

**ATTITUDES OF TEACHERS AND STUDENTS
TOWARDS CONTINUOUS ASSESSMENT SYSTEM**

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

**Submitted by
Yadu Rana**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2016**

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated

To

My parents and all well wishers

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Date:

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ABSTRACT

This study was on **Attitudes of Teachers' and Students' Towards Continuous Assessments System at Lower Secondary Level**. Main purpose of the present study was to find out attitudes of teachers and students towards continuous assessments system at lower secondary level. The researcher selected the government aided schools of Rukum district. The total sample of this study consisted of 5 lower secondary level teachers and 30 students who were chosen using purposive non-random procedure. It was a survey research. The tool I used was questionnaire. The data collected from the informants were analyzed and interpreted to determine the attitude of teachers and students towards continuous assessment system. The finding of the study show that 70% teachers have positive attitudes towards continuous assessment system. But these teachers 30% who did not proper idea about continuous assessment system. They have negative attitudes, similarly, 30% students have positive attitudes towards continuous assessment system.

This thesis consists of five chapters. The first chapter includes the background of the study, statement of the problem, research questions, significance of the study, delimitations of the study, operational definition of the key terms. The second chapter deals with the review of related literature and conceptual framework. The third chapter deals with methods and procedures of the study adopted during the research study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with analysis and interpretation of results. The fifth chapter deals with conclusion and recommendations. In the final part of this thesis references and appendix are included.

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LIST OF SYMBOLS AND ABBREVIATIONS

BS	Bikram Sambat
CA	Continuous Assessment
CAS	Continuous Assessment System
CDC	Curriculum Development Center
DEO	District Education Office
Dr.	Doctor
ELT	English Language Teaching
etc.	Etceter
et.al	And other people(Latin etalli elia)
LPP	Liberal Promotion Policy
MOE	Ministry of Education
NEC	National Education Commission
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
OUP	Oxford University Press
Prof.	Professor
SLC	School Leaving Certificate

CHAPTER ONE

INTRODUCTION

This study is concerned with **Attitude of Teachers and Students towards Continuous Assessment System**. In this study I explored the attitude of lower secondary level teachers and students 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 Background of the Study

Education refers to the development of a personality of an individual to become honourable and acceptable member of the society. Education is the most important aspect of all the human being. It helps society to make peaceful environment. While providing education there is need of evaluation. There are different types of processes to evaluate, i.e. formative evaluation and summative evaluation. Under formative evaluation continuous assessment system (CAS) has been used in lower secondary level.

The addition of continues assessment system is intended to achieve two major purpose to improve both the validity and reliability of the result of students performance on tests and exercise and next is to help the students to develop effective learning and work habits.

In the words of Hughes (2010, 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 measuring the linguistic capacity of students whereas testing is one of the procedures of gathering information and the testees.

Language teaching and language are closely related. Language testing is a part of a natural extension of language teaching in the sense that evaluation is one of the most important facets of language teaching, and testing is one of the means of evaluation. We can evaluate students' performance and competence, and the whole evaluation success through testing. By testing we know where the teaching learning process is going on properly or not. Moreover, it gives feedback to the teachers, especially testing and assessment both are the means of gathering information in language in about what is taught, what is learnt, how far the method was appropriate, what can be actually performed by the testees and so forth.

Moreover, (CAS) is an assessment approach which involves the use of a variety of evaluation instrument also assessing various components of learning, Both Teaching and Testing are integrated one should not dare to separate Testing from Teaching, not only thinking process but including behaviours, personal traits, etc. In the context of Nepal many educational sectors and commission have emphasized on the implementation of CAS in all. They conduct the different tests and final exams to assess the student's progress. It is the total process of gathering information about the learners 'ability' that's why; Teachers should test their students' performance regularly and provide them with suitable feedback.

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. Our government policy in school management system alot 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 and students still don't know about, how it is applied in teaching and learning activities. It is not used practically in real context effectively. Moreover, the teachers themselves are not ready to test the student's 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 and students 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. So, I tried to specify the attitudes of teachers' and students' continuous assessment system.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out the attitudes of lower secondary level teachers and students towards continuous assessment system and
- b) To find out the challenges faced by teachers while using continuous assessment system.
- c) To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions to guide this research:

- a) What are the attitude of teachers and students towards continuous assessment system (CAS)?
- b) What are the challenges faced by teachers while using continuous assessment system?

1.5 Significance of the Study

This study tried to significant to the teachers and students, Text book writers. Syllabus designers, educationist, administrators, experts, trainers, trainees and Curriculum Development Center (CDC) to design or plan the needed materials and system accordingly. It also provides insights to improve the teachers existing perception and activities in the classroom. So this study aimed to revealing the attitudes of teachers and students towards CAS. The research is significant to National Canter 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 was equally important to the interested readers to expand their horizons of knowledge teaching and learning.

1.6 Delimitations of the Study

The study was limited under the following respects:

- The population of this study was limited to 30 students and 5 teachers of Rukum.
- The study was limited to the attitudes of teachers and students . towards CAS.
- The study was limited only in lower Secondary Level of Rukum.
- The study was limited to only 3 government aided schools of Rukum district.
- This study was specific to the study on continuous assessment system.

1.7 Operational Definition of the Key Terms

Some terms especially related to this research would define as follows in order to limit the vagueness of the terms

Continuous	:	The evaluation system which is regularly done in the school.
Evaluation	:	Overall process of collection information for quality about the teacher performance.
Continuous Assessment System	:	CAS is used to monitor learning progress during instruction. It's mean purpose is to provide continuous feedback to both teachers and students concerning learning success and failures.
Attitude	:	The predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feelings and emotions.

CHAPTER TWO

REVIEW OF RELATED THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK

‘Literature’ here means the existing piece of done on the concerned subject or area by accredited scholar and researchers the word ‘review’ simply means to revisit. Hence, together combing these words literature review means revisiting the existing literature and establishing the link between what one is proposing to examine and what has already been studied.

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.

In this regard Kumar (2009, p.30) writes “The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step”.

2.1 Review of Related 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 are respectively.

2.1.1 History of English Language Teaching in Nepal

English is taught and learnt as a foreign language in Nepal. When we look at its history, it was started in 1910 B.S. when the Prime Minister Junga Bahadur Rana returned Nepal from England completing an official visit to the United Kingdom, he established Durbar high school which was only for a few privileged people The introduction of English language teaching in Nepalese

education started only in 197 B.S. with the implementation of National Education System Plan (NESP) in 1971. After the democracy of 2007 B.S. education was made free to common people. Numbers of schools were opened in the nation. Tri Chandra College had implemented the curriculum from Patana University of India because the college had affiliation to that university. Only after 1986 B.S. our own examination board was established and examination was administered in the nation. After the implementation of the National Education System Plan (NESP, 1971-1975) a great change was brought in the curriculum. The curriculum allocated 100 full marks for English subject at the school level from grade four onwards.

Realizing the importance of the English language, the government has implemented English as a compulsory subject in the class since 2060 B.S. but previously English subject was taught from the grade four only. Now, it is learnt compulsory from grade one up to bachelor level. At University level, it has been taught and learnt as an optional subject. There is no doubt that English has gained important place in both governmental and non-governmental institutions in Nepal.

2.1.2 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 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 keen to know the extent to which his teaching has been 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.

2.1.3 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.

2.1.4 Test, Examination and Assessment

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

2.1.4.1 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.

2.1.4.2 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 interchangeably 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, Allen 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.

2.1.4.3 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)

There are 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 indicate 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 know.

2.1.5 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.

Likewise Hughes (2003, p, 11) describes the four types of test. They are: proficiency tests, achievement tests, diagnostic test and placement tests. They are described briefly as follows:

2.1.5.1 Proficiency Test

A proficiency test is a test that measure 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 she 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 reference to a particular task which the learner is expected to perform in the future. This is attest about how much of what she needs to know does a candidate actually know.

