

**IMPLEMENTATION OF CONTINUOUS ASSESSMENT
SYSTEM IN SCHOOLS**

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

**Submitted by
Bimala Kadel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015**

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 2015/ 2/ 11

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Bimala Kadel

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ABSTRACT

This research work entitled **Implementation of Continuous Assessment System in Schools** has been carried out to find out the tools adopted by the teachers on implementing continuous assessment system in the classroom. In order to carry out this research, I have used purposive non random sampling procedures to select twenty basic level teachers and thirty students from Dang district. The tools applied for data collection were questionnaire having closed ended and open ended questions for teachers and interview for students. The data obtained was analyzed descriptively and interpreted using simple statistical tools. After the interpretation of the raw data obtained from the teachers, it was found that the teachers are using the most of the tools but project work and creative work are some of the tools which are less used but the information/ data obtained from the students shows that among the tools which are recommended by CDC teachers are frequently using attendance, homework/ class work, self evaluation, peer evaluation and discussion but project work and creative work are some of the tools which are not used by teachers.

This thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objectives and significance of the study. The second chapter consists of review of theoretical literature, review of empirical literature, implication of the review and conceptual framework of the research. The third chapter deals with methodology adopted to carry out the research. It consists of design of the study, population of the study, sampling procedure, data collection tools, data collection procedures and delimitations of the study. The fourth chapter deals with analysis and interpretation of results. It consists of analysis of data and interpretation of the results and summary/ discussion of the findings. Finally, the fifth chapter consists of the conclusions and recommendation followed by references and appendices.

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LIST OF ABBREVIATIONS

CAS:	Continuous Assessment System
CDC:	Curriculum Development Centre
Dr:	Doctor
EFA:	Education for All
e.g:	Example gratia (for example)
et al:	and others
etc:	And so on (from Latin Et Cetera)
ELT:	English Language Teaching
i.e:	that is
M.Ed.:	Masters in Education
MOE:	Ministry of Education
NCED:	National Centre for Educational Development
Prof:	Professor
SLC:	School Leaving Certificate
SSRP:	School Sector Reform Program
T.U:	Tribhuvan University
TAS:	Traditional Assessment System
UK:	United Kingdom
Vol.:	Volume

CHAPTER: ONE

INTRODUCTION

This study entitled **Implementation of Continuous Assessment System in Schools** is an attempt to find out the tools adopted by teachers on implementing continuous assessment system in schools. This introduction part consists of general background, statement of the problem, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings and emotions. We even cannot think of communication in the absence of language. Language is transferred from one person to another, one generation to another generation, etc. Most of the activities are carried out through language such as - transmitting human civilization, literature, political and diplomatic activities and human achievements. Without language, the world will be incomplete and deaf. Therefore, the language has been indispensable and inseparable part of human being. It is also important for teaching learning process.

Language testing is an integral part of language teaching. According to Khaniya (2005), "It is a process of scrutinizing how far the learners have learned what the teacher wishes them to learn". Test may be constructed primarily as the devices to reinforce learning and to motivate the student or primarily as a means of the student's performance in the language. A teacher who is involved in the teaching as his\her profession must know not only how to deliver the contents to the learners but also how to test student's proficiency using different ways and techniques. Sometimes testing and assessment are

used interchangeably. However, language testing is a cover term which refers to one of the tools for assessing the learner's language ability before teaching, while teaching or after teaching a particular language course depending upon its purpose. There is whole part relationship between testing and assessment. Assessment is a broad term used to refer to the overall process of collecting information for the measurement of the ability of the person or the quality or success of a teaching course in setting. In other words, assessment covers all methods of measurement and evaluation. Testing is one of the tools or means of assessment. Assessment can be done by means of testing, observation, questionnaire, etc.

Bachman (2010, p.7) defines assessment as 'the process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded'. He also differentiates assessment from informal observations and reports in that the assessment is systematic and substantively grounded. That is, assessment is more reliable and valid than informal observations and reports.

Hughes (2003, p.5) mentions two forms of 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 mastered what they should have learned and then use this information to modify their future teaching plans. Such type of assessment is very useful to provide feedback to the students. On the other hand, summative evaluation is used at the end of the semester or year in order to measure what has been achieved both by groups and individuals.

Thus, there are mainly two ways to assess student's performance. One is summative assessment; it is an assessment of students learning with the aim of providing evidence for reporting to parents and others. Its purpose is to measure standards. The second is formative assessment; it is an assessment for learning with the aim of helping students to achieve the relevant learning outcomes in the classroom.

Continuous assessment is a kind of formative assessment. It means assessing learner's language throughout their course. It often provides a more accurate complete picture of the learner's level and has a positive impact on learning. Continuous assessment includes range of different assessment techniques, which can be used in the classroom to gather information about students learning. The continuous assessment in English class helps to assess the competency of the students over English class. If any student has difficulty in learning a particular skill, teacher can support him or her through remedial teaching.

To sum up, continuous assessment is an ongoing process that measures a student's achievement during the programme. It motivates the student to work hard consistently, if they know that their everyday work in class contributes to their report card assessment. In Nepal also continuous assessment system has get much priority so, the present study seeks to find out the implementation of continuous assessment system in schools and the tools adopted by teachers on implementing CAS in classroom.

1.2 Statement of the Problem

In teaching learning process, assessment is a compulsory thing in all educational institutions. Without assessment we cannot say what the students have learned and what the quality and quantity of learning is. Therefore, assessment is compulsory because it explains the ability and skill of

pupils. But the assessment of what is learnt becomes meaningful when it is done on a continuous basis. Continuous assessment can give the teacher a clearer picture of student ability than a formal test or formal examination. If only tests and examinations are conducted, it is not possible to evaluate accurately the level of competence of the students. So there should be continuous assessment in addition to formal examinations and assessment conducted from time to time. The Curriculum Development Centre (CDC) focuses on the implementation of continuous assessment system to improve both the validity and reliability of the results of the pupil's performance on tests and exercises. But from the recent result of SLC what we can say is, there is somewhere gap between the policy and the implementation of continuous assessment in school. If continuous assessment is done as its objective in primary level than the result can also be improved. But many researchers have shown that teachers are not much serious about the implementation of continuous assessment system and now also they are following traditional assessment system. For this reason, I become interested in researching in this topic to find out the implementation of continuous assessment systems in schools at Dang district and tools that are adopted by the teachers on implementing continuous assessment in the classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the implementation of continuous assessment system in schools
2. To find out the tools adopted by the teacher on implementing continuous assessment in the classroom
3. To point out some pedagogical implications of this study.

1.4 Research Questions

This study sought the answers of the following questions:

1. Has continuous assessment system been implemented in schools?
2. What are the tools adopted by the teacher on implementing CAS?
3. How frequently do the teachers apply those tools in basic level?
4. How familiar are the teachers about the tools?

1.5 Significance of the Study

The present research on implementation of continuous assessment system in schools will be more benefitted for the teachers and students. As the proposed study is intended to find out the implementation of continuous assessment systems in schools which will directly or indirectly raise teacher's awareness about the implementation of continuous assessment system. It will also help for better result and for better language learner. CAS does not require any additional and sophisticated materials while implementing in the classroom. It can be applied in all schools but skill, time and readiness of the teacher is quite important. So, teacher should be student centered on implementing continuous assessment system. Teachers as well as students will be familiar about the tools that are recommended by CDC while implementing CAS in the classroom. Moreover this study will also assist to achieve the objectives of continuous assessment system.

Similarly, this study will be significant for the ELT practitioners mainly who want to undertake researches in the field of continuous assessment system. This study will also be significant for school supervisor, resource person, teacher trainer, etc.

1.6 Delimitations of the Study

The scope of this study was limited to the following points:

- The study was limited to the 10 basic levels of government schools

- This study was limited to Dang district only
- This study was confined to 20 English teachers and 30 students of basic level.
- This study was limited to find out the implementation of continuous assessment system in schools and application of the tools by teacher on implementing CAS
- Questionnaire and interview were the tools for data collection

1.7 Operational Definitions of the Key Terms

Implementation: Application of assessment tools in the classroom which are recommended by CDC to assess the students of basic level.

CA: Continuous assessment is the system in which the students are judged and upgraded by using various tools during teaching learning activities but not at the end.

System: An organized set of ideas or theories of continuous assessment which is implemented in schools to evaluate the students.

Testing: To examine student's knowledge or ability by asking them questions or giving them activities to carry out which is also taken as one of the tools of assessment.

Diagnostic: Identifying strength and weaknesses of students to provide them feedback and remedial teaching in continuous assessment system.

Basic Level: According to School Sector Reform Programme primary level and lower secondary level are regarded as basic

level which is also known as foundation level.

TAS: Traditional assessment system is one of the systems in which students are evaluated and upgraded on the basis of the marks obtained from the three term exams.

CHAPTER: TWO

REVIEWS OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other subheadings. The first one review of related theoretical literature throws light on the theories related to the research area as well as it widen the knowledge of the researcher to the related field. The second one review of related empirical literature describes the summary of the researches which are already carried out in that area. The third, implication of the review for the study shows the similarities and differences of the present study with the past researches. The fourth, conceptual framework is the representation of the understanding of the theories by the researcher and her own conceptualization of the relationship between different variables.

2.1 Review of Related Theoretical Literature

I reviewed a number of theories which are cited below:

2.1.1 Language Teaching and Language Testing

Language teaching simply refers to teach or help or guide the pupils in order to build up their capacity, boost up knowledge and increase the existing situation of an ability to do the task. In other words, testing is a means of evaluating the students what they can do or what they cannot do about language. In this sense language testing is an inherent part of teaching. There is nail-muscle relationship between language teaching and testing. Teaching without testing is

meaningless and it does not guarantee the learning on the part of the students. To say strongly, testing is the product of teaching. It is therefore called an essential part of teaching.

Language testing and language testing are two wheels of a car because 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 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.

