

CHAPTER ONE

INTRODUCTION

1.1 General Background

Nearly seven billion people live in the world. There is one inherent (inborn) treasure of theirs that brings them into contact, makes them share their happiness and sorrow, opinions and feelings, thoughts and emotions that is language. It is the instrument of thinking and imagination, storehouse of knowledge and means of communication. Scientific discoveries, valuable literary works, history, culture of the past time are stored in the language. The language transfers all these knowledge to new generations from old generation. Without language the world will be incomplete and deaf. Therefore the language has been indispensable and inseparable part of human being.

The present world is changing rapidly. It is completely different from the world in the past in many things. Rapidly changing concept of globalization is a significant factor to reach the present world in the changing point of height. The greatest possibility of meeting and/or being connected with the people from the different parts of the world is increasing day by day. We want to make sound relations and to be familiar with other people in the world. Therefore we need a common language to have effective communication, to make sound relations and to be familiar with other people.

In the present world, the English language is playing the role of common language. It is means of global communication being used world wide. In the greater number of languages in the world, the English language is the principal language for international communication as expressed in the words of Sthapit, Basnyat, Bhattarai and Giri (1994): "The importance of the English language in the present day world need not be over emphasized. It is principal language for international communication and gateway to the world body of knowledge".

Now it is a common language of world. It is a lingua franca, in the sense that the people who speak different languages other than English use it as a link language. If we are far from the touch of the English language we are far from the world body of knowledge and our door of the knowledge is always shut. Therefore it has been a need and must of everyone.

1.1.1 Beginning of English Language Teaching in Nepal

Teaching of English language started many years ago. The history of English language was started in 1910 B.S when the Prime Minister Jung Bahadur Rana returned Nepal from England completing his one year visit to the UK. After returning Nepal, he established Durbar High School which was only for a few privileged people. Awasthi (2003, p.22) gives the introduction of English in the education system in Nepal. English entered in the Nepalese education system in 1910 B.S. when the Prime Minister Jang Bahadur Rana opened a high school in Kathmandu. However it was not introduced in the higher education until 1975 B.S. when Tri-chandra College the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then, English teachers were not trained.

After the political changes of 2007 B.S., access to education was made free to common people. People's awareness increased towards education. The schools were opened in great number. Chandra Samser established Tri-Chandra college in 1976 B.S. which was the first college in the history of education in Nepal. This college had implemented the curriculum from Patana University of India because the college had affiliated this University. The examination was taken by this university. Only after 1986 B.S. our own examination board was established and examination was administered in our nation.

The S.L.C examination board was established in 1990 B.S . Then after, all levels of examinations were conducted in our own nation. Then the Tribhuwan University was established in 2016 B.S. and our own educational systems are into existence.

English language is being practiced in Nepal. Government has implemented English as a compulsory subject right from class one since 2060 B.S. It is studied as a compulsory subject upto Bachelor level. Private schools have given it much more priority. They have made it the medium of instruction. Many language institutions are opened for better learning of the English language. It has been the government's first priority after Nepali, our national language.

1.1.2 Meaning and Purpose of Assessment

Assessment and teaching are as the two sides of a coin. One remains incomplete in the absence of another. They go side by side in a parallel way. Assessment analyses different aspects of education.

If we see etymologically, the 'assessment' is from Latin word 'assidere' which means 'to sit beside'. Sitting beside children suggests us a close relationship and sharing of experience. Nowadays its meaning is broad. Assessment includes the full range of information teachers gather about their pupils, instruction and classroom atmosphere. It includes the full range of methods teachers use to gather those information. It includes interpreting and synthesizing the information to help teachers understand their pupils, plan and monitor instruction and establish a viable classroom culture.

According to Altan (2002, p. 57), assessment is "an on going process through which a student is not only monitored but is which students are involved in making decisions about the degree to which their performance matches their ability". Therefore, teachers and students both are active in assessment process.

Gardner (1993, cited in Altan, 2002, p. 57) defines assessment as "the process of obtaining information about the skills and potentials of individuals and useful data to the surrounding community". According to him, assessment is a process in which necessary information about the skills and potentials of students are collected.

Therefore, assessment is an interactive process that engages both the teacher and the student in monitoring the students' performance and progress. It is a necessary part of teaching learning process. Therefore, it motivates, encourages and gives feedback to the students along with teaching learning process.

There are many purposes of conducting language assessment in the classroom. One reason for conducting language assessment in the classroom is to promote the meaningful involvement of students with materials that is central the teaching objectives of a given course.

Students are facing different problems in the classroom. Teachers have to find out those problems. So, diagnosing the students' problems is another purpose of assessment.

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

Assessment is useful to place the students in appropriate level according to their ability. It also helps the students and teachers to plan and conduct the instruction programme.

1.1.3 Language Teaching and Language Testing

Khaniya (2005, p. 14) says:

Testing in a broad sense has always been an inherent part of teaching.

Assessment of learning is as old as education itself. From the time when

teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. In this process, the teacher, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of a lessons or a unit or a chapter or a course of study.

Language teaching and language testing cannot be separated from each other as they are closely related. Although they are separate disciplines in process and nature, one is incomplete in the absence of other. If there is only language teaching going on we can not be able to find out how much a learner has learned the language. Language testing gives us the information about language learners' present position. With the result of language testing a language teacher makes his plan about language teaching. We can find out the quality and output of language teaching from the language testing. It gives us the information about how much we have taught and how much is remained to teach. Accordingly, we plan our language teaching again. Language testing gives feed back to the language learners as well as language teachers.

Language teaching and language testing are two wheels of a car. The existence of one cannot be imagined in the absence of other. About the relationship between teaching and testing, Heaton (1975, p.5) says:

Both teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce

learning and to motivate the student or primarily as a means of assessing the students' performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared largely to the test.

It indicates that testing is influenced by teaching and vice versa. Testing is one of the means of evaluating students' language ability or language competence and performance. Davis (1968, p.5 cited in Hughes 1992, p.2) has said that "The good test is an obedient servant since it follows and apes the teaching". Strongly disagreeing with Hughes (1992, p.2) has said that the proper relationship between teaching and testing is surely that of partnership. He further said that "We cannot expect testing only to follow teaching. What we should demand of it, however, is that it should be supportive of good teaching and where necessary, exert a corrective influence on bad testing (ibid, p.2).

While discussing the relationship between teaching and testing, we cannot leave one important factor that is backwash. Hughes (1992, p.1) puts on, "The effect of testing on teaching and learning is known as backwash." Backwash can be harmful or beneficial. If the testing is prepared to test what is taught and learned in the classroom then the testing can dominate all the classroom teaching and learning activities. If we teach one thing and test another thing, the effect of testing on teaching is not beneficial.

Lado (1965, p.20) has said, "The same basic understanding of the facts of language learning applies to testing. What the student have to learn constitutes the corpus of what we have to test since the students has to learn language, it is language that we must test."

From the above discussion, it is clear that teaching and testing are mutually inclusive and complementary to each other. Researcher comes to the end by quoting Harrison (1991) "A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement".

1.1.4 Language Testing as a Discipline

Language testing has now become a discipline in itself. There are several scholars in the world who have earned Ph. D. in language testing. Putting it another way, there are several universities which have awarded Ph. D. degree in language testing. Several universities have been publishing language testing journals. As this area of study is expanding through research and practices, its coverage is getting wider, and its relevance is becoming stronger. In the past, language testing was considered as a small part of applied linguistics and language teaching. Everybody thought it has no significant role to play. Language testing was recognized as a course of study after the establishment of the School of Applied Linguistics at the University of Edinburgh in 1957. Many universities have now started teaching language testing as a separate and independent subject with greater weighting.

In the context of Nepal, Tribhuvan University has recently given language testing a separate status as an independent subject for study at M.Ed. level at the Department of English Education. Until then, language testing was confined to a unit under English language Teaching (ELT) methodology course.

Many figures from the US Been Wood, Vivid Hemmon, Robert Lado, John Oller, John Carroll, etc. have contributed to the emergence of language testing as an independent discipline. Similarly, from Britain Alan Davies, Elizabeth Ingram, Cyril Weir, Arthur Hughes, Elana Showany, to name a few, have made significant contribution to bring language testing in the present status (Khaniya, 2005, p. 7).

1.1.5 Approaches to Language Testing

The approaches are discussed in terms of their contribution to language testing so that insights can be obtained for understanding how what is to be tested has been changing over time. Approaches to language testing are guidelines in better language testing process. According to Davies (1968, p. 1-2) "the testing of second language proficiency tends to follow teaching methodologies".

Similarly, Bachman (1990) maintains that explicit definition of language ability is essential to determine what to test and how to test it. The emphasis on what is to be tested has thus been changing through different stages over the years. The different approaches to language testing which were focused on different eras are as follows:

1.1.5.1 Pre-Discrete Point Testing

Pre-discrete point testing is used to refer to the language testing situation before the concept of discrete point testing came into existence. It means it was practised before 1960s. The pre-discrete point approach to language testing was based on the assumption that no special expertise was required for testing e.g. many teacher would do it. The idea was that a good teacher was a good tester. There was no need for a separate training on testing. According to this approach the aspects of language to be tested are the abilities to translate and write open ended essays. The format of the examination took the form of translation from L1 to L2 or L2 to L1, open ended essays in L2 and grammatical items.

1.1.5.2 Discrete Point Test

The discrete point approach to language testing came as a reaction to the pre-discrete point approach which was severally criticized for not being reliable and valid. This trend was based on the assumption that language testing could be made

precise, objective, reliable and scientific (Sposky, 1978, quoted in Khaniya, 2005, p.14). It tests one element at a time. It was practised after 1960s.

1.1.5.3 Integrative Testing

In response to the discrete point testing, integrative testing came to exist. John Oller, the proponent of the integrative testing argues that language elements interact with each other for meaning, and if language is broken into pieces as in discrete point testing, crucial properties of a language are lost. That is why dealing with language elements in isolation or treating them as discrete points is artificial (Khaniya 2005, p.17). Another point associated with the integrative testing is the concern with 'overall language proficiency' popularized by Oller (1979).