The test like: TOEFL, IELTS, entrance examinations at different college universities, Cambridge Examinations (First Certificate Examination and Proficiency Examination), and Oxford EEL 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.

2.1.5.2 Achievement Test

Achievement test is defined as a test which measures student's 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 tine” 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.

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

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

a. Class Progress Achievement Tests

The test which is conducted for assessing the progress of test takers in the syllabus they know 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 test, monthly tests, etc. are taken on the notion of progress of progress achievement tests.

b. Final Achievement Tests

In the view 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 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 test is graded to the higher class.

2.1.5.3 Diagnostic Tests

Diagnostic test is an act of finding out problems and causes. In other diagnostic test is a test in which a tester examines strengths and weaknesses. In this regard, Hughes (2003, p.15) says, “Diagnostic tests that are used to identify learner’ 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.

2.1.5.4 Placement Tests

Placement test is attest 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 level according to their 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 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 feature of placement test is to identify the capable testee to go forward. Giving the division a student PASS or FAIL is an example of placement test.

2.1.6 Mode of Assessment

There are mainly two types of assessment in terms of objectives. One is summative assessment; it is assessments of student’s learning with the aim of providing evidence for reporting to parents and others and makes decision with regards to pupil’s further education. Its purpose is to measure standards. The second formative assessment; it primarily aims to help students achieve the prescribed learning outcomes in classroom.

Continuous assessment is a kind of formative assessment. It often provides a more accurate, complete picture of the learners’ level, and has positive impact assessment techniques, which can be used in the classroom to gather information about students learning situation to provide guidelines to conduct remedial teaching for the skills and knowledge which have not been learnt by the pupils.

- a. Formative
- b. Summative

a. Formative 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. Its main purpose is to improve their learner. It is done by class teacher. This is more informal. Weekly exam, homework, class work, etc. are the example of formative assessment.

b. Summative Assessment

Summative assessment is used at the end of the term, semester or year in order to measure what has been achieved by groups and individuals. Its main purpose is to find out the learners ability. It may or may not be conducted by continuous assessment is an outcome based approach which requires the teacher to assess the learner on a continuous and ongoing base. The nature of continuous assessment, it occurs at various times as a part of instruction. It may occur following a lesson, usually following a topic and frequently occur following a theme. The integration of continuous assessment with teaching is aimed at improving leaning and to help shape and direct the teaching learning process.

2.1.7 Continuous Assessment System

Etymologically, meaning of the word 'assessment' is derived from the Latin word 'assider' which means 'to sit beside'. Sitting beside children refers class relationship and sharing of experience. Nowadays, the meaning of assessment is not limited as its etymological meaning. It includes full range of methods teachers used to gather that information along with instruction and classroom environment.

In this regard, Richards et.al. (1999, p.83) writes, "Continuous assessment is an approach to assessment in which students are assigned regularly throughout the programme other than being a single assessment at the end".

Hence, the purpose of continuous assessment is to make the students better learner and producer by improving their knowledge and skills. It is based on formative evaluation system on which students are graded on A, B or C grade on the basis of their performance. According to this approach, we can put the student's records in the portfolio and judge accordingly. On the basis of continuous assessment liberal promotion is done.

To sum up, continuous assessment systems is very important approach for providing continuous feedback to the students in their learning, and enhance their level of understanding.

2.1.7.1 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 to 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. Different tools of evaluation will have to be used. Even though they have secured only 1 or 2 scores in determined grade-wise learning achievement indicators. (Primary Education Curriculum, 2062 B.S.)

2.1.7.2 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 will and closely observe individual students on going progress and development. According to the study report of CDC (2003, 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 basic 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.

2.1.7.3 Objectives of CAS

Continuous assessment is a formative assessment. It uses various tools, techniques and measures to evaluate the learner's ability, quality and knowledge. According to Nirantar Bidharthi Mulyankan Teachers Guide (CDC, 2001, p.2) the objectives of CAS programme are follows:

- a. To evaluate learners continuously using various tools and measures.
- b. To increase the rate of learners regularity.
- c. To increase 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.

2.1.7.4 Need of Continuous Assessment System (CAS)

The main purpose of the continuous assessment system 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 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 behaviour 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.

2.1.7.5 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 Milyankan Karyanwayan Pustaka (CDC, 2067, p.7), the usefulness of Continuous Assessment System are as follows:

- a. It diagnoses the learner's problem and applies remedial teaching.

- b. It provides the information to the parent about their children progress.
- c. It provides opportunities to learners to perform their capacities and talents.
- d. It helps to identify the problem and 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 learning activities.

2.1.7.6 Teachers, Students 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.

2.1.7.7 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 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.

2.1.7.8 Challenges of CAS Implementation

Testing is very challenging job for teachers. 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 are given below:

- **Appropriate size of classes/ classroom management:** The classroom 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 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. CAD (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 CAD to run the program.

2.1.7.9 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 Nirantar Bidhyarthi Mulyankan Sourth Samagri (CDC, 2070, p.13).

1. Ministry of Education
2. Education Department
3. Curriculum Development Center
4. National Centre for Educational Development
5. Teacher Service Commission
6. Informal Educational Directorate
7. Regional Educational Directorate
8. District Education Office
9. Resource Centre
10. School
11. School Supervisor
12. Resource Person
13. Head Teachers
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. According to basic level Nirantar Bidhyarthi Mulyankan Sourth Samagri (CDC, 2070, p.15). 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 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, attitude behaviour, capacities are changed or not, whether learners achieve certain classroom achievement or not.
- Learners' internal evaluation is based on school.
- For conducting school, resource center, 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.
- Amendment is recent SLC examination /evaluation system by upgrading those who have passed five core subjects.
- Focus to sue letter grading system.

(ii) Policy on the Special Needs 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

2.1.8 Continuous Assessment System (CAS) in Nepalese Scenario

When we look back to the history of CAS in Nepal, it is not as the history of language testing. In other world, the history of CAS is not so long in Nepal. In Nepal, CAS is implemented up to grade seven. In past, only the terminal examinations were held in school level. Those periodic exams did not reflect all the skills and capacities of the students. The exams evaluate only one aspect of students and students often frighten to these exams. Moreover, the pass and failed system of these examinations also discourages the students. This increases failure rate, class repetition rate and even the dropout rate of students. CAS minimized the number of failures through liberal promotion system because it is upgrading system through continuous evaluation of students achieved. In this regard, DOE (2012, p.3) writes,

The government of Nepal is committed to provide the education to all children and to improve the quality of education since the last five years. Almost all educational plans of Nepal and national commissions' reports have focused the need of regular assessment of the students learning. In the same way, the 9th (1997-2002) and 10th (2002-2007) five year plan

stated to introduce CAS at the primary level learners. The 9th plan targeted to implement the CAS experimentally in Primary level and liberal promotion policy to upgrade from grade one to three. Moreover, the tenth five year plan targeted to introduce CAS up to grade five on the basis of piloted experiment.

According to the Siksha Magazine (2007, p.174), there are some policies about CAS and LPP which are as follows:

- CAS is one of the components of improving learning achievement to provide quality primary education (BPEP-II)
- CAS and liberal promotion policy should be applied from grade one to seven (NCF of school Education and SSR)
- 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.

According to Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, p.15) primary Education curriculum 2062 (grade 1-3) and (grade 4-7) has implemented the programme of C.A.S. The following points are clear about inclusion of CAS in those curriculums:

- a. The students of 1-3 class liberally upgraded on the basis of continuous assessment system. Different tools of evaluation will have to be used.
- b. Students of 1-3 classes are evaluated on the basis of CAS. So no pass mark is stated in the evaluation system.

