

**Teachers' perceptions on Continuous Assessment System During COVID-19
and Post COVID**

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

**Submitted by
Narendra Prashad Bhatta**

**Submitted to
Faculty of Education
Tribhvan University
Kirtipur, Kathmandu
2023**

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DECLARATION

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

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DEDICATION

Dedicated to

My Parents

Who devoted their entire life for my study and made

Me what I am today.

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ABSTRACT

The present study entitled "**Teachers' perceptions on Continuous Assessment System During COVID-19 and Post-COVID**" was attempt to find out the perception and understanding of Basic level English teachers about Continuous Assessment System and some behavioral realities about CAS with the help of basic level teachers' recent and fresh experience about CAS during the COVID 19 and Post COVID. In this research, purposive non-random sampling procedure was used to select 80 English teachers from public schools of Baitadi district. A questionnaire and in-depth interview was used as the tools for data elicitation about the perceptions of English teacher about CAS in Basic level school. The major findings of this study was that teachers have good and better perceptions about continuous assessment system at in Basic level which I needs to be specific in present evaluation system and its existence after COVID.

This study consists of five chapters. The first chapter consists of introduction part under which different sub topics such as background of the study, statement of the problem, objectives of the study, research questions, significant of the study, delimitations of the study and operational definitions of the key terms are included. The second chapter includes review of theoretical literature and empirical literature literature, conceptual framework and implication of the study of the literature review. The third chapter deals with the research methodology applied in the study, population and sampling strategy, sampling procedures, data collection tools, data analysis and interpretation and ethical considerations. The fourth chapter presents results and discussion of the study more specifically the analysis and interpretation of the data. The fifth chapter consists of the summary, conclusions and recommendations of the study based on the analysis and interpretation of data. References and appendices are attached at the end.

LIST Of ACRONYMS AND ABBREVIATIONS

B.S.	: Bikram Sambat
CAS	: Continuous Assessment System
CDC	: Curriculum Development Center
EFL	: English as a Foreign Language
ELT	: English Language Teaching
L1	: First Language
L2	: Second Language
M.Ed.	: Master of Education
MOE	: Ministry of Education
NCED	: National Central for Educational Development
NESP	: National Education System Plan
T.U.	: Tribhuvan University
TAS	: Traditional Assessment System
TOEFL	: Test of English as a Foreign Language

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Chapter I

Introduction

The proposed study entitled “Teachers' Perceptions on Continuous Assessment System during COVID 19 and Post COVID” attempted to describe teachers' Perceptions, attitudes and understanding in the field of Evaluation. This section Included general background, statement of the problems, rationale of the study, objectives of the study, significance of the study and delimitations of the study.

Background of the Study

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assess in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement. The continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers (García-Beltrán & Martínez 2002). Frequent interactions between pupils and teachers mean that teachers know the strengths and weaknesses of their

learners. These exchanges foster a pupil teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery. Mainly, the continuous assessment system helps and supports the students in the regular improvement of their learning. Furthermore, it inherently supports all the stakeholders to achieve the goals of curriculum and education. Continuous assessment system is based on child psychology and practical life of the students. Thus, in continuous assessment teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

Statement of problem

English has been taught in Nepal for over a century as a foreign language, but there are still many problems in teaching and learning English. English language teaching at the schools level does have a miserable condition as yet.

No doubt, there are many problems in English teaching/learning. More specifically, it becomes challenging while testing the students. Among them,

The attitude of teacher is the one. Nepal is a developing country. We cannot expect good communication facilities all over the country. Unless, we make tremendous progress in the field of transport, we cannot even imagine sufficient textbooks for the students. In some schools of rural areas, one textbook is shared by nine or ten students. Without sufficient textbooks, the students cannot learn and the teachers cannot teach as required by the course objectives. Thus, the testing becomes meaningless; if the students are not tested in a specific manner then the objective of the curriculum will not be fulfilled.

The perception of teachers plays vital roles in the overall teaching and testing process. Most of the teachers in the context of Nepal are seem to be less convinced towards continuous assessment system. Students are not always accurately and behavior based tested. The provision of testing students in a particular and specific point of time has created mainly two problems in various primary schools. The present research was concerned basically with the question as does CAS have made separated testing form overall teaching process? And secondly, does it have created the fear and discouraged the students towards learning?

Students in a one hand learn and practice the subject matter only in the time of exam or test and on the other hand their focus goes towards passing the exam rather than the actual learning. Not only these but the student who practice in the time of test and just for passing the exam might not apply the things in their real life.

Furthermore, should they engage their students in continuous assessment system. Regarding to the problems with the primary level schools of Nepal, it is quite necessary to state the question regarding the finding the reality of perception of teachers towards the testing system of their students with a view to suggest some issues.

Rationale of the Study

In the language classroom, interactions are more important because language is at once the subject of study as well as the medium for learning. Testing and teaching are interrelated and preferably should go together for the successful teaching and learning. However testing or assessment is not continuously going with teaching. More specifically, because of lack of continuous assessment system is more important in basic level since the children should get chance of learning by doing. In this regard, the study about the teachers' perception on continuous assessment system is a dire need in the field of teaching and testing.

Objectives of the study

- 1) To find out the perceptions of teacher on:
 - a) CAS practices during COVID and post COVID.

a) To identify the problems in the implementation of CAS during COVID and post COVID.

2) To suggest some pedagogical implications based on findings of the study.

Research Questions

a) What are the teachers' perceptions on CAS during COVID-19 and post COVID?

b) Is learning by doing is the main focusing point of CAS during COVID 19?

c) What are the problems faced by the teachers to implementation of CAS during COVID-19 in their schools.

Significance of the Study

Continuous assessment system is important in various ways and it is equally important for the students overall development and to achieve the objectives of education. 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. Thus, teachers' perceptions on continuous assessment system plays important role in assessment.