According to Oller (1979, quoted in Khaniya 2005, p.17-18)

The concept of an integrative test was born in contrast with the definition of a discrete point test. If discrete items take language skill apart, integrative tests put it back together. Whereas discrete items attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner's capacity to use many bits all at the same time, and possibly while exercising several presumed components of a grammatical system, and perhaps more than one of the traditionally recognized skills or aspects of skills

Therefore, integrative testing tests several language elements in one time. The examples of integrative test are cloze test, dictation and oral interview.

1.1.5.4 Functional Testing

The functional approach to testing is based on the assumption that knowledge of language should be seen in terms of language related functions, not in terms of underlying grammatical structure (Spolsky 1985, p.185 quoted in Khaniya 2005, p. 21). This approach places importance on performance rather than on the linguistic ability of the examinee. Tests based on this approach are popularly called "performance tests". Some scholars call it "performance approach to language testing."

The advocates of this approach see language as being composed of a series of functions that the learner should acquire in order for him to be able to perform different speech acts in various contexts and situations. Performance in this context involves both skills and knowledge to perform tasks in question.

1.1.5.5 Communicative Testing

The approach to communicative language testing has a close relation with communicative language teaching. The term 'communicative competence' was first used by Hymes (1972, quoted in Khaniya 2005, p. 23) to refer to "The intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context". Hymes' communicative competence differs from Chomsky's linguistic competence. For Chomsky (1965, quoted in Khaniya 2005, p. 10), linguistic competence refers to knowledge to grammar and of other aspects of language while performance refers to actual use.

The implication of the theory of communicative competence for language testing is that communicative testing must focus not only on what the learner knows about the second language and about how to use it but also to what extent the learner is able to actually demonstrate this knowledge in a meaningful way.

1.1.6 Types of Testing

So far researcher discussed about history of the English language in Nepal, meaning and purpose of assessment, relation between language teaching and language testing and approaches to language testing. Now s/he will discuss about types of testing. Baker (1989, p.3) has said that "A test is a way of arriving at a meaningful decision". So it is the test that makes us decide about the language behavior of students. Test tells us about language competence, performance level of student and their present position. According to Hughes (1992, p.9) there are four types of test which researcher will discuss in the following section are: proficiency tests, achievement tests, diagnostic tests, and placement tests.

1.1.6.1 Proficiency Test

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

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

Davies et al., (1999, quoted in Khaniya 2005, p. 83) define proficiency test as "a measure of how much of a language someone has learned." The proficiency test

measures people's language ability without considering the course they have been taught. Therefore, this test does not test the people's language ability in terms of formal course in academic sector. The proficient test is only concerned with specific skills and abilities rather than general abilities. TOEFL (Test of English as a Foreign Language), Cambridge proficiency Examination and Oxford EFL Examination (Preliminary and Higher) are examples of such tests.

1.1.6.2 Achievement Test

Achievement test are called 'summative test' or 'attainment test'. Davies et al., (1999, Quoted in Khaniya 2005, p. 85) describe an achievement test as "an instrument designed to measure what a person has learned within or up to a given time". Unlike proficiency tests achievement/attainment tests are directly based on predetermined courses. That means, the achievement test has to measure the extent to which the learners have achieved what they are supposed to achieve in relation to the contents and objectives of the course. To put it in a simple language, achievement tests are used to measure what students have learned in a school or college. Achievement tests seek to determine the extent to which a learner has mastered the contents of a particular course. For this reason, they contain or should contain only test items based on what has been taught (Bell; 1981). Usually conducted at the end of the term or end of the year, achievement tests look backward to 'what has been taught ? and how much of it has been learnt by the students ?' Indirectly, they help to evaluate the teaching programme as a whole.

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

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

a. Final Achievement Test

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

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

b. Class Progress Test

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

The class progress test is also an examination of the fitting of the objectives and the contents to be presented in the classroom. The result of class progress test enables the teacher to understand the pace of learning of the students, effectiveness of his/her teaching, the progress that the students are making towards achieving the set objectives. In that sense, it is also a teaching device. It has a positive washback effect. Since it gives students a sense of achievement, it offers

motivation for students. It is a check on their learning, good performance will encourage students to work more.

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

1.1.6.3 Diagnostic Test

A diagnostic test is given to identify or diagnose students' strengths and weaknesses during a teaching programme. It determines what errors are occurring and what corrective measures are needed to rectify those errors. In this way diagnostic tests are intended primarily to ascertain what further teaching is necessary.

A diagnostic test is like a diagnosis of a medical doctor. As the doctor makes a judgement on an illness after examining the person in order to pursue further treatment, a teacher administers a diagnostic test to ascertain the strengths and weaknesses of the students so as to determine the kind of further remedial action needed for a particular group of students.

Information, obtained from the diagnostic test is useful at the beginning of or during a language course. (Khaniya, 2005, p. 88).

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

the group make a certain error, the teacher will note the error and plan appropriate remedial teaching.

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

1.1.6.4 Aptitude Test (Prognostic Test)

An aptitude test is defined as "a measuring instrument to find out the extent to which an individual possesses specific language learning ability" (Davies et al. 1999, quoted in Khaniya, 2005, p. 90). Aptitude test (in another word we say prognostic test) is also described as an instrument to assess learning potentiality of the learners. This test is used to find out the probable performance in a foreign language which is not yet started. This test attempts to discover an individual's potential for acquiring a particular skill, e.g. a specific foreign language or foreign languages in general. The philosophy behind this test is that the learner will be involved in a different code (language) learning. We must evaluate his overall ability to cope with the alien structures of the new language (English in our case). Research in this area reveals that aptitude involves intelligence, motivation, memory, phonological sensitivity and sensitivity to grammatical patterning though some researchers seem to be skeptical about the presence of a general aptitude variable. The aptitude test generally predicts the students' probable strengths and weaknesses in learning a foreign language.

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

1.1.6.5 Placement Test

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

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

1.1.7 Qualities of a Good Language Test

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

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

1.1.7.1 Validity

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

information it provides is accurate, concrete and representative in light of the purposes for which is administered (Khaniya, 2005, p.103).

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

a. Content Validity

A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. The test would have content validity only if it included a proper sample of the relevant structures. For Brown (1976, p. 123 quoted in Khaniya 2005, p. 104), content validity, is "a measure of the adequacy of sampling." Furthermore, to have a good content validity a test must reflect not only the content of the course, but also demonstrate the balance of test items in terms of weighting given to each unit or area. Therefore, it is important that the items and questions cover the full range of the issue or attitude being measured. Assessment of the items of an instrument in this respect is called content validity. The coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items.

b. Face Validity

Face validity is defined as "what is appears superficially to measure" (Anastasi 1982, quoted in Khaniya 2005, p.112). The judgment that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Each question or item on the scale must have a logical link with an objective. Establishment of this link is called face validity (Kumar 2005, p. 154).

c. Concurrent Validity

By name, the concurrent validity of a test refers to the process of determining the validity against the set criterion at the same time. Test developers tend to establish the validity of the new test by comparing the performance of the students on this test against their performance on a test of similar kind already established. The correlation between the two tests is said to be the concurrent validity of the new test. Establishing concurrent validity of a test is very common. Most test developers would be interested to find out the extent to which the test correlates with some other standardized test. If two assessment are similar, the instrument used to make the assessment is assumed to have higher validity. Concurrent validity is judged by how well an instrument compares with a second assessment concurrently done.

d. Predictive Validity

Predictive validity of a test is concerned with the extent to which the test can predicts the future performance of the testees. This type of validity is established by comparing test results with another criterion such as success in a particular job or in higher education. Predictive validity is important in the sense that a test is supposed to predict the future performance of the candidates which can be established against the external criteria. The proper measure of an exam's predictive validity is thus the contribution to accurate decision making (Brown, 1976, p. 99 quoted in Khaniya 2005, p.108).

e. Construct Validity

In language testing, construct validity is defined as the extent to which a test represents an underlying theory of language learning. In a simple way, a test can be said to have construct validity if it measures just the ability which it is expected to measure and nothing else. Construct validity is important when an examination

is designed to measure the attribute or quality or ability that an individual is supposed to possess.

1.1.7.2 Reliability

We use the word 'reliability' very often in our lives. When we say that a person is reliable, what do we mean? We infer that s/he is dependable, consistent predictable, stable and honest. In the same way, the concept of reliability in relation to test has a similar meaning: if a test item is consistent and stable, hence, predictable and accurate, it is said to be reliable. The greater the degree of consistence and stability in an instrument, the greater is its reliability. Therefore, 'a scale or test is reliable to the extent that repeat measurements made by it under constant conditions will give the same result' (Moser and Kalton 1989, p. 353 quoted in Ranjit 2005, p.156).

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

1.1.7.3 Practicality

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

- a. Administerability
- b. Economy
- c. Scorability
- d. Contextualization
- e. Including of authentic like materials

1.1.8 Continuous Assessment System (CAS)

Continuous assessment as its name suggests is a type of regular assessment that is done time and again. When both formal and informal assessments are done on a regular and continuous basis they are referred to as continuous assessment.

Continuous assessment is meant to be integrated with teaching in order to improve learning and to help, shape and direct the teaching learning process. Here both the teachers and students are engaged to solve the problems faced by the students. The teacher collects assessment information to provide feedback and incentives to motivate pupils. Therefore, continuous assessment system is that type of testing system which is done regularly along with the teaching learning activities.

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

Continuous assessment of learner's progress could be defined as "a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling" (Falayalo, 1986, quoted in Alausa, 2005, p.2). From this definition we know that continuous assessment takes into account all students' performances in the cognitive, affective and psychomotor domains of learnings. Assessment in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as

attitudes, motives, interests and other personality traits. Assessment in the psychomotor involves assessing the learners' ability to use his or her hands (e.g. in handwriting, construction and projects).

Another definition by Airasian (1991, p. 27) describes continuous assessment as an assessment approach which school depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners' information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture.

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

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

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

Continuous assessment is an ongoing process that tracks and measures a student's achievement during the programme. Through regular assessment of performance, it provides information that is used to support a student's development, enabling improvements to be made in the learning process. Assessment is used not only as a final form of evaluation but is integral to the teaching and learning process, i.e. assessments are formative and summative. According to Lewis (1997, p. 12).

"with continuous assessment, teachers must embed the assessment in their

instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners".