Testing is used to find out the effectiveness of teaching and to put more efforts to make it effective. No teaching can be effective without testing. Testing provides useful inputs to the teachers to be aware of the effect of teaching, and also insights on whether she should continue the way she teaches or change in order to make her teaching more effective. Finally, language teaching is not complete without testing because language testing gives feedback to the language learners as well as language teachers.

2.1.2 Testing and Assessment

Testing and assessment are the means to gather information especially in language about what is learnt, how far the method is appropriate, what can be actually performed by the testees and so forth. According to Hughes (2003), "Testing is not only the way in which information about peoples' language ability is gathered. It is just one form of assessment, and other methods will

often be more appropriate". This is to say, assessment is an umbrella term for measuring the linguistic capacity of students whereas testing is one of the procedures of gathering information about the testes. In next words, assessment refers to the whole and testing as its part.

According to Fulcher and Davidson (2007 as cited in Joshi, 2013, p. 14)

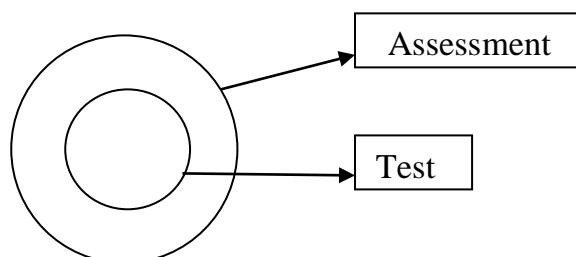
Language tests are designed by teachers with a particular skill and training in test design. This is not because a test task always looks different from a classroom task but because a test task is usually designed with certain properties in mind. These are not necessary in the class, where any task is an opportunity for assessment that leads to an adjustment of the learning process.

This means, language tests are designed by the teachers to measure specific abilities. A task is always becoming a part of testing which has a purpose. This task is taken as an assessment which leads towards the learning process.

Both testing and assessment are measuring devices which allow teachers to see how well they are doing and how well their students are doing but they function in different ways. Typically, tests are done at the end of semesters or at the end of a year. Assessment, on the other hand can be done at any time. Assessment are used informally by teachers so they can keep track of what students understand and areas and subjects they might need to spend more attention on. At the same time, they have different formats .Tests usually follow a general format, where questions are asked and students answer them. An assessment might be a teacher's observation of a student's working or talking about a subject. Assessment and testing shows different results because testing might show the students ability to memorize facts and figures.

However, an assessment done informally in the classroom might show whether a student's actually understands a specific process.

The relationship between testing and assessment is presented in the following diagram which is extracted from Bachman (2010, p.7):



From the diagram we come to conclude that test and assessment have whole part relationship because assessment is the goal and testing is one of the means or tools for achieving the goal. That means assessment can be done by means of testing interview, questionnaire, observation, etc. There can be numbers of test under a single assessment. So a good teacher can use assessment in language teaching and learning process to evaluate student's achievement for better result. Assessment is the term which is applicable to my research.

2.1.3 Continuous Assessment System

Etymologically, the term 'assessment' is derived from the Latin word 'assider' which means 'to sit beside'. Sitting beside children suggests a class relationship and sharing experience. But the meaning of assessment is not limited as its etymological meaning. Nowadays its meaning is broad. Assessment includes the full range of methods \tools which the teachers use to gather the information about their pupils, instruction and classroom atmosphere.

Students' assessment is an integral part of any teaching learning activity. There are two types of assessment: formative and summative assessment. They can be used on the basis of need and context of learning environment. Summative assessment is generally carried out at the end of course or project in any educational setting. On the other hand, formative assessment is used by teachers to add and improve in teaching and learning as well as it measures

students' current levels of knowledge and skills for the purpose of identifying suitable programs for further learning.

Continuous assessment system is an approach which is related with the formative evaluation system. When formal and informal assessments are done on a regular and continuous basis they are referred as continuous assessment. Continuous assessment is the educational policy in which the students are examined continuously over most of the duration of their education, the results of which are taken into account after leaving school. It is often proposed or used as an alternative to a final examination system. In next words, continuous assessment is such type of assessment that takes place over a period of time. Students' will be assessed right through teaching learning process not after the teaching learning process in continuous assessment system. So, by doing continuous assessment the teacher can improve the students' learning process as well as can provide more support and guidance to the learners.

Airasian (1991, p.27) describes Continuous assessment as

an assessment approach which should depict the full range of sources and methods teacher used 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.

Sikshya Magazine (2007, p.172) defines CAS as following:

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 wide range of formal and

informal techniques in teaching learning process regularly and remedial treatment is provided continuously to improve their achievement.

This definition based on CAS is practiced by which teachers manage their classes, adopt student centered technique of teaching and assess student individually. So, CAS should be done on the basis of classroom participation, class tests, project work, etc.

Thus continuous assessment system is the system in which the quality of students work is judged by various pieces of work during a course and by a final exam. In next words, the assessment of a pupil's progress throughout the course of study rather than exclusively by the examination at the end of it is continuous assessment system.

Finally, what we can say is that continuous assessment is a way of assessing pupil's using a set of learning outcome indicators. The underlying principle is that at all times the teacher needs to know for each of his or her pupils in the class, how well they have understood the ideas being taught. The teacher then can use this information for formative purposes, which is an integral part of teaching learning activities and summative purposes as well.

2.1.3.1 Characteristics of Continuous Assessment System

According to Adhikari (2070), the characteristics of continuous assessment system are as follows:

- Continuous assessment is comprehensive
- Continuous assessment is cumulative
- Continuous assessment is diagnostic
- Continuous assessment is formative
- Continuous assessment is guidance oriented
- Continuous assessment is systematic in nature

2.1.3.2 Objectives of CAS

According to CDC (2001, p.2), the objectives of continuous assessment system are as follows:

- To evaluate student continuously using various techniques and tools
- To increase attendance rate of students
- To reduce dropout rate of students.
- To minimize the stress of examination in students
- To reduce class repetition rate
- To lessen the fear of tests
- To maximize the learning achievement level of students

To sum up, the main objectives of continuous assessment system is to provide education for all as well as to reduce the dropout rate, failure rate and increase attendance rate.

2.1.3.3 Purpose of the Continuous Assessment in Language

Classroom

According to CDC (2067), the purposes of continuous assessment in language classroom are as follows:

- Diagnose each student's strengths and weaknesses
- Use various techniques to teach and test students'
- Assess the progress of the students by measuring their achievement
- Do remedial teaching for needy students
- Give students information of their progress and feedback for improvement

The purpose of continuous assessment system is to help the students to become a better learner by encouraging them to improve their weaknesses through regular assessment and remedial teaching. Thus in my view, the main purpose of continuous assessment is not about promotion (i.e, pass or fail) but for progression.

2.1.3.4 Benefits of Continuous Assessment System

According to CDC (2067, p.22), the benefits of continuous assessment are as follows:

- It is based on a positive view of assessment as a natural part of the teaching learning process
- It allows assessment of learning outcomes (e.g. speaking) which are, for practical reasons, difficult to assess by means of formal testing
- It can provide a fairer, more balanced picture of students' attainment, especially for those who become nervous during formal tests
- It provides information about learning difficulties at an early stage, making it possible for remedial action to be taken promptly, while the school year is still in progress
- It encourages teachers to get to know all of their students well
- It motivates students to work hard consistently, if they know that their everyday work in class contributes to their report card assessment

Like traditional assessment system in continuous assessment system students are not evaluated and upgraded through exams. So, the main benefits of continuous assessment system is that students are evaluated continuously so it helps to identify the strong and weak point of the students and treat them accordingly. So that it helps to contribute to the quality education.

2.1.3.5 Implementation of Continuous Assessment System in Nepal

The history of Implementation of CAS in Nepal is not so long. In past days only two terminals and one final exam were held in school level to evaluate the students. But such types of exams do not reflect all the capacities and skills of students because some of the students become so nervous in exam that they cannot perform well as their knowledge and ability. Students get often frighten with final exam. So, according to the report of CDC (2003) the dropout rate and failure of students increased because of defective assessment system.

Therefore, different educationists, experts suggested applying CAS to minimize

the rate of dropout and failure of students. EFA Nepal (2001-2015) has also focused on continuous assessment system in order to enhance the quality of school education.

Nepal is committed to the educating of all its children and to improve the quality of education for the last four decades and half decades. In spite of several efforts both the commitments have not been fulfilled. There are still nearly twenty percent of the primary age group children out of school and many of those who are admitted to school either dropout or repeat classes. The quality of education has also not been improved. One of the main reasons given was the defective assessment system. It is in this context that the Ministry of Education and Sports (MOES) through Curriculum Development centre (CDC) has its plan to introduce continuous assessment system (CAS) at the primary level which will improve children's participation in their education and learning.

According to the report of CDC (2003), as a preliminary stage, a piloting programme was introduced in the five Compulsory Primary Education (CPE) districts in the school in the year 2000/01. They were Illam, Chitwan, Syanja, Surkhet and Kanchanpur. The piloting of CAS was first introduced with grade 1 in 2000/01 and subsequent years with grades 2 and 3. From the year of 2064 it has been declared to implement in all schools of Nepal. In 1-3 Liberal Promotion Policy has been practiced and from 4-7 Continuous Assessment System has been adopted to evaluate the students.

2.1.3.6 Tools of Continuous Assessment System

When the students are evaluated along with teaching learning activities, such type of assessment is called continuous assessment system. In other words, continuous assessment is an assessment approach which involves the use of a variety of assessment tools for assessing various components of learning, not only the thinking process but including behaviors, personality, traits. Student centered teaching learning activities are more effective on implementing

continuous assessment. Questionnaire, discussion, project work, role play, etc are some of the examples of student centered teaching learning activities. From such type of activities students will be learning regularly which the teacher wishes them to learn. Teacher also should evaluate the students continuously through such kind of teaching learning activities. There are some tools /methods which the teacher should adopt while implementing continuous assessment system as mentioned by Adhikari (2071, pp.123-124), are as follows:

1. Class work/ Homework
2. Project work
3. Behavior Change
4. Attendance
5. Creative work
6. Discussion
7. Self evaluation
8. Peer evaluation

To sum up, continuous assessment is defined as an ongoing, diagnostic, classroom based process that uses a variety of assessment tools to measure learner performance which are mentioned above.