- c. Students will be classified into three groups (Ka' to Ga' scale) on the basis of their progress in 1-3. The classification will be like this
 - 70%-100% 'Ka' group
 - 40%-60% 'Kha' group
 - Below the 40%-'Ga' group
- d. The students of class 4 and 5 will be evaluated through 50% continuous assessment (formative test). The students will be upgraded on the basis of formative and summative test. 49% will be bass mark of written test.
- e. For grades 6 and 7, there will be a terminal (Summative) Examination covering 60% and the remaining 40% will be done through CAS.

In the same, the curriculum Development Centre (CDC) has been running continuous assessment system (CAS) programme under the ministry of education (MOE) in Nepal since 2001. In this regard, Parajuli (2003, p.3) write, "The pilot programme was first introduced in the five primary schools of five different districts (Ilam, Chitwan, Syanga, Surkhet and Kanchanpur) for the first time". Currently, it has been expanded in all the primary schools of Nepal and has been applied according to liberal grade promotion policy to students from grade one to three. According to Nirantar Bidhyarthi assessment system are as follows:

- a. To inspire talented students and other special help for less talented students.
- b. To minimize the number of students who repeat the same class.
- c. To minimize the students fear, anxiety and tension that arouse due to exams.
- d. To apply the policy of liberal upgrading system.

- e. To offer primary education compulsory for the students who drop the school because of being failed during or at the end of the session.

Moreover, in the present context of Nepal, continuous assessment system has implemented in grade six since 2070 and in grade seven from the year 2071 BS to some school of Nepal. For grade six and seven, there will be a terminal (summative) examination covering 60% and the remaining 40% will be done through continuous assessment system. Serious attention should be given to differently baled students with different ability in designing assessment tools to such students.

According to the Nirantar Bidhyarthi Mulyankan Pustikas (CDC, 2067, p. 21). The lists of agencies that are responsible to the effective implementation of CAS are given below.

- Ministry of Education
- Department of Education
- Curriculum Development Center
- School Management Committee
- Resource person
- School Supervisor
- District Education office
- Head teacher, teacher, parents
- Controller of Examination Office.

Finally, policy is seen very lovely to implement CAS in all school but practice is being weak in real life context. It is found be implemented in all districts. It has not been successfully applied yet, there is vast gap between policy and practice. It would be clear that, CAS is necessary students performance is inevitable.

2.1.9 Merits of Implementing CAS in Classroom

Continuous assessment is an assessment approach which involves the use of variety of assessment, assessing various components of learning. CAS involves not only the thinking process but also the behaviours, personality traits and manual dexterity. It is very important approach since it provides continuous feedback to the students in their learning. There are a number of benefits of implementing CAS in classroom among them some of the benefits are listed as follows:

- CAS increases the validity and reliability of the pupil's performance.
- It provides immediate feedback to the students to improve language learning process.
- CAS reduces the fear of students towards the examination system i.e. pass and system and helps to create the friendly atmosphere in the school. Hence, it reduces the dropout rate and increases the attendance rate of the student's achievement level of students.
- CAS helps to create friendly environment and maximizes the interaction between teacher-student and student, etc.

2.1.10 Introduction of Rukum District Education Schools

Rukum is a 'hill' and 'mountain' district. It is 250 km west of Kathmandu in Rapti zone of Nepal's mid-western region. Rukum covers an area of 2877 km² population of 188,438 in 2001 and 207,290 in 2011 Muskot (also called Jhumlikhalanga) is the district administrative center. Rukum district has many potential tourist attractions that remain unexplored. It is 5,911 meters (19,393 ft) Mt. Sisne, Rukum is also called "The Place of 52 Lakes and 53 hills".

It has been found that least six thousands children are out of the opportunity of getting education. Tilak Gautam, the information office district education office, Rukum informed that sixty thousand four hundred sixty six children

only go to school. The ratio of school going children in Rukum are sixty thousand, geographical issues, and poverty are the major reason to improve the ratio of school going children, which is 86%.

Mitra Mani Khanal, the district education officer, informed that the campaign to improve the educational system in Rukum, maintain, the enrolment rate in the school in academic session 2071/72 B.S. He further said that joint compare would be conducted.

In order to improve the quality of education lawmakers representing district to common people in the district. Similarly, 52 points concept paper was prepared to enhance the quality education. On the other hands, 25 points commitment letter has been issued between principals and respective departments in the district.

The medium of instruction in the community schools of Rukum district is English and every school in the VDC is visioned for making school. At least 12% student were out of school according to last year's report. It has been aimed to reduce by 3% in district.

The district education office (DEO). Rukum has started running literary classes in a bid to make 30746 people in the district fully literate.

The DEO is running classes in all the 35 VDC in the district as per its plan of declaring the district fully literate under the literate. There are 43,246, literate people in all 43 VDC in the district, according to the DEO, Rukum the DEO last year had run literacy classes to make 12,500 people in eight VDC literate and has been preparing the declare the VDC as fully literate VDC.

Bina Ram Khadka, a section officer as the VDC said over 90% illiterate people in the district were being made literate by means by literacy classes run in the fiscal year 2014/15. The Non formal education centre has a provision of declaring only VDC with literate population of over 90% as a fully literate VDC, Khadka added.

Most schools in remote areas of Rukum district are closed due to the shortage of textbooks. Schools in Hukum maikot kol taksera and Rahgsi VDC of the district are shut for month citing unavailability of textbooks. As a result students are deprived of their right to education and they staying home helping their parents in household workers. Some students who can afford to go to school in neighbouring VDC and the district head quarters are doing so.

School textbook supplied by the government have not arrived in these VDC and even if they arrive the limited stock is sold immediately said a local stationary supplier.

However, the district education office the government office responsible for smooth operation of schools has expressed its ignorance to the lack of textbooks in these areas.

While half of men and literate in Rukum. Only 29% of women could read and write. A decade rate, 71% of boys and men's aged five and above are literate but only 64% of girls and women read and write. Among these aged 20 and above in the district 29% of women complete basic education only 10% of men and 6% of women's attain the school leaving certification.

The total numbers of students in all types of schools are primary level are 68804, lower secondary level are 22043, secondary level are 10896 and higher secondary level are 4686 in Rukum district. As like total number of enrolment numbers presented given below.

i. School age enrolment by levels of education.

S.N.	Level	Age wise enrolment by levels				
		Girls	Boys	Total	Dalit	janajati
1	Primary level	17534	17858	35392	15242	13736
2.	Lower secondary level	10415	9410	19825	4587	5345
3.	Secondary level	3639	3239	6878	1651	2319
4.	Higher secondary level	681	899	1580	653	1095

ii. Total number of students by level.

Primary Level	Lower Secondary Level	Secondary Level	Higher Secondary Level
59730	22043	10896	4686

iii. Level-wise Schools Report

Primary Level	Lower Secondary Level	Secondary Level	Higher Secondary Level
393	150	73	31

iv. Level-wise Teachers Report

Level	Teacher working an approved					Teacher working Relief			Total		
	Male	Female	Total	Per	Tem	Male	Female	Total	Male	Female	Total
Primary Level	149	626	775	595	180	131	125	290	280	785	1065
Lower Secondary	3	133	136	104	32	15	134	149	18	267	285
Secondary level	2	96	98	71	27	75	78	153	5	171	176

The numbers of higher secondary in Rukum district is 31 and higher secondary schools have been approved by the government. Tribhuvan Janta Higher School, Khalanya Sheetal Higher School, Chaurjahari, Birendra Higher School, Baphikot, Triveni Higher School Rugla, Simrut, Muskot Khalanga Multiple Campus and Himalayan Higher School Khalangaun have been conducting teaching program for four years.

Currenty, Janajayrit High School Mahat, Rukum High School, Janata High School Pokhara, Himalayan High School Pwonag, Jana Kalyan High School

Pipal Sahid Shukra High School, Sima Mahendra High School, Chhibang Balkalyan High School, Aathbiskot Rapti, Ganayadaya High School, Simli Mahendra High School, Taksera and Parbat High school kot have got afflictions for teaching.

At list there are 150 lower secondary schools and 393 are primary schools opening in the district.

