

**Teachers' Experiences on Continuous Assessment System in ELT  
Classrooms**

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

**Submitted By  
Krishna Prasad Ghimire**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
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2023**

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This is to certify that **Mr. Krishna Prasad Ghimire** has prepared this thesis entitled **Teachers' Experiences on Continuous Assessment System in ELT Classrooms** under my guidance and supervision.

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## **Declaration**

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

Date:05/05/2022

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**Krishna Prasad Ghimire**

## **Dedication**

*Dedicated to*

*My Parents Who devoted their entire life for my study  
and made me what I am today.*



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**Krishna Prasad Ghimire**

## Abstract

This thesis entitled **Teachers' Experiences on Continuous Assessment System in ELT Classrooms** was an attempt to find out the experiences of the teachers on the existing practices of continuous assessment system and to explore the strategies practiced by the teachers in order to make CAS effective in the ELT classroom. Six basic level English teacher of government schools basic level English teachers from Ramechhap district were selected through purposive non-random sampling procedure as the sample of the study. The data were collected with the help of indepth interview. The finding showed that the implementation of CAS helps the students to share their experiences, ideas and knowledge while solving tasks. CAS avoids the fear of different terminal examinations. Similarly, it helps the teacher to evaluate students while teaching and learning. Moreover, it also helps to increase the sense of inclusiveness among the students and it also exploits a lot of teaching materials which leads out teaching learning process towards effective and standards. In the same way, different strategies such as pair work, group work, field visit, visualization, co-operative learning, role play and self-evaluation were used to make the effective use of CAS in the ELT classrooms.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition for the key terms are included. The second chapter consists of the review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretations of result. And the five chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretations of the collected data for the purpose of research. The references and appendices have been included in the last section of the study.

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## **Chapter 1**

### **Introduction**

This study is about "Teachers' Experiences on Continuous Assessment System in ELT Classrooms". This chapter of my study includes the background of the study, reason behind conducting this research (statement of the problem), research objectives, research questions, significance of the study, delimitation of the study and operational definitions of key terms.

#### **Background of the Study**

Teaching is a process of transferring teachers' knowledge to the students. It is very systematic, careful and responsible job which requires a teacher's great passion and devotion. These days teaching has been understood as the process of facilitating the students rather than transforming the knowledge. Regarding this, Harmer (2007) says that teaching is a transmission of knowledge from teacher to student; it is about creating condition in which somehow students learn for themselves. Teaching is also considered as an art of delivering knowledge and skills to the learners. It is an art in the sense that it is not only the way of sharing the knowledge but also how to share such knowledge in comprehensive and fruitful way.

However, teaching is not only limited in sharing of knowledge but also assessing the students' understanding through different ways of evaluation or assessment. For the teacher, students' assessment/evaluation is equally as important as teaching the students. Simply, assessment is taken as the process of knowing the capacity of the students with the help of systematic tools of evaluation, such as test, homework, class work, etc. In this context, Bachman (2010) opines that assessment is a process of collecting information about a subject matter, given object of interest according to procedures that are systematic and substantively grounded. He further says that it is an ongoing process in which students are not only monitored but also involves in decision making about the degree to which their performance matches their ability. Students' evaluation is very important in teaching and learning process. This evaluation helps the students to know about their own capacity, knowledge and efforts that they collect during their study periods. It also helps the teachers to improve their own teaching styles, practices and maxims, etc. Similarly, with the help of evaluation

system, the administration can prepare different supportive plans, policies and strategies for the school. Similarly, Kellagham and Greaney (2001) state that the term assessment in educational setting refers to the procedure or activity that is designed to collect information about the knowledge, attitudes, or skills, or learners, or group of learners ( as cited in Assia, K. 2012). There are different tools/forms of evaluating the students. Out of them continuous assessment is one of the very important tools of evaluating the students, teachers and teaching process. With the help assessment, the teacher can judge an individual's work or performance. In addition to that Bachman (2004) describes assessment as the process of collecting information about something that we are interested in.

Continuous assessment refers to formative evaluation. With this, the teacher can find out what the students have learnt and evaluate them in systematic manner. In Nepal, Continuous Assessment System was introduced as an evaluation in school level curriculum since the implementation of Basic and Primary Education Project II (BPEP, 1999). Ministry of Education and Sport (MOES) through Curriculum Development Center (CDC) planned to introduce Continuous Assessment System (CAS) across the country. And as a preliminary stage, a piloting programme was introduced in the five Compulsory Primary Education (CPE) district, i.e. Ilam, Chitwan, Syngja, Surkhet and Kanchanpur in the school year 2000/01. The piloting of CAS was first introduced with grade one in 2000/01 and in subsequent years with grade 2 and 3. It was introduced in primary level with the expectation that CAS will improve children's participation in education and their learning (MoE, ECD, 2003).

Continuous Assessment is also considered as a technique/way of assessing students using a set of learning outcome indicators. In the same way, Bolyard (2003, as cited in Walde, 2016) argues that continuous assessment is a strategy used by teachers to support the attainment of goals and skills by learners over a period of time. Moreover, according to Ali and Akube, (1988, as cited in Walde, 2016), "CAS occurs as part of the daily interaction between teachers and students, revealing valuable information about student learning, in terms of knowledge, thinking and reasoning". CAS is very important technique/strategies to evaluate the students and improve their specific skills on the basis of continuous assessment using its tools like homework, classroom

participation, portfolio, class observation, self-correction, etc. and the learners themselves became able to monitor their own learning through CAS.

### **Statement of the Problem**

CAS was first introduced with grade one in 2000/01 AD in five districts (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) as piloting programme. The expectation behind using CAS at the primary level was that it will improve children's participation in education and learning. But the findings of the final report of MOES (2003) showed that CAS program did not show any fixed trend in the improvement of students' achievements. It also revealed that CAS students performed low compared to non CAS students. Similarly, the achievement trend of the CAS students was also not encouraging rather discouraging. The overall average achievement level of CAS students decreased slightly over the years from grade 1 to grade 2 and from grade 2 to grade 3. Moreover, it also found that the portfolio rating showed neither increasing nor decreasing trend from lower grade to upper grades. There was no relationship between the portfolio rating and achievement test score of CAS students.

The aforementioned findings regarding CAS are really very serious alarming problem. However, CAS is being practiced in school level up to 7 grades. And to make it effective, teachers have showed their efforts either consciously or unconsciously. Different teachers have experienced CAS in different ways in spite of the above stunning findings of MOES (2003). Though they have practiced well in their stand, still there lacks certain things due to which CAS is being less effectively practiced and its result is also not being satisfactory. Moreover, no any researches have been conducted to find out the attitudes of novice and experienced teachers of government school at basic level regarding the experience of CAS. Similarly, it also seems that no any researches have been done regarding the exploration of teachers' strategies used in order to make CAS effective. Thus, what sorts of experiences do the teachers possess and how they have practiced CAS at Basic Level of English classes, had been the major concern of my study.

## **Objective of the Study**

The actions and procedures that I employed during this research were in order to achieve the following objectives.

- ) To find out the experiences of the teachers' on the existing practices of Continuous Assessment System.
- ) To explore the strategies practiced by teachers in order to make CAS effective in the classroom.
- ) To recommend some pedagogical implications of this study.

## **Research Questions**

The study was guided by the following research questions:

- ) What are the experiences of the teachers on the existing practices of the CAS?
- ) What are the strategies practiced by the teachers in order to make CAS effective in the classroom?
- ) What are the benefits of using CAS in the Basic Level?

## **Significance of the Study**

Continuous Assessment System is a burning issue because of its information gap and lack of appropriate information regarding the advantages of it among the teachers. This study will provide the information about the CAS and its advantages to the teachers. The attitudes of different teachers upon the CAS might be different so this study is significant to understand the opinion about the CAS for both the novice and experienced teachers. It is significant and fruitful for those who are interested in knowing about CAS.

More specific, it is helpful for the basic level English teachers to know the effect of CAS in the classroom. Similarly, it assists the policy maker to present and past experiences of basic level teachers about CAS. It assists the policy maker by revealing the reality of CAS from teachers. It helps the policy makers to make new plan for the further improvement.



### **Delimitations of the Study.**

The proposed study had the following delimitations.

- ) This study was limited to Ramechhap district only.
- ) The sample population was selected by using purposive non-random sampling procedures.
- ) Only six Government schools basic level English teachers were sample population of this study.
- ) The data will be collected with the help of indepth interview.

### **Operational Definition of the Key Term.**

In this study, I have used some specific terms which may carry different meanings than general meanings. Thus, some definitions of the terms are provided here to make clear understanding of the reader for this study.

**Basic Level.** In this research, basic level, according to the Nepalese Education Act 2028 BS (9<sup>th</sup> Amendment), basic level refers to Early Child Development (ECD) to grade eight and this level is expected to complete within age of twelve.

**CAS.** In this research, CAS means Continuous Assessment System; is a subjective, informal, immediate and ongoing evaluation of the students. It goes along with the teaching and learning. In the context of Nepal it came into practice with the help of MOES from 2000/01AD with grade one.

**Students.** In this research, students refer to those who study in ECD to class seven in Government school.

**Teacher.** In this research, teachers refer to those teachers who teach English subject from ECD to class seven in Government school.

## Chapter 2

### Review of Related Literature

This chapter deals with a review of theoretical literature which includes the theories related to this study. It also includes the review of empirical literature which will describe the summary of the researches that has been already carried out in this area. More-over, it also talks about implication of the review for the study and conceptual framework.

#### Review of the Theoretical Related Literature to this study

This part present the review of the theoretical literature related to CAS. First, it describes definition of CAS, brief history of CAS in Nepalese context, tools used in CAS, significance of the CAS in teaching and learning, review of empirical literature, implication of the review for this study.

**Definition of Assessment.** Assessment is the process of assessing students' learning activities and the ways of improving their qualities of learning both inside and outside the classroom. According to Harmer (2008,p.379), "sometimes this assessment is formal and public, and sometimes it is informal and takes in day-to-day lessons". It is not only related inside the classroom rather it is equally used in the outside of the classroom too. It shows assessment has broad concept, it is not only a process of collecting, interpreting and analyzing information about teaching and learning but also the evaluating the students' daily activities, behaviors and involving capacity in the societies. Harmer (2008) has differentiated the summative and formative in the following ways:

**Summative Assessment.** Summative assessments try to evaluate students' actual performance at the end of the year. Regarding this Harmer (2008) wrote:

Summative assessment, as the name suggest, is the kind of measurement that takes place to round things of or make one-off measurement. Such test include the end-of-year tests that students take or the big public exams which many students enter for. (p.379)

**Formative Assessment.** Formative assessment is different from summative assessment in terms of regular feedback, and it is mainly done during a course of action and the result may help them to improve their performance and knowledge level. Regarding this Harmer (2008) wrote:

Formative assessment, on the other hand, relates to the kind of feedback teachers give students as a course is progressing and which, as a result, may help them to improve their performance. This is done at a micro-level every time we indicate that something is wrong and help students to get it right, but can also take place when teachers go through the result of progress and achievement tests. The result of such formative assessment could well, in certain circumstances, suggest that the teacher change the focus of the curriculum or the emphasis he or she is giving to certain lesson elements.(p.73)

From the analyzing the above definition of the summative and formative assessment, CAS comes under the formative assessment because the silent features of the formative assessment match with the theme of CAS.

**Definition of Continuous Assessment System.** Continuous assessment system is a process which is done in the classroom upon the students for the purpose of their evaluation. Regarding this, Yoloye (1991, as cited in Mwebaza, 2010) pointed out that CAS is only the part of the field of educational evaluation. He further argues that CAS is “a method of evaluating the progress and achievement of the students in educational institutions”. Similarly, MOES (2003) writes that CAS is a way of assessing pupils using a set of learning outcomes indicators. Moreover, Garrison and Ehrighaus (2007) mention that continuous assessment is any assessment that is made to improve the learning process, and provides the information needed to adjust teaching and learning while they are happening, also help teacher in determining next steps during the learning process. Likewise, Hyland (2006) argues that CAS as a formative assessment refers to the way that is used to evaluate information about the learners, allowing the teacher to advise students and monitor learning process. Similarly, according to the MOE (2005) of Zambia, CA is defined as an ongoing, diagnostic, classroom based process that uses a variety of assessment tools to measure learners’ performance. It means CA is the tool which measures the all-round

information. In this regards, Capambwe (2010) states that the objectives of the CA program are twofold: firstly, to promote the use of formative assessment so as to improve the quality of learning and teaching and secondly, to establish a regular system of managing cumulative pupils' marks for purpose of using them in combination with final examination marks for selection and certification. Moreover, it also helps the teachers for continuous assessment and to assist them by improving the learning styles. In this respect, Falayalo (1986) and Juliet (2007) also reviewing CA as an integral part of instruction, consider CA as a mechanism whereby the final grading of learners on the cognitive, affective, and psychomotor domain of learning is made (as cited in Abiy,2013). According to Nitko (2004), "CA is an ongoing process of gathering and interpreting information about students learning that is used in making decisions about what to teach and how well students have learned". In this regard, Airasian (1991), describes CA as an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners.