2.1.3.7 Need of Continuous Assessment System

The main purpose of continuous assessment system is to make the students acquaint with learning outcomes through effective teaching learning activities. According to Nirantar Bidhyarthi Mulyankan Karyanwanyan Pustaka (CDC, 2067, p.2) the needs of continuous assessments are as follows:

- To help students in their effective learning and work habit
- To teach in diagnostic way for those students whose learning level is low,
- To make the students acquaint with knowledge, skill and behavior which are specified in the curriculum,
- To assess students continuously and conveniently,

- To increase the level of learning outcomes and to make them pass their grade successfully,
- To create the child friendly learning and evaluation,
- To save additional time and resources which we spend in students evaluation,
- To find out the differences between the students so that their learning level may be improved,
- To improve the reliability and validity of learning outcomes of the students,
- To reduce the rate of drop outs and repeaters,
- To encourage the students in assessment system

Because of so many drawbacks of traditional assessment system Curriculum Development Centre under the Ministry of Education and Sports has introduced continuous assessment system. So, in my view the need of continuous assessment was felt in Nepal to reduce the failure rates as well as to fulfill the commitment to provide Education for All up to 2015.

2.1.3.8 Rules of Continuous Assessment System in Curriculum

According to Adhikari (2071, p.122), in present primary level curriculum, there are some rules and regulations about continuous assessment system which are as follows:

1. The learning of students will be ensured through formative evaluation system. The main objectives of formative test are to improve learning standards 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 in 1-3 classes. The portfolio will be updated on the basis of students' class work, project work, achievement test, attendance, etc.
3. The students of 1-3 class will be liberally upgraded on the basis of continuous assessment system. For this, the following tools must be used:

- a) Project work
 - b) Homework / class work
 - c) Behavior change
 - d) Attendance
 - e) Creative work
4. Because of liberal promotion of students there is no any pass mark fixed in classes 1-3. For each subject in class 4 to 5, the pass mark will be 40 percent.
 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 changed behavior of the students. The students who have poor attendance in class and who have not acquired minimum learning outcomes may be upgraded on the basis of decision of related teachers, parents and head teacher for providing them learning opportunity again.
 6. Students will be classified into three groups ('A' to 'C' scale) on the basis of their progress in grade 1-3.
 7. The students of class 4 and 5 will be evaluated through summative and formative tests.
 8. Suitable and appropriate evaluation tools will be used for the students who have separate learning outcomes.

2.2 Review of Related Empirical Literature

There are few researches related to continuous assessment system in the Department of English Education. I have reviewed some research works, theses related to the CAS in the field of language testing.

Chapagain (2005) carried out research entitled "Effectiveness of Continuous Assessment in Enhancing Pupils Achievement in English: A Case of Grade Six". The chief objective of the study was to find out the effectiveness of continuous assessment system on students achievement in English. It was the

experimental research. In order to carry out the research, students of class six were the respondents. Test was only the tool for data collection. The main finding of the research was that the continuous assessment system in English language learning was relatively more effective and successful than the usual way of teaching.

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 the place of subjective and objective tests in testing reading comprehension. Questionnaire was the research tool to collect data. One hundred twenty students from Surkhet district were selected through stratified random sampling procedure. His study found out that the place of objective tests was more effective than the place of subjective test in testing reading comprehension.

Ghimire (2010) carried out a research on "Effectiveness of Continuous Assessment in Enhancing Pupils Achievement in English: A Case of Grade Eight. The chief objective of his study was to find the effectiveness of continuous assessment in English. In order to carry out the research, the researcher selected all the students of grade eight to conduct the research. He had used purposive non random sampling procedure. He used test as one of the tools for data collection. Action research was done to reach the conclusion. The main finding of the study was that the use of continuous assessment facilitated the students to learn grammar more effectively.

Gurung (2011) conducted a research on "Developing writing through the Continuous Assessment". The chief objective of the study was to find out the effectiveness of continuous assessment in developing writing skills in grade nine. It was an experimental research. In order to carry out this study, the researcher selected thirty two students of grade nine from a public school of Sunsari district using purposive non- random sampling procedure. Test was only the tools for data collection. From his research he concluded that through continuous assessment students writing skill improved and developed. Thus, his study shows the need of CAS to develop writing skills.

K.C. (2011) carried out a research on "A Study on Continuous Assessment System (CAS) in Primary level English". The chief objective of the study was to find out the effectiveness of continuous assessment system and some behavioural realities about CAS. In his research, purposive non random sampling procedure was used to select fifty teachers from government aided schools of Salyan district. Questionnaire was used as the tool for data elicitation about CAS. He reached the conclusion that continuous assessment system is an effective tool in primary level than traditional evaluation system.

Nepali (2012) has conducted a research on "Challenges on Implementing Continuous Assessment System". His attempt was to find out the teachers perspective towards the challenges on implementing CAS. In his research, purposive non-random sampling procedure was used to select teachers from government aided school of Palpa district. The research tool for data collection was questionnaire. This research finds out that most of the teachers have positive attitude towards CAS for evaluation process. Though there some challenges to implement CAS in the context of Nepal, he has recommended that the teacher should implement CAS properly in Schools and strict supervision should be provided by government to implement the continuous assessment system.

Although, the above mentioned researches are somehow related to my proposed study, no research has been conducted on implementation of continuous assessment system in schools in Dang district. The objectives and questions of my proposed study are different from their study. Continuous assessment system programme is effective so that the CDC has launched this programme but I want to find out the implementation of CAS in schools and the tools adopted by the teachers are implementing on CAS in classroom. So that this study is different from rest of the studies carried out in the Department till present date and I hope that this research will be fresh research.

2.3 Implication of the Review for the Study

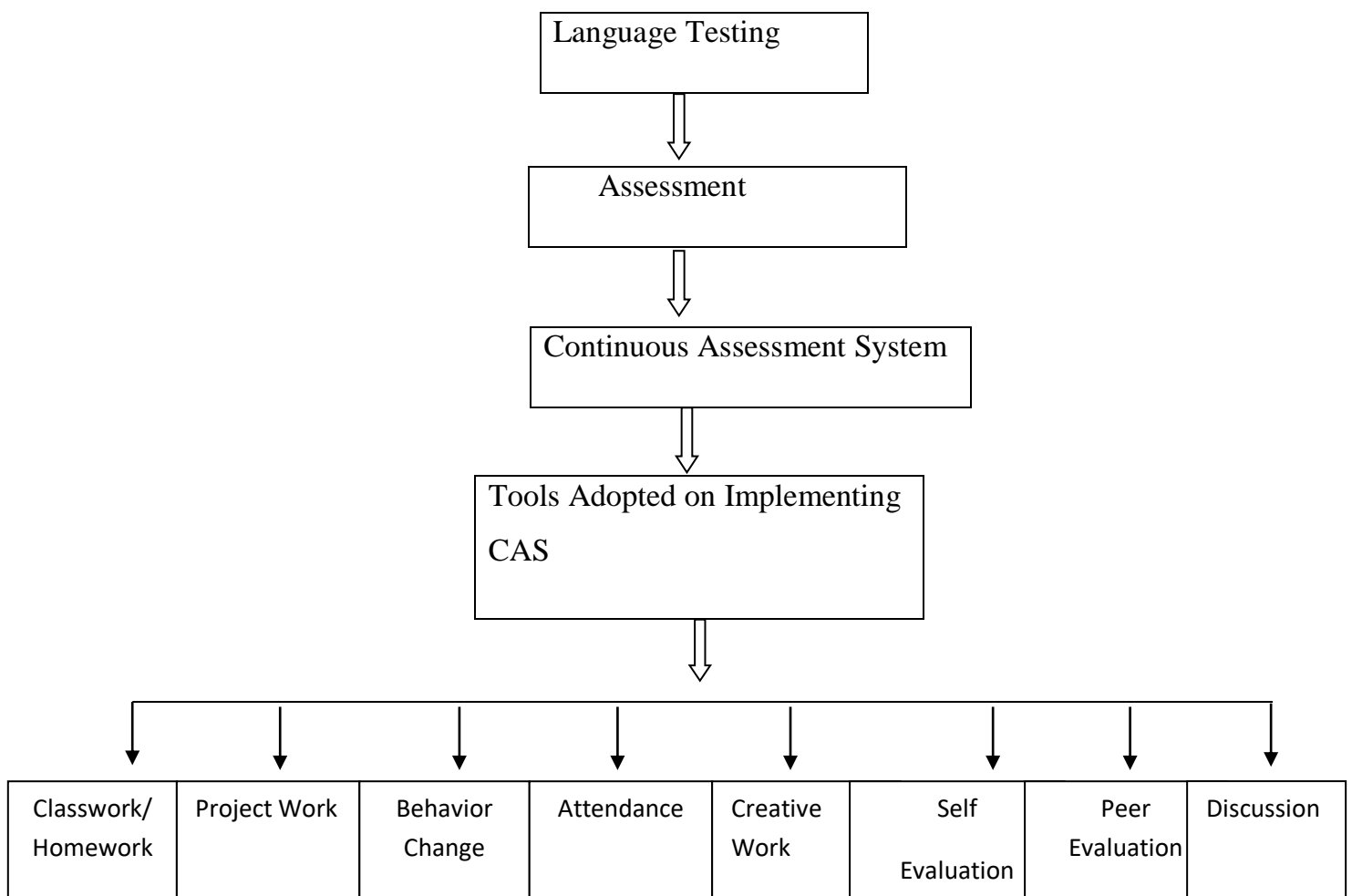
In literature review, our central focus is to examine and evaluate what has been before on the related topic and establish the relevance of this information to our own research. The review of the study may obtain from the variety of sources including theses, books, journals, reports, etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said on a topic and what has not been said yet for finding new area for further research

The reviewed study is to some extent similar to my study. After reviewing those works I have got lots of ideas regarding the Implementation of Continuous Assessment System. After reviewing the theses of Chapagain(2005), Ghimire(2007), Gurung(2011), K.C.(2011) and Nepali(2012), I have got information about the actual findings of their studies. From these theses, I have pinpointed the fact that the previous researchers missed the investigation on the tools adopted by the teachers on implementing continuous assessment system in schools, which after all, were very important on implementing CAS in schools. The review of the related literature made me feel that one research should be carried out in this topic. I also got the ideas on how to design the methodology for the research for identifying the key issues and data collection techniques best suited to the topic. The theoretical review of related literature has helped me to understand better. So, a literature review is one of the important parts of any research which helps to find the gap in the knowledge and provides justification for the necessity of research in the question.