It has been found that schools remain closed at the begging of the month Jesth every year. All most, all the teachers and students go for searching Yarsha Gumba which causes teaching learning stopped.

2.2 Review of Related Empirical Literature

A number of researches have been carried out in the department of English education related to these topics some of the related researches are reviewed below:

K.C. (2011) carried out 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. 50 English Teachers working in Salyan District were selected through purposive non random sampling procedure. He used questionnaire for data collection. The finding of this study was 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 and selected 20 government aided schools of Palpa district and 3 teachers from each school. He used questionnaire 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.

Shretha (2014) conducted a research on “Perception of Teachers towards Continuous Assessment System in Public Primary Schools.” The main objective of the study was to find out the perception and understanding of primary school teachers about continuous assessment system. The study was carried out using both primary and secondary source of data. In this research, purposive non random sampling procedure was used to select 30 teachers from schools in Sindhupalchok district. A questionnaire was used as the tool for data elicitation about the perception of teacher about CAS in primary school. The major finding of this study is that teachers have good and better perception and continuous assessment system is in primary level in present evaluation system.

Pandith (2014) carried out a research on "Teachers' Perception on Continuous Assessment System: A Case of Basic Level." In this research, the objective was to find out the perception of teachers on CAS practice. The sample population of the 40 teachers from the 35 government aided schools of Nuwakot district were selected through purposive non random sampling procedure. He used questionnaire for data collection. Only table were used for data collection. Here finding of this study was continuous assessment system is very effective to enhance the achievement of learners.

Neupane (2015) carried out study on “Managing Continuous Assessment System at Primary Level: Teachers' Perception and Practices.” The main objective of her research was to find out the teachers' perception towards CAS. The population of the study was the primary level teachers, 40 primary level teachers from 20 schools were selected as the sample. Questionnaire and observation checklist were used as the data collection tools .Only tables were used for data collection. Her finding was that the CAS reduces the number of repeaters in the same class.

So far I went through many research that have been conducted in the Department for English Education, T.U. but my study was different from all of the studies in terms of objectives, methodology and finding moreover, my research study in concerned to find out the attitude of teachers and students towards Continuous Assessment system. I will use survey research design. In this regards, it is entirely new research work and obviously help to ministry of education to implement its program syllables designer, textbook designer, teacher trainer.

2.3 Implications of the Review of the Study

Implication of the review of the study refers to the act of explaining why the particular reviews are done and to what extent the reviewed literature is related to the study. For making my study complete and standard, I have reviewed five different aspects of CAS. All of the studies reviewed here are conducted in the department of English education, T.U. I have got many ideas regarding the CAS, after reviewing these research works.

For making my study complete and standard, I have reviewed four different aspects of CAS. All the studies reviewed here are conducted in the Department of English Education, T.U. Kirtipur. Especially; I got information on ELT assessment in Lower Secondary Level, Language testing from the study of Anju Devi Neupane (2015), K.C. (2011) and Shrestha (2014). In addition to that, I got knowledge about collecting information through questionnaire.

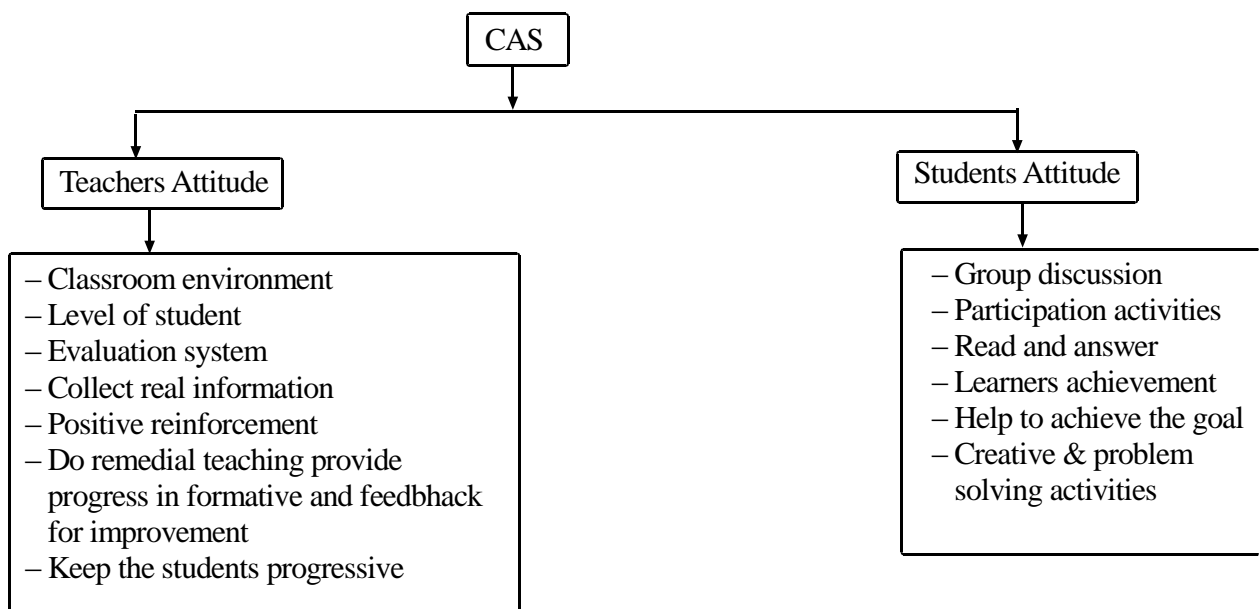
My study entitled “Attitudes of Teachers and Students towards Continuous Assessment System.” Is somehow related with those studies. Since, those research studies have provided me the insights and information about my own study and have got knowledge about my research, design, research tools, data collection procedures etc. From those studies. So that those studies are very helpful to conduct my researches work even though my study is different in terms of the objectives. Methodology and theoretical frame work.

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

- Neupane (2015) provided me a theoretical background of my study helps me to understand the subject area better and help to conceptualize research problems clearly and precisely.
- Nepali (2012) made me aware of methodologies that have been by other to find answer to research.
- Pandith (2011) enabled me fit the finding into the existing body of knowledge.

2.4 Conceptual Framework

The conceptual framework presented in figure below indicates the interrelationship between two variables in this research. These two variables are moderated by one variable is teachers attitudes and students attitudes.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedure of data collection during the study. I adopted the survey research as a research design. This chapter consists of design of the study. Population sample and sampling strategies, study Areas/field, data collection tools and techniques, data collection procedure, and data analysis and interpretation procedure. In short, the following methodology were adopted to accomplish the objectives of my research.

3.1 Design and Method of the Study

Research design here refers to the model that any researchers apply or follow in courses of his/her research work. According to Kumar (2009 p.84), “A researcher design is a plan for, structure and strategy of investigation so conceived as to obtain answer to the research question or problems.” I would like to discuss the survey research that I followed my work.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. Surveys are the most commonly used description method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher. They further state that, the purpose of the survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time. In this sense, survey research is different from other types of researches as experiment and quasi experimental research in terms of population of the study: nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of

samples while case studies are oriented to the more intensive and longitudinal study of small population. Regarding such qualities, to get my objectives of finding attitudes of teachers and students towards continuous assessment system.

In case of educational survey research, Cohan et al. (2010, p.207) state, it often makes use of test results, self completion questionnaires and attitudes scales. Surveys are useful to gather factual information both present and past. According to Cohan et al (2010, p.208), survey can be both descriptive and analytical surveys operates with hypothesized predictors of explanatory variables that are tested for their influence on dependent variables. The attraction of survey research lies in its appeal to generalizability or universality.

The basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the educational and generalize its findings on the basis of representative sample of specified large population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohan et al (2010 p.206) are as follows:

Cohan et al. (2010, p.209) have given the following processes of survey research.

1. Define the Objectives

In order to conduct any types of research at first objectives of conducting research need to be defines. So it is the case with survey research. If we conduct research without defining objective it leads us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional trend study and cohort study).