Delimitations of the study

The study had the following limitations:

a. The study was delimited to the perceptions of teachers' perceptions on CAS during COVID- 19 and the Post-COVID.

b. The study was delimited to finding out some influencing factors towards their attitudes of CAS.

c. The study was delimited to the basic level English teachers working in community schools and private schools of Baitadi district.

d. The study was delimited to only 80 teachers.

e. Questionnaire and interview was the only tool for data collection

Operational Definition of the Key Terms

Evaluations: Deciding on the value or quality of something.

Interaction: involving people working together and influencing each other.

Chapter II

Review of Related Theoretical Literature And Conceptual Framework

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

Review of Theoretical Literature

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

Language testing

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

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

Similarly, Heaton(1985.p.5) states, "both testing teaching are so closely interrelated that is virtually impossible to work in either field without being consultant concerned with the Others".

All of these above definitions show that testing measures the students' abilities to see if they can perform a task. Moreover, it is the way to see whether they can get on or not. So, a test is viewed to measure learner's competence in a particular area.

The aim of testing language is to provide guideline for measuring the linguistic ability of one which was be practical in use and gives helpful information to both teachers and students about their success and failure. Therefore, testing is advice of measuring one's quality.

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

Test, Examination and Assessment. Test, Examination and assessment are the students' evaluation systems which are carried out in teaching/ learning process. They are used by teachers to measure the students' achievements. I discuss about them in the following session:

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

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

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

In a conclusion, an examination is regarded as an attempt to find out whether the students have attained the predetermined aims and objectives of curriculum. Actually, exam is the bridge to measure the achievement of students in course of study in which the syllabus is used on course objectives, contents and methods.

Assessment. Assessment is process in which necessary information about the skills and potential of the students are collected. Good teacher use both test and assessment in language testing and learning process to evaluate students' achievement. "Students assessment is an Integral part of teaching learning practices". (Siksha Magazine, 2007.p.172).

In the word Hughes (2003, p.5). "Testing is not the way in which information about people's language ability to gather. It is just one form of assessment is an umbrella term for measuring the linguistic capacity of students. In other words of Fulcher and Davidson (2010, p. 23). "The validity is central to all education assessment as well as language testing".

In this regard, Hughes (2003, p. 5) mentions the two forms of assessment, they are: formative and summative assessment. According to her, "Assessment is formative when teachers use it to check on the progress of their students, to see how far they have learned and then use this information to modify their future teaching plans." Such type of assessment is very useful to provide the feedback to the students. On the other hand, summative assessment is used at the end of the term, semester or year in order to measure what has been achieved both by groups and individuals. Thus, assessment might also be graded as assignments, preparations or class works that helps a teacher to get an idea of what a student knows and does not know. The results of assessment are commonly used in educational programs for describing process and products of learning.

Types of Assessment

Assessment is the process of testing, and making a judgment about, someone's knowledge, ability, skills, etc. it refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Formative Assessment. It is a process of evaluation of students learning that are typically administered multiple times during a units, course and academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, forms, more formal quizzes and assessments to informal questioning techniques and in-class discussions with students.

The goal of formative assessment is to monitor students learning to provide ongoing feedback that can be used by instructors to improve their learning. More specifically, formative assessment: help students identify their strengths and weaknesses and target areas that work.

Summative Assessment. It is used to evaluate students learning at the conclusion of a specific instructional period- typically at the end of unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Summative assessment is an assessment administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark. They are often high- stakes, meaning they have a high point value.

Continuous Assessment

Continuous assessment (CA) is defined as an on-going, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance (MOE, 2005: p,5). Over the years, examinations have been used for selection and certification, without formal considerations on school-based

continuous assessment as a component in the final examinations at Grade seven level. The Ministry of Education introduced School Based Continuous Assessment for two reasons: To improve teaching and learning and to collect school based marks to be added to the final examination marks for certification and selection. This paper deals with the implementation of school based continuous assessment, focusing on the shift from emphasizing continuous testing to emphasizing continuous assessment. The paper deals at length with the implementation of the CAS programme, the nature of the CAS Scheme and its school based assessment component, challenges in implementing the school based assessment activities, the impact of school based assessment aspects of the CAS programme and the lessons learnt from the monitoring and evaluation activities. Etymologically, meaning of the word 'assessment' is derived from the Latin word 'assider' which means 'to sit beside'. Sitting beside children suggests a class relationship and sharing of experience. Nowadays, the meaning of assessment is not limited to its etymological meaning.

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

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

Airasian(1991, p. 27) defines continuous assessment as “an assessment approach which school depict the full range of source and methods teachers use to gather, interpret and synthesis information about learners' information that is used to help learners understands their learners, plan and monitor instruction and

establish a viable classroom culture”. To sum up, continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not merely the thinking process but including behaviors, personality traits and manual dexterity. Continuous assessment is also very important approach for providing feedback to the students in their learning. It helps teachers to modify their teaching style and techniques, rearrange the classroom setting, 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.

The Basic Principle of CAS

CAS is meant to be integrated with teaching in order to improve learning and assist learners and direct the teaching learning process. According to study report (200, p.3). The basic principles of CAS can be summarize as follows.

- a. Teaching methodology is a student centered not teacher centered.
- b. The class teacher assesses the students along with teaching on a continuous basis. There is no separate periodical examination.
- c. All the learning outcomes of the curriculum are used to as the basis of the teaching and assessment of the students.
- d. The class teacher keeps the student progress record using a specific set 00of learning outcome indicators.
- e. The student progress records are kept in their portfolios.

Objectives and Characteristics of CAS

Continuous assessment is a formative assessment. It uses various tools, techniques and measures to evaluate the learners’ ability, quality and knowledge. Thus, the objectives of CAS are presented as below: (Curriculum Development Center, 2056).

- A. To evaluate learners continuously using various tools and measures.
- B. To increase the rate of learners regularity.
- C. To decrease the rate of drop-outs and repetition.
- D. To minimize the stress of examination in learners.
- E. To encourage the brilliant learners and assist the poor learners.
- F. To create happy atmosphere for the learners to be regular in school.

G. To lunch liberal promotion policy through CAS.

h. To maximize the rate of successful achievement by the learners.

