

**Understanding and Practices of Continuous Assessment System
Provisioned under Integrated Curriculum**

By

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Abstract

Continuous assessment system has been taken as an integral part of teaching learning process of school education in Nepal for a few decades. It is an approach used by teachers during their instructional process to strengthen students' learning as intended by official curricula including integrated curriculum proposed for grades 1 to 3. Formative evaluation enables teachers to collect, analyze, and use students' information to make teaching and learning process more effective and productive through regular feedback mechanism. But this evaluation has not been practicing by teachers in real classroom situations in spite of having rigor policy provisions. In this regard, this study entitled '**Understanding and Practices of Continuous Assessment System Provisioned under Integrated Curriculum**' aimed at determining the understanding and practices of assessment system in low performing to high performing government schools located in Bhaktapur district. The whole research process in this study was guided by three objectives and five research questions devised under interpretive paradigm followed by basic qualitative research design.

All public schools run in Bhaktapur district, all teachers and head-teachers working there, were taken as the population of this study. Altogether, six public schools (two high performing, two averages performing, and two low performing), six head-teachers, eighteen teachers, and eighteen teaching classes were chosen as study samples by using purposive sampling technique. Furthermore, in-depth interviews, classroom observations, focus-group discussions and document analysis were used as main techniques to gather qualitative information required to answer the research questions. All of the data collated from multiple sources were transcribed, edited, coded, thematized, and then analyzed based on the themes generated by considering

research objectives and questions. A number of diagrams, pictures, and verbatim were also used to make the analysis and interpretation process more trustworthy, coherent, and logical to convey a clear picture of the phenomenon under study. Different methods namely triangulation, thick description, and external audit were also used to maximize the credibility and authenticity of research by considering some ethical guidelines of qualitative data analysis.

Study findings reveal that policies of assessment system especially formative have been made in line of assessment theories except a few gray areas. Theories indicate that peers and parental involvements in assessment process can be beneficial to strengthen the learning of individual child but these aspects have not properly been reflected in integrated curriculum. Most of the teachers working in public schools have knowledge about assessment provisioned under integrated curriculum to a greater extent. However, the teachers working in poor performing schools have lesser knowledge as compared to others. Similarly, although the policies of assessment provisioned under integrated curriculum are sound, they are limitedly translated into real classroom situations due to a number of reasons. It should be used as learning and for learning rather than summative purpose. Some of the tools (portfolio, anecdotal record, self-assessment, etc.) included in the curriculum to carry out continuous assessment effectively have not been practiced to a satisfactory level especially in medium and low performing schools.

Assessment theory indicates that teachers' collaboration within and between schools can be fruitful to practice assessment effectively at classroom level. But such provision has not been made in integrated curriculum. Consequently, teachers have not made any effort for collaborative learning. Almost all the teachers have been using class work, homework, and oral questions to assess students' learning and

provide feedback on a required basis. Study results also reveal that some teachers from low performing schools have not been using these techniques of assessment on a routine basis. Therefore, policy provisions made under integrated curriculum should be revisited to fulfill the identified gaps and then devised policy must be enacted in its line to optimize students' learning through continuous assessment. For this, intensive training should be provided to teachers with regular monitoring and feedback mechanism.

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Abbreviation

ADB	Asian Development Bank
AFL	Assessment for Learning
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CERID	Research Centre for Educational Innovation and Development
DEO	District Education Office
DoE	Department of Education
ERO	Education Review Office
FGD	Focus Group Discussion
HT	Head Teacher
IDT	Instruction Design Theory
INGO	International Non- Governmental Organization
LPP	Liberal Promotion Policy
MoE	Ministry of Education
NCED	National Centre for Education Development
NCF	National Curriculum Framework
NESP	National Educational System Plan
NGO	Non- Governmental Organization
NNEPC	Nepal National Educational Planning Commission
SRLT	Self-Regulated Learning Theory
SSRP	School Sector Reform Plan
UNICEF	United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

This chapter deals with general background of the study, personal and professional motivation for the study, statement of the problem, objectives of the study, research questions, rationale of study, delimitation of study, and definition of the operational terms used.