After defining formulation objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal, cross sectional, cohort, and trend study.

3. Formulate research questions or hypothesis (if appropriate the null hypothesis and alternatives hypothesis).

According to the Cohen et al. This is the third phase in survey research. In this phase/step researcher prepare research questions. More than this if/she feels required then formulates hypothesis.

4. Decide the issues on which to focus

Within one area there might be numerous issues, we cannot conduct research on all issues/ areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. Decide the information that is needed to address the issue.

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the sampling required

In this phase, we need to decide what kind of sample procedure that we are going to use to select the study population e.g. random sampling, non-random sampling or mixed sampling.

7. Decide the instrumentation and metrics required.

Here, in this phase we as a research have to decide instrument and metrics that are required to conduct the research.

8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection e.g. questionnaire, oppionnaire form, test items and so on.

9. Decide how the data be collected (e.g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process/ways of data collection, it means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. Pilot the instrument and refine them

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intend to do. After piloting the instrument in small scale population we can find its strengths and weakness and refine them accordingly.

11. Train the interviews (if appropriate)

If research is going to use interview as a tool of data collection s/he need to be trained. Otherwise, actual data may not be obtained,

12. Collect the data

After doing these all aforementioned points research collects the data using various research tools as.

13. Analyzing data

Raw data themselves may not give any sense/ information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean, mode and median and so on.

14. Report the results

Finally, after analyzing the data, the report of research has to be prepared. Among all these processes of survey research, most of them have to be

followed which were necessary for my study. Survey generally addresses a large group of population in reference to the educational information and data in a survey is collects only at a single time. Thus, for this study survey research design will be selected keeping the objectives and population of study at the centre.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalize able findings. It is an assumed to be the best research in educational and public professional behaviour and attitude and so on. Survey research is different from other types of researches as experimental research in terms of population of the study; nature of data collection. There is a single time data collection in survey research and conducted in nature setting .Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population of. Regarding such qualities: to get objectives of finding attitudes of teachers and students towards continuous assessment system.

3.2 Population, Sample and Sampling Strategies

The population of the study were teachers and students of lower secondary level from Rukum district. Thirty students and five teachers were selected from three government schools as the sample through non-random sampling.

3.3 Study Area /Field

In this type of small scale research study, it was difficult to include very broad area/field. The field of the research was continuous assessment system CAS. The study areas was accomplished in Rukum district.

3.4 Data Collection Tools and Techniques

I used questionnaire for the teachers and students to elicit the required data. The framework of questionnaire was close-ended questions. The questionnaire was designed to get attitude of teachers and students towards CAS.

3.5 Data Collections Procedures

After preparing a set of questionnaire, I visited the field i.e. Shital Higher Secondary Rukum-5, for data collection. I adopted the following process to collect the data.

- a) In the first phase of data collection, I visited three lower Secondary level government aided schools. Then, I explained the respondents, the purpose of the research to them to get their permission to carry out the research.
- b) After getting permission from the authority. I explained to them about the purpose of research and requested them to help on it.
- c) Then, I distributed the questionnaires.
- d) Finally, I collected questionnaire after the allocated time and will thanked them for their kind co-operation.

3.6 Data Analysis and Interpretation Procedures

The collected data were analyzed and interpreted under this chapter. The collected data were presented, analyzed and interpreted descriptively by using questionnaires in the table.

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 three teachers and thirty students from government aided schools of Rukum district. I collected the required data from teacher and students of lower secondary level.

The main objective of the study was to find out the attitudes of teachers and students towards Continuous Assessments System at lower secondary level in Rukum district. Teachers and Students were provided with the five alternatives, (SA) Strongly Agree (A) Agree (U) Unknown (D) Disagree (SD) strongly disagree, respectively to the given statements or questions the teachers and students' response were counted and tabulated.

4.1 Analysis of Data and Interpretation of Results

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

4.1.1 Analysis of the Information given by the Teachers

In order to make the study more authentic and reliable, A set of questionnaire was designed to ask teachers of lower secondary level about the continuous assessment system. The main concern of asking questions to the teachers was to explore the attitudes of teachers and students 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 ten questions. The data have been analyzed and interpreted under the five broad headings viz. attitudes towards CAS, lower secondary level. Textbook and

curriculum, attitudes towards participation of students in classroom activities, attitudes towards methodology of teaching, attitudes towards assessment system and attitudes towards expected changes of course book with reference to CAS.

It has already been mentioned that a set of questionnaire consisted of closed-ended questions to develop as a tool. Most of the closed-ended questions were to be answered with five alternatives; ‘Strongly Agree’, ‘Agree’, ‘Unknown,’ ‘Disagree’, and ‘Strongly disagree’, the percentage is the main basis for the data analysis. While analyzing the data, the total number of responses of teachers were counted and changed into percentage. Generally, if the responses were 50% or above, it was considered as positive attitude and below it as negative. Data have been analyzed and interpreted as follows:

Under this title, item wise analyses of all the responses of ten objective questions taken from three teachers have been analyzed.

4.1.1.1 Need of Continuous Assessments System (CAS)

The main purpose of the continuous assessment system is to make the students acquaints with learning outcomes through effective teaching activities, The presented following table shows that the CAS is needed for the teachers or not as follow:

Table 1
Need of Continuous Assessment System

Statement	Yes		No idea		No	
	Res.	%	Res.	%	Res.	%
Do you think CAS need some change?	3	60	1	20	1	20

The above table shows that, out of 5 teachers, 60% of them agreed that implementation of CAS Needed while 20% teachers opined ' No idea' and the same 20% opined ' No' which shows that they do not regarded there is not need

of implementation of CAS. Thus most of the teachers agreed that CAS is need some change.

4.1.1.2 Achieve the Goals of CAS in the Present Context of Nepal

In order to find out the Achieve the Goal in the present context of Nepal, the teachers were asked whether the CAS Achieve the Goal in the present content of Nepal is easy or not. The responses found are presented below:

Table 2
Achieve the Goals of CAS in the Present Context of Nepal

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
We achieve the goals of CAS in the present's content of Nepal?	2	40	2	40	0	0	1	20	0	0

The above table shows the view of teachers if we can achieve the goal of CAS in the present context of Nepal. Among 5 teachers, only 40% teachers strongly agreed about this view, as well as, only 40% agreed. Similarly, 20% teachers disagreed, and none of them were unknown and strongly agree about the statement. This result shows that CAS helps to achieve the goal.

4.1.1.3 Use of CAS in the Context of Nepal

To find out in the context of Nepal whether CAS is still used or not, the teachers were asked to respond to the statement “In the context of Nepal CAS is not used all the schools still”. The responses given by the teachers are given on the next page.

Table 3
Use of CAS in the Context of Nepal

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Use of CAS in the Context of Nepal	1	20	2	40	1	20	1	20	0	0

The above table shows that out of 5 teachers, 20% of them strongly agreed with the statement that CAS is being used in Nepal, whereas 40% teachers agreed and the same 20% unknown. Similarly 20% disagreed and none of them strongly disagreed about the statement. So, I claim with this majority of respondents that CAS still is not used all the schools of Nepal.

4.1.1.4 CAS Minimizes the Number of Failures

In this study, I tried to find out whether the CAS minimizes the number of failures or not. For this purpose, I asked the teachers to respond to the statement “CAS minimizes the number of failures through liberal promotion policy”. The statement has five categories. The responses given by the teachers have been presented in table below:

Table 4
CAS Minimizes the Number of Failures

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS minimizes the number of failures	1	20	3	60	1	20	0	0	0	0

The above table shows that out of 5 teachers, 20% of them strongly agreed with the statement that CAS minimizes the number of failures, whereas 60%

teachers agreed. Likewise 20% unknown and the none of them disagreed and 'strongly disagreed about the statement. Thus, the great majority of them agreed to the statement. So, I claim that CAS minimizes the number of failures through liberal upgrading system.