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

a. CAS is an evaluation that is carried out frequently as necessary along with teaching learning activities.

b. It is formative evaluation system.

c. It is informal evaluation system.

d. It provides regular feedback in teaching learning activities.

e. It assists with student to enhance their achievement level.

Need of Continuous Assessment System (CAS)

The main purpose of continuous assessment system is to make the students acquaint with learning outcomes through effective teaching learning activities.

According to Nirantar Bidhayarhi Mulyankan Karyanwayan Pustak (CDC, 2011, P. 2), the needs of continuous assessment system (CAS) are given below:

a. To help students for their effective learning and work habit.

b. To assist the poor students by diagnostic way.

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

d. To increase the level of learning outcomes of students and to make them pass and upgrade successfully.

e. To create child friendly learning and evaluation environment.

f. To maximize the rate of regularity in school.

g. To reduce the rate of drop-out and class repeaters.

Usefulness of Continuous Assessment System (CAS)

Continuous Assessment System is important to improve the teaching/ learning styles and to enhance the successful level of achievement. According to Nirantar Bidhyarhi Mulyankan Karyanwayan Pustika (CDC, 2067, p. 7), the usefulness of Continuous Assessment System are as follows:

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

Inclusion of Continuous Assessment System in basic Education

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

1. The learning of students was be ensured through formative evaluation system. The main objective of formative test is to improve learning standard of students. For this, the teachers have to provide learning opportunity time and again on the basis of students' individual learning outcomes.
2. Portfolio was be kept for the students of 1-3 classes. The portfolio was be updated on the basis of students' class work, project work, achievement test behavioral change in students, observation, attendance, etc. The information about taught subject matter and student's achievement was have to be sent to the parents and was 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 was 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 had 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 was be provided learning opportunity again.
6. Students was be classified into three groups 'ka' to 'ga' scale on the basis of their progress in grade 1-3. The classification was 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 was be evaluated through 50% summative test (periodical examination) and 50% continuous assessment system (formative test). The students was be upgraded on the basis of formative test and summative test. 40% was being pass mark of written test and students had to pass separately in written test.
8. The students who are medium in Continuous Assessment System and are failed in written test was be upgraded on the basis of decision of related parents, class, subject teacher and head teacher.
9. Suitable and appropriate evaluation tools was be used for the students who have separable learning capacities.

Practices of CAS in Nepal

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

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

BPEP-11 (1999-2004) mentioned some key features - one of them is to introduce CAS and LPP (Liberal Promotion Policy) for the improvement of quality in primary education. Curriculum Development Center (CDC) has been running Continuous Assessment System (CAS) program under the Ministry of Education (MOE) in Nepal since 2001/02. The pilot programme is introduced in five primary school of five districts (Ilam, Chitwan, Syangja, Surkhet and Kanchanpur) for the first time. From the academic year 2064 B.S., it is declared that CAS is important in all schools at basic level (1-8). Liberal promotion policy (LPP) and continuous assessment system are being used together with the concept that the CAS can be the base of LPP. It is true to some extent and it could be the foundation of LP but the essence of CAS is beyond LPP and it is not only to support the LPP program but to improve learning achievement of the students with a view to maximize internal and external efficiency of the school education system.

Policy about CAS

Policy is seen very strong to implement CAS but weak practice in the real context. Catchy and attractive slogan is exploited for the children friendly learning but has not been applied in practice. There is vast gap between policy and practice of CAS implementation. Slogans become an imagination and implementation the part of struggle. Siksha Magazine (2007, p. 57) explains some policies about CAS and LPP, which are given below:

- CAS is one of the components of improving learning achievement to provide quality primary education (BPEP, 11).
- CAS and liberal promotion policy should be applied from grade one to seven (NCF of School Education and SSR).

- CAS should be launched up to grade five on the basis of pilot experience (Tenth National Plan)
- School examination system should be improved through the introduction of formative assessment system instead of annual examination.
- Liberal promotion policy is brought in practice on the basis of continuous assessment up to grade three.

Challenges of CAS Implementation

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

- **Appropriate size of classes / classroom management:** The class room management determines the learning outcomes of the learner. If it is more crowded, teachers are not able to keep record and touch individually to diagnose their problems.
- **Commitment and enthusiasm:** Teachers are seen reluctant towards this program. They are not ready to accept and use this program in school. They think that it is monotonous and overload for them to maintain records of individual student regularly.
- **Degree of concern of the policy level:** Policy remains incomplete until and unless it is implemented. In our context policy makers imagine and imposed their ideas equally in the different geographical background so, it is always failed to achieve the goal and it becomes only a document without implementation.
- **Work load of teachers:** Teachers have to teach more than six periods in different classes daily. They hardly have leisure time and very exhausted by teaching. They do not have extra time to maintain portfolios of the individual students. So, they think that it is burden for them.
- **Lack of skill and knowledge of maintaining records:** Skill is very essential part of doing things better. But most of the teachers are unknown for the keeping record of

individual students. So, the CAS implementation unable to practice it as the intended grade and level.

- Lack of resource materials/Availability of resources: The financial condition of most of the schools is not satisfactory. Schools are unable to purchase and maintain the record of all things. Authority is not provided essential supporting materials regularly.
- Status of supports programs: It is very difficult to find out the support Programs for the enhancement of CAS. CDC (Curriculum Development Center) should be well equipped technically and financially to move ahead this program but it has not been as prioritized as curriculum development activities to support and drive it towards the successful implementation. Sufficient budget should be allocated to CDC to run the program.

Liberal Promotion Policy (LPP)

Liberal Promotion Policy (LPP) is automatic upgrading system through continuous evaluation of students' achievement without taking any formal test.

In this system, students are promoted after the completion of certain criteria. A student of grade 1, 2 and 3 was being promoted automatically where CAS is implemented. Even though they have secured only 1 or 2 score in determined grade wise learning achievement indicators they can be upgraded.