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

To sum up, continuous assessment is a very important approach for providing feedback to the students in their learning. It helps teachers shift their teaching style and methods, rearrange the class seating, helps and inspires the students in a better way, takes decision about the academic progress or placement of pupils, plan and carry out instruction, etc.

1.1.9 Teachers' Understanding on Continuous Assessment System (CAS)

In this study, primary level English teachers are good sources of data, because they have long experiences of teaching and testing. They taught and used testing for ages. They have once evaluated their students Through Traditional Assessment system (TAS) and now they are evaluating their students through Continuous Assessment System (CAS). Therefore, they have long past experience of TAS and recent and fresh experience of CAS. In addition to this, they have taken part in different trainings and seminars about CAS. Their past experiences in TAS, recent experiences in CAS and training they have taken are the good sources to find out the effectiveness and some behavioural facts about CAS. For this, the researcher reached different schools of two resource centre of Salyan district and collected the responses of 50 teachers teaching at primary level.

1.1.10 Continuous Assessment System (CAS) in Nepal

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

a. Objectives of Continuous Assessment System

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

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

But CAS has not been implemented in lower secondary, secondary, higher secondary and university level. It has been implemented only primary school. In these levels only the periodic examinations are used.

b. Need of Continuous Assessment System

The main purpose of the continuous assessment system is to make the students acquaint with learning outcomes through effective teaching learning activities. According to Nirantar Bidhyanthi Mulyankan Karyanwayan Pustika (continuous assessment implementing booklet) (CDC, 2011, p.2) the needs of Continuous Assessment System (CAS) are given below:

- To help students in their effective learning and work habit.
- To teach the students who are very weak in learning in a diagnostic way.
- To make the students acquaint with knowledge, skill and behaviour which are included in curriculum.
- To assess students continuously and conveniently.
- To increase level of learning outcomes of students and to make them pass the grade successfully.
- To create the child friendly learning and evaluation environment.
- To save additional time and resource which we spend in students' evaluation.
- To attract and encourage the students in assessment system.
- To teach the students according to individual differences
- To improve the validity and reliability of learning outcomes of the students
- To encourage and attract the students in regular attendance in class.
- To reduce the rate of drop-outs and class repeaters.

c. Usefulness of Continuous Assessment System

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

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

d. Student Evaluation Policy

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

- Using formal and informal evaluation tools, internal and external evaluation process will be implemented in all levels and classes.
- Class work, project work, community work, unit test, achievement test, terminal examination, observation, and constructive work will be used while evaluating the students.
- To certify the students' achievement or to promote class, summative test will be used.

- Liberal upgrading system will be implemented from grade one to grade seven respectively in basic education. Remedial teaching will ensure the quality of learning.
- It will be emphasized in continuous assessment system, whether the students complete learning outcomes or not, whether they are acquainted expected changes in their behavior, attitude, capacity, skill or not, whether the students get continuous feedback or not.
- Internal assessment of students will be based in school
- To conduct summative evaluation in school level, resource centre level, district level, regional level and national level, school, resource centre, district, region and agency of central level will be made responsible.
- To determine minimum standard of certain level and outcome (achievement) of school level education in different classes and subjects, standardized examinations will be conducted.
- Pass marks of both internal and external exams will be 40 percent in all level and classes.

e. Inclusion of CAS in Primary Education

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

1. The learning of students will be ensured through formative evaluation system. The main objectives of formative test are to improve learning standard of students. For this, the teachers have to provide learning opportunity time and again on the basis of students' individual learning outcomes.

2. Portfolio will be kept for the students of 1-3 classes. The portfolio will be updated on the basis of students' class work, project work, achievement test behavioural change in students, observation, attendance, etc. The information about taught subject matter and students' achievement will have to be sent to the parents and will have to be recorded in portfolio. More emphasis is given in class work than in home work in this level (1-3 classes).
3. The students of 1-3 class liberally upgraded on the basis of continuous assessment system. For this, different tools of evaluation will have to be used.
4. Students of 1-3 classes are evaluated on the basis of continuous assessment system. So no pass mark is stated in the evaluation system.
5. The main purpose of the continuous assessment system is to do regular evaluation of students' achievement on the basis of stated learning outcomes and to upgrade the students on the basis of evaluation record on the portfolio. While doing CAS, diagnostic teaching will have to be done on the basis of standard of students' learning achievement. The students who have poor attendance in class and who have not acquainted with minimum learning outcomes may be upgraded on the basis of decision of related teacher, parents and head teacher in condition those students will be provided learning opportunity again.
6. Students will be classified into three groups ('Ka' to 'Ga' scale) on the basis of their progress in grade 1-3. The classification will be like this:
 - 70% - 100% - 'Ka' group
 - 40% - 69% - 'Kha' group
 - below the 40% - 'Ga' group
7. The students of class 4 and class 5 will be evaluated through 50% summative test (periodical examination) and 50% continuous assessment system (formative test). The students will be upgraded on the basis of

formative test and summative test. 40% will be pass mark of written test and students will have to pass separately in written test.

8. The students who are medium in Continuous Assessment System (formative test) and are failed in written test (summative test) will be upgraded on the basis of decision of related parents, class/subject teacher and head teacher.
9. Suitable and appropriate evaluation tools will be used for the students who have separate learning capacities.

f. The Agencies Responsible for Continuous Assessment System

In spite of the hard effort of MOE to give the quality education to all children of primary level, the result is not satisfactory. All the children of primary school age have not admitted in the school. According to statistics, there is still a frightened number of failures, class repeater, and drop-outs. It is accepted that the main causative factor of this is written test in fixed time. Therefore, students evaluation system is also responsible in the development of quality education in primary level. Considering this issue, Government of Nepal has started the CAS and liberal upgrading system as a test from the ninth five-year plan. Although it has not taken a speed, the need and importance of CAS is felt everywhere and is stated in the educational documents and programmes. Even it is not in expected speed. The main causative factor of this is the weak effective implementation process. Therefore, for effective implementation of CAS, only the school is not sufficient. There are many agencies responsible for effective implementation of CAS. According to the Nirantar Bidhyarthi Mulyankan Pustika (CDC, 2067, p. 21). The list of agencies that are responsible to the effective implementation of CAS is given below:

1. Ministry of Education
2. Education Department
3. Curriculum Development Center

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

1.2 Review of Related Literature

In formal teaching learning process, assessment is compulsory thing in all educational institutions. With assessment, we can say what the learners have learned and what the quality and quantity of learning is. Therefore, measurement is necessary because it explains the ability and skill of pupils. But the modalities of assessments (measures) are different in terms of place, time, purpose and situation. In our country Nepal, only the terminal tests are used in higher level education. Examinations are used hardly two or three times. In most of the cases exams are held only at the end of the academic year.

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

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

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

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

The addition of continuous assessment in the instructional and testing process is intended to achieve two major purposes: firstly, to improve both the validity and reliability of the results of pupils' performance on tests and exercises, and secondly to help the pupil to develop effective learning and working habits. The central purpose of continuous assessment is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through

learning, test taking and project undertaking in the critical and important objectives of the school curriculum. Therefore, educational measurement experts and educational policy makers have come up with the concept of Continuous Assessment System. Many educational systems all over the world have adopted this approach in assessing learners' achievement in many subject areas. It has come in the reaction of "teaching for a whole year and then giving a two or three hour paper to determine whether or not the pupil knows the subject."

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

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

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

In the same way, Chapagain (2005) has conducted a research on "Effectiveness of Continuous Assessment in English: A case of Grade Six". The purpose of the study was to find out the effectiveness of CAS on students' achievement in English. It experimental research. The research has concluded that the continuous

assessment system in English language learning was relatively more effective and successful than the usual way of testing.

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

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

My study was very different from Khana (1997), Neupane (2005) and K.C. (2007) because they did the research only in test which was traditional but I did research in Continuous Assessment system which is totally new from the traditional evaluation system. But my study was near to Chapagain (2005) and Ghimiare (2010) because they had done research on Continuous Assessment System. But the differences were in terms of purpose, methodology and analysis and interpretation.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a. to find out the effectiveness of Continuous Assessment System in primary level;
- b. to find out some behavioural facts (realities) about Continuous Assessment System.
- c. to suggest some pedagogical implication based on the findings of the study.

1.4 Significance of the Study

The issue of the English teachers' understanding and capability of implementing CAS in ELT classes is concerned with increasing sincerity and regularity because of the influence it can have on the teaching and learning activities. Students of English language education, English teachers, English teacher trainers, trainees, textbook writers, course designers will be benefited from this study. The study is also significant to National Center for Educational Development (NCED), the government agency responsible for providing training to the school level teachers. Educationists, language planners, reader, and researchers will also be benefited from this study.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. The primary sources were used for the collection of the required data and secondary level sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The fundamental base of the study were the primary sources of data. The primary level English teachers were the primary sources of data. The data from primary sources were collected by administering a closed ended and open ended questionnaire.

2.1.2 Secondary Sources of Data

The researcher consulted books, thesis, articles, journals, magazine, internet related to this study, e.g. Harrison (1991), Hughes (1992), Khaniya (2005), Bitchener (2010), Sealey (2010), etc.

2.2 Population of the Study

Primary level English teachers of Salyan district were the population of this study.

2.3 Sampling Procedure

The sample population of this study were 50 primary level English teachers working in Salyan district. The selection was done through purposive non-random sampling procedure in which the researcher simply reached the informants and

took the facts (information) that were appropriate for this purpose so that he could include the teachers having variety of teaching experience, previous training and other background . They were good sampling units or sampling elements because they have once used Traditional Assessment System and then as a government's policy they are implementing the Continuous Assessment System (CAS). Therefore, they were good informants to find out the behavioural realities about the Continuous Assessment System.

2.4 Tools for Data Collection

A questionnaire was used as the research tool for data collection. The questionnaire was directly related to the experience of the primary level English teachers who have once used traditional type of assessment system and then they are implementing CAS.

2.5 Process of Data Collection

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

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

f. Finally, he thanked them heartily.