Background of the Study

Constitutionally, all children have equal rights to receive free and compulsory basic education and free secondary education in Nepal. Considering the constitutional provision, a number of policies and programs have been implemented by the government to ensure constitutional rights of receiving quality education. In spite of several efforts, 3.1 percent primary school age children are still out of school (Department of Education [DoE], 2016). Although free and compulsory basic education has been provisioned in the constitution, 7.7% children aged 5 to 12 are still out of school. Approximately 4% children studying at grade-8 repeat their class and average students' achievements in grade-8 are 35% in Mathematics, 48% in Nepali, and 41% in Social studies subjects, (DoE, 2017b). In this regard, formative assessment or assessment for learning can work as an elevator to reduce educational wastage of education system. Considering the fact, the Nepal Government has also introduced formative assessment as an integral part of educational program but its effective implementation is still a challenge.

Based on the National Curriculum Framework [NCF] (2076), an integrated curriculum for grade 1 to 3 has been devised by encompassing five skills namely thinking skill, intrapersonal skills, interpersonal skills; information, communication,

and multi-literacy skills, and citizenship skills with 29 integrated soft skills and a number of key competencies. But translating these skills into the classroom level and aligning them with assessment procedures are major challenges from school to university levels in Nepal. Assessment should be used as learning and for learning to inculcate these competencies within each learner with effective feedback mechanism.

Assessment is the process of gathering, interpreting, recording and using information about students' responses to educational tasks (Neupane, 2019); as cited in (Curriculum Development Centre [CDC], 2019a) either to improve their learning or to certify them. Continuous assessment has been recognized as integral part of everyday classroom instruction at the basic level of school education. Turton (1983) stated that Continuous Assessment System is not only the recording and compilation of data, but assessment of progress of the students which is immediately linked to the instruction they have been given to change their behaviors. A number of studies indicate that Continuous Assessment System (CAS) helps to improve the achievement of the students and maintain the quality of education. Primarily two types of assessment namely summative and formative are used in school. Formative assessment, also known as CAS, is mainly used to improve students' learning. An effective formative assessment ensures a good result in summative assessment. CAS is an ongoing process of gathering and interpreting information about student learning, providing the student with constructive feedback, identifying learning difficulties, and examining the effectiveness of teaching methodology (Nitko, 2004; as cited in CDC, 2019a). Supporting the statement, integrated curriculum recommends that assessment should be used as main part of classroom teaching learning process; therefore, it should be used continuously and on a regular basis and then feedback should be provided to the learners on a required basis (CDC, 2019b) to

enable them to achieve learning outcomes proposed by the curriculum. Similarly, teacher should prepare plan for further teaching and learning or remedial teaching to upgrade the achievement of the students. This remedial teaching may be individual, group or whole class.

The notion of CAS in Nepal was introduced during the Ninth Plan (1997-2002) to implement liberal promotion system particularly at primary schools and was implemented from grade one to three simultaneously. Later on, Tenth Plan (2002-2007) extended it up to grade five and the School Sector Reform Plan [SSRP] took the initiative to strengthen CAS in primary schools and extended it up to the secondary level (DoE, 2017a; CDC, 2019a). School Sector Development Program [SSDP] (2016-2023) has also given high priority to assessment for learning based on the lessons learnt from SSRP (DoE, 2017a). Though a number of plans and policies have been endorsed by the government, CAS has not been materialized in schools as an intended manner due to the lack of capacity and conceptual clarity (SSRP). Significant number teachers who have high responsibility in implementing CAS are not clear about its notion, policy provisions, and process of using it. Consequently, it has not been institutionalized in schools as an intended manner.

In present situation, assessment system in Nepal especially in integrated curriculum formative assessment is taken as assessment as learning and assessment for learning. National Curriculum Framework for School Education (2063 B.S.) has proposed CAS for School education up to grade-7. Liberal promotion system, based on continuous assessment system, has been suggested for students studying up to grade-3. They need not to attend any external examinations for grading since CAS is aligned with their learning. It means, the decision about the grade promotion of the

students of grade 1-3 is entirely based on CAS. Furthermore, in grade 4 to 5, students' grading is determined based on the performance that they made during instructional process and final examination of particular grade. Equal marks (50%/50%) have been allocated for internal and external evaluation at these grades. Similarly grade promotion of students of grade 6-7 is also based on his or her academic achievement secured during instructional process and terminal examination, 40% and 60% respectively.