After all continuous assessment seems one of the important and integral part tools of students' evaluation. From the use of CAS both teacher and students get benefited. It becomes the feasible way for the teachers to keep an eye on regularly on the students and collect the appropriate information for their later evaluation. It is a strategy which a teacher employs in the classroom and out of the classroom to ascertain the knowledge, understanding and skills attained by pupils. In this process, teachers administer assessment in different ways over time to allow the students to observe multiple tasks and to collect information about what pupils know, understand and can do. It occurs frequently during the school years and is a part of regular teacher and students interactions.

**History of CAS in Nepalese Context.** The history of CAS in Nepal does not seemolder. It means in the past it was not practiced in the classroom of school level. Only terminal examinations and final examinations had been the major tools for students' evaluation and their upgrading. But these tools became less important to evaluate the students' actual performance. According to the final report of MOES (2003), "The quality of education has also not improved. One of the main reasons

given is the defective assessment system." Thus in 2000/01 MOES through CDC introduced CAS all over the country.

As a preliminary stage, a piloting programme was introduced in the five Compulsory Primary Education (CPE) districts (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) in the school year 2000/01 AD. The piloting of CAS was first introduced with grade 1 in 2000/01 AD and in subsequent years with grade 2 and 3. Therefore, the first cycle was completed in 2002/03AD. (source MOES, 2003AD).

Similarly, the 9<sup>th</sup> (1997-2002AD) and 10<sup>th</sup> (2002-2007AD) five year plans started to introduce CAS for the primary level. More specific, 10<sup>th</sup> five year plan targeted to introduce CAS up to grade five on the basis of pilot experiment. In the same way, CDC (2009AD) have implemented the program of CAS in evaluation system of government primary education curriculum in 2062 BS(grade 1-3) and in 2065BS (grade 4-7). These days, in our evaluation system, CAS from grade 1-3 has become only one tool to evaluate and upgrade the students. Similarly, according to Nirantar Mulyankan Karyanwayan Pustika, 2068 BS, the students of class 4-5 are evaluated 50% through CAS and likewise the students of grade 6-7 are evaluated 40% on the basis of CAS.

**Tools Used in CAS.** Teachers, in course of evaluating students' performance, use different types of measuring tools in the classroom and outside the classroom. In accordance to CAS, teachers use many CAS tools such as observation, pair-observation, etc. They use such tools to measure the knowledge, understandings, skills and behaviors of the students in a systematic way. According to Nirantar Bidharthi Mulyankan Karyanwayan Pustika (2068 BS pp.3-6), there are different types of CAS tools that the teachers employ for the students evaluation. They are described briefly as bellow:

**Observation.** This is a simple and easy means/tool for students' evaluation. It is used to evaluate the students' knowledge, skills and attitudes. Similarly, it is also used to measure students' behavior, kindness, personal hygiene, etc.

***Discussion and Questioning.*** With the help of this tool, the teacher can measure students' participation, their presentation and gestures in the classroom. Specially, this tool is used to measure knowledge aspects of the students. The teachers remain as a facilitator in the classroom while measuring the students' through this tool.

***Written Examination.*** It is also one of the common and very systematic, rigorous and attentive tools of the CAS. Specially, this tool is used to measure students' writing skills, level of the knowledge, skills and attitudes of the students upon related subject matter.

***Portfolio.*** Portfolio is a file which is used to keep the written artifacts, creative work, drawings, etc, with the help of this, the teachers evaluate the students.

***Self-evaluation.*** Self-evaluation is the best evaluation out of many other tools of evaluation. Here, the students evaluate themselves and reform their weakness, bad habits, etc.

***Pair-observation.*** Teacher can also evaluate a student by asking different questions with his/her close friends. It is so because one close friend of another student knows more or less about good and bad aspects of his/her friend.

***Parents attention and response.*** Students' behave in their house with their family members according to what they learn in school. Thus, a teacher can also evaluate students by having concerns with the student's parents. Here, teacher evaluates the students' hygiene and discipline, obedience, sleeping and waking time, social involvement, etc. of the students.

In nutshell, teachers can easily employ the above mentioned tools of CAS to evaluate/assess the actual facts about the students. These tools also help the teachers to know the level of the students and upgrade them. Similarly, it helps the teachers to improve their own mistakes and perform in feasible way in the classroom.

***Significance of the CAS in Teaching and Learning.*** The importance of CAS in teaching and learning is inevitable. It also helps to the teacher to evaluate the students' actual level and performance in easy way. On the other hand, it assists the

students to know their actual performance and weaknesses to be improved. In this regards Kapambwe (2010) states that the objectives of the CA programme are twofold: firstly, to promote the use of formative assessment so as to improve the quality of learning and teaching and secondly, to establish a regular system of managing cumulative pupils' performance marks for purpose of using them in combination with final examination marks for selection and certification.

Similarly, Baniya (2015) argues that continuous assessment activities allow us to identify what our students are learning and enable them to improve the learning environment through our courses and academic programmes. Apart from that it is also help to reduce dropouts in one hand and increase retention on other hand. This means it is also helpful to promote equity and access of children and efficiency of teachers.

Moreover, Plesis, et.al. (2003) argues that there are many reasons for using continuous assessment in the classroom. They mentioned that the use of CA is important to find out what students know and can do, to gain confidence in what we say our students know and can do, to provide all children with opportunities to show what they know to promote learning for understanding to improve teaching, to help determine what kind of remediation and en-richment a activities to provide, and identify which students need assistance to let the students know how well they are progressing and to lead to overall evaluation.

Likewise, Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka(2068) focuses on the significance of CAS in the classroom because it helps the learner for their effective learning and performance, for child-friendly learning and evaluation, to save time and resources rather than other forms of evaluation, to reduce the of dropout and retention of the students, etc.

Overall, the above arguments make it clear that the use of CA in the classroom is as important as the teacher and the student. Like other important parts of classroom such as the teacher, the students, classroom and environment, etc. and CA is also one of them. CAS is very useful in teaching and learning process in order to give a vivid picture of the students' ability, appropriate guidance of the teachers, helps the teachers to be innovative, to assess their own teaching and to reduce examination wash back.

## **Review of the Empirical Literature**

Several researches both in Nepal and abroad were conducted on different issues about continuous assessment. In order to make my study easy and systematic, I have reviewed the following researches and articles related to my study.

Mwebaza (2010) conducted a research on "Continuous Assessment and Students' Performance in 'A' Level Secondary Schools in Masaka District". The objectives of this study were to find out the different assessment strategies and their contribution to students' performance. The sample population of this study was 143 students, 39 teachers and 13 directors of studies in 'A' level secondary school of Masaka district. The study used qualitative descriptive survey research design to collect and analyze the data. Questionnaires, interviews and focus group discussion were the tools used to collect the required data. The findings of the study were that numerous Continuous Assessment Strategies were being used in 'A' level secondary school and it also showed a positive relationship between continuous assessment strategies used and students' performance.

Assia, Halima and Nour Eddine (2012) carried out a research on "The Importance of Continuous Assessment in Improving ESP Students' Performance". The purposes of this study were to show the importance of continuous assessment in improving ESP students' performance and to establish to which extent there was relationship between the continuous assessment and ESP students' performance. It was conducted in the National Institute for Vocational Training in Hassi Messooud. It was based on quantitative approach. Questionnaires were administered to the students to collect the data. The sample population of this study were 35 students of both third and fourth semester of industrial maintenance class. The study revealed that tests were the most strategies used by the teachers to assess students' performance and their progress.

Yigzaw (2013) conducted the research on "High School Teachers' and Students' Perceptions, Attitudes and actual Practices of Continuous Assessment". The participants of the study were 41 teachers and 808 students in Injabara General and Preparatory, Tilili General Secondary, Mengesha Jembere General Secondary, and Dangila Preparatory Schools in West Gojjam, Ethiopia. Questionnaires, interviews and content analyses were used to gather data. The findings of this study were that



"continuous assessment" was exclusively used for developing students' intellectual skills. And the participant English teachers did not properly practice continuous assessment in their schools. The recommendation of this research was that the teachers be given on-job training on continuous assessment for its effective utilization in schools.

Suppa (2015) researched on English Language Teachers Beliefs and Practices of using Continuous Assessment: Preparatory Schools in Ilu Abba Bora Zone in Focus". The study purpose was to investigate English language teachers' beliefs and the practice of using continuous assessment. The sample population of this study were grade 11 and 12 twenty-two English language teachers and 181 students of the same grade. This study used descriptive survey study, quantitative and qualitative methods to collect and analyzed data. As a tool, the researcher used questionnaires, daily lesson plan and assessment check list. The researcher found that the teachers had strong beliefs about continuous assessment, and the relationship between the teachers' beliefs and their actual continuous assessment practices was negative statically.

Abejehu, (2016) conducted a research entitled "The practice of Continuous Assessment in Primary School: The Case of Chagni, Ethiopia". The objective of this research article was to examine the actual practice of CAS in primary school of Chagni city Administration, Ethiopia. The researcher used described survey design. The data collected from random selected sample of 72 primary school teachers was analyzed by using one-sample t-test. The findings of this study were that the practice of Continuous Assessment in primary school lacks harmony and consistency.

Sapkota (2016) carried out the research entitled "Use of Continuous Assessment System (CAS) in Developing Writing Skill at Basic Level: A Narrative Inquiry". The objectives of this study was to explore the practices, experiences and challenges of CAS faced by the basic level teachers in terms of teaching writing skill, Non-random purposive sampling method was used to select four basic level teachers. The researcher used narrative inquiry research design to explore the challenges and experiences of basic level teachers. The result of the study revealed that teachers are practicing CAS and its other tools like homework, portfolio and classwork as major teaching task. Similarly, it was also found that the teachers experienced that from the

use of CAS, students are motivated, inspired and interested toward further learning about writing tasks.

Walde (2016) carried out a research in titled "Assessment of the implementation of continuous assessment: the case of METTY university". The objective of this research was to examine the status of the implementation of continuous assessment in METTU university. The researcher selected 309 students and 29 instructors with a random stratified sampling method and to select the quality assurance and faculty deans, the researcher used purposive method. Questionnaires, focus group discussion, interview and documents were used for data collection. The findings of the study revealed that instructors considered continuous assessment as continuous testing, students perceived it as a method of assessment used to increase their academic result.

Sharna (2017) carried out the research entitled "Current Practices of Continuous Assessment System in Grade 1-3 in Nawalparasi District". The objectives of this study were to find out the current practices of continuous assessment system in Nawalparasi district and to find out the gap between the policy and practice in relation with continuous assessment system. Non-random purposive sampling procedure was used to select 30 teachers (primary level) and two school supervisor and three resource person as the sample population. This research was based on survey research design and questionnaires were used as the tool for collecting data. The findings of this study showed that the practice of CAS was good. Similarly, no huge gap was observed between policy and practice but there was gap in terms of training.

After all going through these all aforementioned theories and researches regarding CAS, more specifically, I realized that still what happens in the mind of the novice teachers and the experienced teachers regarding the use of CAS and what shorts of experiences have collected by using CAS in the classroom, has not given more priority on those researches. Thus, in my research I will try to explore the experiences and attitudes of the both the novice teachers and the experienced teachers on the continuous assessment system. And I will also recommend some wonderful pedagogical implication for the better result of using CAS at Basic Level.

## **Implications of the Review for the Study**

From the above review of different theories and empirical literature, I got very fruitful insights, ideas and procedures to conduct my research in easy and systematic way.