4.1.1.5 Immediate Feedback to Improve the Language Learning Process

In this study, I tried to find out whether the students get immediate feedback with CAS or not. The lower secondary level teachers were asked to respond to the statement “With CAS students get immediate feedback which helps to improve their language learning process” with five categories. Their responses have been presented in the table below:

Table 5
Immediate Feedback to Improve Language Learning

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Does CAS Immediate feedback to improve language learning?	2.5	50	1.5	30	0	0	1	20	0	0

The above table shows that, out of 5 teachers, 50% teachers of them strongly agreed with the statement that CAS Immediate feedback to improve language learning, whereas 30% teachers agreed none of them unknown as well as 20% teachers opined about the statement. .From this result that the students get immediate feedback which helps them to improve their language learning process because the majority of respondents supported to the statements.

4.1.1.6 CAS is Easy to Implement in Practical

In order to find out the CAS is easy to implement in practical, the teachers were asked whether the CAS easy to implement in practical is easy or not. The responses found are presented below.

Table 6
CAS is Easy to Implement in Practical

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS is easy to implement in practical?	1	20	1	20	.5	10	1.5	30	1	20

The above table shows that, out of 5 teachers, 20% of them strongly agreed with the statement that CAS is easy to implement in Practical, whereas 20% teachers opined. Likewise 10% unknown as well as 30% disagreed and 10% strongly disagreed about the statement. Thus, with this result I claim that CAS is difficult to implement in practical.

4.1.1.7 Difficult Using CAS in the Classroom

In order to find out the CAS is difficult to use in class, the teachers were asked whether the CAS is difficult to use in class or not. The responses found are presented below:

Table 7
Why is CAS difficult to use in Class

Statement	No regularity of the students'		Lack of ideas		Lack of trainings		Because of course-books	
	Res.	%	Res.	%	Res.	%	Res.	%
CAS is difficult to use in class?	1	20	1	20	2	40	1	20

The above table shows that out of 5 teachers 20% of them CAS is difficult because of students' irregularity Similarly 20% teachers opined that the CAS is difficult because teachers don't have 'idea' while 40% teachers opined that the CAS is difficult because they don't get trainings. And others 20% viewed that the CAS is difficult because of course books and most of the untrain teachers thus 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.

4.1.1.8 Should Present Curriculum be Changed

In order to find out the Present Curriculum should be changed, the teachers were asked whether the Present Curriculum should be Changed or not .Their responses found are presented in the table:

Table 8
Should Present Curriculum be Changed?

Statement	Strongly Agree		Yes		Strongly No		No	
	Res.	%	Res.	%	Res.	%	Res.	%
should present curriculum be changed?	3	60	2	40	0	0	0	0

The above table shows that out of 5 teachers,60% of them strongly agreed that about the present curriculum can be modified while 40% teachers opined 'Yes' to change curriculum. Similarly, on the others hands, none of them were strongly 'No' and 'No' about the statement. This table shows that most of the teachers strongly .Yes' that curriculum should be changed according to situation.

4.1.1.9 CAS Makes the Teachers Active and Informative

In order to find out the CAS makes the teachers active and informative, the teachers were asked whether the CAS Makes the teachers active and informative, or not. Their responses found are presented in the table:

Table 9
CAS Makes the Teachers Active and Informative

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS makes the teachers active and informative	1	20	2	40	1	20	1	20	0	0

From the above table show that out of 5 teachers, 20% of them strongly agreed the statement that “CAS makes the teachers active and informative”. Likewise, 40% teachers opined and the same 20% unknown or undecided about the statement. Similarly 20% of them disagreed to the statement. Whereas, none of them were strongly disagreed the statement. Therefore, with these facts, I have concluded that CAS makes the teachers active and informative.

4.1.1.10 Do You Take Unit Test or Not After Finishing the Unit

In order to find out to take unit test or not after finishing the unit, the teachers were asked whether take unit test or not after finishing the unit. Their responses found are presented in the table:

Table 10
Do you take unit test or not after finishing the unit?

Question	Yes		No		Sometimes	
	Res.	%	Res.	%	Res.	%
Do you take unit test after finishing the Unit?	3	60	1	20	1	20

The table shows that out of 5 teachers, 60% of them answered 'yes' for this question that take unite test after finishing the unit while 20% teachers opined 'no' and the same 20% of them said sometimes' for this question. Therefore, it shows that the teachers followed the CAS in their evaluation process.

4.1.2 Analysis of the Information Given by the Students

In order to make the study more authentic and reliable, a set of questionnaire was designed to ask students of lower secondary level about the continuous assessment system. The main concern of asking questions to the students was to explore the attitudes of teachers and students towards CAS. So, this subsection deals with the analysis and interpretation of the data based on the students responses or opinions. These questions were asked to get general information and opinions from the respondents. There were all together ten questions. The data have been analyzed and interpreted under the five broad headings viz. attitudes towards CAS, lower secondary level. Textbook and curriculum, attitudes towards participation of students in classroom activities, attitudes towards methodology of teaching, attitudes towards evaluation system and attitudes towards expected changes of course book with reference to CAS.

It has already been mentioned that a set of questionnaire consisting of closed-ended questions was developed as a tool. Most of the closed-ended questions were to be answered with five alternatives; 'Strongly Agree', 'Agree', 'Unknown,' 'Disagree', and 'Strongly disagree', the percentage is the main basis for the data analysis. While analyzing the data, the total number of responses of teachers were counted and changed into percentage. Generally, if the responses were 50% or above, it was considered as positive attitude and below it as negative. Data have been analyzed and interpreted as below.

4.1.2.1 CAS Increases the Attendance of Students in Class

In this research, I tried to find out whether the CAS increases the students' attendance in class or not. The teachers were asked to respond to the statement "CAS increases the attendance of students in class" with five alternatives. The responses obtain from the respondents are presented on the next page.

Table 11

CAS Increases the Attendance of Students in Class

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS increases the attendance of students	8	26.66	18	60	2	6.66	2	6.66	0	0

The above table shows that out of 30 students, 26.66% of them strongly agreed that CAS increases the students' attendance in language class. While, 60% teachers opined. Likewise, 6.66% of them were unknown and same 6.66% of them disagreed to the statement whereas, none of them strongly disagreed. Therefore, it can be concluded the continuous assessment system increases the attendance of the students in the class.

4.1.2.2 Making the Meaning Clear of the Item

At first, I asked about vocabularies and its importance in the meaning, then I asked it made the meaning clear or not. Some of the students agreed that the vocabularies made the meaning clear for the students. Then I again distributed the questionnaire to know their attitudes about the vocabularies games of activities in the sense of making the meaning clear.

Table 12

Making the Meaning Clear of the item.

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Do you agree that vocabulary games of activities make the meaning clear?	18	60	9	30	2	6.66	1	3.33	0	0

According to the above table shows that out of 30 students, 60% of them strongly agreed that CAS makes you easy to pass exam. Similarly, 30% respondents agreed or liked for vocabulary games makes the meaning clear. Likewise 6.66% respondent's unknown while 3.33% respondents were disagreed and none of them were unknown and strongly disagreed, thus most the greater number of respondents were in favor or using vocabularies games of activities for making meaning clear.

4.1.2.3 CAS Makes you Involve in Creative Work

It was about the opinions that CAS makes them creative. The responses were categorized in 5 categories, which have been presented below:

Table 13
CAS Makes you Involve in Creative Work

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS make you involve in creative work.	20	66.66	8	26.66	0	0	2	6.66	0	0

The above table shows that out of 30 students, 66.66% of them strongly agreed that CAS was easy to make involve in creative work while 26.66% students agreed. Whereas 6.66% students disagreed to the statement which shows that they have positive attitude towards the statement. In other words, CAS makes them creative.

