducing dropout rate	12	30	24	60	36	90	0	0	4	10	0	0	4	10

Observing the above mentioned table, 30 percent of the teachers strongly agreed with the statement that CAS reduced the dropout rate of students whereas 60 percent agreed, 10 percent disagreed and none of them were unknown about the statement. This shows that most of the teachers agrees CAS reduces dropout rate of students.

## 3. Role of CAS in Minimizing the Number of Failures

In order to find out the role of CAS in minimizing the number of failures, the teachers were asked whether CAS minimized the number of failures or not .The responses found are presented below:

**Table No. 3**

### Role of CAS in Minimizing the Number of Failures

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS in Minimizing the Number of Failures	24	60	14	35	38	95	0	0	2	5	0	0	2	5

Observing the above mentioned table 60 percent of teachers strongly agreed with this statement that CAS minimized the number of failures where as 35 percent of them agreed and 5 percent of them disagreed about this statement and none of them were unknown about it .On the basis of the result it can be concluded that CAS minimizes the number of failures.

#### 4. Role of CAS in Effective Teaching Learning Activities

In order to find out the role of CAS in effective teaching learning activities, the teachers were asked whether the CAS helped in effective teaching learning activities or not. The responses found are presented in the table below:

**Table No. 4**

**Role of CAS in Effective Teaching Learning Activities**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS in effective teaching learning activities	27	67.5	11	27.5	38	95	0	0	0	0	2	5	2	5

Observing the above mentioned table 67.5 percent of them strongly agreed about the statement CAS made teaching learning effective or not whereas, 27.5 percent of them agreed the statement,5 percent of them disagreed with this statement and none of them were unknown. Thus, it can be concluded that CAS makes teaching learning effective.

#### 5. Role of CAS for Remedial Feedback

In order to find out the role of CAS for remedial feedback, they were asked whether CAS provided remedial feedback or not .The responses found are presented below:

**Table No. 5**  
**Role of CAS for Remedial Feedback**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for remedial feedback	20	50	19	47.5	39	97.5	1	2.5	0	0	0	0	0	0

Observing the above mentioned table 50 percent of them strongly agreed to the statement that CAS provided students remedial feedback. Whereas 47.5 percent agreed and 2.5 percent were unknown about this idea and none of them disagreed to the statement. Majority of them agreed to this statement. So that it can be concluded that it is appropriate and fruitful to them.

### **6. Role of CAS in Reducing Repeaters Rate**

In order to find the role of CAS in reducing repeaters rate, the teachers were asked whether CAS reduced the number of repeaters in the same class or not. The responses found are presented in the table below:

**Table No. 6**  
**Role of CAS in Reducing Repeaters Rate**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS in reducing repeaters rate	20	50	16	40	36	90	1	2.5	0	0	3	7.5	3	7.5

Observing the above mentioned table ,50 percent of them strongly agreed CAS reduced the number of repeaters in the same class Whereas 40 percent of them agreed to the statement and 2.5 percent of them were unknown about the statement. Among them 7.5 percent were strongly disagreed to the statement. It shows that CAS reduces the number of repeaters in the same class.

## 7. Role of CAS for Collecting Personal Information of students

In order to find out the role of CAS in the collection of personal information of students, the teachers were asked whether the CAS helped in the collection of the detail information about students or not. Their responses found are presented in the table below:

**Table No. 7**  
**Role of CAS for Collecting Personal Information of students**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for collecting the details of students	20	50	19	47.5	39	97.5	0	0	0	0	1	2.5	1	2.5

Observing the above mentioned table 50 percent of them strongly agreed to the statements CAS collected the detail information about students. And 47.5 percent of them agreed to the statement where as 2.5 percent of them disagreed to this statement. This result shows that CAS helps to collect the detail information of students.

## 8. Role of CAS for Students' Encouragement and Inspiration

In order to find out the role of CAS for students' encouragement and inspiration, the teachers were asked whether CAS helped in the encouragement and Inspiration to the students or not .For this statement the responses found are presented in the table below:

**Table No. 8**

**Role of CAS for Students' Encouragement and Inspiration**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for Students' Encouragement and inspiration	26	65	11	27.5	37	92.5	1	2.5	0	0	2	5	2	5

Observing the above mentioned table, 65 percent of them strongly agreed to the statement Encouragement and Inspiration are the key points for the progress of the students in CAS .Whereas 27.5 percent of them agreed to the statement. 2.5 percent of them unknown to the statement and 5 percent of them strongly disagreed to the statement.

