CURRENT PRACTICES OF CONTINUOUS ASSESSMENT SYSTEM IN GRADES 1-3 IN NAWALPARASI DISTRICT

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

Submitted by
Laxmi Devi Sharma

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Laxmi Devi Sharma** has prepared this thesis entitled **Current Practices of Continuous Assessment System in Grades 1-3 in Nawalparasi District** under my guidance and supervision.

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DECLARATION

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

Date: 2017/05/04

…….

Laxmi Devi Sharma

DEDICATION

Dedicated to

My parents who are like sun and always give me light in every step of my life and my teachers who inspired me to develop knowledge for life.

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Laxmi Devi Sharma

ABSTRACT

The present study entitled **Current Practices of Continuous Assessment System in Grades 1-3 in Nawalparasi District** is an attempt to find out the current practices of continuous assessment system in Nawalparasi district, and gap between the policy and practice in relation with continuous assessment system. For this purpose, I selected thirty teachers (primary level) from thirty different schools, two school supervisors and three resource persons by using non-random purposive sampling procedure. I used two sets of questionnaires, one for teachers and one for supervisors for data collection. The data obtained from the informants were analyzed and interpreted descriptively using simple statistical tool. Findings show that the practice of continuous assessment system (CAS) is good. Because the teachers always use student friendly techniques in the classroom, students play the active role in teaching learning activities, teachers regularly update portfolio, take attendance, assign project work, measure creativity, through different activities, evaluate students continuously. Similarly, no huge gap was observed between policy and practices. All teachers, resource persons, school supervisors are familiar with CAS, policies related to CAS, however there is gap in terms of training.

This thesis has been divided into five chapters. The first chapter encompasses introduction of the study. It incorporates background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter encompasses review of related literature and conceptual framework. The third chapter is related with methodology, which incorporates design and method of the study, population, sample and sampling strategy, sources of data, research tools, data collection procedures, data analysis and interpretation procedures, and ethical considerations. Similarly, the fourth chapter four consists of analysis and interpretations of results and summary of findings. Finally, the fifth chapter deals with findings, conclusion, and

recommendations related to policy, practice, and further research. Finally, the reference and appendices that are used in the thesis from the concluding chapter.

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ABBREVIATIONS AND SYMBOLS

BPEP:	Basic and Primary Education Project
CAS:	Continuous Assessment System
CDC:	Curriculum Development Centre
Dr.:	Doctor
ed.:	Edition
e.g.:	That is
EFA:	Education For All
etal.:	And the Other People
F:	Frequency
Ibid:	In the Same Page
i.e:	That is
INGO:	International Non-governmental Organization
N :	Number
n.d:	No Date
NGO:	National Governmental Organization
p:	Page
pp:	Pages
prof:	Professor
%:	Percentage