

**TEACHERS' PERCEPTION ON CONTINUOUS ASSESSMENT
SYSTEM: A CASE OF BASIC LEVEL**

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

**Submitted by
Sunita Pandit**

**Faculty of Education
Tribhuvan University, Kirtipur
Katmandu, Nepal
2014**

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sunita Pandit** has prepared this thesis entitled **Teachers' Perception on Continuous Assessment System: A Case of Basic Level** under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents and all well wishers

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Sunita Pandit

ABSTRACT

This study was on **Teachers' Perception on Continuous Assessment System :A Case of Basic Level**. Main purpose of the present study was to find out the perception of teachers on continuous assessment system in basic level. The researcher selected the government aided schools of Nuwakot district. The total sample of this study consisted of 40 lower secondary and primary English teachers from 35 schools who were chosen randomly. It was a survey research. The tool I used was questionnaire. The data collected from the teachers was compared, analyzed and interpreted to find out the practices of continuous assessment in basic level. By this study, it was found that continuous assessment system(CAS) is very effective to enhance the achievement of the learners. The teachers found to support that CAS decreases the students absent rate in the class and it also reduces the dropout rate of students in the classroom. It was also found that CAS reduces the number of repeaters in the same class.

This thesis consists of five chapters. The first chapter includes the general background, statement of the problem, research questions, significance of the study, delimitations of the study, operational definition of the key terms. The second chapter deals with the review of theoretical literature and conceptual framework. The third chapter deals with methods and procedure of the study adopted during the research study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation. The fourth chapter deals with result and discussion. The fifth chapter is about summary, conclusion and implications. In the final part of this thesis work plan, references and appendix are included.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Symbols and Abbreviation</i>	<i>xv</i>
CHAPTER-ONE: INTRODUCTION	1-4
1.1 General Background	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4
CHAPTER-TWO: REVIEW OF RELATED THEORETICAL LITERATURE AND CONCEPTUAL FRAMEWORK	5-28
2.1 Review of Theoretical Literature	5
2.1.1 Language Testing	5
2.1.2 Test, Examination and Assessment	6
2.1.2.1 Tests	7
2.1.2.2 Examination	7
2.1.2.3 Assessment	8
2.1.3 Types of Language Test	9

2.1.3.1	Proficiency Tests	9
2.1.3.2	Achievement Tests	10
2.1.3.3	Diagnostic Tests	12
2.1.3.4	Placement Tests	12
2.1.4	Continuous Assessment System	13
2.1.4.1	The Basic Principle of CAS	14
2.1.4.2	Objectives and Characteristics of CAS	14
2.1.4.3	Need of Continuous Assessment System (CAS)	15
2.1.4.4	Usefulness of Continuous Assessment System (CAS)	16
2.1.4.5	Inclusion of Continuous Assessment System in Primary Education	17
2.1.4.6	Practices of CAS in Nepal	18
2.1.4.7	Policy about CAS and LPP	19
2.1.4.8	Challenges of CAS Implementation	20
2.1.4.9	Liberal Promotion Policy (LPP)	22
2.1.4.10	The Agencies Responsible for CAS	22
2.2	Review of Empirical Study	25
2.3	Implications of Review Literature	27
2.4	Conceptual Framework	27

**CHAPTER-THREE: METHODS AND PROCEDURES OF THE
STUDY 29-31**

3.1	Design of the Study	29
3.2	Population and Sample	31
3.3	Sampling Procedure	31
3.4	Data Collection Tools	31
3.5	Data Collection Procedure	31
3.6	Data Analysis and Interpretation Procedure	31

CHAPTER-FOUR: RESULT AND DISCUSSION 32-46

4.1	Result	32
4.2	Discussion	33

4.2.1	Analysis of Data Obtained through Close Ended Questionnaire	33
	1. CAS and Students' Absent Rate	33
	2. Role of CAS in Reducing the Dropout Rate	34
	3. Role of CAS in Minimizing the Number of Failures	34
	4. Role of CAS in Effective Teaching Learning Activities	35
	5. Role of CAS for Remedial Feedback	35
	6. Role of CAS in Reducing Repeaters Rate	36
	7. Role of CAS for Collecting Personal Information of Students	36
	8. Role of CAS for Students' Encouragement and Inspiration	37
	9. Implementational Issues of CAS in Classroom	37
4.2.2	Analysis of Open-Ended Questionnaire	38
	1. Focus of CAS	38
	2. Participation of teachers in CAS related training	38
	3. Number of Tests taking Within a Year	39
	4. Types of Tests for students improvement	39
	5. Taking Test in Large Class	40
	6. Challenges in Implementing CAS	40
	7. Result and Responses of Teachers	41
	8. Role Portfolio in Students Progress	42
	9. Initiation of Continuous Assessment System	42
	10. Procedures for Liberal Promotion	42
	11. Strengths and Weaknesses of Liberal Promotion System	43
	12. Ideas that Make LPS Effectives	44
	13. Portfolio Recording in School	45
	14. Assistance of CAS in Better Education	45
	15. Role of CAS in Improving of Teaching Learning Activities	45
	16. Sufficiency of Technical and Economic Support	45
	17. Conducting CAS and LPP Related Seminar, Training, Workshop and Interaction With Staffs	46

CHAPTER-FIVE: CONCLUSION AND RECOMMENDATIONS	47-50
5.1 Conclusion	47
5.2 Recommendations	48
5.3.1 Policy Level	48
5.3.2 Practice Level	49
5.3.3 Further Research	50

REFERENCES

APPENDIX

LIST OF TABLES

Table No. 1: CAS and Students' Absent Rate	33
Table No. 2: Role of CAS in Reducing the Dropout Rate	34
Table No. 3: Role of CAS in Minimizing the Number of Failures	34
Table No. 4: Role of CAS in Effective Teaching Learning Activities	35
Table No. 5: Role of CAS for Remedial Feedback	35
Table No. 6: Role of CAS in Reducing Repeaters Rate	36
Table No. 7: Role of CAS for Collecting Personal Information of Students	36
Table No. 8: Role of CAS for Students' Encouragement and Inspiration	37
Table No. 9: Implementational Issues of CAS in classroom	38

LIST OF SYMBOLS AND ABBREVIATIONS

BS	Bikram sambat
CA	Continuous Assessment
CAS	Continuous Assessment System
CDC	Curriculum Development Center
Dr.	Doctor
ELT	English Language Teaching
et.al	And other people(Latin etalli elia)
ibid	In the sample place
LPS	Liberal Promotion System
MOE	Ministry of Education
NEC	National Education Commission
NESP	National Education System Plan
Prof.	Professor
SLC	School Leaving Certificate
SSRP	School Sector Reform Plan