A thorough literature review has helped me to ensure the professional knowledge of the study as well as to understand how the findings of this study fit into existing body of knowledge. Moreover, it has helped me to contextualize the findings of the study. It has also helped me to avoid some of the errors of previous research. It has also helped me to develop the conceptual framework which will become the basis of the investigation.

2.4 Conceptual Framework

The study on "Implementation of Continuous Assessment System in Schools" will be based on the following framework:



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

The methodologies which were adopted to achieve the set of objective of the study are as follows.

3.1 Design and Method of the Study

Survey research was used to complete this study. Survey research was adopted to complete this study because it is one of the cross – sectional studies i.e. the data is collected only one time from multiple respondents. It generally addresses a large group of population. In other words, a large number of populations are involved in the study to make the sample representative and to make the findings generalizable. In my research also I have to include number of informants to find out the implementation of continuous assessment system in schools and the tools adopted by the teachers to evaluate the students in the classroom. So that survey research is much suitable for my topic. Surveys are the most commonly used descriptive methods on educational research and may vary in its scope from large scale governmental investigations to small scale studies carried out by a single researcher. It is very old technique used in research.

Surveys are used mostly in large scale researches where a huge population is required to be included in the research. Generalization is focused in this type of

research. Survey is usually done in natural setting. Data in survey design are collected through questionnaire, interviews, test scores, attendance rates, results of public examinations, etc. Different scholars and researchers have defined survey research from different perspectives.

According to Kerlinger (1980), "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables".

From the given definition what we come to conclude that survey research has wide and inclusive coverage. Because of wide coverage the findings can be generalized which is the main aim of survey research.

In other words, what we can say is survey research is the method of collecting information by asking pre- formulated questions in a pre- determined sequence in a structured questionnaire to a sample of individual. It is always concerned with the present situation. It investigates what is happening in the existing situation.

The purpose of survey research is to find out the opinion on certain issues, to assess certain educational program, to find out the behavior of different professionals, to evaluate certain activities, to study certain trend and existing state of certain institutions in a single point of time than compare the findings with the standards once. Finally to forwards some suggestion for the improvement of the research area. The main purpose of survey research is to obtain a snapshot of conditions and events at a single point of time.

The steps or process of survey research can be enlisted in the following points in natural order:

- Framing the topic/identification of problem
- Specifying the objectives
- Constructing hypothesis
- Expanding theoretical knowledge

- Writing the research proposal and tools
- Piloting the research tool
- Sampling the population
- Going to the field and contacting the informants
- Establishing rapport with respondents
- Distributing or implicating research tools to respondents/observing the population or situation
- Collecting the information/data
- Analyzing the data
- Comparing the data
- Calculating the findings
- Listing the suggestion

3.2 Population and Sample

The population of my study was English teachers and students of basic level of Dang district. Twenty teachers and thirty students of basic level from ten government aided schools were the sample of the study.

3.3 Sampling Procedures

The research area of the study was dang district and population consisted English teachers and students of basic level. We cannot include all the study population so, for the feasibility of the study I have selected twenty basic level English teachers and thirty students from ten government aided schools by using purposive non random sampling procedure. Two teachers and three students from each school were selected to gain information about the tools used by teachers on implementing continuous assessment system in Schools.

3.4 Data Collection Tools and Techniques

In order to collect data I used questionnaire and interview as a research tool. Open and closed types of questions were used to elicit the information from the teachers and interview was used to gain information from the students.

3.5 Data Collection Procedures

The following steps were followed to collect the required data:

- i. First of all, I visited the selected schools of Dang district and asked for the permission from the head teachers and informed about the processes and objectives of the study to the concerned authorities
- ii. Then I consulted the basic level teachers and explained them about the purpose of the research and requested them to take part in it and give the actual information. I also assured them about the confidentiality of information obtained through the questionnaire in terms of ethics
- iii. Then I distributed the questionnaires to the basic level teachers and asked them to write the answers without any hesitation and fear.
- iv. After that, I also took interview of the students so that they could give me the actual information about the implementation of CAS in schools and the tools adopted by the teachers to analyzed it later
- v. At last, I thanked both the teachers and students heartily for their kind co-operations.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed descriptively and statistically. Simple statistical tools such as measures of frequency and percentile were used to analyze and interpret data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter includes the analysis of data and interpretation of the results as well as the summary/ discussion of the findings. The data were elicited by using interview to the students and questionnaire including both closed ended and open ended questions to the teachers. Systematically collected data from the twenty teachers and thirty students of basic level from government aided schools of Dang district were analyzed and interpreted to find out the implementation of the continuous assessment system in schools and the tools adopted by the teachers on implementing CAS in classroom. On the basis of the analyzed data I have presented the summary/ discussion of findings. So, under the analysis and interpretation of results the following sub headings are discussed:

- (1) Analysis of Data and Interpretation of the Results
- (2) Summary/ Discussion of Findings

4.1 Analysis of Data and Interpretation of the Results

This section deals with the analysis and interpretation of the data obtained from the teachers and students.

4.1.1 Analysis of the Data Obtained from the Teachers

This section mainly deals with the analysis of data obtained from the teachers about the implementation of continuous assessment system in schools and the tools which are adopted by the teachers to evaluate and upgrade the students instead of three term exams. As it has already been mentioned in previous chapter, I distributed a set of questionnaire including closed ended and open ended types of questions in order to elicit the data from the informants. There were twenty five responses consisting of fourteen close ended and eleven open ended. I analyzed the responses by using simple statistical tools. The statement, tabulation and interpretation of each question have been presented item wise:

4.1.1.1 Participation in Training Session Conducted by NCED

Training is important for all the teachers to update their professional knowledge. It is also provided to the teachers to develop their confidence and competence to deal with cross cutting issues concerned with teaching. One important thing of training is that teachers become update with the new program which is launched by CDC under the Ministry of Education. Continuous assessment system is also a new programme which is launched by CDC. If the teachers get opportunity to participate in training session, they will also be familiar with the continuous assessment system. So, to find out whether the teachers have got opportunity to participate in training session, the teachers were asked to respond to the question "Have you got opportunity to participate in training session which is conducted by NCED"

- Yes, of course
- No, I have not participated in the training session conducted by NCED

According to the responses provided by the teachers, it has been found that among twenty teachers, fifteen teachers(i.e, 75%) have got opportunity to participate in training session, only five(i.e 25%) teachers have not got opportunity to participate in training which is conducted by NCED because they are recruited in schools as private teachers. So, the responses obtained

from the teachers it is clear that most of the teachers have got opportunity to participate in training session which is conducted by NCED.

4.1.1.2 Familiarity about Continuous Assessment System

Continuous assessment system was first introduced in the five Compulsory Primary Education (CPE) districts in the school year 2000/1. CAS was introduced in all primary schools of CPE districts and ten schools were selected from each CPE district for monitoring and evaluation of the piloting programme. From the year of 2064 it has been declared to implement in all schools of Nepal. From class 1 to 3 Liberal Promotion Policies have been practiced and from 4 to 7 Continuous Assessment System have been adopted to evaluate the students. That means from class 1-3 there is no any pass mark fixed but from class 4-5, the pass mark will be 40 percent. Instead of traditional assessment system if the teachers have to use continuous assessment system, they should be well familiar about the continuous assessment system programme which was launched by CDC under the Ministry of Education (MOE). So, to find out whether the teachers were familiar about the continuous assessment programme or not, they were asked to respond to the question "Are you familiar with the continuous assessment programme launched by CDC?" The responses which were obtained from all the teachers were same which is given below:

- Yes, of course

So, from the above response we can say that the teachers are well familiar about continuous assessment programme launched by CDC.

4.1.1.3 Implementation of Continuous Assessment

Teachers are one of the important and the responsible person to implement continuous assessment system in every school. In order to find out whether the teachers are implementing continuous assessment system in their classroom or not, the teachers were asked to respond to the question "Are you implementing

continuous assessment in your classroom?" with three alternatives. Their responses are presented in the table below:

Table No. 1

Implementation of Continuous Assessment

Categories	No. of Respondents	Percentage
To great extent	8	40
To some extent	12	60
Not at all	0	0
Total	20	100

The table no.1 shows that 8 respondents (i.e. 40%) of the total respondents implemented continuous assessment system 'To great extent', sixty percent 'To some extent' but there were no one to respond to 'Not at all'.

From the above table I came to conclude that among the total respondents all of the teachers are implementing continuous assessment program in their classroom but some of them are implementing CA to great extent and some of them are implementing only to some extent. However, we can say that teachers are implementing continuous assessment in their classroom.

4.1.1.4 Implementation of Tools Recommended by CDC

There are some tools which are recommended by CDC. Instead of using traditional assessment system, Curriculum Development Centre has recommended some of the tools to be adopted while implementing Continuous Assessment System in the classroom. CDC has suggested using all the tools to assess the students instead of the final exam. To find out whether the teacher are implementing all the tools suggested by CDC or not, the teachers were asked to respond to the statements" Are you implementing all the tools

suggested by CDC" with three alternatives. The responses given by the teachers are presented below in table:

Table No. 2

Implementation of Tools Recommended by CDC

Categories	No. of Respondents	Percentage
To great extent	9	45
To some extent	11	65
Not at all	0	0
Total	20	100

The table no. 2 shows that 9 respondents (i.e. 45%) of the total respondents implement all the tools 'To great extent', fifty five percent implement the tools 'To some extent' but none of the give responses to 'Not at all'.