From the theories talked by Plessiset. al. (2003) about CAS, I got the ideas about what CA is and its importance and use in the classroom. Similarly, I also became clear about the differences between CA and other examinations from their book named "Continuous Assessment A Practice Guide for Teachers."

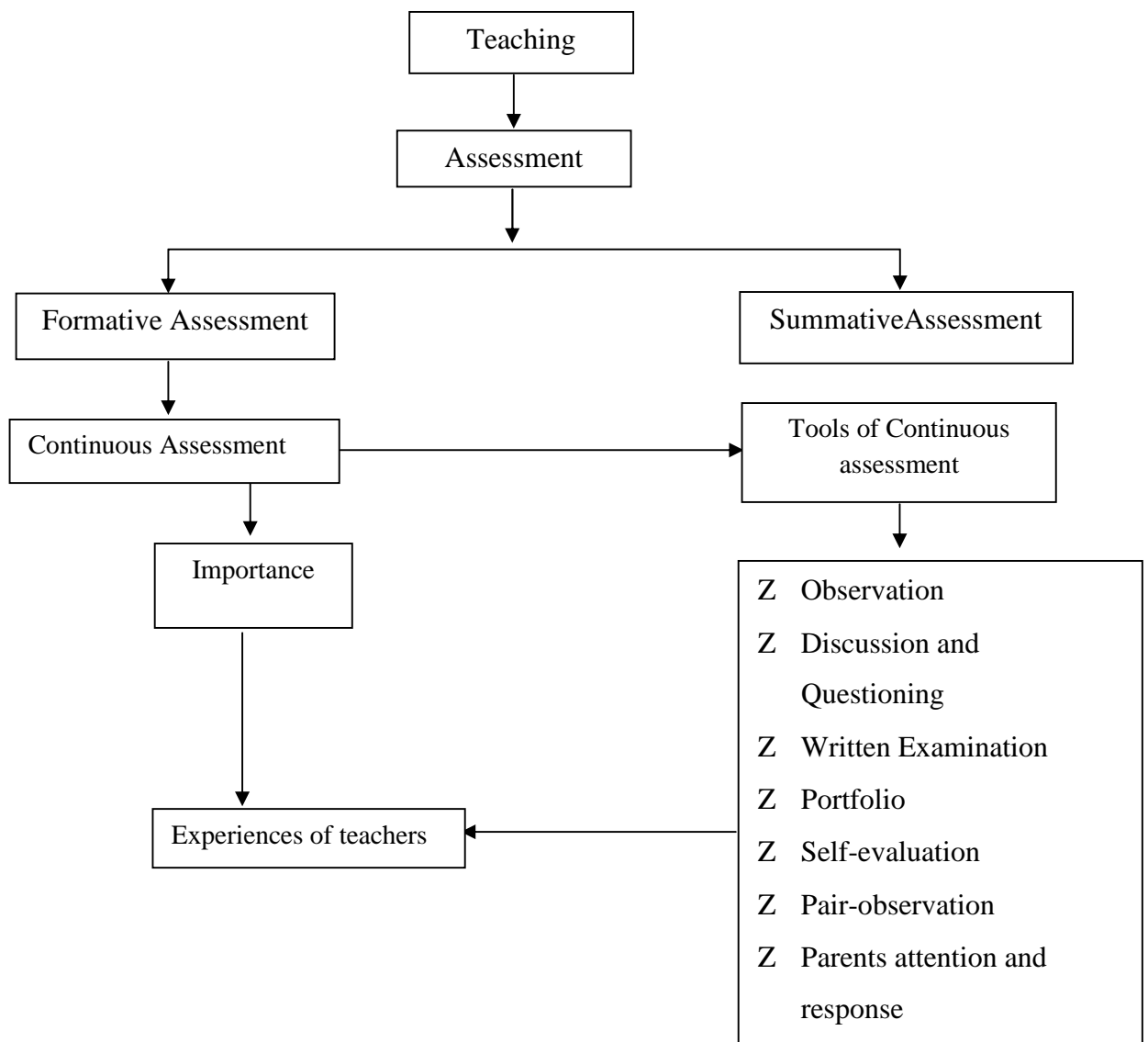
Likewise, from the review of the "Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (2068), I diagnosed about the different tools of CAS. Similarly, having glance on the final report of MOES (2003) named 'Effect of CAS on Students' Achievement, Dropouts and Attendance', I came to know about the history of CAS in Nepal and some weaknesses about the effectiveness of CAS. To more specific, it helped me to know the existing condition of CAS. In the same way going through the description of testing and evaluation stated by Harmer (2007), I became crystal clear about the assessment.

On the other hand through the empirical review of the thesis done by Sapkot, (2016), I administered the design, tools, questioners, for my study. Similarly, from the study of Abejehu, (2016), I knew about the practice of practice of continuous assessment in primary school of Ethiopia. Likewise from the research by Walde, (2016), I knew that the continuous assessment is also used in the university level too and it also showed positive academic result. From the research done by Suppa, (2015), I came to know about the English language teachers' belief and the practice of using continuous assessment. From the research of Mwebaza, (2010), I knew about the different assessment strategies and their contribution to the students' performance. Same as the research carried out by Yigzaw, (2013), I came in the point that continuous assessment was exclusively used for developing student's intellectual skills. Likewise the research carried out by Assia et.al. (2012), I knew the importance of continuous assessment in improving English for specific purpose (ESP) students' performance.

## Conceptual Framework

A conceptual framework is the representation of the understanding of the related theories by the researcher and her/his own conceptualization of the relationship between different variables. It is also known as the visual presentation of the main things to be studied. Different ideas related to my study have been shown with the help of conceptual framework.

### Conceptual Framework continued.



## **Chapter 3**

### **Methodology/Methods and Procedures**

This chapter includes the design of the study, population of the study, sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

#### **Design and Method of the Study**

Doing a research being based on certain research design is the responsibility of the researcher. Simply research design is considered as a plan, structured and strategy of investigation. There are several research designs that are used in order to find out the fact about the problematic research issues. However, in one study all the research design could not be used so, for my research I have used narrative inquiry research design. According to Creswell (2012, P.502), "In narrative inquiry research design researcher describes the lines of individuals, collects and tells stories about people's lives and writes narratives of individual experiences". As this research design is used to know about the life-stories, people's biography, and their life time experiences, I thought it would be better for me to collect the required data and full filled the objectives my study.

Discussing more about narrative inquiry, Creswell (2012), presented some of the characteristics of the narrative inquiry as bellow:

- a. Individual experiences
- b. Chronology of the experiences
- c. Collection of the individual stories
- d. Restoring
- e. Coding for themes
- f. Context or setting
- g. Collaborating with participant

#### **Population, Sample and Sampling Strategy**

The population of this study was all Basic Level English language teachers of government school but the sample consisted of six Basic Level English teachers of

Ramechhap district. The sample was chosen using collected from non-random purposive sampling strategies. Moreover, the selected participants were interviewed in depth to collect require data for this study.

### **Research Tools**

To collect the required data, I used indepth interview guidelines as the maintool in my study.

### **Sources of Data**

To make my research findings reliable, authentic and valid, I have used both primary and secondary sources of data.

**Primary Sources of Data.** The primary sources of data were six Basic Level's English teachers' interview collected from semi-structured interview.

**Secondary Sources of Data.** In order to complete my research I have used different secondary sources. I used topic related books, articles, journals, dissertations, thesis, websites, etc. as the secondary sources in this study.

### **Data Collection Procedures**

I followed the stepwise methodological procedures to collect the required data. At first, I selected six government school of Ramechhap district and visited to the selected schools, talked to the authority/head teacher, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers.

After getting permission from the authority, I consulted with the Basic Level English Teachers, built rapport with them, explained them the purpose of the research and kindly requested them to give interview and share their experiences and stories related to the CAS. I took permission to record the interview in my smart phone assuring them about not revealing their privacy. Finally, I thanked to the respondents as well as to the authority/head teacher for their co-operation. Then, I transcribed the recorded interview, read it deeply, coded it to bring out effective theme according to my thesis.

## **Data Analysis and Interpretation Procedures**

The process of data analysis started after the collection of the raw data. The collected data were analyzed and interpreted systematically, descriptively and presented thematically. While doing so, the collected data were put under different themes and then analyzed descriptively.

## **Ethical Considerations**

Ethical consideration is one of the main aspects of the research. During my study, I took the informed consent with teacher, maintains confidentiality regarding the information gained from indepth interview. I used pseudo names for the teachers who have participated in my study. I would not use the data for the sake of other purposes without permission of the teachers except for my research. I would not make any manipulation in collected data. I did not do any harm to the teachers and institute while collecting data. I paid attention on accuracy, honesty, truthfulness of data in the completion of my research.

## **Chapter4**

### **Results and Discussion**

This chapter includes the analysis and interpretation of the collected data from the participants. The data collected from the participants were coded and presented under different themes. The necessary themes were developed and data were analyzed descriptively on the basis of my research questions.

#### **Analysis of Data and Interpretation of Result**

I analyzed and interpreted the data by using a systematic procedure. The data were collected from the indepth interview. Here, six Basic Level English teachers' interview presented the condition of the strategies and effort made by those teachers regarding the use and effect of continuous assessment in the classroom. The information included in this section was obtained from the six Basic Level English teachers.

I collected the data with an aim of finding out the experiences of the teachers on the exiting practices of CAS and explore the strategies practiced by teachers in order to make CAS effective in the classroom. To fulfill this aim, the participants who were teaching in Basic level in government school as English teacher were selected from different schools of Ramechhap. The details of the teachers' lived experiences regarding the existing practices of CAS in the government school.

I used conventional listening and note technique to analyze and interpret the data on the basis of which the data was coded and decoded and then broader themes were generated. Therefore, I presented the general and specific themes in the analysis and interpretation. This had been done in order to critically analyze the strategies practiced by teachers in order to make CAS effective in the classroom and find out the experiences of teachers on existing practices of CAS. The data had been analyzed and interpreted under the following headings.

**Background of the Participants.** In this section, I presented the background of the participants. In my study six Basic Level English teachers were purposively selected. Similarly, I had also given pseudo name to each of them for their confidentiality. The first teacher's pseudo name is R1, the second teacher's pseudo



name is R2, third teacher's pseudo name is R3, fourth teacher's pseudo name is R4, Fifth teacher's pseudo name is R5 and the last (sixth) teacher's pseudo name is R6.

Then after, giving the short background of the participants, I made analysis of the obtained data being based on the different following themes.

### **Theme 1: Concept of CAS among the teacher**

Continuous Assessment System is very important technique/strategies to evaluate the students and improve their specific skills on the basis of continuous assessment using its tools like homework, classroom participation, portfolio, class observation, self-correction, etc. and the learners themselves became able to monitor their own learning through CAS. Moreover, regarding this the participant shared the following ideas.

R1 said,

*Hmm.....ok, in my opinion CAS is very good if it is implemented in the same way. It is very good strategies for the continuous assessment of the students.*

Similarly, R2 said,

*In my opinion it is one of the important tasks to evaluate different aspects of the students. Such as capacity of learning level interest with related subject matter, personal hygiene, discipline, participation in related activities and so on.*

Moreover, R3 said,

*Continuous assessment is also known as daily and regular test which is conducted in the school's classroom teaching learning. CAS is that activities which observes various activities of the learners.*

Likewise, the participant R4 said,

*CAS is a type of examination that evaluates the students' progress throughout a prescribed course. It is often used as an alternative to the paper pencil examination.*

In the same way, R5 said,

*CAS is a way of evaluating or assessing the students. Actually, CAS is observing different behavior of the students. Such as, discipline, cleanliness, personal hygiene, punctuality, etc.*

Similarly, R6 said,

*In my opinion, CAS is a way or system of evaluation the students using different tools and categorizing them in different ranges. It goes along with teaching learning activities.*

According to the responses of the above participants, it can be said that all the participants had good attitude toward the implementation of CAS. According to them, continuous assessment system is a way or system of evaluating the students by using different tools and categorizing them in different ranges which goes along with teaching learning activities. Moreover, it is also a type of examination that evaluates' progress throughout a prescribed course. It is also known as daily or regular test which is conducted in the school's classroom. It assess the capacity of learning level, interest with related subject matter, personal hygiene, discipline, participation in related activities and so on.