**9. Implementational Issues of CAS in Classroom**

In order to find out the implementational issues of CAS in classroom, the teachers were asked whether the CAS implementation in classroom is easy or not. The responses found are presented below:

**Table No.9**

**Implementational Issues of CAS in Classroom**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Implementational issues of CAS in classroom	7	17.5	11	27.5	18	45	0	0	22	55	0	0	22	55

Observing the above mentioned table,17.5 percent of them strongly agreed to the statement CAS was easy to implement in the classroom. And 27.5 percent of them agreed .Where as 55 percent of them disagreed to the statement. It means CAS is not easy to implement in classroom.

**4.2.2 Analysis of Open-Ended Questionnaire**

Here, I have made an attempt to analyze open-ended questions designed for the respondents.

**1. Focus of CAS**

In order to find out the focusing point of CAS; the teachers were asked whether the learning by doing is the main focusing point of the CAS or not. Most of the respondents agreed to this statement and a few of them disagreed. So it can be concluded that the main focus of CAS is learning by doing.

**2. Participation of teachers in CAS related training**

Have you participated in any CAS related training? This question was asked to the teachers to find out their participation on training and application of their knowledge of training in classroom teaching . In this statement majority of teachers did not participate on CAS related training although they were well known about this system because it was discussed on Teachers Professional Development Training(TPD).Some of them participated on CAS related training and it obviously helped them to implement CAS in classroom. So it

can be concluded that CAS training is to be provided to all teachers and supervision is also required to obtain goals of CAS.

### **3. Number of Tests giving Within a Year**

Test is the best tool for evaluation. The question concerned in finding out how many times they test their students within an academic session. In this question majority of teachers responded that they were giving tests more than six times and some used formative evaluation system as well. Some of them gave the test only three times. This results shows that teachers were not much more concerned about learners learning/achievement.

### **4. Types of Tests for Students Improvement**

Test is the major components to evaluate learners performance. In order to find out what types of tests are taken for students' improvement. Teachers were asked whether they used formative test or summative test. The answers are as follows:

- unit test
- weekly test
- diagnostic test
- formative test
- CAS
- homework
- feedback
- oral
- tuition
- class work
- written test the weaker one.
- objective test



Some respondents answered that they did not give any separate test for weaker students. So it shows that they ignored the weaker one whereas most of the respondents gave different types of tests to improve the weaker students .

### **5. Taking Test in Large Class**

Class room management plays vital role for better educational outcome. Appropriate classroom size, well ventilated, active participation on teaching learning activities, well furniture in classroom, etc. encourage learner. So, test is essential for evaluation and I asked this question to find out their opinion and ideas to handle large class for testing. The answers are:

- used different set of questions
- used more than a room
- took oral test
- provided different types of questions according to their understanding level
- wrote questions on the blackboard and asked them to write
- pair work
- gave instruction

Most of them managed their class room by dividing them in to different groups.

### **6.Problems and Challenges in Implementing CAS**

Teachers are facing different technical and economical problems and challenges in the school. The responses found are presented below:

- difficult to implement
- lack of clear and precise information
- negative attitudes of teachers on CAS
- lack of sufficient time/time consuming
- difficult to prepare question
- large number of students
- unscientific evaluation system

- lack of regularity of students and teachers
- lack of training
- lack of technical knowledge
- lack of facilities
- lack of willingness of learner and parents
- Insufficient resources
- lack of honesty of teachers
- lack of rule ,regulation and supervision

Most of the teachers faced many problems and challenges in the implementation of the CAS because of the lack of proper and sufficient sources.