As the above table shows among twenty respondents all of the teachers are implementing the tools suggested by CDC but some of them are implementing all the tools to great extent and some of them are implementing to some extent. From this data we come to conclude that most of the teachers are implementing all the tools suggested by CDC but the degree of implementing the tools varies from teacher to teacher.

4.1.1.5 Role of CAS in ELT Class

In government aided schools most of the students failed in English subject because students feel difficult to understand the language easily and they are also not interested to learn the English language. One of the main reasons of failure is defective assessment system. So, to be successful in all the subjects equally, the teaching learning activities and assessment system should also be effective for the students. In order to find out whether the implementation of

CAS makes ELT class more effective or not, the teachers were asked to respond to the question "Does the implementation of CAS makes your ELT class more effective?" with three alternatives. The responses obtained from the respondents are presented below:

Table No. 3
Role of CAS in ELT Class

Categories	No. of Respondents	Percentage
To great extent	12	60
To some extent	8	40
Not at all	0	0
Total	20	100

From the table no. 3, it is clear that among the total respondents 12 respondents (i.e. 60%) response that implementation of CAS makes ELT class more effective 'To great extent', 8 respondents (i.e. 40%) respond 'To some extent' but no one respond to 'Not at all'.

From responses given by the teachers we come to conclude that majority of the total respondents respond that implementation of CAS makes ELT class more effective to great extent. So, we can say that implementation of CAS makes ELT class more effective.

4.1.1.6 Class work and Homework are Effective Tools

In order to find out whether the class work and homework are the effective tools of CAS or not, the teachers were asked to respond a question " Do you think class work and homework are the effective tools of CAS?"The teacher's responses are presented in the table below:

Table No. 4

Class work and Homework are Effective Tools

Categories	No. of Respondents	Percentage
Yes of course	12	60
May be	8	40
Not at all	0	0
Total	20	100

From the above table, it shows that 12 respondents (i.e. 60%) of the total respondents give response that 'Yes of course' class work and homework are the effective tools of CAS, forty percent respondents respond on 'May be' but none of them respond on 'Not at all'.

According to the above table, majority of the total respondents respond that class work and homework are the effective tools of CAS. So what we can say is that the class work and homework are the effective tools of CAS.

4.1.1.7 Role of CAS to Increase Students Attendance Rate

According to the CAS students also should be evaluated through the attendance. That means according to the attendance of the students they are upgraded from one class to another. But in traditional assessment system students are evaluated through periodic exams, so that most of the students become failed in exam for two or three times and they do not want to go school. But this is not the case in continuous assessment system; students are evaluated continuously through different tools. Among them attendance is also one of the tools to evaluate the students. So, to find out either the implementation of CAS increases the attendance of the students, teachers were

asked to respond to the question "Does the implementation of CAS increases the attendance rate of the students?" with three alternatives. The responses provided by the teachers are given in the table below:

Table No. 5

Role of CAS to Increase Students Attendance Rate

Categories	No. of Respondents	Percentage
To great extent	14	70
To some extent	6	30
Not at all	0	0
Total	20	100

The above table it shows that 14 respondents (i.e. 70%) of the total respondents respond that implementation of CAS increases the attendance rate of the students 'To great extent'; thirty percent of them responds on 'To some extent' but none of them respond on 'Not at all'.

Thus, the table no. 5 shows that all of the respondents are in favor with the statement that the implementation of CAS increases the attendance rate of the students. So, we can say that implementation of CAS increases the attendance rate of the students.

4.1.1.8 Creative Work Given to Students

Creative work is also one of the tools of continuous assessment system. While implementing CAS in schools, creative work should also be given to the students in order to develop their creativity. In order to find out whether the tools suggested by CDC are implemented by teachers or not, the respondents were asked to respond the question "How often is the creative work given to

the students?" with four alternatives. The responses obtained from the respondents are presented in table below:

Table No. 6
Creative Work Given to Students

Categories	No. of Respondents	Percentage
Daily	0	0
Weekly	3	15
Monthly	5	25
Yearly	12	60
Total	20	100

The table no. 6 shows that among total respondents no one of them respond on 'Daily' to the question "How often is the creative work given to the students", 3 respondents (i.e. 15%) respond on 'Weekly', twenty five percent respond on 'Monthly' and 12 respondents (i.e. 60%) respond on 'Yearly'.

So the above data shows that majority of the teacher conduct creative work yearly and some of the teachers conduct it weekly and monthly but none of them conduct creative work daily. Thus we can conclude that creative work is not used frequently as the other tools while implementing CAS in schools.

4.1.1.9 Project Work Given to Students in English

In order to find out whether the project work are given to the students or not in English Subject, the teachers were asked to give responses in the question "How often do you give the students project work in your subject?". The responses which are obtained by the teachers are presented below:

Table No. 7

Project Work Given to Students in English

Categories	No. of Respondents	Percentage
Daily	0	0
Weekly	1	5
Monthly	2	10
Yearly	17	85
Total	20	100

As mentioned in above table, it shows that among total respondents no one of them responses to the alternatives on 'Daily' to the question "How often do you give the students project work in your subject?", five percent of them respond to ' Weekly', ten percent of them respond to 'Monthly' and 17 respondents (i.e. 85%) of the total respondents respond on 'Yearly'.

So, from this data what we can say is among the suggested tools, project is also one of the tool which is not well used by the teachers.

4.1.1.10 Discussion About Topic in Classroom

Discussion is also one of the tools of continuous assessment system which helps the students to be clear about the topic. When the students discuss with each other in the classroom about the topic, it is supposed that such kinds of discussion helps to make the teaching learning activities interesting and long lasting. So, to find out whether the teachers are using discussion as one of the tools to evaluate the students or not, the teachers were asked to response to the

question "Do your students discuss with each other in the classroom about the topic?" The responses given by the teacher are presented in the table below:

Table No. 8

Discussion About Topic in Classroom

Categories	No. of Respondents	Percentage
To great extent	5	25
To some extent	12	60
Not at all	3	15
Total	20	100

The above table indicates that among the total respondents 5 respondents (i.e. 25%) respond that students discuss with each other in the classroom about the topic 'To great extent', sixty percent respond 'To some extent' and fifteen percent respond to 'Not at all'.

According to the data obtained what we can conclude is majority of the total respondents respond on the options to great extent and to some extent. So, that we can say that teachers are following discussion as one of the tools while evaluating the students because students are given chances to discuss with each other in the classroom about the topic.

4.1.1.11 Self Evaluation and Peer Evaluation as Effective Tools

It is supposed that self evaluation and peer evaluation are effective tools for improving students learning level. In order to find out whether the self evaluation and peer evaluation are the effective tools or not in improving students learning level, teachers were asked to respond to the question "Are self evaluation and peer evaluation effective tools for improving students learning

level?" The responses which are given by the teachers are presented in the table below:

Table No. 9
Self Evaluation and Peer Evaluation as Effective Tools

Categories	No. of Respondents	Percentage
To great extent	8	40
To some extent	10	50
Not at all	2	10
Total	20	100

The above table shows that 8 respondents (i.e. 40%) of the total respondents respond that self evaluation and peer evaluation are the effective tools to improve the students learning level 'To great extent', fifty percent respond on 'To some extent' and ten percent respond to 'Not at all'.

Though the ten percent of the total respondent respond to not at all but the majority of the respondents are in favor with the statement. So we can say that self evaluation and peer evaluation are the effective tools to improve the learning level of the students.

4.1.1.12 Role of CAS to Improve SLC Result

Curriculum Development Centre has launched the Continuous Assessment Program under the Ministry of Education from 2000/1 to increase the attendance rate, dropout rate and failure rate of the students. It is implemented

from class one to seven which is also known as Basic level according to SSRP. It is supposed that if the basic level will be good, the further level will also be good. So, in order to find out whether the implementation of CAS in schools can improve the result of SLC, I had asked them to respond the question "So, you think that the implementation of continuous assessment system in all schools can improve the result of SLC." The responses given by the respondents are presented in the table below:

Table No. 10

Role of CAS to Improve SLC Result

Categories	No. of Respondents	Percentage
To great extent	14	70
To some extent	6	30
Not at all	0	0
Total	20	100

The above table indicates that 14 respondents (i.e. 70%) of the total respondents respond that the implementation of CAS in all schools can improve the results of SLC 'To great extent', thirty percent respond 'To some extent' and no one of them respond to 'Not at all'.

So, from this data what we can generalize is that the implementation of CAS in all schools can improve the result of SLC to great extent.

4.1.13 Role of CAS in Changing Students Behaviour

Changing behaviour of the students is also very important thing in teaching learning activities. So, change in behavior is also taken as one of the tools to evaluate the students while implementing continuous assessment system. If the students change their behavior, we can say that he/she has learned something and are given marks according to their change in behaviour. To find out either the implementation of CAS helpful to bring change the behaviour of the students or not, the teachers were asked to respond to the question "Is the implementation of CAS helpful to bring change in the behaviour of the students?" The teacher's responses are given in the table below:

Table No. 11

Role of CAS in Changing Students Behaviour

Categories	No. of Respondents	Percentage
To great extent	10	50
To some extent	8	40
Not at all	2	10
Total	20	100

The table above indicates that 10 respondents (i.e. 50%) of the total respondents respond that implementation of CAS is helpful to change the behaviour of the students 'To great extent', forty percent respond on 'To some extent' and twenty percent respond to 'Not at all'.

From the above data what we can conclude is that majority of the teacher responding that implementation of CAS is helpful to change the behaviour of the students to great extent. So, we can generalize that the implementation of CAS is helpful to change behaviour of the students.