2.6 Limitations of the Study

The study had the following limitations:

- a. The study was limited to the experience of English teachers towards CAS and problems faced by them while implementing it.
- b. The study was limited to find out some behavioural realities and effectiveness of CAS.
- c. The study was limited to the primary level English teachers working in government aided schools of two resource centre in Salyan district.
- d. The study was limited to only 50 teachers.
- e. Questionnaire was the only tool for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out whether Continuous Assessment System is effective or not and to find out some behavioural facts (realities) about the continuous assessment system.

The data collected from the informants were based on the questionnaires prepared for primary level teachers which include both open ended and closed ended questions. The questionnaires were related to Continuous Assessment System. The questionnaires were given to the primary level teachers to state their responses. Closed ended questions were multiple choice type. All alternatives were competitive, similar and equally important in each question. Twenty-four questions asked were to be answered on 5 point scale, i.e. strongly agree, agree, unknown, disagree and strongly disagree. The percentage is the main basis for data analysis. While analyzing the data, total number of responses for each questions and items have been counted and tabulated. Then total number of responses has been changed into percentage. The calculation has been done separately to the responses of questionnaires.

Three open ended questions in the questionnaires were asked to take the subjective response from the informants. For these, the researcher had described the accumulated responses from the primary level teachers. The responses to each open ended questions had been collected, listed and analyzed separately. The researcher has analyzed the responses to questionnaires separately one after another under the different headings.

3.1 Analysis and Interpretation of the Data Obtained from Questionnaires

There were twenty seven responses, among which twenty four responses were closed ended and three were open ended. I have analyzed the responses by using

both statistical as well as descriptive tools. The statistical data are converted in percentage. The statement, tabulation and interpretation of each question is given one by one below:

3.1.1 CAS Increases the Students' Attendance in Language Class

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

Table No. 1

CAS Increases the Students' Attendance in Language Class

Categories	No. of Respondents	Percentage
Strongly agree	32	64
Agree	16	32
Unknown	1	2
Disagree	1	2
Strongly disagree	0	0
Total	50	100

According to the above mentioned table, 64 percent teachers strongly agreed to the statement that CAS increases the students' attendance in language class; 32 percent

of them agreed to the statement, 2 percent of them were undecided; 2 percent of them disagreed to the statement and no one strongly disagreed.

Thus, the table No.1 shows that nearly 96 percent of the primary level teachers agreed with the statement; 2 percent of them disagreed and 2 percent of them did not want to say anything. A great majority seems to be in the favour of the statement. Therefore, it can be concluded that continuous assessment system (CAS) increases the attendance of students in the language class.

3.1.2 CAS Involves the Students in Class Interaction in Language

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

Table No. 2

CAS Involves the Students in Class Interaction

Categories	No. of Respondents	Percentage
Strongly agree	6	12
Agree	42	84
Unknown	0	0
Disagree	2	4
Strongly disagree	0	0
Total	50	100

The responses of the teachers in the above table shows that 12 percent out of total respondents strongly agreed to the statement they were asked and 84 percent of them supported that CAS involves the students in class interaction but 4 percent of them disagreed with the statement. No one was undecided and strongly disagreed.

The table No. 2 shows the result that altogether 96 percent out of the total respondents agreed with statement, 4 percent of them were disagreed and no body was undecided and strongly disagreed. Therefore, sufficient majority of the teachers were in the favour of the statement. From this result, we can concluded that the CAS involves the students in class interaction in language.

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

Better learner means the students who understands the knowledge well and who is always curious for new learning. Knowing everything is not a complete thing in itself, some type of production or creation should be there. Therefore students should be better learner and producer. Better learner and producer are symbol of quality education. To find out whether the recently implemented continuous assessment system helps students to become a better learner and producer or not, the teachers were asked to respond to the statement "CAS helps pupils to become a better learner and producer by encouraging pupils to improve their knowledge and learning in English language" with five alternatives. The responses obtained from the respondents are presented below in table form:

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

Categories	No. of Respondents	Percentage
Strongly agree	21	42
Agree	16	32
Unknown	9	18
Disagree	4	8
Strongly disagree	0	0
Total	50	100

The above table shows that 42 percent of the total respondents strongly agreed, 32 percent of them agreed, 18 percent of them were undecided, 8 percent of them disagreed and none of teachers respondents showed strongly disagreement.

According to the above table No. three, altogether 74 percent of the teachers agreed the statement, 8 percent of them disagreed and 18 percent of them did not want to say anything. Therefore, a majority of the teachers/respondents believed that students become a better/learner and producer. On the basis of this result, we can conclude that continuous assessment system is an effective tool of teaching learning process which makes the students better learner and producer in English language.

3.1.4 CAS Increases the Participation of the Students in Class Activities

To make the students acquaint with expected learning outcomes, they should take part in class activities actively. If the students actively participate in teaching learning activities, naturally their learning rate increases. Therefore, participation of the students in class activities is great thing. It is a another helping factor of quality education. To find out whether the CAS increases the participation of the students in class activities or not, the teachers /respondents were asked to respond

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

Table No. 4
CAS Increases the Participation of the Students in Class Activities

Categories	No. of Respondents	Percentage
Strongly agree	19	38
Agree	28	56
Unknown	2	4
Disagree	1	2
Strongly disagree	0	0
Total	50	100

The above table shows that 38 percent out of total respondents strongly agreed that CAS increases the participation of the students in class activities; 56 percent of them agreed with the statement, 4 percent of them were undecided, 2 percent of them disagreed the statement and no one strongly disagreed the statement.

According to table given above altogether 94 percent out of total respondents agreed the statements, only 2 percent of them disagreed and 4 percent of them did not want to say anything. So, it can be concluded that CAS increases the participation of students in class activities.

3.1.5 CAS Collects the Real Information from the Students

Collecting real information (facts) from the students through traditional assessment system (periodical examination) has always been a debatable issue. The basic concept of the evaluation is what is to be taught should be tested. But with periodical examination, what is taught is one thing and what is tested is another thing. We teach one thing but we test another thing. Therefore, the traditional assessment system does not test what is to be tested or does not collect

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

Table No. 5
CAS Collects the Real Information from the Students

Categories	No. of Respondents	Percentage
Strongly agree	10	20
Agree	22	44
Unknown	12	24
Disagree	5	10
Strongly disagree	1	2
Total	50	100

Table No. 5 shows that there are different views of the teacher about the statement "CAS Collects the real informations from the students". According to the table, 20 percent out of total respondents strongly agreed with the statement, 44 percent of them agreed, 24 percent of them were undecided, 10 percent of them disagreed and 2 percent of them strongly disagreed with the statement.

As the table shows, altogether 64 percent of the total respondents were in the favour of the statement, "CAS collects the real information from the students", 12 percent of them were in opposite of the statement and 24 percent of them did not want to say anything or they are undecided. From this result, we came to the conclusion that the CAS collects real information (facts) from the students because the majority of respondents supported the statements.

3.1.6 Togetherness of Students and Teachers in Language Classroom Activities

To make our teaching learning activities complete and successful, there should be two way participation in class activities. If we observe classroom with traditional

assessment system, the teachers and the students are together in classroom but not together in class activities. Togetherness of students and teachers in classroom activities is a necessary thing because it makes the teaching learning activities friendly and interesting. Continuous assessment system is supposed to make the students and teachers be together in classroom activities. This study has tried to find out whether the CAS helps in togetherness of students and teachers in classroom activities or not, the respondents were asked to respond to the statement "CAS makes the students and teachers be together in language class activities" with five categories. The teachers responses are presented in the following table.

Table No. 6

Togetherness of Students and Teachers in Language Classroom Activities

Categories	No. of Respondents	Percentage
Strongly agree	27	54
Agree	16	32
Unknown	5	10
Disagree	2	4
Strongly disagree	0	0
Total	50	100

Table No. 6 shows that 54 percent of the total respondents strongly agreed, the statement "CAS makes the students and teachers be together in classroom activities", 32 percent of them agreed the statement, 10 percent of them were undecided and 4 percent of them disagreed the statement.

The total agreement percentage of the statement is 86 percent, undecided percent is 10 percent age and disagreement percentage of the statement is 4 percent as displayed in the table. According to this result, it can be concluded that the CAS makes the students and teachers be together in language classroom activities because the majority of the respondents were in the favour of this statement.

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

Drop-outs are the main problem of primary education. The greater the number of drop-outs, the greater the loss of nations' investment. It has been the headache of experts, educationists and concerned authorities. One of the reasons of the drop outs is traditional evaluation system. Therefore, addition of the CAS in teaching learning process is supposed to decrease the number of drop outs in the language class. Therefore, in this research researcher had tried to find out whether the CAS decreases the number of drop outs or not. For this, teachers were asked to respond to the statement "CAS decreases the number of drop-outs in language class" with five alternatives. Their responses are presented in the table below:

Table No. 7

CAS Decreases the Number of Drop-outs in Language Class

Categories	No. of Respondents	Percentage
Strongly agree	14	28
Agree	32	64
Unknown	1	2
Disagree	2	4
Strongly disagree	1	2
Total	50	100

According to the table mentioned above, 28 percent out of total number of respondents strongly agreed the statement "CAS decreases the number of drop - outs"; 64 percent of them agreed the statement, 2 percent of them were undecided, 4 percent of them disagreed the statement and 2 percent of them strongly disagreed.

According to the data displayed in the table No. 7, altogether 92 percent of the total respondents were in the favour of the statement, "CAS decreases the number of drop outs". Only 6 percent of them were in the opposition of the statement and

2 percent of them were undecided. Ninety two percent is the great thing in place of 8 percent. Therefore, on the basis of this result it can be concluded that continuous assessment system (CAS) decreases the number of drop-outs in language class.

3.1.8 CAS Reduces the Number of Class Repeaters

The students who repeat the same class are the problems of primary education system of Nepal. Repetition of the same class by same students is the loss of time, energy and investment of nation. One of the main factors of this is traditional assessment system which includes only periodic written exams once or twice. Government of Nepal, therefore, has implemented continuous assessment system in place of traditional assessment system assuming that it solves the problem of class repeaters. In this study the researcher has also tried to find out whether the CAS decreases the class repeaters or not with the help of recent and fresh experiences of the teachers. For this, the teachers were asked to respond to the statement "CAS decreases the number of class repeaters". These responses are tabulated and converted into percentage as follows.