## **7. Result and Reactions of Teachers**

Students are the mirror of teachers progress and success. Teachers are evaluated through students achievement. So I asked the question to them how they felt when students could not succeed in the exam. The responses found are as follows:

- worried
- took re –test
- sad
- not well(provided feedback)
- shy
- unhappy
- anxious

In this question I found that most of the teachers felt sad when their students failed in examination. Most of them used formative test with feedback for their better achievement where as some teachers did not respond it. Some teachers had not any ideas about it because it was novice for them. This results shows that it is urgently needed to encourage teachers and update them by providing training and disseminate them with new methods and techniques. And there is

the need of motivation to conduct seminar, workshop and meeting with teachers and discuss the problem and share ideas.

### **8. Role of Portfolio in Students Progress**

Portfolio helps to keep details about students . In order to find out the role of portfolio in students progress; they were asked whether portfolio helped to keep students progress or not. In this question most of the teachers agreed that portfolio helped to promote the learners and they also explained that it provided details of students. It is helpful to use in teaching learning activities too.

### **9. Initiation of Continuous Assessment System**

Continuous assessment system is ongoing in every primary level of government aided schools. I tried to find out whether teachers are familiar with this system or not? Most of the schools kept portfolio and started CAS and a few schools just started it and five schools haven't started yet where as three teachers are still unknown about the CAS. This results shows that CAs is ongoing process in Nuwakot.

### **10. Procedures for Liberal Promotion**

Liberal promotion system is an authentic evaluation system which upgrades students through CAS system .It has certain criteria and procedure which the teachers were using. The responses are:

- observation
- class work
- daily evaluation
- CAS
- case study
- checklist
- portfolio
- attendance
- discipline

- project work
- oral and written test
- pair work
- honesty
- more than 70% attendance
- age group for upper class
- age
- capacity
- assignment
- exam, question answer
- classroom performance
- students involvement in teaching learning activities
- interaction with group and pair
- discussion with parents
- capacity
- feedback

But some teachers did not have any ideas about CAS. It shows that they are using multiple procedure to promote learners.

### **11. Strengths and Weaknesses of Continuous Assessment System**

Every program has own value and its own weight. CAS is also one of them. Strengths make programs weighty and weaknesses make program push to progress. The respondents replied this question as :

Strengths	Weaknesses
Easy to upgrade	Unable to develop required knowledge
Know details about students	Not beneficial for all
Decreases absent rate	Difficult to apply in classroom
Motivates the students for further study	Time consuming

Minimizes the fear of exam	Not cost effective
Help to promote self confidence	Reduces habit of reading
Easy to encourage weak students	Neglect or give less priority to study
Helps to increase literacy rate	Poor students can be promoted with out learning required knowledge
Easy to provide remedial feedback	
It helps to know all round development of learners	
Reduces failure rate	
Discourages rote learning	

This results shows that there are many strengths of CAS and some weaknesses as well.

## 12. Ideas that Make LPS Effectives

- ) Encouraging teacher and students
- ) Using more objective tool
- ) Retest
- ) Unit test
- ) CAS
- ) Training
- ) Case study
- ) Check list
- ) Improving weak learners by scaffolding
- ) Make strong policy
- ) Using different procedure
- ) Observation
- ) Portfolio

In response to this question teachers responded differently and three of them were unknown about this idea. It shows that most of them are using different procedures to promote their learners by CAS.

### **13. Portfolio Recording in School**

In order to find out the portfolio keeping history in school, the teachers were asked whether they were keeping portfolio in their schools or not. Among them, 36 teachers used to keep portfolio whereas four teachers were still unknown about it. Those who kept portfolio were positive and their ideas were same about students' details. It shows that it is useful and fruitful to teachers and students.

### **14. Assistance of CAS in Better Education**

In order to find out whether the CAS assisted in teaching learning activities; the teachers were asked whether CAS assisted for better education or not. For this statement most of them agreed whereas a few of them disagreed. Those who disagreed with it claimed that it hindered the reading and writing habit of students. The result shows that it needs to be used in classroom to achieve for better education.

### **15. Role of CAS in Improving of Teaching Learning Activities**

Most of the teachers agreed in this statement and they expressed that CAS provided learners' feedback to learn and teachers got ample opportunity to know about details of learners. In this statement one teacher disagreed and 3 teachers were positive but they were not practicing sufficiently. They also advised and presented the real situation. They also suggested that if it was used and practiced then it would be fruitful to all. The results shows that teachers are eager to apply this system and accept this idea.