4.1.1.14 Role of CAS to Minimize Failures Rates

Before 2000/1 students were assessed through three term exams or final and upgrade from one class to another. So that most of the students used to become failed but in continuous assessment system students are assessed regularly and treat according to their strength and weaknesses. So that it is supposed that continuous assessment system minimizes the rate of failures. In order to find out whether CAS minimizes the rate of failures or not, the teacher were asked to respond to the statement "CAS minimizes the rate of failures". The responses are presented in the table below:

Table No. 12

Role of CAS to Minimize Failures Rates

Categories	No. of Respondents	Percentage
Agree	12	60
Strongly Agree	6	30
Disagree	2	10
Strongly Disagree	0	0
Total	20	100

The above table indicates that 12 respondents (i.e. 60%) of the total respondents agree that CAS minimizes the rate of failures, thirty percent of them 'Strongly Agree' but ten percent 'Disagree' and none of them 'Strongly Disagree' the statement.

From the above data what we can conclude is that though ten percent of the total respondents disagree that CAS minimizes the rate of failures but majority

of the total respondents agree that CAS minimizes the rate of failures. So, we can say that implementation of CAS helps to minimize the rate of failures.

4.1.15 Role of CAS to Make Responsible Teachers

As I have already said that in traditional assessment system students are evaluated through the exams but except these exams students are not taken any class test, unit test, homework, etc. So, teachers were not more responsible in their teaching learning activities earlier. But if the teachers are implementing CAS in their schools, it automatically makes the teacher more active and responsible because teacher should give different assignments to the students and assessed regularly or continuously. In order to find out whether the teacher think that CAS has make them more responsible than in TAS, they were asked to respond to the question "Does the CAS makes the teacher more responsible than in TAS?" The responses which are given by the teachers are presented in the table below:

Table No. 13

Role of CAS to Make Responsible Teachers

Categories	No. of Respondents	Percentage
To great extent	8	40
To some extent	7	35
Not at all	3	15
Total	20	100

The above table shows that 8 respondents (i.e. 40%) of the total respondents respond that CAS makes the teacher more responsible than in TAS 'To great

extent', thirty five percent respond on 'To some extent' and fifteen percent respond to 'Not at all'.

From the above data, we come to conclude that majority of the total respondents say that CAS makes the teacher more responsible than in TAS to great extent and to some extent. So, we can conclude that implementation of CAS makes the teacher more responsible and active than in TAS.

4.1.1.16 CAS is Easy to Implement in Practice

Continuous assessment system is a new programme in Nepal which was launched by CDC under the Ministry of Education against traditional assessment system. The success of any program depends upon how easy it is easy to implement. If the new program is easy to implement, it is implemented by all. So in order to find out whether the CAS is easy to implement or not, the teachers were asked to respond to the question "Do you think CAS is easy to implement in practice?" Their responses are presented in the table below:

Table No. 14

CAS is Easy to Implement in Practice

Categories	No. of Respondents	Percentage
To great extent	2	10
To some extent	5	25
Not at all	13	65
Total	20	100

Table no. 14 shows that among total respondents 2 respondents (i.e. 10%) respond that CAS is easy to implement in practice 'To great extent', twenty five percent respond 'To some extent' and sixty five percent respond to 'Not at all'.

From the above data it is clear that, among total respondents majority of the teacher respond that CAS is not easy to implement. That means most of the teacher respond that CAS is difficult to implement. So we can conclude that though CAS seems to be fruitful to increase the attendance rate, decrease the dropout rate and failure rate of the students but it is difficult to implement in practice.

4.1.1.17 An Effective Assessment: CAS or TAS

Curriculum Development Centre has launched the continuous assessment system against traditional assessment system assuming that CAS can help to solve the different problems related to students and teaching learning process. It is assumed that CAS is more effective than TAS. In order to find out the opinion of the teachers about either CAS is effective or TAS, they were asked to give their opinion to the question "Which one do you think more effective CAS or TAS and why?" The response given by the teachers was that CAS is more effective than TAS which was similar but the reason behind why it is effective was different. The reasons which were given by the teacher are listed below:

- It reduces drop- out rates, class repeaters and failures
- It increases the attendance rates of the students
- It contributes in quality education
- In continuous assessment system students are assessed regularly so that
- It makes students as well as teachers more responsible than in TAS
- It makes the students free from the tension of periodical exams

The responses which are listed above shows that CAS is more effective than TAS because it contributes to the quality education as well as it makes the students to be regular in the class which takes students towards success. Thus we can conclude that CAS is effective in comparison to TAS because it helps to improve the proficiency of basic level students because of regular assessment.

1.4.1.18 Taking Test after Finishing the Unit

If continuous assessment system is implemented in any school, it is supposed that in every subject it should be regular assessment. So, unit test is also one of the ways to assess the students and find out their strong and weak point and treat them accordingly. The teachers were asked "Do you take test after finishing the unit?" to find out whether the teachers are evaluating the students continuously or not as well as either they are implementing continuous assessment system or not. The responses given by the teacher are as follows:

- Yes, of Course
- Sometimes
- According to the situation and time

The responses obtained from the teachers shows that most of the teachers are taking test after finishing the unit but the frequency of taking test is different. Some of them take the test after finishing the unit continuously and some of them take test sometimes and some of them take test according to time and situation. So, I came to conclude that all the teacher are taking test but the time of taking test varies from teacher to teacher.

4.1.1.19 Role of CAS to Show Students Exact Proficiency

In traditional assessment system students are evaluated through periodic exams. Because of several reasons if the students cannot perform well in those periodic exams they cannot score good marks. That means those periodic exams cannot show the exact proficiency of the students. But in continuous assessment system, students are assessed continuously through project work, creative work, homework, class work, attendance, etc. So, it is supposed that CAS can show the exact proficiency of the students. In order to find out the opinion of the teacher about CAS, they were asked to respond to the question, "Do you think that CAS can show the exact proficiency of the students?"The responses given by the teacher were same which is given below:

- Yes, CAS can show the exact proficiency of the students.

From the responses I came to conclude that continuous assessment system is one of the effective evaluation system which helps to show the exact proficiency of the students.

4.1.1.20 Tools Recommended by CDC

Curriculum Development Centre has recommended some of the tools which should be used while implementing CAS in schools. Those tools are the indicators to evaluate and upgrade the students from one class to another. In order to find out whether the teachers are familiar about all the tools or not, they were asked a question, "Mention the tools recommended by CDC?" The responses given by the teacher are as follows:

- Attendance
- Homework/ class work
- Creative work
- Project work
- Discussion
- Self Evaluation
- Peer Evaluation

The above mentioned tools are great in numbers which are written by the teachers. From this fact, it can be concluded that teachers are familiar about the tools recommended by CDC.

4.1.1.21 Tools Adopted for Weak Students

A good language teacher should be tactful enough to select or design the appropriate tools and techniques according to the context, materials available, need and level of the students. In other words, what we can say is only one tool and technique is not suitable and appropriate for all the students. So, in order to find out what kinds of techniques and tools are adopted by the teacher for weak

students, teacher were asked to respond to the question "What are the tools and techniques that you are adopting for weak students?" The answers given by the teacher are varies from each other which are as follows:

- Regular Attendance
- Class work and Home work
- Monthly test, Unit test
- Extra Classes
- According to the students problem
- Lots of exercises to learn

Thus, the above responses show that teachers used different tools and techniques for weak students to improve their learning level. So we can conclude that the teachers are not depending on any fixed tools and techniques but they deal the students according to their problem.

4.1.1.22 Reasons Behind Not Implementing CAS

In Nepal Ministry of Education bring new concept to make quality education, in spite of several efforts the commitments cannot be fulfilled. One of the main reasons is that the concerned people are not more responsible towards the new concept of MOE. CAS is also the new program which was launched by CDC under the Ministry of Education. Teachers are the main person to implement the programme launched by CDC, so that they should be more serious about the program and implement it according to its purpose. But many studies have shown that CAS has not been implemented well in schools. So in order to find out the reasons behind not implementing CAS, the teachers were asked to respond to the question, "Education commission has emphasized on the implementation of CAS in schools, but many studies have shown that CAS has not been implemented well. Can you say what may be the reason?" The reasons given by the teachers are as follows:

- Because of weak government policy of Nepal

- Lack of proper supervision
- Lack of teaching materials
- Because of large sized classroom
- Because of limited post and limited time
- Because of weak school management
- Because of teachers ignorance

From the reasons given by the teachers we come to conclude that teacher do not implement the CAS properly because of several reasons like weak government policy, lack of proper supervision, limited post, limited time, etc

4.1.2 Analysis of Data Obtained from the Students

This section is mainly concerned with the analysis and interpretation of the information obtained from the students. As I have already mentioned that teachers as well as students were the informants of my research. So, interview was conducted to find out whether the teacher's are implementing the tools of continuous assessment system or not as recommended by CDC in reality. So, closed ended questions were asked to the students to analyze it later. The analysis and interpretation of the questions have been presented item wise below:

4.1.2.1 What Continuous Assessment System is?

Continuous assessment system is one of the new program which was launched in Nepal since 2000/1 from class one to class three but from 2064 it was declared that CAS should adopted up to class seven. So, in order to find out whether the students are familiar about the concept of continuous assessment system or not, they were asked to respond to the question "Can you say what continuous assessment system is?" This question was asked to thirty students but only twelve (i.e. 40%) of them only give their responses which are listed as follows:

- Continuous assessment system is one of the new programme where students are evaluated continuously instead of final exam.
- It is the regular assessment of the students through different activities which are done by them.
- It is one of the systems where the students are not upgraded through paper pencil test.
- It is a new programme where students are upgraded from one class to another class through attendance, test, homework, etc.

From the responses obtained from the students I came to conclude that the students are familiar about the assessment system of schools but some of them only have some idea about CAS.

