

**EFFECTIVENESS OF CONTINUOUS ASSESSMENT SYSTEM IN
MATHEMATICS LEARNING AT LOWER SECONDARY LEVEL**

**A
THESIS**

By

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**IN THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION**

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LETTER OF CERTIFICATE

This is to certify that Mr. Bodhraj Bastola, a student of academic year 2068/069 with campus Roll number 773/068, Exam Roll number 281498, Thesis No. 1018, T.U. Registration number 5-1-48-2796-2002 has completed his thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. The thesis entitled “**Effectiveness of Continuous Assessment System in mathematics Learning**” embodies the result of his investigation conducted during the period of 2014-2016 under the Department of Mathematics Education, Central Department of Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward that his thesis be submitted for the evaluation for awarding the Degree of Master of Education.

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LETTER OF APPROVAL

A

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“Effectiveness of Continuous Assessment System in Mathematics Learning” has
been approved in partial fulfillment of the requirements for the Degree of Master of
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ABSTRACT

The main objective of this study was to compare and analyze the effectiveness of Continuous Assessment System (CAS) in mathematics learning at grade VII. The main aim of this research design of this study was quantitative survey descriptive. Continuous Assessment System is such type of students' evaluation, which can be carried out along with teaching learning activities. The prime concern of this study was to find out the effectiveness of Continuous Assessment System (CAS) on students' achievement in learning mathematics of government school at grade VII.

The descriptive survey design was adopted for this study. The researcher collected the data by distributing achievement test and interviewing the teachers. The ten schools were selected purposively of Kaski district. 100 students were selected from each school (CAS and Non-CAS). The achievement test was held on selected students of these selected schools and necessary information was collected. The t-test was applied to analyze the collected data. In the comparison of mathematics achievement of students of CAS and Non-CAS schools. It was found that the mean achievement score of the student using Continuous Assessment System was higher than that of mean achievement score of student using Non-continuous Assessment System in mathematics.

This study also shows that Continuous Assessment System (CAS) is essential to enhance the learning capacity and learning achievement to improve the assessment system. It was found that CAS has brought about change the learning achievement.

In the context of Nepal, Continuous Assessment System is not practiced actively in government schools. On the basis of result, it can be concluded that when continuous assessment is practiced in school level continuously, the mathematical knowledge as well as improving students' achievement scores.

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ABBREVIATION

BPEP I	Basic Primary Education Project I
BPEP II	Basic Primary Education Project II
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
DOE	Department Of Education
HLNEC	High Level National Education Commission
IPR	Individual Progress Report
CPR	Class Progress Report
MOE	Ministry Of Education
MOES	Ministry Of Education and Sports
NESSP	National Education System Plan
PIP	Program Implementation Plan
TALULAR	Teaching And Learning Using Locally Avialable Resources