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

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

The Agencies Responsible for CAS

In spite of the hard effort of MOE to give the quality education to all children of primary level, the result is not satisfactory. All the primary level children are not inside the school boundaries. There is still a frightened number of failures, class repeaters and dropouts. It is accepted that the main causative factor of this is summative and formal examination system. Considering this issues, Government of Nepal has started the CAS and liberal upgrading system as a test from the ninth five

year plan. Although it has not been taken in a speed and the need and importance of CAS itself everywhere and is stated in the educational documents and programs. There are many responsible agencies for effective

Implementation of CAS.

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

(i) Students' Evaluation Policy in CAS

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

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

Students.

- Implement liberal promotion system from grade one to seven

Respectively and conduct resource center examination in grade 5 for measuring the certain level of proficiency.

- To focus CAS to observe whether their skills, attitudes, behavior, capacities are changed or not, whether learners achieve certain classroom achievement or not.
- Learner's internal evaluation is based on school.
- For conducting school, resource center, regional, central evaluation

Those sectors are responsible respectively.

- Standard examination policy was be followed for determining and fixing the level and stage of learners' achievement.
- District level examination was be conducted at the end of the grade 8 regional examination on secondary level and central level examination at the end of grade 12.
- 40 percent marks are allocated to pass examination in all levels.
- Amendment in recent S.L.C. examination/evaluation system by Upgrading those who have passed five core subjects.
- Focus to use letter grading system.

(ii) Policy on the Special Need Learners

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

They are as follows:

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

Review of Empirical Literature

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

Ghimire (2010) carried out a study on “Effectiveness of Continuous Assessment in Enhancing Pupil’s Achievement in Grammar”. The main objectives of the study is to find out the effectiveness of Continuous Assessment system during COVID 19 and post COVID on students’ achievement in English in terms of: 1) Time on task analysis 2) analysis of individual source on progressive tests, pre-test, a public school in Baitadi, district was selected to analysis that achievement. He used pre-test, time on task, task score analysis and post-test for data collection. He found that the students having better performance on the given task attended the CAS.

K.C.(2011) carried out a study on “A study on Continuous Assessment System (CAS) in primary level English”. The main purpose of the study was to find out the effectiveness of Continuous Assessment System in a basic level. The sample populations of the 10 primary level English teachers working in Baitadi district were selected through purposive non-random sampling procedure. I used questionnaire for data collection. The findings of this study was continuous assessment system (CAS) increase the attendance of students in language class, students get immediate feedback, immediate feedback encourages students for further study.

Nepali (2012) carried out a research on "Challenges in Implementing Continuous Assessment System". The main purpose of the study was to find out the teachers' challenges on implementation of continuous assessment system. The sampling populations of this study were 10 basic level teachers of the government aided schools. He used purposive non random sampling procedure selected 20 government aided schools of Palpa district and 3 teachers from each school. He used open and close ended questionnaires for date collection. He found that CAS

increased the attendance of the students and it minimized the number of failures through liberal promotion system, etc.

Pangeni (2012) carried out research entitled “Technique adopted by English teachers for testing speaking skill”. The main objective of this study is to find out the technique adopted by the teachers towards the technique used in the testing speaking skill. The study population was 20 English teachers of selected secondary level was select apply non-random judgmental sampling procedure. He was selected the English teachers from each of the 10 different secondary schools. He used a set of questionnaire and observation checklist for collection of data. The study found that majority of the teachers have conducted speaking test in the classroom. Among them nearly 60% of the teachers were trained for the testing speaking skill.

So far I went through many researches that have conducted in the department on English education. I found that Dill Prasad Ghimire had carried out his research work to find out the effectiveness of continuous assessment in Enhancing Pupil’s Achievement in Grammar of grade eight students of Janasewa Secondary School, a public school in Kirtipur, Kathmandu. His research work was confined only to find out the achievement in grammar but my research works focused to find out the perception of teachers’ on CAS during COVID-19 and post COVID in government school in Baitadi district. In this regards, it is entirely new research work and obviously help Ministry of Education to implement its program.

Korma, and Torman, (2020). Are we ready for the post COVID-19 educational practice? An investigation into what educators think as to online learning. *International journal of technology in Education and Science (IJTES)* 4(4), 293-309. Corona virus pandemic (COVID-19) has brought a great challenge to our society worldwide, which has resulted in the need mandatory change in almost every aspect of our lives. Undoubtedly, educational practice is one the most affected issues by this pandemic. At all levels of education, educators have forced themselves to adapt to online learning systems and platforms in a very short time. The main purpose of this study is to analyze the problems educators experienced in online learning practice is one of the most affected issues by this pandemic. At all levels of education, educators have forced themselves to adapt to online learning system and platforms in a very short time. The main purpose of this study is to

analyze the problems educators experienced in online learning practices during COVID-19 pandemic, the changes they expect in educational practices in the COVID-19 world and the measures to be taken in education against a potential outbreak in a future. The study was conducted with 1016 educators who teach at different levels. Data were collected through an online questionnaire developed by the researchers and analyzed using described statistics. As a result of this study, it was found that most of the educators experienced some problems during their online learning practices, they expect certain changes in educational practices in the post-covid-19 world and they think essential measures must be taken in education against a potential outbreak in the future.