## **Theme 2: Effectiveness of CAS from the teacher's prospective**

Use of continuous assessment in the classroom for the student evaluation is very important. It is so because it brings positive change in students learning. Similarly, the use of CAS seems to bring effective change. Moreover, the participants also added the following ideas regarding the effective use of CAS at basic level.

The participant R1 stated,

*Yes, obviously, hmm...if it is implemented in the good way hhm.... according to different activities that comes under continuous assessment system and there are different categories under that the teacher can involve the students in different activities. So, if the students are involved in learning by doing activities it will be effective in the classroom. But, nowadays, in our school, till*

*now teachers are following the paper pencil activities in the sense that they have been practicing for long time.*

Similarly, R2 said,

*Generally, when we need to evaluate the students we use paper, pencil, test oral test only. Fixed given subject matter but cannot evaluate overall aspects of the students. So, CAS is the most effective at basic level students. On the other hand, we know that this is to say pencil; paper test isn't suitable for basic level students as well as we can't meet the objectives of subject matter from it. That is why it necessary tool to find out students inner potentiality and to suggest, to give guidance for learning activities.*

Likewise, R3 said,

*I think it is effective because it helps to make discipline for the learners. It also helps to make creative and curious learners. It brings change in the habits and behavior of the learners.*

In the same way, R4 said,

*Um... it is effective because it can provide early indication of the performance of students. Not only this but also it can increase the sense of inclusiveness. Lots of teaching learning materials are used in this system which leads out learning process towards effective and standards.*

Furthermore, R5 said,

*Yes, obviously it is effective at basic level because students have worries about the terminal and final exam but CAS system avoids such fear of exam. The teacher can evaluate their ability and skills while teaching and learning activities are conducted in the classroom.*

Similarly, R6 said,

*While using CAS students get a lot of opportunities to involve in different activities. There they share their ideas, knowledge, experiences,.....when they get this chance obviously that helps and promotes their knowledge.*

From the above responses, we can say that use of CAS in the classroom is very important and effective. Implementation of CAS helps the students to share their experiences, ideas and knowledge while solving any task. CAS avoids the fear of different terminal examinations. It helps the teacher to evaluate their skills while teaching and learning. Similarly, it also helps to increase the sense of inclusiveness among the students. While implementing CAS lots of teaching learning materials are used which leads out learning process towards effective and standards. It is necessary tool to find out students' inner potentiality. It substitutes the paper pencil test. It brings change in the habits and behavior of the learners.

### **Theme 3: CAS and Critical Thinking**

Use of continuous assessment as a tool for the assessment of student helps for development of different sectors of the students. It makes students active and honest towards their duty. Moreover, it also helps to develop critical thinking among the students. Regarding the effective use of CAS and its relation for the critical development among students, the participants shared the following ideas.

The participant R1 said,

*Yes, it means, in my opinion, if the students are involved in different activities like group work, pair work, and field observation then it will be too much effective and memorable for the long time. And CAS is specially practiced based where the students have to involve in different types of activities according to the instruction given by their teacher. It is not especially based on rote learning. It is based on learning by doing.*

Likewise, R2 said,

*I can use following tools in developing critical thinking of the students. Such as group discussion, field visit, pair work, and so on. So, I can say definitely these affirmation techniques are more useful to developing critical thinking for basic level students. According to aforementioned techniques, we can take one technique as an example to develop critical thinking of the students. Such as group discussion is one of the ways where students freely can discuss and*

*share their views. As well as can make clear concept according to the subject matter which is given by the teacher.*

Moreover, R3 shared,

*In this case, at basic level CAS should develop a personality of learners and creativity of the learners. CAS focuses students centered activity. CAS makes the learners confident.*

In the same way, R4 said,

*Continuous assessment evaluates all round activities of the children. Only the paper pencil test cannot measure all round tallency of the students in a certain period of time. Only the continuous assessment is a powerful tool that enables pupils to understand the area in which they are having difficulty and to concentrate their efforts in those areas.*

Similarly, R5 said,

*I believe that the use of CAS at basic level help in developing the critical thinking of the students. Actually, if we provide different task such as pair work group work to the students then they discuss themselves on the topic and find out the different types of possible solution.*

Lastly, the participant R6 said,

*It develops critical thinking while applying CAS in the classroom by the teacher. Sometime the teacher asks them to interact each other and they ask them the possible answer....they mostly involve in different activities in the classroom. It means students are very active in the classroom. They are given opportunities to find out possible answer of the problems given by the teacher.*

The above excerpts indicated that the use of CAS in the classroom for students' evaluation helps to develop the critical thinking of the students. According to the participants, while assessing students from CAS, they provide different tasks along with different activities which help to develop the critical thinking of the students. Teachers provide the tasks like group work, pair work, field visit, etc. which helps to

develop the critical thinking of the students. It enables pupils to understand the area in which they are having difficulty and to concentrate their efforts in those areas.

#### **Theme 4: Teachers' Strategies to make CAS Effective**

To make continuous assessment effective in the classroom a teacher has to implement different strategies in the classroom. It means the effective use of CAS in the classroom depends upon the capacity of the teacher. To make CAS effective and fruitful, the participants employed different strategies which they have shared below.

The participant R1 said,

*Ok, in my case, I am also following CAS and I have been also taking the class in the basic level. So, especially, in basic level, I involve the students in different activities that depends on the teacher how do they involve the students or how do they make them practice more in the classroom and how do they make their classroom as much as practicable. Especially, to different skills and ability in the students, I sometimes involve my students in group work and sometime I give them pair work where they discuss with their friends. And sometime I involve them I discussion as well that all depends on the content and subject matter I teach in the classroom as well. Sometime, I take the students in field visit as well. I have found that these activities have helped me to make my students too much active.*

Similarly, R2 said,

*According to teaching strategy, I know that effective and fruitful learning strategies are needed in the classroom teaching activities. So, I use some strategies like observation, portfolio, discussion on the subject matter, self evaluation project work, role play, dramatization, pair evaluation, project work, debate, some time written test like unit test, class test and some time observing of practical skills.*

Moreover, R3 said,

*Yes, the teacher should apply following activities to make CAS effective and fruitful. Teacher should focus on students' regularity, their presence, teacher*

*should praise for the students to come school regularly, and teacher should provide prize for the students who will follow the rule in the classroom. I follow group activities, discussion, debate, quiz competition and spelling contest for the students.*

In the same way, R4 said,

*To make CAS effective and fruitful, I adopt various sorts of strategies in the classroom. I implement the creative and innovative teaching strategies in order to meet the students' individual needs. I use some strategies such as visualization, co-operative learning, pair work, group discussion, inquiry based instruction, comparison and contrast, etc.*

Moreover, R5 said,

*Such as pairwork, group work, quiz contest, spelling contest, dictation, etc. it would certainly develop their different learning ability. Such as group work develops speaking ability of the students.*

Lastly, the participant R6 said,

*I mostly use or apply group work, pair work, project work, not only this much nut also sometime homework, sometime class work. These types of techniques I apply in the classroom to make CAS effective.*

Form the above ideas, it can be concluded that there are different strategies to make effective use of CAS in the classroom. The participants use different strategies such as pair work, group work, field visit, etc. to use CAS effectively in the classroom. Teacher also uses some strategies like visualization, co-operative learning, pair work, group discussion, inquiry based instruction, comparison and contrast, etc. to make easy and effective use of CAS in the classroom. Moreover, debate, quiz competition and spelling contest for the students, observation, portfolio, discussion on the subject matter, self-evaluation, role play, dramatization, pair evaluation, project work, debate, sometime written test like unit test, etc are also used by the teacher to make the effective use of CAS in the classroom.

## **Theme 5: Effectiveness of using different strategies of CAS**

The use of CAS should bring positive change in the student's behavior. To bring positive change in students' behavior teacher has to utilize different learning strategies for easy learning. When teacher uses creative type of learning techniques then the objectives of the subject can be easily fulfilled. Regarding the effect of using different strategies to make CAS effective in the classroom, the participant shared the following ideas.

The participant R1 said,

*These strategies are especially based on learning by doing theory which I already told. So, when students are involved in different activities, they perform the tasks themselves, they search the possible answers of the problems themselves with the help of their teacher and the teacher only will be the facilitator among the students. Teacher only helps where students need help and the learning become memorable as well as practicable. So, I think these strategies really bring change in the students.*

Similarly, R2 said,

*As we know its main objective is to find out students learning level in learning process and if somebody has weakness in learning then that kind of students are provided progressive teaching strategies personally. By the use of different strategies, students' learning will be for long lasting.*

Likewise, R3 said,

*Yes, obviously, those strategies bring change in student learning. For example, in group discussion students themselves find out the solution of the given problem and from this strategies student can put their views in front of the other friends and this helps to minimize the fear of the students. From the pair work, students learn about co-operation, helping one another, etc.*

Similarly, R4 said,

*If we use these above mentioned strategies, learners will be active and they feel warmly environment. Learning by doing theory is adopted if we use above mentioned strategies.*



In the same way, R5 said,

*I think the use of such strategies really bring change in the students' learning. It develops different skills of learning among students. For example, it can develop the listening, speaking, reading and writing skill of the learners.*

Moreover, R6 said,

*Yes, students get opportunity to work in group and solve different problems in the group which will build their confidence level strong. They become active, honest, strategic, farsighted, and so on.*

From the above excerpts, it can be said that the use of different strategies bring positive change in students learning and behavior. By the use of different activities, students become active, honest, strategic, farsighted, and so on. It also develops different skills of learning among students. For example reading, writing, listening and speaking. Students will learn co-operation from it.

#### **Theme 6: Support for the teacher from administration and others**

Use of continuous assessment in the classroom to assess the student is considered as very important tool. Moreover, its uses become fruitful or effective when it is applied properly in the classroom by the teacher with the help of other teaching and non teaching staffs. Similarly, the school should also support the teacher to apply CAS in the classroom. Regarding the support that the teacher should get from other, the participant shared the following ideas.

The participant R1 said,

*Till now I have not felt any difficulty while applying continuous assessment system in the classroom. from school administrative as well I have got the help and sometime some staff do not want to follow the CAS there because they are following the old method which they are practicing for long time and sometime they try to apply but they feel a little bit difficult to involve the students in different activities. From the school I have got support to apply CAS in the classroom.*

Similarly, R2 said,

*Yes, sir I am supported from the school and other staffs to make the use of CAS effective in the classroom. They help to do evaluation by providing record file, giving permission to field visit.*

Likewise, R3 said,

*Yes, I get from the administrative and other staffs. Without the support of school administrative and other staff it will not be so effective. So, I get some record files, sometime A4 size paper, tick format, etc materials from the school administrative and sometime for the field visit administration also give permission.*

The participant R4 said,

*Yes, I get fully support from school administrative and other staff to make use of CAS effectively. They provide me proper environment. They support me by observing all round activities of the learner in the classroom.*

Likewise, R5 said,

*Yes, I am getting support from the school administrative and staff. While I am observing different behavior of the students, sometimes I need some paper, sometime I need some extra time for the students to complete their project work. I need separate file for portfolio. Such type of different materials and other reasonable help I get from the school and other staff of our school.*

Lastly, R6 said,

*Um.... I am getting support from my school sir. My administration, school is making available everything. What we need in our school to apply the CAS. They also make available files and teaching materials in the classroom. I don't see any problem from my school administrative.*

From the above responses, it can be said that all the participants got support from others. They did not feel any difficulty while applying CAS effectively in the classroom. Rather they all got support from school administrative, teachers and

colleagues. Similarly, they get some record files, sometime A4 size paper, tick format, etc. materials from the school administrative as support and sometime for the field visit administration also give permission. They also get proper environment for effective evaluation of the students.

### **Theme 7: Challenge Vs Opportunity of using CAS at local level**

To make use of CAS result full the government seems more positive and has done more to make it effective. However, stakeholders are used to say the result of CAS is less effective. This is the good opportunity for the teacher to prove it as myth by implementing CAS at school. There might be different possible answers to this question. However, the participant shared the following ideas.