### **16. Sufficiency of Technical and Economic Support**

Technical and economical factors play vital role for the success of any program. Deficiency of technical knowledge and lack of economical fund, it is not possible to implement the program. So that, I asked this question to find out the condition of support of higher agencies. The respondents responded that

they were provided few supportive materials but that it was not sufficient whereas few schools were not provided any support. But Red cross provided them some OHP, computers and so on. They were hopeful to get support very soon. The result shows that the support of higher agencies is not sufficient and effective for all.

**18. Conducting CAS and LPP Related Seminar, Training, Workshop and Interaction With Staff**

Professional development is one of the requirement for professionalism. So I asked how many of them were conscious about their carrier and capacity development. Most of them did not conduct any seminars, trainings, workshops and interactions among them whereas a few of them discussed sometime on CAS. 5 of them were unfamiliar about this events. The results shows that they were not much more conscious about their professional development.

## **CHAPTER-FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

On the basis of the analysis and interpretation of data observed from 9 Close ended questions and 17 open ended questions from basic level English teachers from government aided schools of Nuwakot district, the following conclusions have been drawn. Then, some recommendation for pedagogical implications are presented.

#### **5.1 Conclusion**

The major concern of this study was to find out perception of English teachers on CAS. This study also focused on identifying the problems and challenges of CAS implementation. I have come to the following conclusions:

1. The teachers found to support that continuous assessment system (CAS) decreases the students absent rate in the class.
2. It was found that CAS reduces the dropout rate and repeaters rate of students in the classroom.
3. From the study it was found that CAS makes teaching learning effective.
4. From the study it was found that CAS provides remedial feedback to the learners and helps to improve their learning level.
5. It was found that CAS collects the details of learners.
6. From the study it was found that encouragement and inspirations are the key points of CAS and teachers are using unit test, diagnostic test, class test ,objective test, class work, tuition, CAS, etc. to assist the weak learners.
7. The teachers are facing innumerable challenges and problems on the implementation of CAS .



8. Because of the lack of training ,monitoring, supervision and Technical knowledge, large number of students, time consuming, unwillingness of teachers, students and parents, insufficient sources and limited economical criteria, CAS seems to be challengeable in implementation.
9. It was found that most of the schools started CAS.
10. It was found that many procedures are being used in CAS. They are: observation, project work, portfolio, attendance, class work and behavior change.
11. From the study it was found that CAS has many strong points. They are: easy to upgrade, to know details of students, decrease absent rate, motivates learners for further study, promote self confidence, swipe the fear of exam, etc. Whereas there are some weaknesses, they are as follows: unable to develop required knowledge, difficult to apply, time consuming, not cost effective, reduces reading habits, poor students can be promoted without bearing required knowledge.
12. It was found that higher agencies support is not sufficient and equal for all .

## **5.2 Recommendation**

On the basis of summary and conclusion, the following recommendations have been suggested :

### **5.3.1 Policy Level**

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by a government. In the case of Nepal, many policies are made without adequate study. Due to inadequate study, immediately after formulating policies they are compelled to change them. In this context the study done on the research reports of the CAS through the eyes of English

language teachers would be highly helpful for the policy makers of Nepal to formulate the policy related to CAS. The main implications in this level are:

1. Government, School Management Committee(SMC),Parent Teachers Association(PTA), and students should play vital role to implement CAS.
2. Portfolio record gives all information of learners, it makes easy to select appropriate method to treat them in friendly environment.
3. In Nepalese context CAS is only used theoretically but not practically. Most of the teachers are still unknown about this idea whether some are familiar although they do not apply in school properly because of lack of interest, materials, fund, over load, time consuming and proper supervision, scaffold, and monitoring.

### **5.3.2 Practice Level**

The implications of the research studies in the practical field or day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of the CAS implementation. Therefore, these would be very useful for the stakeholders of evaluation through CAS. Teachers, textbook writers, material producers, principals, and supervisors can effectively utilize the study. The major implications of the study in practice level are:

1. CAS has played vital role to decrease students absent rate reduce the dropout rate, minimizes the number of failures so teachers should implement the CAS properly.
2. CAS makes the teaching learning effective, helps to provide remedial feedback, reduces number of repeaters, helps to collect details of students so ,teachers should apply CAS in classroom.