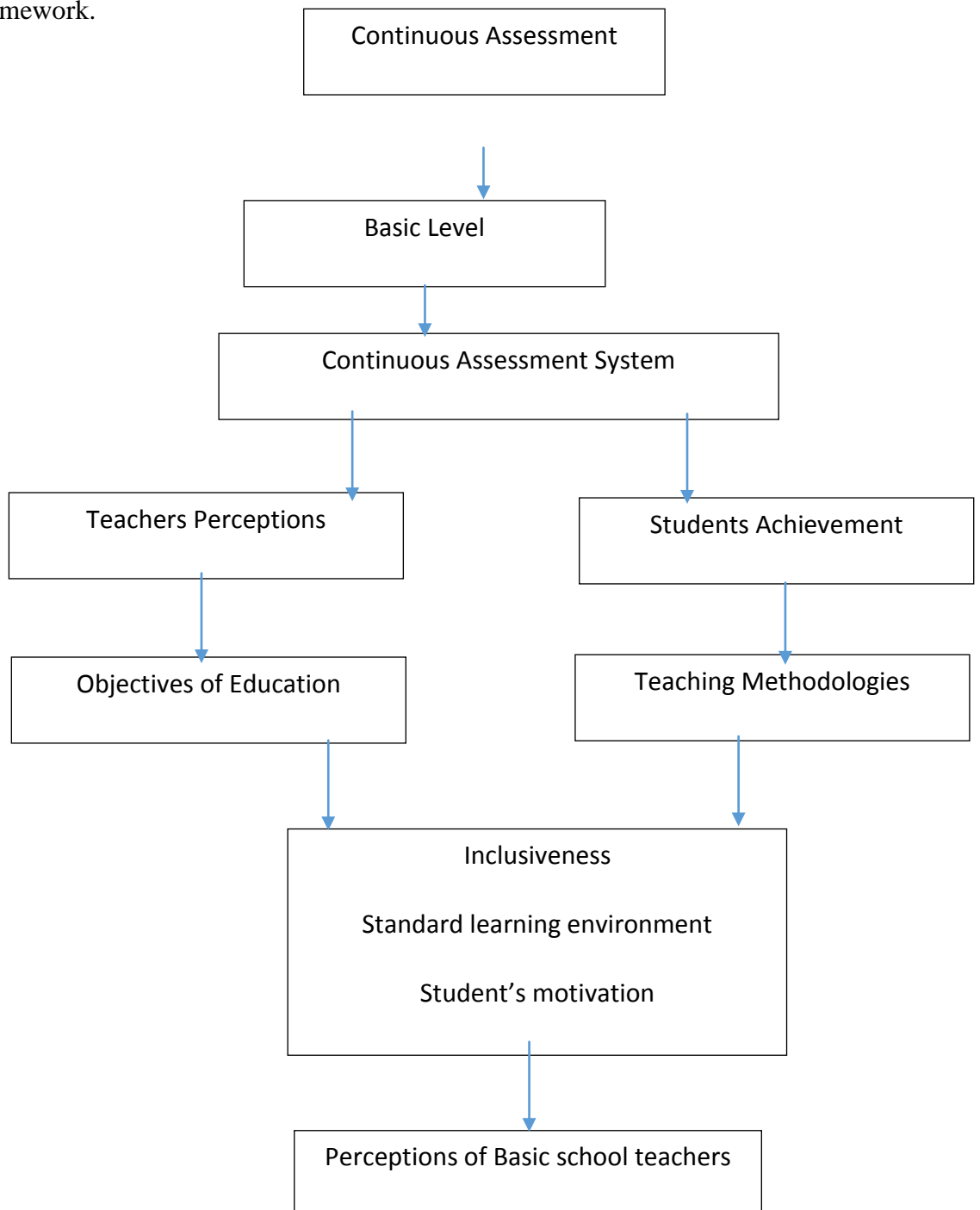
The COVID- 19 pandemic has caused the largest disruption of education in history , having already had a near- Universal impact on learners and teachers and around the world, from pre- primary to higher level schools, technical and vocational education and training institutions, and skills development establishment. By mid- April 2020, 19 percent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre- primary to higher education, in 200 countries (UN, 2020). Similarly, UNESCO (2020) mentions that, the most severe impact of lockdown have on the education sector. In May, 95% of household said their children had stopped going to school, and 52% were not even studying at home. Only 29% had access to distance learning, but that only half were using it (UNESCO, 2020).

In the context of Nepal, around 76% (7,638,531) students and million (881,986) teachers, including primary, secondary, higher, and university level (Mo, 2019), are out of the educational institutions. Due to the lack of internet facilities, poverty, rural, and weak network system, most of the children of Nepal are out of educational institutions. According to UNICEF (2020), only about 12% of Nepal children take online classes, or through radio/TV. Even here, the disparity is stark: while up to third of children in higher- income household were using distance learning tools, only 5% in more improvised families were doing so. The recent child and family tracker survey by UNICEF (2020) Nepal shows that more than two-thirds of school children are underprivileged of distance learning. Only three out of 10 children have access to television, radio, and internet – based learning platforms. Among them, only 80% of children use distance learning platforms for their

learning activities. It indicates that even in the pandemic poverty gap is also the major factor to create the educational class in the developing world, including Nepal. COVID-19 has tested the limits of Nepal's education system, and much progress remains to be made to improve children's learning environment (WB, 2020).

Conceptual Framework

My study is on "Teachers' Perceptions on Continuous Assessment systems During COVID-19 and Post COVID" was based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

The following methodology was adopted for this research

Design of Study

Through this research, I wanted to explore some beliefs, values and attitudes and perception of teachers. I followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular.

Survey research which studies large and small population. It is mostly commonly used method of investigation in educational research survey research can be carried out either by a group of researchers or by an individual. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Survey research is always done in natural setting. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, event/situations. Survey data are collected through questionnaires, opinionnaires or interviews, test scores, attendance rates, results of publication exams, attitude scales etc. Survey can be explanatory and descriptive or analytic. It is cross-sectional study. Surveys are useful for gathering faculty Perception of Primary school teacher's information, data on attitudes and preferences, beliefs and predictions, behaviors and experiences of both past and present.

The purpose or objective carrying out a survey research is to find out behaviors and attitudes of different educational researchers towards certain issues, events or phenomena and to study certain trends on educational program.

Nunan (1992) has presented eight steps of survey research. According to him, the first step is to define objectives. The researcher found out about teachers' beliefs and predictions, attitudes and behaviors toward their school or any other educational organizations or institutions. The second step was to identify the target population. Here the research found out the population covered by the survey. The third step was reviewing a related literature. In this step, the research viewed different writers' opinions related to his/her research activity. The fourth step was to determine sample. This step described about how many subjects a researcher survey should.

