

**PERCEPTION OF TEACHERS TOWARDS CONTINUOUS
ASSESSMENT SYSTEM IMPLEMENTED IN PUBLIC PRIMARY
SCHOOLS**

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

**Submitted by
Krishna Bahadur Shrestha**

**Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu
2014**

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Roll No. : 280532/2066

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Krishna Bahadur Shrestha** has prepared this thesis entitled **Perception of Teachers towards Continuous Assessment System Implemented in Public Primary Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2071-04-15

Ashok Sapkota
Teaching Assistant
Department of English Education
Faculty of Education
T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following
'Research Guidance Committee':

Signature

Dr. Anjana Bhattarai

Reader and Head
Department of English Education
T.U., Kirtipur

Chairperson

Mrs. Madhu Neupane

Lecturer
Department of English Education
T.U. Kirtipur

Member

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant
Department of English Education
T.U. Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Thesis Evaluation and Approval Committee**'.

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
T.U., Kirtipur

Chairperson

Dr. Chandreshwar Mishra

Professor, Department of English Education
Chair person
English and Other Foreign Languages
Education Subject Committee
Tribhuvan University
Kirtipur, Nepal

Member

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant
Department of English Education
T.U. Kirtipur

Member

Date: 06/08/2014

DECLARATION

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

Date: 2071-04-12

.....
Krishna Bahadur Shrestha

DEDICATION

Dedicated

to my Parents, Gurus, Gurumas and all of my friends

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Krishna Bahadur Shrestha

ABSTRACT

The present study entitled "Perception of Teachers Towards Continuous Assessment System Implemented in Public Primary Schools" was aimed to find out the perception and understanding of primary school teachers about Continuator's Assessment System and some behavioural realities about CAS with the help of primary teachers' recent and fresh experience about CAS. The study was carried out using both primary and secondary sources of data. In this research, purposive non-random sampling procedure was used to select thirty teachers from public schools of Sindhupalchok district. A questionnaire was used as the tool for data elicitation about the perception of teacher about CAS in primary school. The major finding of this study is that teachers have good and better perception about continuous assessment system at in primary level needs to be specific in present evaluation system.

This study consists of five chapters. The first chapter consists of general background under which different sub topics such as beginning of English language teaching, meaning and purpose of assessment, language teaching and testing, approaches to language testing, types of language testing and qualities of a good test are included. The second chapter includes review of the related literature, conceptual framework and implementation of the study of the literature review. The third chapter deals with the methodology applied in the study, the sources of data, sample population, sampling procedures, tools and procedures of data collection. The chapter also states the limitation of the study. The fourth chapter presents results and discussion of the study more specifically the analysis and interpretation of the data. The fifth chapter consists of the summary, conclusions and implementations of the study based on the analysis and interpretation of data. References and appendices are attached at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

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