3. Teachers are the prominent source of teaching learning activities so, they should be trained, motivated and encouraged by conducting various seminar, workshop and training and they should be updated with new innovations, use appropriate teaching learning materials and evaluation method.
4. Teachers are found to be facing different problems and challenges in implementing CAS. So, government should help to create easy atmosphere in classroom by providing sufficient training, materials and resources.
5. Teachers need more time and effort to implement CAS .So government should provide reasonable salary to support them to enhance their active involvement and economical development.
6. CAS is scientific evaluation system so, the paper pencil test should be replaced by it.

### **5.3.3 Further Research**

This study should helpful for those who want to carryout research in the similar topic in the coming days. I should assume the research work as a base for their further research work. They will be benefited by the following ways:

- ) It should be secondary sources for other people.
- ) It should provide new areas of the study.
- ) It should help to find out new research areas.

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## **Appendix - I**

### **Questionnaire**

Dear Sir /Madam

This questionnaire is a research tool for collecting information on Continuous Assessment system to my research entitled "Teachers' Perception on Continuous System: A Case of Basic level" for the partial fulfillment of my master's degree in English education at T.U. under the guidance of Mr. Khem Raj Joshi.

Researcher

Sunita Pandit

## **Appendix - II**

### **Questionnaire**

Dear Sir /Madam

This questionnaire is a research tool for collecting information on Continuous Assessment system to my research entitled "Teachers' Perception on Continuous System: A Case of Basic level" for the partial fulfillment of my master's degree in English education at T.U. under the guidance of Mr. Khem Raj Joshi.

Researcher

Sunita Pandit

## **Appendix - III**

### **Questionnaire**

Dear Sir /Madam

This questionnaire is a research tool for collecting information on Continuous Assessment system to my research entitled "Teachers' Perception on Continuous System: A Case of Basic level" for the partial fulfillment of my master's degree in English education at T.U. under the guidance of Mr. Khem Raj Joshi.

Researcher

Sunita Pandit



## **Appendix - IV**

### **Questionnaire**

Dear Sir /Madam

This questionnaire is a research tool for collecting information on Continuous Assessment system to my research entitled "Teachers' Perception on Continuous System: A Case of Basic level" for the partial fulfillment of my master's degree in English education at T.U. under the guidance of Mr. Khem Raj Joshi.

Researcher

Sunita Pandit

## Questionnaire for Teachers

Name:

Date:

Name of School:

Address:

Educational Qualification:

Teaching Subject:

Teaching Experience : ..... years

Grade:

Previous training (related to CAS)

The following questions are related to the Continuous Assessment System. Please go through the questions and show your response in the way of your understanding. Most of time you have to tick the appropriate for you and in some cases you have to write some sentences.

A.Tick (✓) on which you think appropriate.

1. Continuous Assessment System (CAS) decreases the students absent rate in the class.  
(a) Strongly agree                      (b) Agree                                      (c) Unknown  
(d) Disagree                              (e) Strongly Disagree
  
2. CAS reduces the dropout rate of students in the school.  
(a) Strongly agree                      (b) Agree                                      (c) Unknown  
(d) Disagree                              (e) Strongly Disagree
  
3. CAS minimizes the number of failures through liberal promotion system.  
(a) Strongly agree                      (b) Agree                                      (c) Unknown

- (d) Disagree                      (e) Strongly Disagree
4. CAS makes the teaching learning effective.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
5. CAS provides students remedial feedback.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
6. CAS reduces the number of repeaters in the same class.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
7. CAS collects the detail information about students.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
8. Encouragement and inspirations are the key point for the progress of the students in CAS.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
9. CAS is easy to implement in classroom.
- (a) Strongly agree                      (b) Agree                      (c) Unknown
- (d) Disagree                      (e) Strongly Disagree
10. Is learning by doing the main focusing point of CAS?
- .....
- .....

.....

11. Have you participated in any CAS related training? If you it facilities you to do CAS?

.....

.....

.....

12. How many times do you give tests within a year ?

.....

.....