The participant R1 said,

*Yes, in my opinion, government is plying very vital role to implement CAS effectively but what has happened is that those people who are applying CAS in the classroom, they are not seen so active in the classroom and nest thing is the government is only busy in making the rules but not observing whether that rules has been especially implemented in the classroom or not. It means if it is observed properly from the government side, it would be more effective.*

Similarly, R2 said,

*In my opinion, there should be positive attitudes of the teacher about the CAS and the teacher should apply all the strategies based on norms and values of the CAS.*

Moreover, R3 said,

*The teacher does not pay more attention on CAS so it is not effective. Qualified teacher should be sent to school by the government. It emphasizes on other activities and teaching learning activities. Some teachers also believe that CAS does not focus on four language skills like reading, writing, listening and speaking. So, it is not effective.*

Likewise, R4 said,

*In my view to make the use of CAS effective at local level the government as well as stakeholders should have positive attitudes. They should think that the use of CAS brings positive change in the students' behavior.*

Furthermore, R5 said,

*I think the government wants to make use of CAS effective and result full. I think the government is also positive towards this system. However, the implementation part of CAs is not so effective because the teacher is not more conscious and aware to use CAS in the classroom. Sometime, the government should provide training for the novice teachers. The administration should observe the implementation part of CAS. If it happens so, it would be more result full and fruit full.*

Finally, R6 said,

*Yes sir, in my thought, the government made the policies and also invested the money, the government has also given training to teachers but the problem is seen in the teacher and administration body of the school. In the field of the school, the teacher and the administrative body are not working effectively. Only the teacher fulfills the formality at the end of the session. They only prepare the document and they do not work perfectly in the real field. They do not keep the record of the students. They do not make lesson plan. That is why CAS is not being effective at local level.*

From the above ideas, it can be concluded that for the effective use of CAS in the school and classroom, government is doing very well. But at the local level the teachers and school administrative are not playing active role to implement CAS effectively in the classroom. According to the participants, teachers only fulfilled the formality at the end of the session and they do not keep the record of the students. Sometime, the government should provide training for the novice teachers. The administration should observe the implementation part of CAS then only it would be effective. Similarly, teacher should also develop positive attitudes towards the use of CAS.

## **Theme 8: Responsibility to Use CAS**

To make effective use of continuous assessment system in the class room, every responsible person should be positive, ready and responsible from his/her own stand. Regarding the responsibility to use CAS in the class room, the participant shared the following ideas.

The participant R1 said,

*Ok, in my opinion, especially government, teacher and school administration. They all should play very important role in implementing the CAS in the classroom. It means, if the government only makes rules and doesnot observe whether that rules have been truly implementing in the class room or not then it cannot be effective. And next thing the government makes the rules but the school administration and teacher are not following that.*

Similarly, R2 said,

*I think the teacher should play a vital role to implement the CAS effectively. Actually the teacher stays in the implementation level that is the classroom and all aspects are guided by the teacher such as class work, observation, project work, and field visit. So, these types of activities are done by the teacher supervision. Thus, I argue that the teacher should play vital role.*

Likewise, R3 said,

*In my view, teacher plays a vital role to make CAS effective. In this way, public, administration and school also plays a vital role to implement CAS effectively.*

Moreover, R4 said,

*Teacher, students, parents, school administration, teaching staffs, educational officers and other stakeholders should play vital role to implement CAS effectively. It is so because they are the concerned authorities and they have important role to implement it effectively. If one group among above*

*mentioned categories remains as a sleeping partner or as passive, all the investment will be like pouring the water into sand.*

In the same way, R5 said,

*The teachers play vital role to implement the CAS effectively because they are playing determinant roles in the grass root level. So, they should implement it effectively. The school administration should also support it.*

Lastly, R6 said,

*In my view, the main role should be played by the teacher and the administrative body of the school because in the real field where CAS is used is school. And the school teacher and school administration are directly close with the students and they know the students, how they learn and what they have to do. That is why the teachers have to be responsible to fulfill their duty.*

From the above responses of the participants, it can be said that for the effective use of CAS in the classroom, everybody should be responsible from his/her own stand. According to the participants, teacher, students, parents, school administration, teaching staffs, educational officers and other stakeholders should play vital role to implement CAS effectively in the classroom. Similarly, the school teacher and school administration are directly close with the students and they know the students, how they learn and what they have to do. So, they have to be more positive to use CAS in the classroom.

### **Theme 9: Favor Vs Against towards the Implementation of CAS**

Continuous Assessment activities allow the teacher to identify what students are learning and enable them to improve the learning environment through our courses and academic programmes. Apart from that it is also helps to reduce dropouts in one hand and increase retention on other hand. This means it is also helpful to promote equity and access of children and efficiency of teachers. Regarding the favor to use CAS in the classroom, the participants stated the following ideas.

The participant R1 said,

*Yes, I am in favor of CAS because I am applying in the classroom and I have brought positive change in the students as well and specially my students actively take part in different activities. They do not feel any kind of hesitation and they can easily ask question to people, new people where they are taken for the field visit.*

Similarly R2 said,

*Yes sir, I like to implement CAS in the classroom very much because it helps me to evaluate students very effectively.*

Moreover, R3 said,

*Yes, I am in the favor of CAS because it represent the daily activities of the learners. It provides feedback for the learners day to day. It finds out the weak aspect of the learners and provides the feedback and suggestion. It helps to develop the personality of the learners.*

In the same way R4 said,

*Yes, I am in favor of CAS because it is an effective approach of evaluation or judgment. Only this approach would be able to capture the full range of learner's performance. Only this approach is useful to improve the result of pupils performance on tests and exercises and to help pupil to develop effective learning and working habit.*

Moreover, R5 said,

*Yes, I am in favor of CAS because it develops student's different types of inherent talent. The students are worried about the exam but CAS system avoid the different worries f the students. The students can develop their different skills through CAS.*

Lastly, R6 said,

*I am totally in favor of using CAS because it considers holistic aspect of the students. It considers the students' discipline, classroom performance, regularity, sanitation of the students, etc. CAS considers everything of the students that is why it will be real evaluation of the students if we apply CAS effectively.*

Form the above responses, it can be concluded that all the participants like the use of CAS in their classroom. It means all the participants were in the favor of using CAS in the classroom. They preferred to use it because it considered holistic aspect of the students. It also considered the students' discipline, classroom performance, regularity and sanitation of the students. Similarly, it is also an effective tool for student evaluation. It provides feedback for the learners day to day. It finds out the weak aspect of the learners and provides the feedback and suggestion. It helps to develop the personality of the learners. It also makes student active, fearless, honest, co-operative and enthusiastic.



## **Chapter 5**

### **Conclusions and Implications**

This chapter presents the qualitative findings from the focus group and individual interview. Similarly, it also deals with the conclusion and recommendations of the study. They (i.e. findings, conclusion and recommendation) are based on the analysis of the data and interpretation of result looking once back to the objectives of the study.

#### **Findings**

Continuous Assessment considered as a technique/way of assessing students using a set of learning outcome indicators. In the same way, it is also a strategy which is used by teachers to support the attainment of goals and skills by learners over a period of time. Moreover, it occurs as part of the daily interaction between teachers and students, revealing valuable information about student learning, in terms of knowledge, thinking and reasoning. CAS is very important technique/strategies to evaluate the students and improve their specific skills on the basis of continuous assessment using its tools like homework, classroom participation, portfolio, class observation, self-correction and the learners themselves became able to monitor their own learning through CAS.

Regarding the effective use of Continuous Assessment System in the classroom, I found the following findings.

**Concept of CAS among the teacher.** According to the participant, continuous assessment system is a way or system of evaluating the students by using different tools and categorizing them in different ranges which goes along with teaching learning activities. Moreover, it is also a type of examination that evaluates' progress throughout a prescribed course. It is also known as daily or regular test which is conducted in the school's classroom. It assesses the capacity of learning level, interest with related subject matter, personal hygiene, discipline, participation in related activities and so on.

**Effectiveness of CAS from the teacher's prospective.** Implementation of CAS helps the students to share their experiences, ideas and knowledge while solving

any task. CAS avoids the fear of different terminal examinations. It helps the teacher to evaluate their skills while teaching and learning. Similarly, it also helps to increase the sense of inclusiveness among the students. While implementing CAS, lots of teaching learning materials are used which leads out learning process towards effective and standards. It is necessary tool to find out students' inner potentiality. It substitutes the paper pencil test. It brings change in the habits and behavior of the learners.

**CAS and critical thinking.**The use of CAS in the classroom for students' evaluation helps to develop the critical thinking of the students. Similarly, while assessing students from CAS, teachers provide different tasks along with different activities which help to develop the critical thinking of the students. Teachers provide the tasks like group work, pair work, field visit, etc. which helps to develop the critical thinking of the students. It enables pupils to understand the area in which they are having difficulty and to concentrate their efforts in those areas.

**Teachers' Strategies to make CAS Effective.**The participants used different strategies such as pair work, group work, field visit, etc. to use CAS effectively in the classroom. They also used some strategies like visualization, co-operative learning, pair work, group discussion, inquiry based instruction, comparison and contrast, etc. to make easy and effective use of CAS in the classroom. Moreover, debate, quiz competition and spelling contest for the students, observation, portfolio, discussion on the subject matter, self evaluation, role play, dramatization, pair evaluation, project work, debate, sometime written test like unit test, etc were also used by the teacher to make the effective use of CAS in the classroom.

**Support for the teacher from administration and others.**All the participants got support from others. They did not feel any difficulty while applying CAS effectively in the classroom. Rather they all got support from school administrative, teachers and colleagues. Similarly, they get some record files, sometime A4 size paper, tick format, etc. materials from the school administrative as support and sometime for the field visit administration also give permission. They also get proper environment for effective evaluation of the students.

**Challenge Vs Opportunity of using CAS at local level.**For the effective use of CAS in the school and classroom, government is doing very well. Most of the teacher were taking the challenges as an opportunity of using CAS but somehow at the local level, the teachers and school administrative are not playing active role to implement CAS effectively in the classroom.It was also found that teachers only fulfill the formality at the end of the session and they do not keep the record of the students. Sometime, the government should provide training for the novice teachers.

**Responsibility to Use CAS.**The administration should observe the implementation part of CAS then only it will be effective. Similarly, teacher should also develop positive attitudes towards the use of CAS.It was also found that for the effective use of CAS in the classroom, everybody should be responsible from his/her own stand.Teacher, students, parents, school administration, teaching staffs, educational officers and other stakeholders should play vital role to implement CAS effectively in the classroom. Similarly, the school teacher and school administration are directly close with the students and they know the students, how they learn and what they have to do. So, they have to be more positive to use CAS in the classroom.

**Favor Vs Against towards the Implementation of CAS.** It was also found that all the participants liked the use of CAS in their classroom. It means all the participants are in the favor of using CAS in the classroom. They preferred to use it because it considers holistic aspect of the students. It considers the students' discipline, classroom performance, regularity, sanitation of the students. Similarly, it is also an effective tool for student evaluation. It provides feedback for the learners day to day. It finds out the weak aspect of the learners and provides the feedback and suggestion. It helps to develop the personality of the learners. It also makes student active, fearless, honest, co-operative and enthusiastic.

## **Conclusions**

This research was carried out in order to find out the attitudes of the teachers' on the existing practices of Continuous Assessment System and explore the strategies practiced by the teachers in order to make CAS effective in the classroom. To meet the objective of my study, six participants working in public school and teaching English at basic level of Ramechhap district were purposively selected. The sample

populations were collected from non-random purposive sampling strategies. Moreover, the selected participants were interviewed in depth to collect required data for this study. For the data, I consulted with the Basic Level English Teachers, built rapport with them, explained them the purpose of the research and kindly requested them to give interview and share their experiences and stories related to the CAS. Finally, I transcribed the recorded interview, read it deeply, and coded it to bring out effective theme according to my thesis' objectives.

Continuous assessment system is very effective to the proper and effective evaluation of the students' learning. Similarly, it is also an effective tool for student evaluation. It provides feedback for the learners day to day. It finds out the weak aspect of the learners and provides the feedback and suggestion. It helps to develop the personality of the learners. It also makes student active, fearless, honest, co-operative and enthusiastic. Continuous assessment system is a way or system of evaluating the students by using different tools and categorizing them in different ranges which goes along with teaching learning activities. Moreover, it is also a type of examination that evaluates' progress throughout a prescribed course. It is also known as daily or regular test which is conducted in the school's classroom. To make the effective use of CAS teacher can use some strategies like visualization, co-operative learning, pair work, group discussion, inquiry based instruction, comparison and contrast, etc. in the classroom. Moreover, debate, quiz competition and spelling contest for the students, observation, portfolio, discussion on the subject matter, self-evaluation, role play, dramatization, pair evaluation, project work, debate, sometime written test like unit test, etc. can be also used by the teacher to make the effective use of CAS in the classroom.