Sample was a representative of the population as a whole. The fifth step was to identify the survey instruments. Here, the researcher collected the data through questionnaires or interviews or a combination of questionnaire and interview. The sixth step in to design survey procedures i.e., how will the data collection be carried out? Here, the researcher collected the data and information from the selected teachers. They were selected by non-random judgmental sampling procedure. The seventh step is to identify analytic procedures. Here the systematically collected data were identified, analyzed and interpreted. The last eighth step was to determine reporting procedure. The researcher presents the results of his/her activity.

As the researcher adopted survey method, he went himself selected school to obtain permission from the school authorities to contact the concerned respondents. Moreover, the researcher told the respondents that their honest, accurate and unbiased responses were going to be of seminal importance for such a significant research work.

Population and Sampling Strategy

The population of the study were teachers and sample consisted of 80 teachers from three Municipality (Patan Municipality, Dashrathchand Municipality and Surnaya Rural Municipality) from Baitadi District. Among of them I selected 10 English teachers from three municipalities for in depth interview.

Sampling Procedures

The required number of population was sample by using purposive non-random sampling method. Among of three Municipalities in Baitadi 80 English teachers of basic level of Baitadi district were selected.

Data Collection Tools

The main tools for collecting data were in-depth interview and questionnaire. I have developed questions for the randomly selected 10 teachers among of 80 teachers for the in- depth interview (T1, T2, T3,.....T10) from Patan Municipality, Dashrathchand Municipality and Surnaya Rural municipality in Baitadi district to find out teachers' perceptions on CAS during COVID-19 and post COVID.

Data collection Procedures

In case of this research I collected the data from primary source using in-depth interview and questionnaire. For this I followed the following procedures.

At first I went to the field and collected the authority for getting consent from them and getting consent from them I collected informants for creating rapport relationship with them. Then, I asked many question related to CAS and its implementation during COVID 19 and Post COVID and its effect. After getting interview I analyzed, interpreted and presented respectively.

Data Analysis and Interpretation Procedures

The collected data have been analyzed and interpreted using content analysis practices during COVID-19 and post-COVID in school level. The data collected through interview notes, tape recordings.

Ethical Considerations

Research study is the difficult and challenging job. It is systematic, objective oriented and rigorous process. The research should be familiar with what is going to research on, what is the methodology, procedure, tools and technique of the study?, how to make research systematic? And what is allowed in the research? Research should be aware about ethical things. The researcher or research study should consider in mind not to harm others who were provide the information data and engage in the study. Similarly, the research study has to avoid the plagiarism. In my research study, I got approval from the committee of department of English education at Tribhuvan University for the ethical consideration. Then it was a proved the studies with who was engage and concern in my study.

CHAPTER - IV

RESULTS AND DISCUSSION

This section deals with result and discussion/interpretation of collected data. The data was obtained through questionnaire from forty teachers from fifteen government schools of Baitadi district. I collected there queered data from the English language teacher of basic level.

The main objectives of the study were to find out the Perceptions of Teachers on Continuous Assessment System during COVID and Post COVID in the teaching English in government aided schools of Baitadi district. For this purpose, It tabulated and analyzed the data in the following order.

This study entitled "Teachers' Perceptions on Continuous Assessment System During COVID-19 and Post COVID" is an attempt to find out the perception of teachers on CAS in basic level. The whole study is summarized in the five chapters. In the first chapter, first of all, I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Research questions that were to be answered, significance of the study, and delimitations of the study were grouped under the first chapter. Results of this study were as follows:

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

From the study it was found that CAS makes teaching learning effective.

From the study it was found that CAS provides remedial feedback to the learners and helps to improve their learning level.

It was found that CAS collects the details of learners.

From the study it was found that encouragement.

Analysis of Data Obtained through Close Ended Questionnaire. This section concerns the analysis of nine close-ended questions regarding the perception on the practice of Continuous Assessment System by English teachers.

CAS and Students' Absent Rate

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

Table 1
CAS and Students' Absent Rate

Statement	Strongly Agree		Agree		Total		Unknwn		Disagre e		Strongly Disagree		Total	
	Res	%	Re s	%	Re s	%	Re s	%	Re s	%	Res	%	Re s	%
CAS decreases the student absent rate in the class	24	30	52	65	76	95	0	0	2	2.5		2.5	4	5

Note: Res.= Response,%= Percent

The table 1 show that 30 percent of the total respondents strongly agreed to the statement that CAS decreased the students' absent rate in class. Likewise, 65 percent of them agreed to the statement. 0 percent of them were unknown of this statement but 2.5 percent of them were disagreed and 2.5percent of them strongly disagreed to the statement. Majority of English teachers seemed to be in favor of that statement. So it can be concluded that continuous assessment system decreases the students' absent rate in class.

Role of CAS in Reducing the Dropout Rate

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

Table 2
Role of CAS in Reducing the Dropout Rate

Statement	Strongly Agree		Agree		Total		Unkn own		Disagr ee		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS in reducing dropout rate	24	30	48	60	72	90	0	0	8	10	0	0	8	10

The table 2 shows, 30 percent of the teachers strongly agreed with the statement that CAS reduced the dropout rate of students whereas 60 percent agreed, 10 percent disagreed and none of them were unknown about the statement, but none of them were strongly disagree. This shows that most of the teachers agree CAS during COVID 19 and Post COVID reduces dropout rate of students.

Role of CAS in Minimizing the Number of Failures.

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

Table 3

Role of CAS in Minimizing the Number of Failures

Statement	Strongly Agree		Agree		Total		Unkn wn		Disagr ee		Strongly Disagree		Total	
	Res	%	Re s	%	Re s	%	Re s	%	Re s	%	Res	%	Re s	%
Role of CAS in Minimizing the Number of Failures	48	60	28	35	76	95	0	0	4	5	0	0	4	5

The table 3 shows 60 percent of teachers strongly agreed with this statement that CAS minimized the number of failures where as 35 percent of them agreed and 5 percent of them disagreed about this statement and 5 percent of them were strongly disagreed and none of them were unknown about it. On the basis of the result it can be concluded that CAS minimizes the number of failures.