4.1.2.4 Which of the Following Types of CAS do you Prefer in Exam

Under this area, different test were asked to find out situation and attitudes of students participation in classroom activities while used CAS at lower secondary level. The responses of students' have been analyzed and interpreted as below:

Table 14

Which of the following types of CAS do you prefer in exam?

Statement	Weekly exam		Homework		Class work		Final exam	
	Res.	%	Res.	%	Res.	%	Res.	%
which of the following types of CAS do you prefer in exam?	15	50	2	6.66	8	26.66	5	16.66

The above table shows that out of 30 students, 50% of them always used weekly exam because it makes students more confidence, while 6.66% of them done homework likewise, 26.66% done class work, And 16.66% done the final exam. Therefore, Students do not always participation in exam. They participation sometime in the classroom.

4.1.2.5 CAS Reduces the Fair of Examination

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

Table 15

CAS Reduce the Fair of Examination

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
CAS reduce the fair of examination.	15	50	12	40	1	3.33	0	0	1	6.66

The above table shows that out of 30 students, 50% of them strongly agreed to the statement, CAS was reduce the fear of examination, while 40% students

opined whereas 3.33% of them unknown, none of them disagreed and 6.66% of them strongly disagreed. So it can be concluded the students have medium attitudes and evaluation is not fair in the CAS.

4.1.2.6 The Main Advantages of CAS

In order to find out the advantages of CAS is helps to create friendly environment and maximizes the interaction between teachers-student and students. The responses found are presented in the following table:

Table 16
The main Advantages of CAS?

Statement	Upgrading System		Encourage the students		Reduce the fear		All of them	
	Res.	%	Res.	%	Res.	%	Res.	%
The main advantage of CAS.	18	60	5	16.66	3	10	4	13.33

The above table shows that out of 30 students, 60% of them through the main advantages CAS was upgrading system while 16.66% students opined Encourage the reading text. Likewise 10% students reduce the fear. And 13.33% was all of them. Therefore increase the students in classroom was main Advantages.

4.1.2.7 Listening to Game and Songs from Radio

In this section, I asked them that they wanted to listen games and songs from radio or not. A lot of students were positive about listening to games and songs. Then I asked to find out their attitudes through questionnaire in listening games and songs for developing language learning.

Table 17

Listening to Games and Songs from Radio

Statement	Yes		Never		No		No idea	
	Res.	%	Res.	%	Res.	%	Res.	%
Do you think that listening Games and songs helps promoted class.	21	70	6	20	3	10	0	0

From the above table shows that out of 30 respondents, 70% of them agreed that liked for listening Games and Songs from radio. While 20% respondents opined 'no idea' about that. Similarly 10% respondents did not like to listen songs and Games from radio and 6% respondents opined 'never' liked it. According to the table showed that the maximum number of them have highly positive attitudes about the statement that listening games and songs from radio is beneficial and only a few number of respondents disagreed of disliked listening songs and games from radio.

4.1.2.8 Feeling Shy while Taking Exam

At first, I saw that respondents were looking heather and while making them understand about questions. After that I asked them about feeling shy while taking exam, some of the students were saying a little bit in order to taking exam. So, I distributed questions to know their attitudes towards taking exam.

Table 18

Feeling shy while taking exam

Statement	Yes		No		Never		A little	
	Res.	%	Res.	%	Res.	%	Res.	%
Do you feel shy while taking exam?	13	43.33	6	20	0	0	11	36.66

The above table shows that out of 30 students, 43.33% of them were agreed to feel shy while taking exam. Similarly, 20% respondents 'opined' were not

feeling shy while taking exam. And 36.66% respondents were feeling 'a little' while taking exam. In this way, the table described that the greater number of respondents were feeling shy a little while taking exam whereas the smaller number of respondents did not feel shy while taking exam, It means the greater number of respondents was in favor of feeling shy a little while taking exam.

4.1.2.9 Helping Vocabulary in English Language

Vocabulary is the backbones of language to speak. So, I asked respondents about the vocabulary in English language learning positively. Some of the students were agreed for helping of vocabulary to speak English language. Then I asked through questionnaire to know their attitudes towards vocabulary in English language.

Table 19
Helping Vocabulary in English Language Learning

Statement	Strongly Agree		Agree		Unknown		Disagree		Strongly Disagree	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Do you agree that vocabulary helps to speak English language?	7	23.33	18	60	0	0	3	10	2	6.66

Above the table shows that out of 30 students, 23.33% of them agreed or liked that helping vocabulary in English language learning. Likewise, 60% respondents strongly agreed of liked in prefer of vocabulary for language learning. Similarly, non of them unknown, Whereas 10% respondents disagreed or disliked about that and 6.66% respondents strongly disagreed or disliked about vocabulary for helping in English language learning. It showed that the greater number of students were interest towards learning vocabulary and it is very helpful for in their future.

4.1.2.10 Teachers' Preference in Using Mother Tongue in Classroom

In this section, I tried to find out the attitudes of respondents towards the use of mother tongue by the teachers while teaching English in language class is harmful or not as follows:

Table 20
Preference of Mother Tongue by Teacher

Statement	No		Yes		No idea		Never	
	Res.	%	Res.	%	Res.	%	Res.	%
Do you like the English teacher uses mother tongue while teaching English subject?	5	16.66	22	73.33	3	10	0	0

From the above table shows that out of 30 students, 16.66% respondents were 'not agreed' to use mother tongue by teacher in the classroom while 22% respondents opined to use mother tongue while teaching in the classroom. Likewise 3% respondents opined 'No idea' about mother tongue either use or not in the classroom. The greater numbers of respondents were in favor of using mother tongue by teacher while teaching English subject. But a few numbers of respondents were unknown about using of mother tongue in the classroom. It also shows that the greater number of the respondents want their language teacher teaching English subject in their mother tongue. Thus, 73% teachers are favour of using mother tongue language while teaching English.

4.2 Summary of Findings

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

4.2.1 Findings based on Teachers' Responses

1. All the English teachers' attitudes is positive towards CAS. But those who did not have proper ideas of CAS and novice teachers, can feel CAS as a difficult one.
2. It is found that teachers support continuous assessment system (CAS) which increases the attendance of students in language class.
3. 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.
4. It was found that CAS minimized the number of failures through liberal promotion system because liberal promotion system was upgrading system through continuous evaluation of students' achievement.
5. It was found that encouragement and inspiration were the key points for the progress of the students in CAS because without encouragement and inspirations students can not learn regularly and they would be feel boring .
6. Teachers used unit tests, class tests, weekly tests, monthly tests, first terminal test, half terminal test, final terminal test, etc. to achieve the students' progress. These tests were also example of CAS which were used in the classroom teaching learning process.
7. Teachers kept record of their students' progress, attendances, classroom activities and progress of written exams.
8. 60% teachers opined that current curriculum should be changed on the basis of need, interest and aspiration of the learners.
9. It was found that students learned by active participation in teaching learning process. So, it implemented the theory of learning by doing.