.....

13. What types of tests are used for weak students to improve their further study?

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14. How do you manage the large class students while taking the class test :  
:

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15. What are the challenges faced by teacher while implementing CAS?

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16. How do you feel, when students don't succeed in the exam?

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17. Is portfolio report helps to promote the learners?

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18. What are the main problems of continuous assessment system?

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.....

19. When did your school start continuous assessment system?

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.....

20. What type of procedures are being used for liberal promotion?

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.....

21. What are the strengths and weaknesses of liberal promotion system?

Strengths	Weakness

22. How can we make liberal promotion system more effective?

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.....  
.....

23. Do you keep students' portfolio in your school?

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24. What do you think, is liberal promotion system helps to increase the better achievement in educational field?

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25. What roles you think CAS plays to improve the teaching learning activities?

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.....  
.....

26. Higher agencies provide your school technical and economical support? If they are it sufficient?

.....  
.....  
.....

27. Have you ever conducted seminar, training, workshop, interaction with staffs (teachers) related to CAS and LPP?

.....  
.....  
.....

Thank you for your kind help and co-operation.

## Appendix -v

### Name of the Selected Schools and Teachers

S.No.	School	Teacher
1	Amar Jyoti Higher Secondary School, Kharanitar	Jaganath Bhatta Jivan Adhikari
2	Balkalyan Primary School, Balkumari	Bhupendra K.C.
3	Bhairabi Higher Secondary School, Nuwakot	Diwakar Rimal
4	Bhimsen Secondary School, Bidur	Sabina Dawadi
5	Bhumesthan Primary School, Thaprek	Bhimsen Karki
6	Bhumi Devi Higher Secondary School, Deurali	Dhan Singh Gurung
7	Dewaki Dharam Lower Secondary School, Panchakanya	Bimala Thapa
8	Dupcheshwor Higher Secondary School, Shikharbeshi	Shiva Prasad Acharya
9	Gambu Danda Primary School, Thaprek	Keshav Pandit
10	Ganesh Lower Secondary School, Ganeshthan	Benup Adhikari
11	Janagrit Primary School, Sundaradevi	Basudev Pandey
12	Janajagiriti Lower Secondary School, Narjamandap	Buddha Dhoj Thapa Nabin Rijal



13	Janasewa Lower Secondary School, Tupche	Sabitri Nepal
14	Janashakti Primary School, Raluka	Bhagawati Shrestha
15	Kalika Lower Secondary School, Katunche	Bishwanath Yadav
16	Kalika Lower Secondary, Gerkhu	Badri Pokharel
17	Kiran Primary School, Raluka	Ram Sharan Adhikari
18	Kundala Higher Secondary School, Bhadrutar	Sabina Khadka
19	Mahadev Secondary School, Balkumari	Pramila Dulal Gyanendra Sanjel
20	Mangala Secondary School, Thaprek	Prakash Chandra Karki Lalit Kumar Kapar
21	Nawa Prabhat Primary School, Thaprek	Ashok Shrestha
22	Panchanakanya Secondary School, Panchakanya	Hari Basyal
23	Pipal Danda Secondary School	Shiva Ram Dhugana
24	Prabhu Danda Primary School, Raluka	Achyut Upreti
25	Raluka Secondary School, Raluka	Surendra Thapa
26	Rukmini Higher Secondary School, Samundratar	Bhim Prasad Bhandari
27	Sanukimtang Secondary School, Kimtang	Hari Bahadur Kunwar
28	Saptakanya Primary School, Panchakanya	Kaman Tamang

29	Shree Krishna Higher Secondary School, Taruka	Damodar Adhikari
30	Sundar Kanya Primary School, Thaprak	Hari Bahadur Nepali
31	Sundar Keurini Secondary School, Tupche	Laxman Neupane
32	Sundara Devi Lower Secondary School, Sundaradevi	Ram Chandra Shrestha
33	Sundara Higher Secondary School, Satbise	Kabiraj Limbu  Badri Prasad Pandey
34	Syaure Bhumi Secondary School, Likhu	Mina Thapa
35	Udaya Jalpa Secondary School, Thaprek	Nanu Sharma  Bishnu Prasad Adhikari