Role of CAS in Effective Teaching Learning Activities

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

Table 4
Role of CAS in Effective Teaching Learning Activities

Statement	Strongly Agree		Agree		Total		Unkno wn		Disagr ee		Strongly Disagree		Total	
	Re s	%	Re s	%	Re s	%	Re s	%	Re s	%	Res	%	Re s	%
Role of CAS in effective teaching learning activities	54	67.5	22	27.5	76	90	0	0	0	0	4	5	4	5

The table 4 shows 67.5 percent of them strongly agreed about the statement CAS made teaching learning effective or not whereas, 27.5 percent of them agreed the statement, 5 percent of them strongly disagreed with this statement and none of them were unknown and disagree. Thus, it can be concluded that CAS makes teaching learning effective.

Role of CAS for Remedial Feedback

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

Table 5
Role of CAS for Remedial Feedback

Statement	Strongly Agree		Agree		Total		Unkno wn		Disagr ee		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for remedial feedback	40	50	38	47.5	78	97.5	2	2.5	0	0	0	0	0	0

The table 5 shows that 50 percent of them strongly agreed to the statement

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

Role of CAS in Reducing Repeaters Rate

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

Table 6

Role of CAS in Reducing Repeaters Rate

Statement	Strongly Agree		Agree		Total		Unkno wn		Disagr ee		Strongly Disagree		Total	
	Res	%	Re s	%	Re s	%	Re s	%	Re s	%	Res	%	Re s	%
Role of CAS in reducing repeaters rate	40	50	32	40	72	90	2	2.5	0	0	6	7.5	6	7.5

The table 6 shows that, 50 percent of them strongly agreed CAS reduced the number of repeaters in the same class whereas 40 percent of them agreed to the statement and 2.5 percent of them were unknown about the statement. Among of them 7.5 percent were strongly disagreed to the statement and none of them were disagreed to the statement. It shows that CAS reduces the number of repeaters in the same class.

Role of CAS for Collecting Personal Information of Students

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

Table 7**Role of CAS for Collecting Personal Information of Students**

Statement	Strongly Agree		Agree		Total		Unknown		Disagree		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for collecting the details of students	40	50	38	47.5	78	97.5	0	0	0	0	2	2.5	2	2.5

The table 7 shows that, 50 percent of them strongly agreed to the statements CAS collected the detail information about students. And 47.5 percent of them agreed to the statement and none of them were unknown whereas 2.5 percent of them disagreed to this statement. This result shows that CAS helps to collect the detail information of students.

Role of CAS for Students' Encouragement and Inspiration

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

Table 8**Role of CAS for Students' Encouragement and Inspiration**

Statement	Strongly Agree		Agree		Total		Unkno wn		Disagr ee		Strongly Disagree		Total	
	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%	Res	%
Role of CAS for Students' Encouragement and inspiration	52	65	22	27.5	74	92.5	2	2.5	0	0	4	5	4	5

The table 8 shows that, 65 percent of them strongly agreed to the statement Encouragement and Inspiration are the key points for the progress of the students in CAS .Whereas 27.5 percent of them agreed to the statement. 2.5 percent of them unknown to the statement and 5 percent of them strongly disagreed to the statement and none of them were disagree to the statement.

Implementation Issues of CAS in Classroom

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

Table 9**Implementation Issues of CAS in Classroom**

Statement	Strongly Agree		Agree		Total		Unkno wn		Disagr ee		Strongl y Disagre e		Total	
	Re s	%	Re s	%	Re s	%	Re s	%	Re s	%	Re s	%	Re s	%
Implementational issues of CAS in classroom	14	17.5	22	27.5	36	45	0	0	44	55	0	0	44	55

The table 9 shows that, 17.5 percent of them strongly agreed to the statement

CAS was easy to implement in the classroom. And 27.5percent of them agreed whereas 55 percent of them disagreed and none of them were unknown and strongly disagree to the statement. It means CAS is not easy to implement in classroom.

Analysis of Open-Ended Questionnaire

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

Focus of CAS

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

Participation of Teachers in CAS Related Training

Have you participated in any CAS related training? This question was asked to the teachers to find out their participation on training and application of their knowledge of training in classroom teaching. In this statement majority of teachers did not participate on CAS related training although they were well known about this system because it was discussed on Teachers Professional Development Training (TPD).Some of them participated on CAS related and it obviously helped them to implement CAS in classroom during COVID 19 and Post COVID. So it can be concluded that CAS training is to be provided to all teachers and supervision is also required to obtain goals of CAS.

Number of Tests taking within a Year

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

Types of Tests for Students Improvement

Test is the major components to evaluate learner's performance. In order to find out what types of tests are taken for students' improvement. Teachers were

asked whether they used formative test or summative test while COVID 19 was in pick level and after the COVID was ended. They answered that we have took unit test, weekly test, diagnostic test, formative test, CAS, homework, feedback, oral, tuition, class, work, written test the weaker one, objective test to the students while the COVID was in the peak level in the country.

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

Taking Test Large Class

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

Used different set of questions

Used more than a room

Took oral test

Provided different types of questions according to their understanding level

Wrote questions on the blackboard and asked them to write

Pair work with distance maintain

Gave instruction

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

Problems and Challenges in Implementing CAS

Teachers are facing different technical and economical problems and challenges in the school. The responses replied that, they face difficult to implement, lack of clear and precise information, negative attitudes of teachers on CAS, lack of sufficient time/time consuming, difficult to prepare question, large number of students, unscientific evaluation system, lack of regularity of students and teachers, lack of training, lack of technical knowledge, lack of facilities, lack of willingness of learner and parents, insufficient resources, lack of honesty of teachers, lack of rule, regulation and supervision.

Most of the teachers faced many problems and challenges in the implementation of the CAS during COVID 19 and post COVID because of the lack

of proper and sufficient sources.

Result and Reactions of Teachers

Students are the mirror of teacher's progress and success. Teachers are evaluated through student's achievement. So I asked the question to them how they felt when students could not succeed in the exam. The responses were found that they were worried, took re-test, sad, not well (provided feedback), shy, unhappy, anxious about the result.