Finally, it can be concluded that the use of CAS is very important in the classroom. If teachers only fulfill the formality at the end of the session and they do not keep the record of the students then it cannot be used effectively. For this, the government should provide training for the novice teachers. The administration should observe the implementation part of CAS then only it will be effective. Similarly, teacher should also develop positive attitudes towards the use of CAS. Moreover, for the effective use of CAS in the classroom, everybody should be responsible from his/her own stand. Teacher, students, parents, school administration, teaching staffs, educational

officers and other stakeholders should play vital role to implement CAS effectively in the classroom but the main role would be played by the teacher. Similarly, the school teacher and school administration are directly close with the students and they know the students, how they learn and what they have to do. So, they have to be more positive to use CAS in the classroom.

### **Implications**

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at policy level and practice level.

**Policy Related.** On the basis of research finding and conclusion, I have made some policy related recommendation which the policy makers can take into account to maintain the effective use of Continuous Assessment System in the grass root level. These recommendations to be applicable at policy level are as follows:

On the basis of finding and conclusion, I feel that it will be better if the ministry of education regulates some rules and regulation for the effective use of CAS in the school level.

Different CAS related programs like seminar and workshop should be provided so that the teachers can develop their knowledge, skills and methods to use CAS effectively.

The government should clearly state the kind of support that the institution can provide to the teachers.

**Practice Related.** I believe that this research will be a guideline and supportive tool for the English language teaching practitioners, like teachers, teachers educators curriculum designers, textbook writers, and school principals, and many more to those who are involved in teaching profession. Based on the findings and conclusions of the research, I have made some of the following recommendations that are applicable at practice level.

The school principal should create comfortable environment for the teacher and students so that teacher can conduct different CAS related activities. Institutions should also provide economical support if necessary to buy different CAS related

materials. There should be good relation, co-operation and trust among the teachers, the students and other stakeholder. The school administrators should behave with the teachers in a friendly manner without any discrimination. Teacher should not depend fully on the institution for the effective use of CAS in the classroom and should be motivated themselves.

**Further Research Related.** I believe that no work is final and no research is complete enough in itself. This study also could not cover all the areas of research. I confess there might have been some limitations as well while carrying out this thesis. While conducting this research, I came across several insights and possible topics to be further explored in this section. Thus, I have mentioned some of the most relevant topics that can be studied by prospective researchers.

This study was limited to only six English language teachers who are teaching at Basic Level in Ramechhap district. It would be more interesting to see, whether other English language teachers from city use CAS effectively or not. Similarly, another possible area of the study could be methodological section. This research is based on case study inquiry followed by in-depth interview. And therefore, the prospective researchers can employ other methods, like diary writing, observation, and writers' narratives and so on to explore further intended insights. This study does not talk about whether private institution and the teacher who are teaching in it use CAS or not. So, this could be a possible research topic for the future research.

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**Appendix - I**  
**Open Ended Questions**

1. What do you say about the Continuous Assessment system?
2. Do you think the use of continuous assessment at basic level is effective/good? How?
3. Do you believe that the use of CAS at basic level help in developing the critical thinking of the students? How?
4. To make CAS effective and fruitful what sorts of strategies do you adopt in the classroom?
5. Do you think the use of such strategies really bring change in students learning? How?
6. Are you getting support from school administrative body and other staff to make the use of CAS effective in the classroom? If so then what sorts of helpsdo they and how?
7. To make the use of CAS effective and result full, the government seems more positive and has done more to make its use effective. However, stakeholder used to say the result of CAS is not effective. Thus, what do you think/ believe?
8. CAS is not being effective because the school administrative and teacher do not pay their more attention to make CAS effective. What do you say about this?
9. Why CAS is being less effective?
10. Who should play a vital role to implement the CAS effectively? Why?
11. Are you in favor of CAS or against it? Why?

**Appendix – II**  
**Transcriptions of teachers' narratives**

**Respondent 1**

**Researcher:** I am here to ask you some questions on the basis of my research so, I would like to well-come you here madam.

**Respondent:** *Thank you very much sir.*

**Researcher:** Hmmm, what do you say about the Continuous Assessment System?

**Respondent:** *Hmm... ok, in my opinion, Continuous Assessment System is a very good if it is implemented in the same way but nowadays in our schools, those teachers who are till now following the old methods of teaching. They are not implementing in the good way. So, in some cases, it has not become so much effective that we think.*

**Researcher:** Miss, do you think the use of Continuous Assessment System at basic level is fruitful? Or not?

**Respondent:** *Yes, obviously, hmm.... if it is implemented in the good way, hmm... according to different activities that comes under continuous assessment system, and there are different categories under that, the teacher can involve the students in different activities. So, if the students are involved in learning by doing activities, it will be effective in the classroom and but nowadays, in our school, till now teachers are following the paper-pencil activities same that they have been practicing for long time. Due to ... that also it has not become too much effective. So, I think if it is implemented in the good way, it would be better.*

**Researcher:** ..... it means it is effective?

**Respondent:** *Yes, in my opinion, this CAS is effective in basic level.*

**Researcher:** And do you believe that the use of CAS at basic level helps in developing the critical thinking of the students?

**Respondent:** *Yes, of course, it helps for the developing critical thinking of the students.*

**Researcher:** How do you?

**Respondent:** *It means, in my opinion, if the students are involved in the different activities, like group work, pair work and field observation, so it will be too much effective and memorable for the long time and CAS is especially practice based where the students have to involve in distinct types of activities according to the instructions given by their teacher. Especially, the teacher's role in CAS will be as a facilitator and the students themselves become active in doing different types of tasks and which they can remember for long time. It is not especially based on rote learning. It is based on learning by doing.*

**Researcher:** It means practical based learning?

**Respondent:** *Yes, practical based so, I think it is effective and fruitful too.*

**Researcher:** That means they think about the subject matter from the different prospective and they learn.

**Respondent:** *Yes, it's not necessary to have the rote learning there. They learn by doing themselves so teacher does not have to involve them in rote learning. They learn themselves by doing work and they can make their own perception on the subject matter and this helps to be more critic too.*

**Researcher:** .....To make CAS effective and fruitful what sorts of strategies are you adopting in the classroom?

**Respondent:** *Ok, especially in my case, I am also following Continuous Assessment System there and I have been also taking the class in the basic level. So, especially in basic level I involve the students in different activities that depends on the teacher how do they involve the students or how do they make them more practice in the classroom and how they make their classroom as much as practicable. Specially to develop different*

*skills and ability in the students, I sometimes involve my students in group work and sometimes I give them pair work, where they disused with their friends. And sometimes I involve them in discussion as well that all depends on the content and subject matter I teach in the classroom as well. In all time it's not necessary to involve the students in group work, pair work, and discussion. hmmm... that depends on which lessons I have been teaching there. Hmmm... so, sometimes according to subject matter, sometimes I take the students in field visit as well so, I have found that these activities have helped me to make my students too much active in the classroom and other field as well.*

**Researcher:** Wow! So wonderful strategies you are applying in the classroom and outside the classroom. Thank you miss. And do you think the use of such strategies really bring change in students learning?

**Respondent:** *Yes, obviously, it brings change in students learning (with confidence).*

**Researcher:** How... ?

**Respondent:** *These strategies especially based on learning by doing theory which I already told as well .... So, especially when students are involved in different activities, they perform the tasks themselves, they search the possible answers of the problems themselves with the help of their teachers and the teacher only will be the facilitator among the students. And he/she only helps where they need help and the learning becomes memorable as well and practicable too. So, I think these strategies really bring change in the students.*

**Researcher:** And are you getting the supports from school administrative body and other staff to make the use of CAS effective in the classroom?

**Respondent:** *Yes. Till now I have not felt any difficulty, and any other difficulty(problems) while applying CAS in the classroom. From school administrative as well I have got the help and sometimes, some staffs they do not want to follow the CAS there because they are following the old method which they are practicing for long time and sometimes*

*they try to apply but they feel a little bit difficult to involve the students in different activities. From the school administrative I have got help for applying CAS in the classroom.*

**Researcher:** If so then what sorts of help they do?

**Respondent:** *If I need any materials from the school side to involve the students in different tasks like field trip or other group work I have got the help from there to use different materials.*

**Researcher:** Yes, that means .... for the materials.....

**Respondent:** *Yes, from school administration, if I have to take the students out from the school for the field visit at that time, school administration has permitted me to go there and sometimes I have to ask for the photocopy paper and other drawing papers from the school side that also I had got from there whether I need they provide me.*

**Researcher:** Wow! Really your school is very good, Madam.

**Respondent:** *Yes, if I interested to do that then school administration does not stop it.*

**Researcher:** To make the use of CAS effective and result full, the government seems more positive and has done more to make its use effective. However, stakeholders used to say the result of result of CAS is not effective. Thus, what do you think?

**Respondent:** *Yes, in my opinion, government is playing very important role to implement CAS effectively and to make effective but what has happened is that those people who are applying CAS in the classroom, they are not seen so active in the classroom and next thing is the government only busy in making the rules only not observing whether that rules has been especially implemented in the classroom or not. It means, if it is observed properly from the government side, it would be more effective.*

**Researcher:** Yes, madam, sometimes we listen that some schools are not giving more priority for the Continuous Assessment System and in that case what do want to say?

**Respondent:** *It has not become effective in all cases in my opinion, those teachers who are already habituated to apply the old method in teaching field, they are not especially getting the importance (essence) of CAS about CAS and they do not know what is CAS, and importance of CAS and how to apply CAS in the particular classroom. Especially, if the government had plan for training to those teachers who are old and following the old methods, it will be effective in the classroom and that should not be done forcefully as well. It means teachers are being based on paper pencil based teaching and they do not want to involve their students in practical field, it means they feel difficult, uneasy to take there and these things are, they do not want to be updated.*

**Researcher:** Yes,..... It means the government should give the training?

**Respondent:** *Yes, the government should warm up the teacher otherwise it cannot be effective.*

**Researcher:** Ok, thank you miss for the wonderful idea (suggestions) and who should play a vital role to implement this Continuous Assessment System effectively?

**Respondent:** *Ok, in my opinion, especially government, teachers and school administration. They all play very important role in implementing the CAS in the classroom. It means, if the government only makes rules and does not observe whether that rules have been truly implementing in the classroom or not. That cannot be effective. And next thing the government has make the rule but the school administrative and teachers are not following that. It means they also must understand what is the importance of CAS and what results it brings in coming days and how can we implement in the classroom. It means due to negligence of government, teachers and schools administration CAS*

*has not become effective. So, if all remember their duty and if they become dutiful I think it would be effective.*

**Researcher:** It means teachers should be dutiful?

**Respondent:** *Yes, teachers should be dutiful and from every part everybody must be dutiful otherwise it cannot be effective.*

**Researcher:** Thank you m'am. And do you in favor of CAS or against it?

**Respondent:** *Yes, I am in favor of CAS because I am applying in the classroom and I have brought positive change in the student as well and specially my students actively take part in different activities. They do not feel any kind of hesitation and they can easily ask the questions to the people, new people where they are taken in for the field visit. So, in my opinion it is effective and I am in favor of CAS.*

**Researcher:** Thank you madam for the information and your opinion.

**Respondent:** *Ok, thank you.*

## **Respondent 2**

**Researcher:** I am here to ask you some questions on the basis of my research so I would like to welcome you sir here.

**Respondent:** *Thank you sir.*

**Researcher:** May I record your voice sir?

**Respondent:** *Yes, please. You can record.*

**Researcher:** Could you introduce yourself sir?

**Respondent:** *I am ..... Basic level English teacher of .....Ramechhap.*

**Researcher:** What do you say about the continuous assessment system sir.

**Respondent:** *In my opinion it is one of the important task to evaluate different aspects of the students. Such as capacity of learning level interest with related subject matter personal hygiene, discipline, participation in related activities and so on.*

**Researcher:** Do you think the use of continuous assessment system at basic level is fruitful.

**Respondent:** *Yes, I think. It is the most effective in the basic level.*

**Researcher:** How sir?

**Respondent:** *Generally, when we need to evaluate the students we use paper, pencil, test and oral test only. Fixed given subject matter but it can't evaluate overall aspects of the students. So, CAS is the most effective at the basic level students on the other hand we know that this is to say pencil, paper test isn't suitable for basic level students as well as we can't meet objective of subject matter from it. That's why it is necessary tool to find out students' inner potentiality and to suggest and guidance, improve for learning activities.*



**Researcher:** Do you believe that use of CAS in basic level helps in developing critical thinking of the students?

**Respondent:** *Yes, I believe that the use of CAS in basic level helps in developing the critical thinking of the students.*

**Researcher:** How sir?

**Respondent:** *I can use following tools in developing the critical thinking of the students such as group discussion, field visit, pair work, project work and so on. So that I can say definitely these affirmation techniques are more useful thinking for basic level students. According to affirmation technique we can take one technique as an example to develop critical thinking of the students such as group discussion it is one of the way where students freely can discuss and share their views. As well as can make clear concept according to the subject matter which is given by the teacher.*

**Researcher:** To make CAS effective and fruitful what sorts of strategies are you adopting in the classroom?

**Respondent:** *According to teaching strategy, I know that effective and fruitful teaching strategies are needed in the classroom teaching activities. So that I use some strategies as like observation, portfolio, discussion on the subject matter, self-evaluation project work, role play, dramatization, pair evaluation, project work, debate, sometime written as like exam unit test, class test some time observing of practical skills and so on.*

**Researcher:** Do you think the use of such strategies really bring changed in the students in the learning sir?

**Respondent:** *Yes, I think the use of such strategies really bring changed in students learning.*

**Researcher:** How sir?

**Respondent:** *Continuous assessment system makes criteria to evaluate the students such as classwork, project work, changeable habit, behavior, creative work, attendance etc. So its main objective is to find out students learning level in learning process and if there is somebody has weakness in learning that kinds of students are provided progressive teaching strategies in personally.*

**Researcher:** Are you getting support from the school administrative and other staffs to make the use of CAS effective in the classroom?