Table No. 8
CAS Reduces the Number of Class Repeaters

Categories	No. of Respondents	Percentage
Strongly agree	18	36
Agree	29	58
Unknown	2	4
Disagree	1	2
Strongly disagree	0	0
Total	50	100

According to the above table, 36 percent of the total respondents strongly agreed the statement "CAS reduces the number of class repeaters"; 58 percent of them agreed the statement; 4 percent of them were undecided and 2 percent of them disagreed the statement.

According to the data displayed in the table No. 8, altogether 94 percent of the total respondents were in the favour of statement "CAS reduces the number of class repeaters", only 2 percent of them were in the opposite of this statement and only 4 percent of them did not want to say anything about statement. Therefore, with the great majority of support we have concluded that CAS plays an important role to reduce the number of students who repeats the same class.

3.1.9 Encouragement for Talented One and Special Help for Weak One

While teaching in the classroom, problems come because of the discrimination in terms of talent. There are two types of students: talented one and less talented (very weak) one. Problem here is how to make them competent with learning outcomes in the talent discrimination classrooms. It is supposed that continuous assessment system meets the problems and interests of those two types of students in the same time in the same class. In this study, the researcher has also tried to find out whether the CAS provides encouragement for talented one and special help for weak one or not. For this the teachers were asked to respond to the statement "It inspires talented students and offers special help for less talented one" with five categories. Their responses are presented in the table below:

Table No. 9

Encouragement for Talented one and Special Help for Weak one

Categories	No. of Respondents	Percentage
Strongly agree	13	26
Agree	31	62
Unknown	3	6
Disagree	3	6
Strongly disagree	0	0
Total	50	100

According to the table No. 9, 26 percent of the total respondents strongly agreed the statement "Encouragement for talented one and special help for weak one", 62 percent of them agreed the statement; 6 percent of them were unknown, 6 percent of them disagreed and no one strongly disagreed the statement.

From the above table, it is known that altogether 88 percent of the respondents agreed the statement "CAS inspires the talented students and offers special help for less talented one", 6 percent of them disagreed the statement and 6 percent of them were undecided. From this facts, researcher has concluded that CAS inspires the talented students and offers special help for less talented one because the majority of the teachers (88%) were in favour of the statement.

3.1.10 Immediate Feedback to the Students to Improve Language Learning Process

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

Table No. 10

Immediate Feedback to the Students to Improve Language Learning Process

Categories	No. of Respondents	Percentage
Strongly agree	11	22
Agree	29	58
Unknown	7	14
Disagree	3	6
Strongly disagree	0	0
Total	50	100

According to the table No. 10, mentioned above, 58 percent of the total respondents strongly agreed the statement "Students get immediate feedback

through CAS", 58 percent of them agreed the statement, 14 percent of them were undecided, 6 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, it is clear that altogether 80 percent of the total respondents were in the favour of the statement "Students get immediate feedback through CAS", 6 percent of them were against the statement and 14 percent of them did not want to say anything. From this result the researcher came to the conclusion that students get immediate feedback which helps them to improve their language learning process because the majority of respondents supported the statements.

3.1.11 CAS Makes the Language Learning Fruitful and Meaningful

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

Table No. 11

CAS Makes the Language Learning Fruitful and Meaningful

Categories	No. of Respondents	Percentage
Strongly agree	8	16
Agree	28	56
Unknown	10	20
Disagree	4	8
Strongly disagree	0	0
Total	50	100

In the above table, it is clear that 16 percent of the total respondents strongly agreed the statement "CAS makes the language learning fruitful and meaningful", 56 percent of them agreed the statement; 20 percent of them were undecided; 8 percent of them disagreed the statement and no one strongly disagreed the statement.

From the above mentioned table, we know that altogether 72 percent of the respondents were in the favour of the statement "CAS makes the language learning fruitful and meaningful", 8 percent of them were in opposite of the statement and 20 percent of them did not want to say anything. From this fact, researcher came in the conclusion that CAS makes the language learning meaningful and fruitful.

3.1.12 CAS Minimizes the Number of Failures

Success and failure of education system is denoted by students' progress. The number of failures is greater in every school of Nepal. If we analyze the result of the SLC examination the greater number of students are failures. Failures are not only the problem of education system but also the problem of nation, society and family. Some failures feel humiliation and are pushed towards pessimism and then suicide. It is bad thing. Therefore, minimizing the failures in education system is concern of concerned authorities. It is supposed that continuous assessment system minimizes the failures. Therefore, in this study research has tried to find out whether the CAS minimizes the number of failures or not. For this purpose, researcher asked the teacher to respond to the statement "CAS minimizes the number of failures through liberal upgrading system". The statement has five categories. The responses given by the teachers are presented below in table form:

Table No. 12

CAS Minimizes the Number of Failures

Categories	No. of Respondents	Percentage
Strongly agree	36	72
Agree	10	20
Unknown	2	4
Disagree	2	4
Strongly disagree	0	0
Total	50	100

From the above table it is clear that 72 percent of the total respondents strongly agreed to the statement "CAS minimizes the number of failures"; 20 percent respondents agreed the statement; 4 percent respondents were undecided; 4 percent respondents disagreed the statement and no one strongly disagreed the statement.

From the information given in table above we know that altogether 92 percent of the total respondents agreed the statement; 4 percent of them disagreed the statement and 4 percent of them did not want to say anything. Therefore, the great majority is in agreement of statement. So researcher claims that CAS minimizes the number of failures through liberal upgrading system.

3.1.13 CAS has been Effective and Powerful Tool in Comparison to TAS

Continuous assessment system has come into existence against traditional assessment system. Because traditional assessment systems (only periodic exams) do nothing in progress of teaching learning activities. Therefore, CAS has been implemented supposing it solves long felt problems related to students and teaching learning process. Hence it contributes quality education. In order to find out whether CAS has been effective and powerful tool in comparison to TAS or not, teachers were asked to respond to the statement "In comparison to traditional assessment system (TAS), CAS has been effective and powerful tool in

developing the students' learning and multiple intelligences" with five alternatives. Their responses are presented in table below:

Table No. 13

CAS has been Effective and Powerful Tool in Comparison to TAS

Categories	No. of Respondents	Percentage
Strongly agree	10	20
Agree	19	38
Unknown	14	28
Disagree	5	10
Strongly disagree	2	4
Total	50	100

From above table, it is clear that 20 percent respondents strongly agreed the statement "CAS has been effective and powerful tool in comparison to TAS"; 38 percent respondents agreed the statement; 28 percent respondents were undecided; 10 percent respondents disagreed the statement and 4 percent respondents strongly disagreed.

From the above mentioned table, it is clear that 58 percent of the total respondents agreed the statement 'CAS has been effective and powerful tool in comparison to TAS', 14 percent of the respondents disagreed the statement in totality and 28 percent of the respondents did not want to say anything. Relatively the difference between agreement and disagreement is less. The percentage of undecided respondents is high in comparison to previous statements. However the majority (58%) of the respondents were in the favoure of the statement. Therefore it is concluded that in comparison to traditional assessment system (TAS), CAS has been effective and powerful tool in developing the students learning and multiple intelligences.

3.1.14 Encouragement and Inspiration are the Key Points in CAS

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

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

Table No. 14

Encouragement and Inspiration are the Key Points in CAS

Categories	No. of Respondents	Percentage
Strongly agree	12	24
Agree	20	40
Unknown	6	12
Disagree	12	24
Strongly disagree	0	0
Total	50	100

Table No. 14 shows that 24 percent of the total respondents strongly agreed the statement "Encouragement and inspiration are the key points in CAS". 40 percent of them agreed the statement; 12 percent of them were undecided, 24 percent of them disagreed, and no one strongly disagreed the statement.

If we analyze the data presented in the table No. 14, we find out that, in totality, 64 percent teachers were in favour of the statement, 24 percent teachers were in opposite of the statement and 12 percent teachers had said nothing about

statement, they were in between them. The majority (64%) of the teachers thought that encouragement and inspiration plays vital role in teaching learning activities. From this analysis researcher came in conclusion that encouragement and inspirations are key points for the progress of the students in CAS.

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

Traditional assessment system includes only periodic examinations which are conducted once or twice. These periodic written examinations create fear, tension and stress in the students. It may hamper their study. But with implementation of CAS, it is supposed that CAS minimizes those stress, tension and fear. In order to find out whether CAS lessens the fear, tension and stress of students or not, the teachers were asked to respond to the statement "CAS lessens the fear, tension, and stress of the students which are in extreme in the traditional type of assessment system" with five alternatives. The responses given by the teachers are presented below:

Table No. 15
CAS Lessons the Fear, Tension and Stress of the Students

Categories	No. of Respondents	Percentage
Strongly agree	11	22
Agree	30	60
Unknown	6	12
Disagree	3	6
Strongly disagree	0	0
Total	50	100

Table No. 15 shows that 22 percent of the total respondents strongly agreed the statement "CAS lessens the fear, tension and stress of the students", 60 percent of them agreed the statement; 12 percent of them were undecided; 6 percent of them disagreed the statement, and no one strongly disagreed the statement.

According to the data, presented in the above table altogether 82 percent respondents agreed the statement; 6 percent respondents disagreed the statement and 12 percent respondents did not want to say anything. Therefore, the majority of respondents were in the favour of the statement. Therefore, it can be concluded that CAS lessens the fear, tension and stress of students which are in extreme in the traditional type of assessment system.

3.1.16 Multi Dimensions and Multi Capacities are Assessed Through CAS

Evaluation system should measure behavioural aspect as well as theoretical aspect of students. Multi dimensions and multi capacities of students should be measured. The traditional evaluation system which includes written examination only, measures only one aspect that is theoretical aspect. Many people believe that the CAS breaks that tradition and measures different aspects of students. Therefore, researcher has tried to find out whether the CAS measures multi dimensions and multi capacities of students or not. For this, teachers were asked to response to the statement "In CAS multi dimension and multi capacities of students are assessed in comparison to traditional assessment system in which only one capacity is assessed". The responses of the teachers are presented in table below:

Table No. 16

Multi Dimension and Multi Capacities are Assessed Through CAS

Categories	No. of Respondents	Percentage
Strongly agree	8	16
Agree	23	46
Unknown	15	30
Disagree	4	8
Strongly disagree	0	0
Total	50	100

From the table we view that 16 percent of the total respondents strongly agreed the statement 'multi dimension and multi capacities of students are assessed through CAS'; 46 percent of them agreed the statement; 30 percent of them were

undecided, 8 percent of them disagreed the statement; and no one strongly disagreed the statement.