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

Role of Portfolio in Students Progress

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

Initiation of Continuous Assessment System

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

Procedures for Liberal Promotion

Liberal promotion system is an authentic evaluation system which upgrades students through CAS system. It has certain criteria and procedure which the

teachers were using. The responses are: observation, class work, daily evaluation, CAS, case study, checklist, portfolio, attendance, discipline, projector, pair work, honesty, morethan70% attendance, age group for upper-class, age, capacity, assignment, exam, question answer, classroom performance, student's involvement in teaching learning activities, interaction with group and pair, discussion with parents, capacity, feedback. But some teachers did not have any ideas about CAS. It shows that they are using multiple procedures to promote learners.

Strengths and Weaknesses of Continuous Assessment System

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

Strengths	Weaknesses
Easy to upgrade	Unable to develop required knowledge
No details about students	Not beneficial for all
Decreases absent rate	Difficult to apply in classroom
Motivates the students for further study	Time consuming

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

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

Ideas that Make LPS Effectives

Its effect was Encouraging teacher and students, using more objective tool, retest, unit test, CAS, training, case study, checklist, improving weak learners by scaffolding, make strong policy, using different procedure, observation, portfolio etc. In response to this question teachers responded differently and three of them were unknown about this idea. It shows that most of them are using different procedures to promote their learners by CAS.

Portfolio Recording in School

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

Assistance of CAS in Better Education

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

Role of CAS in Improving of Teaching Learning Activities

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

Sufficiency of Technical and Economic Support

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

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

Conducting CAS and LPP Related Seminar, Training, Workshop and Interaction with Staff

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

CHAPTER-FIVE

CONCLUSION AND Implications

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

Conclusion

The major concern of this study was to find out perception of English teacher's on CAS. This study also focused on identifying the problems and challenges of CAS implementation. I have come to the following conclusions: The teachers found to support that continuous assessment system (CAS) decreases the students absent rate in the class. It was found that CAS reduces the dropout rate and repeaters rate of students in the classroom. From the study it was found that CAS makes teaching learning effective.

From the study it was found that CAS provides remedial feedback to the learners and helps to improve their learning level. It was found that CAS collects the details of learners. From the study it was found that encouragement and inspirations are the key points of CAS and teachers are using unit test, diagnostic test, class test ,objective test, class work, tuition, CAS. to assist the weak learners. The teachers are facing in numerable challenges and problems on the implementation of CAS. Because of the lack of training ,monitoring, supervision and Technical knowledge, large number of students, time consuming, unwillingness of teachers, students and parents, insufficient sources and limited economical criteria, CAS seems to be challengeable in implementation. It was found that most of the schools started CAS. It was found that many procedures are being used in CAS. They are: observation, project work, portfolio, attendance, class work and behavior change.

From the study it was found that CAS has many strong points. They are: easy to upgrade, to know details of students, decrease absent rate, motivates learners for further study, promote self confidence; swipe the fear of exam. Whereas there are some weaknesses, they are as follows: unable to develop required knowledge, difficult to apply, time consuming, not cost effective, reduces reading habits; poor

students can be promoted without bearing required knowledge. It was found that higher agencies supports not sufficient and equal for all.

Recommendations

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

Policy Related

- i. To implement CAS well, there should be balanced responsibility in teacher students and parents.
- ii. School management committee and teacher parent association should play positive role in CAS.
- iii. 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.
- iv. The role of governmental and non governmental agencies becomes important in improving the policies of CAS.

Practice Related

- i. Strict supervision should be done from concerned authorities to observe how well the teachers are implementing the CAS.
- ii. Sufficient training on CAS should be given to primary teachers.
- iii. Teachers should be more laborious to implement CAS.
- iv. Teachers need more time and extra efforts, therefore, extra fund should be provided to them.

Further Research

- i. This research will provide a valuable secondary source for the researchers.
- ii. It will obviously provide the researchers new research areas which are left to be investigated.
- iii. The study is delimited to the perception of teachers on Continuous Assessment System during COVID 19 and Post COVID in basic level. Similarly, other levels and areas can be investigated in the field of CAS.
- iv. It also provides the focus why even after understanding the importance of CAS teachers feel hesitate in the implementation of it.

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Appendixes

Questionnaire

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

Name (optional):

Name of the School (optional):

Gender:

Teaching experiences..... years

Previous training (related to CAS):

1.....

2.....

1. Is learning by doing the main focusing point of CAS during COVID-19?

.....

2. Have you participated in any CAS related training after COVID start? How to fulfill their learning gap?

.....

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

.....

4. What are the challengers faced but teachers while implementing CAS during COVID 19 and Post COVID?

.....

5 What types of procedures are used for the liberal promotion during Pandemic time?

.....

6. What do you think, is liberal promotion system helps to increase the better achievement or not?

.....

7. Governmental agencies provide your school technical and economic support in a pandemic period? If they are it sufficient?

-
.....
8. CAS supports the learners in all round development of the learner.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
9. It makes the students and teachers be together in language class activities.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
10. It inspires talented students and offers special help for less talented one.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
11. CAS minimizes the number of failures through liberal upgrading system.
a. strongly agree b. Agree c. unknown d. disagree e. strongly disagree
12. It lessens the fear, tension and stress which are in extreme in the traditional type of assessment system.
a. Strongly agree b. agree c. unknown d. disagree e. strongly disagree
13. It is easy to implement in practice.
a. Strongly agree b. agree c. unknown d. disagree e. strongly disagree
14. 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
15. Students feel happy and friendly atmosphere in language learning through CAS.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
16. 'Language Functions' are central point in ELT class through CAS.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
17. Continuous Assessment System (CAS) increases the attendance of students in language class.
a. strongly agree b. agree c. unknown d. disagree e. strongly disagree
18. CAS involves the students in class interaction in language.
a strongly agree b. agree c. unknown d. disagree e. strongly disagree
19. CAS increases the participation of students in class activities.
a. strongly agree b. agree c. unknown e. strongly disagree