4.2.2 Findings Based on Students' Responses

1. Most of the students have positive attitudes towards continuous assessment system as it is very good, effective and easy to evaluated them for effective learning.
2. The teachers found to support that continuous assessment system (CAS) increases the students absent rate in the class.
3. Most of the students agreed that vocabulary games of activities make the meaning clear. So, they were curious to learn English language through some vocabulary games and activities.
4. Specified grid, procedures and techniques were not provided yet. The teachers were preparing assessment themselves in accordance with the nature of the course.
5. It was found that 50% of teachers were positive towards the statement, It showed that they had weekly participation of examination.
6. Continuous assessment system was to bring comfort and change in assessing the learners only if it is practiced effectively.
7. Eighteen students were satisfied for upgrading system among thirty students. Therefore it reduced the dropout rate and increased the attendance rate of the students' achievement level of students.
8. Students agreed listening English News from radio in order to different information through English language. So, they were interested to learn English language curiously.
9. The lower secondary level students felt shy while taking exam. forty three students agreed felt shy and thirty six students were A little felt shy while taking exam. Thus, we should love and motivation while taking class.
10. Students of lower secondary level agreed and strongly agreed that vocabulary helps to speak English language. Hence, they focused on vocabulary for speaking English language.
11. Students agreed to speak mother tongue in the classroom by teacher to understand the meaning. Hence, most of the students were liked to use mother tongue while teaching by teacher in the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of the collected data, some pedagogical implications with some recommendation have been suggested as follows:

5.1 Conclusion

On the basis of data interpretation and findings it is 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. From the above discussion, and interactions to the teachers and students. It was found that there is practice of CAS at lower secondary level, It is an attempt to find out the teachers and students attitudes and current practices in implementation of CAS. Likewise, it also tried to find out benefits (effectiveness), problem and challenges of CAS implementation at lower secondary level curriculum. For this purpose, it was delimited to five teachers and thirty students from three lower secondary government aided school of Rukum district. I have included the theoretical concepts and conceptual from work to complete my study. I consulted different books, journals and these, those sources 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 teachers and students got positive attitudes 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 that 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 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 teachers about CAS. Limited time, sources manpower and economical criteria etc. seemed to be challengeable in implementation effectively.

So, this step has tried to recommended 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.

5.2 Recommendations

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 basis 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.

5.2.1 Policy Related

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

1. 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 all the educational sector.

2. CAS related programs should be designed and conducted to obtain the pedagogical aspects of language.
3. It is helpful to make the course content more practical.
4. Every government school can be used to keep portfolio record regularly, which gives all the information of learners, and it makes easy to select appropriate method to treat them in friendly environment.
5. It is helpful for syllabus designs and curriculum planner according to the learners perspective.

5.2.2 Practice Related

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

1. CAS has played vital role to decrease students absents rate reduce the dropout rate, minimizes the number of failures so teachers should implement the CAS properly.
2. Teachers are found to be facing different problems and challenges in implementing CAS. So, government should help to create easy environment at the school area by providing sufficient training, materials and resources.
3. Teachers are the prominent source of teaching learning activities so, they should be trained, motivated and encouraged by conducting various seminar, workshop, training and they should be updated with new innovations, use appropriate teaching learning materials and evaluation method.
4. Teachers need more time and effort to implement CAS. So government should provide reasonable salary to enhance their active involvement and economical development.

5. Nepal government has to provide the training about best implementation of CAS.
6. Using of Nepali language in the classroom is to be compiling.

5.2.3 Further Research Related

This study 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. They will be benefited by following ways:

1. This research will provide a valuable secondary source for the researches.
2. It will provide new research areas to be investigated like syllabus, design, psychology, history and literature .

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APPENDIX-I

QUESTIONNAIRE FOR TEACHER

Dear Sir/Madam

This questionnaire is part of my research study entitled "Attitude of Teachers and students towards Continuous Assessment System. For the partial fulfilment of my Master of English Education, T.U., Kirtipur. I am carrying out this research under the guidance of Mr. Resham Acharya. Teaching Assistant of Department of English Education, T.U. Kirtipur. your co-operation in completion of the questionnaire will be of the great value to me. Please feel free to put your response required to the questionnaire. I assure that your response will merely be used as information for the research and will have no harmful effect upon your career.

Researcher

Yadu Rana

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Rana.Yadu@yahoo.com

Mobile No.: 9848299284

Name:

School's Name:

Teaching Experience:

The following questions are related to attitudes of teachers and students towards 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.

- 1) Do you think CAS need some change?
(a) Yes (b) No idea (c) No
- 2) We achieve the goals of CAS in the present's content of Nepal?
(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree
- 3) Use of CAS in the Context of Nepal.
(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree
- 4) Does CAS minimizes the number of failures?
(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree
- 5) Does CAS Immediate feedback to improve language learning?
(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree
- 6) CAS is easy to implement in practical.
(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree

- 7) Why is CAS difficult to use in class?
- a. No regularity of the students' b. Lack of ideas
- c. Lack of trainings d. Because of course – books
- 8) Should present curriculum be changed?
- a. Strongly yes b. Yes
- c. Strongly No d. No
- 9) CAS makes the teachers active and informative.
- (a) Strongly agree (b) Agree (c) Unknown
- (d) Disagree (e) Strongly Disagree
- 10) Do you take unit test after finishing the Unit?
- (a) Yes (b) No (c) Sometimes
- 11) CAS increases the attendance of students.
- (a) Strongly agree (b) Agree (c) Unknown
- (d) Disagree (e) Strongly Disagree

APPENDIX–II

QUESTIONNAIRE FOR TEACHER

Dear Sir/Madam

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- 5) Does CAS Immediate feedback to improve language learning?
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APPENDIX–III

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APPENDIX-IV

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(a) Strongly agree (b) Agree (c) Unknown
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- 5) Does CAS Immediate feedback to improve language learning?
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(d) Disagree (e) Strongly Disagree
- 6) CAS is easy to implement in practical.
(a) Strongly agree (b) Agree (c) Unknown
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- 7) Why is CAS difficult to use in class?
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- c. Lack of trainings d. Because of course – books
- 8) Should present curriculum be changed?
- a. Strongly yes b. Yes
- c. Strongly No d. No
- 9) CAS makes the teachers active and informative.
- (a) Strongly agree (b) Agree (c) Unknown
- (d) Disagree (e) Strongly Disagree
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- 11) CAS increases the attendance of students.
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APPENDIX–V

QUESTIONNAIRE FOR STUDENTS

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Name of student's:

Date:.....

Class:

School's Name:

The following questions are related to attitudes of students towards 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.

- 1) Do you agree that CAS makes you easy to pass exam?
 - (a) Strongly agree
 - (b) Agree
 - (c) Unknown
 - (d) Disagree
 - (e) Strongly Disagree
- 2) CAS make you involve in creative work.
 - (a) Strongly agree
 - (b) Agree
 - (c) Unknown
 - (d) Disagree
 - (e) Strongly Disagree
- 3) Which of the following types of CAS do you prefer in exam?
 - a) Weekly exam
 - b) Homework
 - c) Class work
 - d) Finlay exam
- 4) CAS reduce the fair of examination
 - (a) Strongly agree
 - (b) Agree
 - (c) Unknown
 - (d) Disagree
 - (e) Strongly Disagree
- 5) The main advantage of CAS.
 - a) Upgrading system.
 - b) Encourage the students.
 - c) Reduce the fear.
 - d) All of them.

- 6) Do you think that listening Games and songs helps promoted class.?
a) Yes b)Never c) No d) No idea
- 7) Do you feel shy while taking exam?
a) Yes b) Never c) No d) A little
- 8) Do you agree that vocabulary helps to speak English language?
(a) Strongly agree (b) Agree (c) Unknown
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- 9) Do you like the English teacher uses mother tongue while teaching English subject?
a) Yes b) Never c) No d) No idea
- 10) Does your teacher translate the texts in your mother tongue?
a) Yes b) Uncertain c) No
- 11) Does your teacher take exam end of lesson?
(a) Yes (b) Unknown (d) No

"Thank you for your kind co-operation."

APPENDIX–VI

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Date:.....

Class:

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APPENDIX–VII

QUESTIONNAIRE FOR STUDENTS

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T.U, Kirtipur, Kathmandu

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Mobile No.: 9848299284

Name of student's:

Date:.....

Class:

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APPENDIX–VIII

QUESTIONNAIRE FOR STUDENTS

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(a) Strongly agree (b) Agree (c) Unknown
(d) Disagree (e) Strongly Disagree
- 9) Do you like the English teacher uses mother tongue while teaching English subject?
a) Yes b) Never c) No d) No idea
- 10) Does your teacher translate the texts in your mother tongue?
a) Yes b) Uncertain c) No
- 11) Does your teacher take exam end of lesson?
(a) Yes (b) Unknown (d) No

"Thank you for your kind co-operation."