According to data presented in table no. 16, altogether 62 percent of the respondents agreed the statement; 8 percent of them disagreed the statement and 30 percent of them neither agreed nor disagreed. They remained undecided. In this case also majority of respondents such as 62 percent were in the favour of the statement. Therefore, with this result researcher claims that in CAS, multi dimensions and multi capacities of students are assessed in comparison to traditional assessment system (TAS) in which only one capacity is assessed.

3.1.17 Making Teachers More Responsible

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

Table No. 17
Making the Teachers More Responsible

Categories	No. of Respondents	Percentage
Strongly agree	14	28
Agree	27	54
Unknown	3	6
Disagree	4	8
Strongly disagree	2	4
Total	50	100

From this table No. 17, we know that 28 percent of the total respondents strongly agreed the statement "CAS makes the teachers more responsible", 54 percent of

the respondents agreed the statement; 6 percent of them were undecided, 8 percent of them disagreed the statement and 4 percent of them strongly disagreed the statement.

According to the data displayed in the above table, altogether 82 percent of the respondents agreed the statement; 12 percent of them disagreed the statement and 6 percent of them did not want to say anything. A majority of respondents (82 %) were in the favour of the statement. Therefore, with this result researcher claim that CAS makes the teachers more responsible than in TAS.

3.1.18 Easyness in Implementation

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

Table No. 18

Easyness in Implementation

Categories	No. of Respondents	Percentage
Strongly agree	14	28
Agree	10	20
Unknown	4	8
Disagree	10	20
Strongly disagree	12	24
Total	50	100

From the above table it is clear that 28 percent of the total respondents strongly agreed the statement "easiness in implementation", 20 percent of them agreed the statement; 8 percent of them were undecided; 20 percent of them disagreed the statement; and 24 percent of them strongly disagreed the statement.

According to the data displayed in table No. 18, it is clear that altogether 48 percent of the respondents agreed the statement; 44 percent of them disagreed the statement; and 8 percent of them remained undecided. There were 48 percent teachers who said that it is easy to implement but 44 percent teachers said that it is difficult to implement. Neither there were sufficient number of teachers to say easy nor to say difficult. Therefore, neither it is easy nor it is difficult to implement. It is in between them. If we analyze it in totality it is difficult to implement because the supportive percentage of the respondents is below the 50 percent. Therefore, in totality it is difficult to implement in practical in comparison of traditional assessment system.

3.1.19 'Learning by Doing' is the Main Focusing Point

'Learning by doing' is the main basis of teaching learning activities. Learning by listening and watching is not complete in itself. Learning by doing takes the learners the depth of the subject matter. It makes subject matter clear. The knowledge acquired in this way stays in memory for a long time. Therefore, it plays vital role for the students to achieve learning outcomes determined in the curriculum. But the traditional teaching and assessment system did not take it so seriously. It is supposed that continuous assessment system takes it as focusing point. Here, in this study researcher has tried to find out whether learning by doing is the focusing point of CAS or not. For this the teachers were asked to respond to the statement "Learning by doing is the main focusing point of CAS". The responses of the teachers are presented below in table:

Table No. 19

'Learning by Doing' is the Main Focusing Point

Categories	No. of Respondents	Percentage
Strongly agree	13	26
Agree	27	54
Unknown	6	12
Disagree	2	4
Strongly disagree	2	4
Total	50	100

From the table No. 19, we know that 26 percent of the total respondents strongly agreed the statement "learning by doing is the main focusing point of CAS", 54 percent of them agreed the statement; 12 percent of them were undecided; 4 percent of them disagreed the statement, and 4 percent of them strongly disagreed.

From the above table we know that altogether 80 percent of the respondents agreed the statement, 8 percent of them disagreed the statement and 12 percent of them remained undecided. The majority (80%) of the respondents were in the favour of the statement and only very few of respondents (only 8%) were in the opposite of the statement. With this fact, researcher came to the conclusion that 'learning by doing' is the main focusing point of CAS.

3.1.20 Learning is Through Trial and Error

'Trial and error' is the process of solving a problem by trying various methods until we find a method that is successful. The greater the degree of trial and error, the greater learning will be. To err is human being nature. Therefore, students learn from their errors. Error is the sign of learning. So researcher has tried to find out whether students learn from their error or not. For this, teachers were asked to

respond the statement "Students are encouraged to learn from their errors in CAS." Teachers' responses are presented in the table below:

Table No. 20
Learning is Through Trial and Error

Categories	No. of Respondents	Percentage
Strongly agree	11	22
Agree	24	48
Unknown	11	22
Disagree	4	8
Strongly disagree	0	0
Total	50	100

Table No. 20 shows that 22 percent of the total respondents strongly agreed the statement "students are encouraged to learn from their errors"; 48 percent of them agreed the statement; 22 percent of them were undecided; 8 percent them disagreed the statement; and no one strongly disagreed the statement.

From the analysis of the table No. 20, we know that altogether 70 percent teachers were in the favour of the statement, 8 percent teachers were in opposite of the statement and 22 percent teachers were remained undecided. Therefore the majority of the teachers supported the statement. From this fact researcher came in the conclusion that students are encouraged to learn from their errors in Continuous Assessment System.

3.1.21 CAS Increases the Validity and Reliability of the Pupil's Performance

Validity and reliability are very important quality of a test. In terms of measurement procedures, validity is the ability of an instrument to measure what it is designed to measure. Reliability is consistent, stability, predictability and accuracy of the instrument. These two qualities of a test are essential factors. To

find out whether CAS increases the degree of validity and reliability of the students performance or not, the teachers were asked to respond to the statement "The addition of CAS in the instructional and testing process is intended to improve both reliability and validity of the pupils performance on test and exercises." The responses of the teachers are presented in table below:

Table No. 21

CAS Increases the Validity and Reliability of the Pupil's Performance

Categories	No. of Respondents	Percentage
Strongly agree	11	22
Agree	19	38
Unknown	16	32
Disagree	1	2
Strongly disagree	3	6
Total	50	100

From the table No. 21, it is clear that 22 percent of the total respondents strongly agreed the claim "CAS increases the validity and reliability of pupil's performance", 38 percent of them agreed the claim; 32 percent of them were undecided, 2 percent of them disagreed the claim, and 6 percent of them strongly disagreed the claim.

According to the table No. 21, we know that altogether 60 percent of the total respondents agreed the claim; 8 percent of them disagreed the claim; and 32 percent of them remained undecided. The majority (60%) of respondents were in the favour of the claim and only few respondents (8%) were in opposite of the claim. From this facts, researcher came with conclusion that CAS improves (increases) the validity and reliability of the pupil's performance on test and exercises.

3.1.22 Making the Teachers Active and Information Oriented

Teachers are important person in the society. They construct the foundation of nation's future. They product doctors, engineers, administrators, planner of nation. One false teacher damages lots of pillars of nation. That's why teachers need to bee active and informative. They should update with information related to different areas. Passive and lazy teachers can do nothing. Therefore, they should be active. To find out teachers' activeness and informativeness, the teachers were asked to respond to the statement "CAS makes the teachers active and informative" with five alternatives. The responses given by teachers are given below:

Table No. 22

Making the Teachers Active and Information Oriented

Categories	No. of Respondents	Percentage
Strongly agree	6	12
Agree	26	52
Unknown	7	14
Disagree	9	18
Strongly disagree	2	4
Total	50	100

From the above table, it is clear that 12 percent of the total respondents were strongly agreed the claim that "CAS makes the teachers active and informative"; 52 percent of them agreed the claim, 14 percent of them were unknown or undecided about the claim, 18 percent of them disagreed the claim; and no one strongly disagreed the claim.

From the information given in the table No. 22, it is known that in total 64 percent teachers agreed the claim, 22 percent teachers disagreed the claim, and 14 percent

teachers were remained unknown or undecided about the claim. The majority (64%) of teachers supported the claim and only the 22 percent teachers were in opposite of the claim. Therefore with this facts, researcher has concluded that CAS makes the teachers active and informative.

3.2.23 CAS Facilitates the Language Teachers in ELT

English language teaching is the main concern of language teachers. Facilitations the language teachers in teaching is the burning issue of ELT. It is supposed that CAS facilitates the language teachers in ELT. To find out whether CAS facilitates the language teachers in ELTG or not, the teachers were asked to respond to the statement "CAS facilitates the language teachers in English Language Teaching". The responses obtained from the respondents are presented below in table form:

Table No. 23

CAS Facilitates the Language Teachers in ELT

Categories	No. of Respondents	Percentage
Strongly agree	12	24
Agree	30	60
Unknown	5	10
Disagree	3	6
Strongly disagree	0	0
Total	50	100

Table No. 25 shows that 24 percent of the total respondents strongly agreed the statement "CAS facilitates the language teachers in English Language Teaching", 60 percent of them agreed the statement, 10 percent of them were undecided; 6 percent of them disagreed the statement; and no one strongly disagreed the statement.

Thus, the table No. 25 shows that nearly 84 percent of the primary level teachers agreed with the statement; 6 percent of them disagreed and 10 percent of them did not want to say anything. A great majority seems to be in the favour of the statement. Therefore, it can be concluded that 'Continuous Assessment System' facilitates the language teachers in English language teaching.

3.1.24 Students Feel Happy and Friendly Atmosphere in Language Learning

The success and failure of students in language learning depends upon their feeling. If they feel happy and friendly in language learning, they will learn the language very well. Therefore, happy and friendly atmosphere is the necessary thing in classroom language teaching. To find out whether students feel happy and friendly atmosphere in language learning or not, the teachers were asked to respond to the statement "Students feel happy and friendly atmosphere in language learning through CAS" with five alternatives. The responses obtained from the respondents are presented below in table form.