4.1.2.2 Prefer TAS or CAS and Why?

Earlier traditional assessment system was used to assess and upgrade the students because of so many reasons and drawbacks of TAS as well as to decrease the failure rate of students continuous assessment system was introduced in Nepal. In order to find out the view of the students, they were asked to respond to the question "Do you like traditional assessment system or continuous assessment system and why? The responses given by the student are similar but the reason behind it varies from each other which are listed below:

- I should not have to be failed in the same class for many times so that I like continuous assessment system
- I like continuous assessment system because I need not to be worried about the exams. Instead of exams we are continuously evaluated by the teachers
- In traditional assessment system it is compulsory to give the exam and according to the marks obtained from the exam we are upgraded from one class to another. But if we cannot perform well in the exam because of illness or other reason we have to repeat the same class. However,

this is not the case in continuous assessment system. So I like continuous Assessment system.

From the above responses, I came to conclude that all of the students like continuous assessment system because of its strong point it has. One of the strong points is that the students are assessed continuously through different activities of the students. Instead of final exams students are assessed through different tools recommended by CDC. So, that the students are in favor of continuous assessment system.

4.1.2.3 Implementation of CAS by Teachers

Continuous assessment system is one of the new programme in Nepal which came against traditional assessment system. In order to find out whether the teacher's are implementing continuous assessment system or depending on traditional assessment system in reality, the students were asked to respond to the question "Does your teacher implement continuous assessment system or traditional assessment system to upgrade from one class to another?" The responses obtained from the students were same which are listed below:

- Yes of course, our teachers are implementing continuous assessment system instead of traditional assessment system.

The responses obtained from the students shows that the teacher's are implementing continuous assessment system instead of traditional assessment system. So, it is concluded that all of the teacher's are implementing continuous assessment system according to the policy of CDC.

4.1.2.4 Tools Frequently Used by Teachers

Curriculum Development Centre has recommended some of the tools which must be used by the teachers to evaluate the students continuously instead of final exam. In order to find out the tools which are frequently used by the teachers, the students were asked to respond to the question "Can you

mentioned some of the tools which are frequently used by the teachers?" The responses given by the student are listed below:

- Class work
- Homework
- Unit test
- Attendance
- Self Evaluation
- Peer Evaluation

The above mentioned tools are limited in numbers which are frequently used. From this fact, it can be concluded that teachers are not implementing all the tools suggested by CDC frequently but there are some tools which are used frequently.

4.1.2.5 Creative Work and Project Work Given to Students

Creative work and project work are also the tools to be adopted by the teachers to evaluate the students in continuous assessment system. To find out whether the teachers are using creative work and project work as the tools or not, the students were asked to respond to the question "Does your teacher gives you creative work and project work to conduct?" The responses given by the students are as follows:

- Sometimes we do creative work but project work are not given
- Creative work is given by the teachers for two or three times in a year but we had not conducted any project work.
- Rarely creative work and project work are given by the teacher

The points listed above shows that among creative work and project work, project work is one of the tools which is not given to the students to conduct. Thus it is concluded that sometimes the creative work is conducted by the students but the project work is not given to the students to conduct.

4.1.2.6 Types of Creative Work Given to Students

Creative work helps the students to develop their creativity as well as it also helps to bring out their internal capacity. In order to find out the types of creative work given to the students to conduct, they were asked to response to the question "What types of creative work does your teacher gives you to conduct?" The responses given by the teacher are listed below:

- Drawing of different pictures
- Writing poem
- Dancing
- Colouring
- Singing
- We are not given any creative work

According to the responses obtained from the students it shows that in some schools students are given different types of creative work but in some schools students are not given any creative work. Thus, I came to conclude that most of the teachers are not using creative as one of the tools to evaluate the students but there are some teachers who are using creative work as one of the tools to evaluate the students as well as they are evaluating the students through different creative work. Mostly creative work is given to the students of class one to five not in six and seven.

4.1.2.7 Tools Not Used by Teachers

In order to find out whether there are some tools which are not used by the teacher's students were asked to respond to the question "Are there any tools which are not used by the teacher's?" The responses obtained by the students were similar which are listed below:

- Among all the tools we are not familiar about project work
- Homework/ class work are frequently used but project work and creative work are the tools which are not used by the teachers.

According to the responses obtained from the students, it shows that among the total respondents all of the teachers are not giving any project work to conduct and some of the teachers are not giving project work as well as creative work to conduct. Thus it is concluded that project work and creative work are some of the tools which are not used by the teacher's to assess the students.

4.1.2.8 Opinions of Students about CAS Tools

In this last question, students were asked to express their opinion about the tools of CAS which are adopted by the teachers to evaluate the students instead of three term exams. So in order to find out their opinion they were asked to respond the question "Please mention few opinions about the tools of CAS which are adopted by the teachers". For this question, students present their different opinions which are important as well as valuable. The opinions of the students are listed below:

- Tools are the indicators to evaluate the student's progress. So, the teacher should use all the tools to evaluate the students.
- In the name of continuous assessment the teacher should not upgrade the students without any activities. The teacher should adopt all the tools to evaluate students
- Attendance, class work/ homework and discussion are some of the tools which are frequently used but there are some tools which are not used. So the teacher should use those tools also.
- Such types of tools help to show the exact proficiency of the students. So, those tools should be used by the teacher

From the responses of the students, I came to conclude that students support the implementation of tools to evaluate the students because it shows the exact proficiency of the students. The students main focus point was that the teachers should equally give emphasis to all those tools which are recommended by CDC.

4.2 Summary/ Discussion of Findings

On the basis of the analysis and interpretation of the data/ information obtained from the teachers and students the summary/ discussion of findings are listed point wise below:

1. It was found that the teachers are familiar about the continuous assessment system as well as it was also found that among total respondents majority of the teachers have got opportunity to participate in the training session conducted by NCED which provide training to the newly recruit teachers and also for the service teachers to update with the new program.
2. Among the total respondents majority of them were in favor that implementation of CAS makes the ELT class more effective because students are assessed continuously. So, students strength and weaknesses can be recognized by the teachers and treat them accordingly.
3. According to the teacher's responses, it was found that class work and homework are the effective tools of CAS.
4. The teachers were found in favor that continuous assessment system increases the attendance rate of the students because students are also assessed through attendance.
5. According to the responses obtained from the teachers it was found that creative work and project work are the tools which are less used by the teachers.
6. It was also revealed that the implementation of CAS can improve the result of SLC in government aided schools as well as minimizes the failure rates because of regular assessment in basic level.
7. It was found that self evaluation and peer evaluation are the effective tools of continuous assessment system according to the responses of the teachers.

8. It was also found that implementation of continuous assessment system in schools makes the teacher more responsible than in traditional assessment system.
9. From the collected data it was found that CAS is not easy to implement because teachers need more time and extra effort but they cannot allocated more time and extra effort for their subject because of limited post.
10. In comparison to TAS, CAS was found to be more effective because 90 percent of the total respondents think that CAS is more effective than TAS because students are continuously assessed. So that it leads to quality education.
11. It was also found that CAS shows the exact proficiency of the students because students are not only assessed through exams but also through attendance, homework, creative work, project work, etc
12. From the collected data, it was found that the tools which the teachers are using for weak students are regular attendance, extra class work and homework, monthly test, unit test, etc.
13. From this study it was revealed that some teachers are not implementing continuous assessment system in schools because of lack of proper supervision by the concerned authorities, limited post, laziness of the teachers and lack of time to implement CAS.
14. The information which was collected from students shows that the students are also in the favor about the implementation of continuous assessment system as well as they prefer CAS instead of TAS.
15. It was also found that homework, class work, attendance, change behavior and discussions are some of the tools which are frequently used by the teachers.
16. From the responses of the students, it was also found that teachers are not using all the tools equally while evaluating the students. The tools which are not used by the teachers are creative work and project work.
17. According to the responses of the students, it was found that students are in favour about the tools adopted by the teachers to evaluate the students but

their opinion about the CAS tools is that all the tools should be equally used because those tools helps to show the exact proficiency of the students.

CHAPTER- FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, I have presented the conclusions and recommendations of the study on the basis of the analysis and interpretation of the results. The following conclusions and recommendations have been drawn on the basis of the analyzed data separately.

5.1 Conclusions

The research was carried out to find out the implementation of continuous assessment system in schools and the tools adopted by the teachers on implementing CAS in classroom. Continuous Assessment System (CAS) was introduced in Nepal to see improvement in the quality of basic level in general and to enhance the student achievement level and attendance rate and reduce dropout rate. So, I made the use of questionnaire and interview as a research tool to collect the primary data from the respondents (i.e. students and teachers). I have selected twenty teachers and thirty students of basic level from ten government aided schools of Dang district through purposive non random sampling procedure from the total study population. I have listed the conclusions on the basis of the analysis and interpretation of the collected data. Both descriptive and statistical tools were used to analyze the collected data. Continuous assessment system was introduced in Nepal to see the improvement in the quality of basic level education in general and enhance the student's achievement level and attendance rates and reduce dropout rates in particular.

So, after the analysis of the data obtained from the teachers, it shows that the teachers are implementing continuous assessment system and the teachers are

also adopting the tools recommended by CDC to some extent. That means among all the tools project work and creative work are some of the tools which are less used by the teachers. But after the analysis of the data obtained from the students, it was found that among the tools recommended by CDC to evaluate and upgrade the students attendance, homework/ class work, discussion, self evaluation, peer evaluation are the tools which are frequently used by the teachers but project work and creative work are some of the tools which are not used by the teachers. It was also found that all the respondents are in favour that the implementation of continuous assessment system increases the attendance rate of the students, decreases the failure rates of the students, makes the teachers more responsible than in TAS, makes the ELT class more effective as well as the main thing is that it increases the existing proficiency level of the students because of the regular assessment.

It was found that CAS was not easy to implement in the schools because of limited posts. In other words, though the continuous assessment has so many strong points but according to the responses of the teachers it was not easy to implement. It is because while implementing continuous assessment system in schools teachers needs more time and extra efforts but in reality there are limited teachers in schools so, one teacher has to teach at least six periods in a day. Thus teacher cannot separate more time for every class. The other reasons behind not implementing CAS is because of weak government policy, lack of sufficient teaching materials and proper supervision and one of the main reasons is because of large sized classroom.