**Respondent:** *Yes sir, I am supported from the school administrative and other staff to make the use of CAS effective in the classroom.*

**Researcher:** If so, then what sorts of help they do and how sir?

**Respondent:** *Such as helping by the evaluate, providing record file, giving permission to field visit etc.*

**Researcher:** And to make the use of CAS effective and result full the government seems more positive and has done more to make its use effective, isn't it sir?

**Respondent:** *Yes sir.*

**Researcher:** And however people use to say result of CAS is less effective. Thus what do you want to think?

**Respondent:** *Most of the people use to think that result of CAS isn't effective there are many reasons the teacher may think it is not necessary it is just as formality from not proper supervision from the stakeholder lack of the training for the novice teacher.*

**Researcher:** Why the CAS is being less effective in the practical way sir?

**Respondent:** *In my opinion, there should be positive attitudes of the teacher about the CAS and the teacher should apply all the strategies based on norms and values of the CAS.*

**Researcher:** Who should play a vital role to implement the CAS effectively sir?

**Respondent:** *I think the class teacher should play a vital role to implement the CAS effective.*

**Researcher:** Why sir?

**Respondent:** *Actually the teacher stays in the implantation level that is classroom and all aspects are guided by the teacher such as classwork, observation, project work, field visit etc. So these types of activities are done by the teachers supervision. So I argue that the teacher should play vital role only the teachers.*

**Researcher:** Are in favor of CAS or against it sir?

**Respondent:** *Yes, I am favor in CAS.*

**Researcher:** Why sir?

**Respondent:** *Because it is one of the free way to evaluate overall aspects of students.*

**Researcher:** Thank you sir, I know that you have been teaching in the school level before implementing CAS, isn't it sir?

**Respondent:** *Yes sir.*

**Researcher:** What sorts of differences have you found in those students who were before the implementing CAS and present students.

**Respondent:** *Yes, in my opinion I think this question proves objective of CAS because there are vast different between before implanting CAS and after implanting CAS. We know that before implementing CAS there was one way to evaluate students only pencil paper test or oral test. This kind of test couldn't have bought overall aspects of learner. So, continuous assessment system is needed in present time it is implemented class 1 to 7 in differently such as 1-3 for 100% 4 and 5 50% and 6 and 7 40%. I have found good aspects implementing after*

*CAS such as inspired for intelligent students and helps for weak students. Create fruitful environment for regular attendance decrease dropout rate and increase promotion and cycle competition rate and decrease fear of exam class repetition rate, upgrading according to continuous assessment system and on the other hand I can say that in the past I also used to focus only lecturer method but in present time I used student central method too. Nowadays these types of environment has been developed where the students can learn themselves from the different sources as like youtube, television, program, google etc. so I have found present students are more intelligent and sharper than the past students.*

**Researcher:** Thank you for your interview sir.

### **Respondent 3**

**Researcher:** I am here to ask you some questions on the basis of my research. So I would like to welcome you sir here.

**Respondent:** *Yes, please.*

**Researcher:** May I record your voice sir?

**Respondent:** *Yes, you can.*

**Researcher:** Could you introduce yourself sir?

**Respondent:** *I am ..... teaching in Shree ..... Basic School, Khandadevi rural municipality, AnpchaaurRamechhap.*

**Researcher:** Thank you sir for your introduction and what do you say about the continuous assessment system sir?

**Respondent:** *Yes, that is the CAS, it is continuous assessment system of the learners the full form of CAS in continuous assessment system CAS is also known as daily and regular test which is conduct in the school's classroom teaching learning. CAS is that activities which observes various activities of the learners.*

**Researcher:** Thank you sir, Do you think the use of continuous assessment system at basic level is effective/good sir?

**Respondent:** *Yes, it is.*

**Researcher:** How it is good sir?

**Respondent:** *I think it is effective because it helps to make discipline for the learners it also helps to make creative and curious for learners. It brings change in habits and behavior of learners.*

**Researcher:** Do you believe that the use of CAS at basic level helps in developing the critical thinking of the student sir?

**Respondent:** *Yes, I believe in this statement and I agree.*

**Researcher:** How sir?

**Respondent:** *In this case, at basic level CAS should develop a personality of learners, creativity of a learners, CAS focuses students centered activity. At basic level CAS should help to make confident for the learners.*

**Researcher:** To make CAS effective and fruitful what sorts of strategies are you applying or adopting in the classroom sir?

**Respondent:** *Yes, the teacher should apply following activities to make CAS effective and fruitful teacher should focus on the student regularity their presence, teacher should praise for the students to come school regularly, teacher should provide rise and prize for the student who will follow the rules in the classroom. I should follow group activities, discussion, debate, quiz competition, spelling contest for the learners and students.*

**Researcher:** Do you think the use of such strategies really being change in students learning sir?

**Respondent:** *Yes, obviously, those strategies really bring changed in students learning.*

**Researcher:** How sir?

**Respondent:** *For example, in the group discussion students themselves find out the solution of the given problem and from this strategies students can put their views in front of the other friends and this helps to minimize the fear of the students. From the pair work students learn about the cooperation, helping one another etc. So these strategies really bring changed in students learning.*

**Researcher:** Are you getting support from school administration and other staff to make the CAS effective in the classroom sir?

**Respondent:** *Yes, I get support from the administrative and other staffs to make the CAS effective in the classroom.*

**Researcher:** If so then what sorts of help they do and how sir?

**Respondent:** *Without the support of school administrative and other staff it will not be so effective so I need some record files, sometimes A4 paper, Tick format etc. materials from school administrative and sometimes for the field visit administrative provide me allow. If I should conduct a quiz competition in that time other staff also helps me to conduct it.*

**Researcher:** To make use of CAS effective and result full government seems more positive and has done more things, isn't it sir?

**Respondent:** *Yes sir.*

**Researcher:** However, people use to say the result of CAS is not effective or less effective. Thus what do you believe sir?

**Respondent:** *The teachers do not pay more attention on CAS so it is not effective. Qualified teachers should be sent to school by the government and also proper and effective records should be keep in the school on each student performance and only it will be more effective.*

**Researcher:** Why CAS is being less effective in the practical way sir?

**Respondent:** *At some case CAS is not being effective. In my opinion it will be time consuming. Text book course may not complete on time. It focuses activities and studies. It gives emphasis on other activities and teaching learning. Some teachers also believe that it does not focuses four language skills reading, writing, listening and speaking. So it is not effective.*

**Researcher:** Who should play a vital role to make the CAS effective sir?

**Respondent:** *In my views, teacher plays a vital role to make CAS effective. In this way, public, administration and school also plays a vital role to implement the CAS effectively.*

**Researcher:** Do you in favor of CAS or against it sir?

**Respondent:** *Yes I am in the favor of CAS.*

**Researcher:** Why sir?

**Respondent:** *CAS represent the daily activities of the learners, CAS provides feedback for the learner day to day, it helps to find out the weak aspect of the learners and provides the feedback and suggestion from learners. Another it helps to develop the personality of the learners. It also helps teacher to make plan for teaching.*

**Researcher:** Thank you sir for your wonderful interview sir.

**Respondent:** *Welcome.*



#### **Respondent 4**

**Researcher:** I am here to ask you some questions on the basis of my research. So, I would like to welcome you here sir.

**Respondent:** *Thank you sir.*

**Researcher:** And could you introduce yourself sir?

**Respondent:** *My name is ..... I am an English teacher of Shree ..... School. I teach English in Basic Level.*

**Researcher:** Thank you sir. And may I record your voice sir?

**Respondent:** *Yes you can.*

**Researcher:** What do say about the Continuous Assessment System?

**Respondent:** *CAS is a type of examination that evaluates the student's progress throughout a prescribed course. It is often used as an alternative to the paper pencil examination.*

**Researcher:** Do you think the use of CAS at basic level is effective?

**Respondent:** *I think it is effective.*

**Researcher:** How do you say it is effective sir?

**Respondent:** *Because it can provide early indications of the performance of students. Not only this but also it can increase the sense of inclusiveness. Lots of teaching learning materials are used in this system which leads out learning process towards effective and standard.*

**Researcher:** Do you believe that the use of CAS at basic level helps in developing the critical thinking of the students?

**Respondent:** *Yes, I believe that the use of CAS at basic level helps in developing the critical thinking of the students.*

**Researcher:** How sir?

**Respondent:** *CAS evaluates all round activities of the children. Only the paper pencil test cannot measure all round talency of the students in a certain period of time. Only the continuous assessment is a powerful tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.*

**Researcher:** To make CAS effective and fruitful what sorts of strategies do you adopt in the classroom?

**Respondent:** *To make CAS effective and fruitful, I adopt various sorts of strategies in the classroom. I implement the creative and innovative teaching strategies in order to meet the student's individual needs. I use use some strategies such as visualization, co-operative learning, pair work, group discussion, inquiry-based instruction, comparisons and contrast, etc.*

**Researcher:** Do you think the use of such strategies really bring change in students learning?

**Respondent:** *Certainly.*

**Researcher:** How sir?

**Respondent:** *If we use these above mentioned strategies, learners will be active and they feel warmly environment. Learning by doing theory is adopted if we use above mentioned strategies.*

**Researcher:** Are you getting support from school administrative and other staffs to make the use of CAS effective in the classroom?

**Respondent:** *Yes, I get fully support from school administrative and other staffs to make the use of CAS effective in the classroom.*

**Researcher:** If so then what sorts of help they do and how sir?

**Respondent:** *They provide me proper environment, they support me by observing all around activities of the learners in the classroom.*

**Researcher:** To make the use of CAS effective and result full, the government seems more positive and has done more to make its use effective. However, stakeholder used to say the result of CAS is less effective. Thus, what do you think?

**Respondent:** *I do not think so. In my view to make the use of CAS effective and result full, the government as well as all the stakeholders seem more positive and as a result the result of CAS is more effective than the result of paper-pencil test which is used as a traditional tool of evaluation.*

**Researcher:** Why CAS is not being effective?

**Respondent:** *CAS is not being effective in some cases because of some reasons such as lack of qualified teachers, large number of students in the classroom, teachers are not well paid, negligence of teachers, students and parents, etc.*

**Researcher:** Who should play vital role to implement the CAS effectively?

**Respondent:** *Teachers, students, parents, school administration, teaching staffs, education officers and other stakeholders should play vital role to implement the CAS effectively.*

**Researcher:** Why sir?

**Respondent:** *Because they are the concerned authorities and they have important role to implement it effectively. If one group among above mentioned categories remains as a sleeping partner or as passive, all the investment will be like pouring the water into sand.*

**Researcher:** Do you in favor of CAS or against it?

**Respondent:** *I am in favor of CAS.*

**Researcher:** What is the reason behind this sir?

**Respondent:** *Because it is an effective approach of evaluation or judgment. Only this approach would be able to capture the full range of learner's performance. Only this approach is useful to improve the result of pupils performance on tests and exercises and to help pupil to develop effective learning and working habit.*

**Researcher:** Thank you sir, thank you sir for your wonderful ideas.

**Respondent:** *Welcome sir.*

**Respondent 5**

**Researcher:** I am here to ask you some questions on the basis of my research. So, I would like to welcome you here sir.