Table No. 24

Students Feel Happy and Friendly Atmosphere in Language Learning

Categories	No. of Respondents	Percentage
Strongly agree	16	32
Agree	29	58
Unknown	2	4
Disagree	2	4
Strongly disagree	1	2
Total	50	100

According to the table mentioned above, 32 percent out of the total number of respondents strongly agreed the statement "Students feel happy and friendly atmosphere in language learning", 58 percent of them agreed the statement, 4

percent of them were undecided; 4 percent of them disagreed the statement and 2 percent of them strongly disagreed the statement.

So, the total agreement percentage of the statement is 90 percent; and disagreement percentage of the statement is 6 percent and undecided percentage is 4 percent as displayed in the above table. According to this result, it can be concluded the students feel happy and friendly atmosphere in language learning through CAS.

3.1.25 Communication in Target Language Through CAS

Language learning means to be able to communicate in that language. Therefore, the main objective of language learning activities is to make the students communicate in target language. It is supposed that CAS inspires the ELT students to communicate in target language. To find out whether the students communicate in target language through CAS or not, the teachers were asked to respond to the statement "CAS inspires the ELT students to communicate in target language" with five alternatives. The responses given by the teachers are tabulated and converted into percentage as follows:

Table No.25

Communication in Target Language Through CAS

Categories	No. of Respondents	Percentage
Strongly agree	10	20
Agree	30	60
Unknown	6	12
Disagree	2	4
Strongly disagree	2	4
Total	50	100

Table No. 25 shows that 20 percent of the total respondents strongly agreed the statement "Communicate in target language through CAS"; 60 percent of them agreed the statement; 12 percent of them were undecided; 4 percent of them disagreed the statement, and 4 percent of them strongly disagreed the statement.

So, according to the data presented in table no. 25, altogether 80 percent respondents agreed the statement; 8 percent respondents disagreed the statement; and 12 percent respondents did not want to say anything. A great majority of respondents were in the favour of the statement. Therefore, it can be concluded that CAS inspires the ELT students to communicate in target language.

3.1.26 Language Learning Becomes Easy Through CAS

Students are feeling difficult in language learning. 'Traditional and Assessment System' in one reason of thi. Because TAS does not do anything to make the language easy. That TAS only evaluates the students. But with implementation of CAS, it is supposed that language learning becomes easy with CAS. In order to find out whether language learning becomes easy or not, the teacher were asked to respond to the statement 'Language learning becomes easy through CAS' with five alternatives. The responses given by the teachers are presented below in table form:

Table No. 26
Language Learning Becomes Easy Through CAS

Categories	No. of Respondents	Percentage
Strongly agree	32	64
Agree	8	16
Unknown	3	6
Disagree	4	8
Strongly disagree	3	6
Total	50	100

From the above table it is clear that 64 percent of the total respondents strongly agreed to the statement "Language learning becomes easy through CAS"; 16 percent respondents agreed the statement; 6 percent respondents were undecided; 8 percent respondents disagreed the statement and 6 percent respondents strongly disagreed the statement.

So, from the information given in the table above, we know that altogether 80 percent of the total respondents agreed the statement; 14 percent of them disagreed the statement and 6 percent of them did not want to say anything. Therefore, great majority is in agreement of statement. So, researcher claims with this majority of respondents that language learning becomes easy through CAS.

3.1.27 Language Functions are Central Point in ELT Class

Language functions are unit of language which helps the students to use language according to situation. The traditional assessment system does nothing with language functions. It is supposed that continuous assessment system takes language functions as a central point in ELT class. Therefore, in this study, research has tried to find out whether the CAS takes the language functions as a central point in ELT class or not. For this purpose, researcher asked the teacher to respond to the statement, "Language function are central point in ELT class through CAS" with five alternatives. The responses given by the teachers are tabulated and converted into percentage as follows:

Table No. 27

Language Functions are Central Point in ELT Class

Categories	No. of Respondents	Percentage
Strongly agree	15	30
Agree	26	52
Unknown	3	6
Disagree	4	8
Strongly disagree	2	4
Total	50	100

From the above mentioned table, we know that 30 percent of the total respondents strongly agreed the statement "language functions are central point in ELT class", 52 percent of them agreed the statement; 6 percent of them were undecided; 8 percent of them disagreed the statement; and 4 percent of them strongly disagreed the statement.

According to the data displayed in the above table, altogether 82 percent of the respondents agreed the statement; 12 percent of them disagreed the statement; and 6 percent of them did not want to anything. A majority of respondents (82%) were in the favour of the statement. Therefore, with this result, researcher claims that language functions are central point in ELT class through CAS.

3.1.28 Effectiveness of ELT Class Through CAS

All the teaching learning activities should be effective for the students. How effective is the teaching and assessment system depends upon its practical and implementation aspect. To find out the effectiveness of ELT class through CAS, the teachers were asked to respond the question "How effective is your ELT class through CAS ?" The responses given by the teachers are given below:

Table No. 28
Effectiveness of ELT Class Through CAS

Categories	No. of Respondents	Percentage
A great deal	8	16
Quite a lot	27	54
To some extent	15	30
Not at all	0	0
Total	50	100

From the table No. 23, it is clear that in response of the question "How effective is your ELT class through CAS ?" Sixteen percent of the total respondents responded

that it is effective 'a great deal', 54 percent of them responded that it is effective 'quite a lot', 30 percent of them responded that it is effective 'to some extent' and no one responded that 'not at all'.

From the above table researcher came to know that 16 percent teachers' responses were 'a great deal', 54 percent teachers' responses were 'quite a lot', 15 percent teachers' responses were 'to some extent', and nobody said not at all. It means nobody said that the ELT class through CAS is not effective. Therefore, the conclusion of this issue is that the ELT class through CAS is effective but the degree of effectiveness is different according to teachers because some of them opine 'a great deal', some of them opine 'quite a lot' and some of then opine to some extent.

3.1.29 Changing of Students' Linguistic Behaviour Through CAS

Change in students' behaviour is very important thing in teaching learning activities. Because if the students change their behaviour, we know that he has learned something. To find out students' behaviour change through CAS, the teachers were asked to respond a question "How are your students changing their linguistic behaviour through CAS ?" The teachers responses are given in table below:

Table No. 29

Changing of Students' Learning Behaviour Through CAS

Categories	No. of Respondents	Percentage
A great deal	5	10
Quite a lot	27	54
To some extent	18	36
Not at all	0	0
Total	50	100

From the table No. 24, it is clear that in response of the question "How are your students changing their linguistic behaviour through CAS ?" 10 percent of the total respondents responded that the students are changing their learning behaviour 'a great deal'; 54 percent of them responded that the students are changing their learning behaviour 'quite a lot'; 36 of them responded they are changing their learning behaviour 'to some extent'; and no one responded that 'not at all'.

From the table no. 24, researcher came to know that 10 percent teachers' responses were 'a great deal'; 54 percent teachers' responses were 'quite a lot', 26 percent teachers' responses were 'to some extents', and nobody responded 'not at all'. It means nobody said that the students through CAS are not changing their linguistic behaviour. From this fact, researcher came to the conclusion that the students are changing their linguistic behaviour through CAS but the degree of changing is different according to the teachers.

3.1.30 Time Spent on Preparation of CAS

Preparation is the act or process of getting ready for something in advance. If we do some preparatory work before actual action happens, it is easy to reach in success. Here, teachers were asked to respond a question, "How much time do you spend for the preparation of the CAS ?" The responses given by the teachers varies. Their responses are listed below:

- Six minutes in a day
- Ten minutes in a day
- Twenty minutes in a day
- Twenty-five minutes in a day
- Half an hour in a week
- One hour for two weeks
- Half an hour in a day
- One hour in a day

- One period in a week
- One period in a day
- One month in a year
- Whole year
- Much more time
- Sufficient time
- I spend how much is needed

Above mentioned points suggests us that the time range the teachers spend in preparation of Continuous Assessment System. It ranges from six minutes a day to whole year. From the responses given by the teachers, it is concluded that the teachers in primary level are serious in preparation of CAS. They spend considerable time in preparation of CAS. The greater time they spend in preparation of CAS, the greater degree of success CAS carries.

3.1.31 Instructional Materials Used in Language Class

Instructional materials are important in teaching learning activities. They motivate the students and consolidate the knowledge. They make the teaching learning activities easy and interesting. To find out what types of teaching materials they use in class, researcher had asked a question to the teachers, "What are the educational materials you can use in your language class ?" The teachers had responded this questions differently. The teachers' responses are given below:

- Chalk and duster
- White/black board
- Word table
- Flash cards
- Sentence cards
- Charts
- Word cards

- Pocket chart
- Letter cards
- Pictures
- Real objects
- Word order card
- Picture cards
- Text books
- Teachers' guide
- Name cards
- Map
- Drawing
- Poster
- Cut out pictures
- Puppet
- Cassette player

The above mentioned list of instructional materials are great in number. They can use all possible instructional materials. From this fact, it can be concluded that CAS makes the teachers to construct and collect different types of instructional materials needed to language classroom as per the teaching subject matter.

3.1.32 Suggestion and Expression of Teachers about CAS

In this last question, teachers were asked to provide suggestion and express other related issues about CAS. They are free to express their ideas to CAS. For this, the teachers were asked to response this question, "Please mention anything you want to suggest or express about CAS". The teachers had responded the question variously. They had expressed very important and valuable facts. They had not only expressed good points of CAS but also pointed out different weak points. Researcher has classified them in different headings which are resented below:

a. Positive Aspects of CAS

- i. CAS contributes in quality education in comparison to traditional assessment system.
- ii. It makes the students active in study
- iii. It reduces drop - outs, class - repeaters, and failures.
- iv. It involves the students in class interaction.
- v. It is good for beginners.
- vi. It is new concept of student evaluation.
- vii. It makes the students regular in class.
- viii. It takes the students towards success.
- ix. It increases the responsibility of all concerned authorities.
- x. Students feel free and relaxed environment in school. They are free of tension, stress and fear to periodical examinations.
- xi. It helps to improve quality of primary education.
- xii. It changed teaching learning activities.
- xiii. It makes the students competence with learning outcomes.
- xiv. Students have changed their behaviour through CAS
- xv. It contributes in quality education in comparison to traditional assessment system.

b. Negative Aspects of CAS

- i. CAS is difficult to implement in practice.
- ii. It is burden which gives the teachers extra trouble.
- iii. It takes more time and extra effort.

c. Necessary Thing for CAS

- i. We need printed CAS book that is used to keep students records.
- ii. We need more time and extra effort to implement it.
- iii. We need sufficient training in CAS.
- iv. Extra fund should be provided because we need extra time and extra effort.