To sum up, the above mentioned tools are the indicators to evaluate as well as to upgrade the students from one class to another. So, the teachers should use all the tools it is because continuous assessment system will not be successful without the dutiful commitment and sacrifice of the teachers. So, the teachers should be more responsible and active while implementing CAS.

5.2 Recommendations

There is no debate on the importance of continuous assessment system for the improvement of quality in education. But its effectiveness depends on several factors. Proper preparation of the program and commitment on the part of all the stakeholders are the major factors for its success. So, on the basis of the above conclusions following recommendations have been suggested:

5.2.1 Policy Related

On the basis of the conclusions, the recommendation for policy level can be presented in the following points:

- The limited training cannot be helpful for the teachers. So, NCED should organize the training time and again to update the teacher's knowledge and skills as well as to be familiar about the new programme.
- Before making policy the concerned authorities also should think about the manpower needed to implement the new programme because without the sufficient manpower (i.e teachers) the program may not be successful.
- What is felt important is that the Ministry of Education should introduced any new programme which can be easily implemented by the teachers or should recruit sufficient post in the schools to implement the new programme because if there will not be sufficient post teachers cannot give more time in every class for well implementation.
- Teachers have an important role in achieving the goal of any educational programme. So, strict supervision should be done from the concerned authorities to observe how well the teacher's are implementing CAS and the tools recommended by CDC.

5.2.2 Practice Related

- Teachers as well as parents need to be clear about the intent of CAS, its tools to be adopted and the roles and responsibilities of different stakeholders to make this system useful and effective.

- Often the teachers are not able to adopt all the tools recommended by CDC is because of large sized classroom. Unless the class sized is controlled, teachers will not be able to pay attention to individual student and evaluate them continuously. Therefore, proper teacher student ratio should be maintained.
- There is need to improve physical and managerial aspects of the schools for the success of CAS program. Parents and school administrators as well as central level people should realize this fact.
- The materials which are needed while implementing the program should be developed already by the CDC.
- This research suggests the materials writers as well as textbook writers to write the materials and textbook according to the new assessment system. It is because in continuous assessment system students will be evaluated through different task. So, different task/ activities should be included in the new textbook as well as materials should be developed on the basis of it

5.2.3 Further Research Related

The continuous assessment system has many advantages among other assessment. CAS makes assessment more meaningful and more representative of the learners over all abilities. However, problem will occur from time to time in the course of its application in our schools. Many of these problems will be known when follow up occurs. I will suggest that researches should be conducted into the following areas:

- This study is limited to the implementation of CAS in schools. So, the other researcher can do their research in different topic related to CAS.
- It also seems important to carry out a research to find out the challenges of implementing CAS in large sized classroom.
- Teacher's knowledge and skills of test construction and administration and teachers' attitudes towards the programme are also some of the topic in which research can be conducted.

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Appendix I

Questionnaire for Teachers

Name:

Address:

Name of the school:

1. In which level are you teaching?

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2. Have you got opportunity to participate in training session which is conducted by NCED?

.....

.....

3. Are you familiar with the continuous assessment programme launched by CDC?

.....

.....

4. Are you implementing continuous assessment in your classroom?

a. To great extent

b. To some extent

c. Not at all

5. Are you implementing all the tools suggested by CDC?

a. To great extent

b. To some extent

c. Not at all

6. Does the implementation of CAS make your ELT class more effective?

- a. To great extent
- b. To some extent
- c. Not at all

7. Do you think class work and homework are the effective tools of CAS?

- a. Yes, of course
- b. May be
- c. Not at all
- d. Unknown

8. Does the implementation of CAS increases the attendance rate of the students?

- a. To great extent
- b. To some extent
- c. Not at all

9. How often is the creative work done by the students'?

- a. Daily
- b. Weekly
- c. Monthly
- d. Yearly

10. How often do you give the students' project work in your subject?

- a. Daily
- b. Weekly
- c. Monthly
- d. Yearly

11. Do your students discuss with each other in the classroom about the topic?

- a. To great extent
- b. To some extent
- c. Not at all

12. Are self evaluation and peer evaluation tools for improving students learning level?

- a. To great extent
- b. To some extent
- c. Not at all

13. So you think, the implementation of continuous assessment system in all schools can improve the result of SLC.

- a. To great extent
- b. To some extent
- c. Not at all

14. Is the implementation of CAS helpful to bring change the behavior of the students?

- a. To great extent
- b. To some extent
- c. Not at all

15. CAS minimizes the rate of failures.

- a. Agree
- b. Strongly Agree
- c. Disagree
- d. Strongly Disagree

16. Does CAS make the teachers more responsible than TAS?

- a. To great extent
- b. To some extent
- c. Not at all

17. Do you think CAS is easy to implement in practice.

- a. To great extent
- b. To some extent
- c. Not at all

18. Which one do you think more effective CAS or TAS and why?

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.....
.....

19. Do you take test after finishing the unit?

.....
.....

20. Do you think that CAS can show the exact proficiency of the students?

.....
.....

21. Mention some of the tools which are recommended by CDC?

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

22. Which tool do you think is more effective in improving the students' achievement level? Why?

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.....
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23. What are the tools that you are adopting for weak students?

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24. Education commission has emphasized on the implementation of CAS in schools, but many studies have shown that CAS has not been implemented well. Can you say what may be the reason?

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Appendix- II

Questionnaire for Students

Name:

Class:

Address:

Name of the School:

1. Can you say what continuous assessment system is?

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2. Do you prefer TAS or CAS and why?

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3. Does your teacher implement continuous assessment system or depend on traditional assessment system?

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4. Can you mention some of the tools which are frequently used by the teachers?

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5. Does your teacher give you creative work and project work to conduct?

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6. What types of creative work does your teacher give you to conduct?

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7. Are there any tools which are not used by the teachers? List them.

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8. Please mention your opinions about the tools of CAS which are adopted by the teachers?

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Appendix I

Questionnaire for Teachers

Name:

Address:

Name of the school:

1. In which level are you teaching?

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2. Have you got opportunity to participate in training session which is conducted by NCED?

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3. Are you familiar with the continuous assessment programme launched by CDC?

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4. Are you implementing continuous assessment in your classroom?

d. To great extent

e. To some extent

f. Not at all

5. Are you implementing all the tools suggested by CDC?

d. To great extent

e. To some extent

f. Not at all

6. Does the implementation of CAS make your ELT class more effective?

- d. To great extent
- e. To some extent
- f. Not at all

7. Do you think class work and homework are the effective tools of CAS?

- e. Yes, of course
- f. May be
- g. Not at all
- h. Unknown

8. Does the implementation of CAS increases the attendance rate of the students?

- d. To great extent
- e. To some extent
- f. Not at all

9. How often is the creative work done by the students'?

- e. Daily
- f. Weekly
- g. Monthly
- h. Yearly

10. How often do you give the students' project work in your subject?

- e. Daily
- f. Weekly
- g. Monthly
- h. Yearly

11. Do your students discuss with each other in the classroom about the topic?

- d. To great extent
- e. To some extent
- f. Not at all

12. Are self evaluation and peer evaluation tools for improving students learning level?

- d. To great extent
- e. To some extent
- f. Not at all

13. So you think, the implementation of continuous assessment system in all schools can improve the result of SLC.

- d. To great extent
- e. To some extent
- f. Not at all

14. Is the implementation of CAS helpful to bring change the behavior of the students?

- d. To great extent
- e. To some extent
- f. Not at all

15. CAS minimizes the rate of failures.

- e. Agree
- f. Strongly Agree
- g. Disagree
- h. Strongly Disagree

16. Does CAS make the teachers more responsible than TAS?

- d. To great extent
- e. To some extent
- f. Not at all

17. Do you think CAS is easy to implement in practice.

- d. To great extent
- e. To some extent
- f. Not at all

18. Which one do you think more effective CAS or TAS and why?

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19. Do you take test after finishing the unit?

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20. Do you think that CAS can show the exact proficiency of the students?

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21. Mention some of the tools which are recommended by CDC?

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22. Which tool do you think is more effective in improving the students' achievement level? Why?

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23. What are the tools that you are adopting for weak students?

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24. Education commission has emphasized on the implementation of CAS in schools, but many studies have shown that CAS has not been implemented well. Can you say what may be the reason?

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Appendix- II

Questionnaire for Students

Name:

Class:

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Name of the School:

1. Can you say what continuous assessment system is?

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Appendix I

Questionnaire for Teachers

Name:

Address:

Name of the school:

1. In which level are you teaching?

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2. Have you got opportunity to participate in training session which is conducted by NCED?

.....

.....

3. Are you familiar with the continuous assessment programme launched by CDC?

.....

.....

4. Are you implementing continuous assessment in your classroom?

g. To great extent

h. To some extent

i. Not at all

5. Are you implementing all the tools suggested by CDC?

g. To great extent

h. To some extent

i. Not at all

Appendix- III

The 20 government based schools of Dang district were selected to collect the primary data for the research study which are given below:

1. Shree Ma. Vi Kalakhola Halawar-3 Kalakhola Dang
2. Shree Ma. Vi Centre School Tulsipur-6 Dang
3. Shree Adrash Higher Secondary School, Lalmatiya-4 Dang
4. Shree Rapti Ganga School Shantinagar-5 Dang
5. Shree Gurujajur Higher Secondary School Tulsipur, Dang
6. Shree Saraswati Secondary School Tulsipur- 10 Damargaun Dang
7. Shree Janashram Higher Secondary School Halawar- 8 Khadre, Dang
8. Shree Amar Higher Secondary School Urahari, Dang
9. Shree Janata Sanskrit Secondary School Bijauri, Dang
10. Shree Rastriya Ma. Vi Bhalubang-2 Dang