**Respondent:** *Thank you sir.*

**Researcher:** May I record your voice sir?

**Respondent:** *Yes .....*

**Researcher:** And could you introduce yourself sir?

**Respondent:** *Yes, I am ..... I have been teaching English .....*

**Researcher:** What do you say about the Continuous Assessment System?

**Respondent:** *CAS is a way of evaluating assessing students. There are different ways to evaluate the students. Actually, CAS is observing different behavior of the students, such as discipline, cleanliness, personal hygiene and punctuality, etc.*

**Researcher:** Do you think that the use of Continuous Assessment System at basic level is effective/good?

**Respondent:** *Yes, obviously it is effective at basic level because students have worried about the terminal and final exams but CAS system avoid such fear of exams. The teacher can evaluate their ability and skills while teaching and learning activities are conducted in the classroom.*

**Researcher:** Do you believe that the use of Continuous Assessment System at basic level helps in developing the critical thinking of the students?

**Respondent:** *Yes, obviously.*

**Researcher:** How sir?

**Respondent:** *I believe that the use of CAS at basic level help in developing the critical thinking of the students. Actually, if we provided different task*

*such as pair work, group work to the students they discuss themselves on the topic and find out the different types of possible solutions.*

**Researcher:** To make CAS effective and fruitful what sorts of strategies do you adopt in the classroom?

**Respondent:** *Actually, to make CAS effective and fruitful, I will conduct different types of strategies.*

**Researcher:** What types of strategies sir?

**Respondent:** *Such as pair work, group work, quiz context, spelling contest, dictation. It would certainly develop their different learning ability of the students. Such as group work develops their speaking ability of the students.*

**Researcher:** Do you think the use of such strategies really bring change in students learning?

**Respondent:** *Yes, certainly.*

**Researcher:** How sir?

**Respondent:** *I think the use of such strategies really bring change in the students learning. By implementing different strategies in the classroom, they should develop their skills, such as listening, speaking, reading and writing and they would also develop their critical thinking ability of the students.*

**Researcher:** Are you getting support from school administrative body and other staffs to make the use of CAS effective in the classroom?

**Respondent:** *Yes, I am getting support from the school administrative and other staff.*

**Researcher:** If so then what sorts of help they do and how sir?

**Respondent:** *While I am observing different behavior of the students, sometimes I need some paper, sometimes I need extra time for the students to complete their project work. I need separate file for portfolios such*

*types of different materials and other reasonable help, I will get from the school administration and other staffs of our school.*

**Researcher:** To make the use of CAS effective and fruitful, the government seems more positive and has done more to make its use effective. However, stakeholder used to say the result of CAS is not effective. Thus, what do you think and believe?

**Respondent:** *I think the government wants to make the use of CAS effective and result full. I think the government also positive towards this system. However, the implementation part of the CAS is not so effective because the teacher should be more conscious and aware to use the CAS system in the classroom. Sometimes the government should provide trainings for the novice teachers. The administration also should observe the implementation part of CAS. If so, it would be more result full and fruit full.*

**Researcher:** Why CAS is not being fruitful sir?

**Respondent:** *Actually, "CAS" is not being fruitful because the novice teachers may not get sufficient information about the curriculum of the basic level. They might think that using CAS in the class is over burden. They also believe that CAS is not so effective to evaluate the students. I think that to make the "CAS" effective the government should provide the training frequently to the teachers. From the trainings they get lots of information about the CAS and they may have positive beliefs.*

**Researcher:** Who should play a vital role to implement the CAS effectively?

**Respondent:** *The teacher plays the vital role to implement the "CAS" effectively.*

**Researcher:** Why the teacher sir?

**Respondent:** *The teachers are playing the determining roles in grass root level. So, they should implement it effectively. The school administration also should support it.*

**Researcher:** Are you in favor of CAS or against it sir?

**Respondent:** *Yes, I am in favor of CAS.*

**Researcher:** Why sir?

**Respondent:** *Actually, CAS certainly develops their different types of inherent talents of the students. The students are worried about the exam but CAS system avoid the different worries of the students. The students can develop their different skills through CAS such as listening, speaking, reading and writing.*

**Researcher:** I knew that you have been teaching in the school level before implementing the CAS, isn't it sir?

**Respondent:** *Yes*

**Researcher:** And what sorts of differences have you found between those students who were before implementing the CAS that means the past students and the present students?

**Respondent:** *Past students did not get any different technology such as computer, laptop, projector, etc. but present students are using different ICT tools and they can learn English language themselves. For example, from using you tube channel they can develop their pronunciation skill. They can get also the opportunities to be familiar with the native speakers ..... but the past students did not get such opportunities so I want to say that present students are more conscious and and critical then the past students.*

**Researcher:** It means there is huge difference between past students and present students?

**Respondent:** *Yes,..... present students are more conscious then past students. Because they are using different channels to learn speaking pronunciation and different types of skills ..... ICT tools plays determining role to learn language skills.*

**Researcher:** Thank you for your ides sir.

**Respondent:** *Ok, thank you.*



## **Respondent 6**

**Researcher:** I am here to ask you some questions on the basis of my research sir.

**Respondent:** *Ok sir,*

**Researcher:** So, I would like to welcome you here sir.

**Respondent:** *Thank you.*

**Researcher:** May I record your voice sir?

**Respondent:** *Yes, you can.*

**Researcher:** Sir, could you define yourself sir?

**Respondent:** *My name is Dilip Shrestha. I teach in basic level as a basic level; teacher. My school's name is Shree Krishna Secondary School, Timu.*

**Researcher:** Yes, ..... And what do you say about the CAS as Continuous Assessment System sir?

**Respondent:** *In my opinion, CAS is a way or system of evaluating the students using different tools and categorizing them in different ranges. It goes along with teaching learning activities.*

**Researcher:** Yes sir, do you think the use of continuous assessment system at basic level is effective?

**Respondent:** *It is very effective.*

**Researcher:** How sir?

**Respondent:** *While using CAS students get a lot of opportunities to involve in different activities. There, they share their ideas, knowledge, experiences, ..... when they get this chance obviously that helps and promotes their knowledge.*

**Researcher:** Do you believe that the use of CAS at basic level helps in developing the critical thinking of the students' sir?

**Respondent:** *Obviously sir.*

**Researcher:** How sir?

**Respondent:** *It develops their critical thinking. While applying CAS in the classroom by the teacher. Let the teacher involves different activities in the classroom. Sometime the teacher asks them to interact each other and they ask them to the possible answer .....they mostly involve in different activities in the classroom. It means students are very active in the classroom. They find out, they are given opportunities to find out possible answer of the problem given by the teacher. You know sometimes teacher only don't involve teaching but they give the problems to the classroom to the students in class, where the students are active to find out the possible answers that's why it is effective for the improving the critical thinking of the students.*

**Researcher:** And to make CAS effective and fruitful, what sorts of strategies do you adopt in your classroom sir?

**Respondent:** *I mostly use or apply group work, pair work, project work, not only this much sometimes homework, sometimes class work, these types of strategies or techniques I apply in the classroom.*

**Researcher:** Do you think the use of such strategies, you have already told that really bring change in the students learning?

**Respondent:** *Obviously sir.*

**Researcher:** How sir?

**Respondent:** *..... These strategies bring change in students learning. First of all I want to talk about group work. In group work, the students are divided into different groups and each group contain 4 or 6 students and in the every group teacher gives some problems and in the group they are asked to discuss about the problems. Students also share the ideas and find out the solutions of the problems in the classroom and they get opportunities to work together and they also built their confidence when they get opportunities to work with their friends. That kinds of opportunities they get. These kinds of activities which are applied in the classroom. We say that is students centered evaluation really promote and really bring change in their learning. Next I would*

*like to talk about project work sometimes we have to ask the students for example first of all you go to your community and meet some people and ask their job and their income and then neglected when after you ask about the job and income to their neighbor. Sometimes we have to assign such tasks ..... when they go to the real field and when they ask the questions to their neighbor, when they find out the income and their job of the neighbors. That's kinds of activities really bring change it means they make confidence in speaking, writing, and sometimes when the teacher gives this kind of activities/assignments to their students, they learn themselves, they build confidence, they also learn from their neighbors also ..... these kinds of activities I think really bring change in their learning.*

**Researcher:** And here one thing came here that the support. Do you get the support from the school administration to complete these above mentioned activities?

**Respondent:** ..... *I am getting support from my school sir. My administration, school is making available everything what we need in our school to apply the CAS. They also make available files, teaching materials in the classroom. I don't see any problem from my school administrative.*

**Researcher:** And from your staff?

**Respondent:** *Staffs also helping me and sometimes we have to conduct outdoor activities and indoor activities so only one teacher is not enough to conduct these types of activities to the students. We need help from our teachers at that time my staffs are ready to help me. They help me and that help to conduct these activities. And they also share their ideas, if I confused on CAS they also share ideas that help me to conduct different activities to the students effectively in the classroom.*

**Researcher:** To make use of CAS result full the government seems more positive and has done more to make it effective however stakeholders use to say that the result of CAS is not effective. Thus what do you think in this point?

**Respondent:** *Yes, sir, in my think, the government made the policies and also invested the money, the government had also given the training to the teachers but the problem is seen in the teacher and administration body of the school. In the field of the school, the teacher and the administrative body are not working effectively in the school. And only the teacher fulfills the formality at the end of the session, they only prepare the document and they do not work perfectly in the real field, the do not keep the record of the students, they do not make lesson plan before entering the classroom, that type of problems are I see in the classroom. That's why the result of CAS is very poor. So CAS is not fruitful because of the teacher and the administrative body.*

**Researcher:** Who should play the vital role to implement the CAS effectively?

**Respondent:** *In my views, the main role should be played by the teacher and the administrative body of the school because the real field where the CAS is used is school so the school teacher and school administrative are directly close with the students and they know the students, how they learn and what they have to do only the teacher know that's why the teacher should be responsible, the teacher should fulfill their duty, they have to make plan, they have to teach the students effectively, if the teacher and administrative body pay the attention on CAS to use effectively the result will be better.*

**Researcher:** Do you in favor of CAS or against it?

**Respondent:** *I totally in favor of CAS.*

**Researcher:** Why sir?

**Respondent:** *Because CAS consider holistic aspect of the students the CAS do not consider only one thing of the students. CAS consider the students discipline, classroom performances, regularity, sanitation of the students, whether the students are doing the homework or not. CAS consider everything of the students that's why it will be the real evaluation of the students if we apply CAS effectively.*

**Researcher:** I know that you have been teaching in the school level before implementing the CAS isn't it sir?

**Respondent:** *Yes, sir.*

**Researcher:** Then what sorts of differences have you found between those students who were before implementing the CAS and present students?

**Respondent:** *Before implementing the CAS ..... At that time CAS was not applied and only the teacher focuses on final exam and if the students pass exam the students will be upgraded to next classes otherwise the students the students would not be upgraded that was the situation in the past..... There were not any visual aid, computer or ICT tools were not used in the classroom at that time and the teacher only used textbook to teach the English in the classroom and the result were very poor.....that was the situation but now days ICT tools are available in our school and most of the teacher are using ICT tools to teach English and the students are also get opportunities to hear visual aids themselves and find out how the native speaker is speaking and how the words are pronounce ..... that's why the students are feeling very easy to learn English because of the ICT tools and not only this much nowadays the system has been changed or techniques has been changed and new technique has been applied in the class room. In the past time teacher center method was used nowadays the teacher make the students active in the classroom and they get the opportunities to learn themselves, they get the opportunities to interact themselves..... present students are very active and very smart I think it is the reason of continuous assessment system.*

**Researcher:** Thank you sir.

**Respondent:** *Welcome sir.*