- v. We have less information about CAS, so we need extra training.
- vi. We have to teach more than seven subjects in a day. Therefore, it is difficult to implement and it has been extra burden for us. Therefore, post of teacher should be added in school.

d. Suggestion for CAS

- i. Strict supervision should be done from concerned authorities.
- ii. There should be balanced responsibility in teachers, students and parents for CAS.
- iii. School management committee, teacher parent association should play positive role in CAS.
- iv. Teacher should be labourious in CAS than TAS.
- v. There are five criteria to evaluate the students: class work, project work, change in behaviour, creative work and attendance. According to these five criteria, we give three ticks (√) to excellent one, two ticks to less excellent one and one tick to normal students. It is technically difficult to do so. Because if a student is excellent in those criteria, s/he gets only three ticks (√). To give three ticks according to five criteria is technically problematic. Therefore, this process should be changed. Tick should be given in each criteria separately in 1-3 scale. It means excellent students will get upto 15 ticks, good students will get around 10 ticks and normal students will get around 5 ticks.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

The major findings of this study are given below:

1. Continuous assessment system (CAS) increases the attendance of students in language class.
2. CAS involves the students in class interaction in language because CAS is done along with teaching learning activities.
3. Continuous assessment system increases the participation of students in class activities because students and teachers work together being friendly.
4. Drop-outs, class repeaters and failures are greatly minimized in language class through CAS. Because CAS applies liberal upgrading system, inspires talented one and offers special help for less talented one. Fear, stress, and anxiety are not there.
5. It was found that students get immediate feedback and immediate feedback encourages students for further study.
6. CAS makes the teachers responsible to teaching learning activities, evaluation system and their students.
7. It was found that CAS recognizes the learners' talent (inborn capacities) and helps them to flourish.
8. It was found that CAS increases reliability and validity of pupils' performance.
9. It was found that CAS takes students' errors as a sign n of further learning.
10. CAS makes lazy teachers active and information oriented.

11. It contributes to improve the quality of primary education.
12. It was found that students felt friendly and free of tension, stress and fear of periodical examination.
13. CAS measures multi-capacities of the learners.
14. It emphasizes project work, class work, creativeness, attendance and change in students' behaviors. It is great thing for learners.
15. It makes the students motivated and attentive in study.
16. It was found that teachers and parents both have equal responsibility in the progress of students.
17. Although it takes much time and extra effort to implement, it is a highly effective assessment system. It not only makes the teacher think about how to develop good assessment tool but also how to develop good teaching art.
18. It was found that teachers were in need of complete training about CAS.
19. From the study it was found that continuous assessment system was good and necessary for beginners (lower levels).
20. It was found that students learn by active involvement in teaching learning activities, so it implemented the theory of learning by doing.
21. It was found that pupils become a better learner and producer in language.
22. It was found that CAS facilitates the language teachers in 'English Language Teaching'.
23. It was found that students feel happy and friendly atmosphere in language learning through CAS.
24. It was found that CAS inspires the students to communicate in target language.
25. It was found that language learning becomes easy through CAS.
26. It was found that CAS takes the language functions as a central point in ELT class.

4.2 Recommendations

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of the data.

1. Strict supervision should be done from concerned authorities to observe how well the teachers are implementing the CAS.
2. To implement CAS well, there should be balanced responsibility in teacher students and parents.
3. School management committee and teacher parent association should play positive role in CAS.
4. Sufficient training on CAS should be given to primary teachers.
5. Teachers should be more labourious to implement CAS.
6. Teachers need more time and extra efforts, therefore, extra fund should be provided to them.
7. Teachers have to teach more than seven subjects in a day, therefore, it is difficult to implement CAS and it has been extra burden for them. Therefore, post of teachers should be added in school.
8. There are five criteria to evaluate the students: class work, attendance, creative work, project work and behaviour change. According to these five criteria, teachers give three ticks (√) to excellent students, two ticks to good students and one tick to normal one. Teachers had suggested that it is technically difficult to do so. Because if a students is excellent in those criteria, s/he gets three ticks (√). Therefore, this process should be changed. Tick (√) should be given in each criteria separately in 1-3 scale according to students' excellence. It means excellent students will get upto 15 ticks, good students will get around 10 ticks and normal students will get around 5 ticks. I recommend to change tick system in the way I described above.

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Appendix I

QUESTIONNAIRE

Dear Sir/Madam

This questionnaire is a research tool for collecting information on Continuous Assessment System in terms of English language teaching. The title of my research is 'A Study on Continuous Assessment System (CAS) in Primary Level English' for the partial fulfillment of my master's degree in English education at T.U. The instrument is based on continuous assessment system in terms of ELT in the context of Nepal. It will take about half an hour to read and show your response to the questionnaire. Except in a few cases, you will be provided choices in the answer. Please tick as applicable or put response in brief where you are requested to write in your own words.

Your name and your school's name is optional. All the information collected from you through the questionnaire will be kept confidential. Please feel free and relaxed while filling in the questionnaire.

Your participation is voluntary and if you decide not to take part you are still free to withdraw at any stage.

If you have any queries regarding the questionnaire or research please do not hesitate to talk to the researcher in person or contact on 9748526386.

Thank you for your kind cooperating.

Khum Raj K.C

Name (optional):

Name of the School (optional):

Gender:

Teaching experiences:..... years

Previous training (related to CAS):

1.....

2.....

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

1. Continuous Assessment System (CAS) increases the attendance of students in language class.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
2. CAS involves the students in class interaction in language.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
3. CAS helps the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and learning in English language.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
4. CAS increases the participation of students in class activities.
a. strongly agree b. agree c. unknown

- d. disagree e. strongly disagree
5. CAS collects the real information (facts) from the students.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
6. It makes the students and teachers be together in language class activities.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
7. It decreases (reduces) the number of drop-outs in language class.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
8. It reduces the number of students who repeat the same class.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
9. It inspires talented students and offers special help for less talented one.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
10. With CAS, students get immediate feedback which helps them to improve their learning process.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
11. CAS makes the language learning fruitful and meaningful.
a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
12. CAS minimizes the number of failures through liberal upgrading system.
a. strongly agree b. agree c. unknown

- d. disagree e. strongly disagree
20. Students are encouraged to learn from their errors.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
21. The addition of CAS in the instructional and testing process is intended to improve both the validity and reliability of the pupil's performance on text and exercises.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
22. CAS makes the teachers active and informative on oriented.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
23. CAS facilities the language teachers in 'English language teaching'.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
24. Students feel happy and friendly atmosphere in language learning through CAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
25. CAS inspires the ELT students to communicate in target language.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree
26. Language learning becomes easy through CAS.
- a. strongly agree b. agree c. unknown
d. disagree e. strongly disagree

- 27. 'Language Functions' are central point in ELT class through CAS.
 - a. strongly agree b. agree c. unknown
 - d. disagree e. strongly disagree

- 28. How effective is your ELT class through CAS?
 - a. a great deal b. quite a lot c. to some extent
 - d. not at all

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

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

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

- 32. Please mention anything you want to suggest or express about CAS.
.....
.....
.....
.....
.....
.....

Thank you very much for your kind co-operation.

Appendix II

Continuous Assessment System Record Form

(Tick (√) on the basis of evaluation Criteria)

Class:

Subject:

Academic year:

S.N	Name of Students	Lesson							
		1	2	3	4	5	6	7

Class Teacher:

Signature of Head Teacher

Checked By:

In this evaluation system, the progress of students will be recorded in the following way:

1. The teacher will give 1-3 tick (√) on students' learned capacities in lesson wise on the basis of following criteria in number 2. If the student is excellent the teacher will give three ticks (√√√), if s/he is good the teacher will give two ticks (√√) and if s/he is normal the teacher will give one tick (√).
2. In each lesson, the teacher will give the tick (√) on the basis of following criteria:
 - Class work (class participation)

- Project work
 - Change in behaviour
 - Creative work
 - Attendance
3. The teacher will classify the students in group 'Ka', 'Kha' and 'Ga' every three months. The classification will be on the basis of lessonwise tick (✓) given in the following way:
- 70% - 100% - 'Ka' group
 - 40% - 69% - 'Kha' group
 - below the 40% - 'Ga' group
4. The method of making percentage of lessonwise tick (✓):

$$\text{Formula : Tick percentage} = \frac{\text{The total tick student gets} \times 100}{\text{The total number of taught lesson} \times 3}$$

Appendix III
Student Progress Report (Class 1-3)

Academic Year

School's Name:

Student's Name:

Class:

Roll No:

Subject	Continuous Assessment System Scale (Ka, Kha, Ga)			Standard of Periodic achievement: marking the students according to written and oral test. Generally this mark is not for upgrading but is for student progress record and progress report only.					
	First Terminal	Second Terminal	Annual	First Terminal		Second Terminal		Annual Evaluation	
				Full Marks 10%	Marks Obtained	Full Marks 30%	Marks Obtained	Full Marks 60%	Marks Obtained
Nepali									
English									
Mathematics									
Social Studies									
Creative art									
Science and Environment									
Health and Physical Education									
Local Subject/Mother Tongue									
Total									

Class Teacher :

Checked by :

Signature of Head Teacher

Student Progress Report (Class 4-5)

Academic Year

School's Name:

Student's Name:

Class:

Roll No:

Subject	Continuous Assessment	Standard of Periodic achievement: scoring the students
---------	-----------------------	--

	System Scale (Ka, Kha, Ga) 50%			according to the written and oral test. 50%					
	First Terminal	Second Terminal	Annual	First Terminal		Second Terminal		Annual Evaluation	
				Full Marks 10%	Marks Obtained	Full Marks 30%	Marks Obtained	Full Marks 60%	Marks Obtained
Nepali									
English									
Mathematics									
Social Studies									
Creative art									
Science and Environment									
Health and Physical Education									
Local Subject/Mother Tongue									
Total									

Class Teacher :

Checked by :

Signature of Head Teacher