

**USE OF CONTINUOUS ASSESSMENT IN DEVELOPING
PROFICIENCY IN GRAMMATICAL ITEMS**

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

**Submitted by
Karan Chand**

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

2014

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2014**

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Thesis Proposal: 31-05-2013
Date of Submission: 06-02-2014**

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 research degree to any university.

Date: 05-02-2014

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RECOMMEDATION FOR ACCEPTANCE

This is to certify that **Mr. Karan Chand** has prepared this thesis entitled “**Use of Continuous Assessment in Developing Proficiency on Grammatical Items**” under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

to

MY PARENTS

Who devoted their entire life for my study and made me what I am today

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Karan Chand

Date:

ABSTRACT

The present study entitled “**Use of Continuous Assessment System (CAS) in Developing Proficiency on Grammatical Items** ”is basically an action research. The main objective of this study was to find out the development proficiency on grammatical items through CAS in English at primary level. In order to fulfill the objective of this study, I selected Manjushree Secondary School Jyamrung ,Dhading and all the students of grade 5 (i.e. 29) were the sample. I used purposive non- random procedure to select the field of this study. I used both primary and secondary sources of data to fulfill the objectives of the study. It was an action research, so I taught thirty lessons using continuous assessment. Observation and tests were used as research tools but checklist, homework, class work, behavior change, attendance and creative work were also used under observation. Collected data were interpreted and compared to find out the development in proficiency on grammatical items. The research result showed that continues assessment system had positive influence on developing proficiency in grammatical items in comparison to the result of pre-test and post- test.

This thesis consists of five chapters; the first chapter includes the background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms. The second chapter deals with review of related empirical literature, review of related theoretical literature, and implications of the review for the study along with conceptual framework. The third chapter includes, design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. The fourth chapter deals with the results and discussion of the data. In the same away the last chapter comprises summary, conclusion and implications.

References, model of the test, test items and lesson plans are added in the final part of the thesis.

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SYMBOLS AND ABBREVIATIONS

CAS	=	Continuous Assessment Systems
i.e.	=	That is
%	=	Percentage
Dr.	=	Doctor
e. g.	=	For example
p.	=	Page
Prof.	=	Professor
R. N.	=	Roll Number
S. N.	=	Serial Number
T. U.	=	Tribhuvan University
CDC	=	Curriculum Development Center
NEC	=	National Education Commission
HLNEC	=	Higher Level National Education Commission
ARNEC	=	All- Round National Education Commission
NESP	=	National Education System Plan
No.	=	Number
M. Ed.	=	Master in Education