Continuous assessment is taken as the main type of evaluation (Hamberg, 1995) and there are some challenges for implementing it in real classroom situation. These challenges may be related with teachers, school leaders and administration, or system of education, and resource available at school. We cannot ensure quality education without solving all of these all problems. (SSRP 2009-2016; ADB, 2019) concluded that CAS was not ready to take an important role in ensuring sustainability due to its poor acceptance and understanding among teachers, pupils, parents and decision makers. The teachers' attitudes, efficiency and their perception play vital role in proper implementation of CAS in Nepal. In this regard, this study will identify major barriers to implementing CAS and ways forward to solve these problems in reference to Nepal.

Recently, Nepal government has made provision of integrated curriculum for grade 1 to 3 students to provide functional and integrative knowledge to them. The curriculum also encompasses assessment for learning as an integral part to ensure students learning. Integrated curriculum indicates that summative evaluation cannot encourage and supports for students' learning. Classroom assessment should be used to improve students' learning rather than determining their level or grade. Classroom

assessment should be formative in nature (CDC, 2019b). Integrated curriculum has given priority to assessment for learning to maximize students' learning as intended by the curriculum. The assessment for learning has been recognized as an important part of everyday classroom instruction at the basic level of school education. It is very crucial to increase achievement level of student and it also helps to decrease the dropout rate and class repeat rate. Therefore, it should be implemented in real classroom situation to make the curriculum more effective. Otherwise, all of the resources, times, and efforts spent for its implementation go in vain.

Even though CAS has been implemented for long time in Nepalese schools, it has not been institutionalized for students' learning. Students' absenteeism, lack of training to teachers, overloaded time schedule, poor record-keeping system of student's performances, conceiving CAS as passing exam without taking test, and the lack of seriousness to implement CAS at classroom level are major causes of creating challenges to implement CAS in Nepalese schools. Many teachers perceive CAS as a forced routine work. A significant teachers and head-teachers are not clear on the ways to make evaluation of portfolio compatible with exam results (CDC, 2019a). The attitudes, activities, efficiency of teachers play vital role to make the CAS effective by integrating it with curriculum. Teachers are not using information received from assessment for the improvement of teaching and learning. National curriculum framework (2076 B.S.) strongly stated the assessment for learning program was not implemented effectively and properly. Supporting the fact, Nepalese Journal of Educational Assessment (2021) indicates that Assessment for learning is good in policy but ineffective in implementation. Though some schools have been using oral test, observation, homework, and class work as assessment tools, the result of the assessment is hardly used to strengthen students learning. The tools useful for

CAS are not yet fully understood by stakeholders which causes its poor implementation (European Union, 2016). Study results showed that students in those schools secure high marks in the exams where regular feedback has been given to them based on the quality of their homework (DoE, 2018). These problems therefore should be handled properly to implement assessment for learning effectively to optimize students' learning as intended by the integrated curriculum.

Personal and Professional Motivation for the Study

I had taught in at school level 20 years. At that time, I discussed with the school teachers about the formative assessment or CAS. Most of teachers were not clear about the concept of CAS and portfolio. I felt there is huge gap between policy provisions of CAS and its practice at classroom level. Since that time I was interested in finding out the teachers' understanding on CAS and its practice at classroom level. I was appointed as a science and health education teacher in 2046 B.S. in a strict and disciplined boarding school at Kathmandu. I taught long many years at that school and I got a chance to get more practical knowledge about evaluation from senior teachers. At that time, I taught from Nursery to grade ten and curricula had provisioned placement assessment, formative assessment, summative assessment, diagnostic assessment, practical assessment, continuous assessment...etc. for students' evaluation at school level. In my experience formative and continuous assessment helps to improve the achievement of the students.

At that that time school administration and school management committee had selected me as a department head and a teacher representative in school management committee. After that I got a chance to communicate more with teachers of this school and other school about the various assessments including CAS and its

alignment with teaching learning. Later, I got a chance to have entry into the Tribhuvan University (TU) in 2061 B.S as a curriculum and evaluation instructor at Mahendra Ratna Campus, Tahachal, Kathmandu. I used this opportunity to strengthen my horizon of knowledge in relation to assessment and its application to increase the academic achievement of students by ensuring quality of education at school level.

Later on, I consulted a number of literatures (CDC, 2017; Dhakal, 2019; Rai, 2019; Education Review Office [ERO], 2021 for examples) and found that CAS has not been practicing at school level effectively since the beginning. In this context, integrated curriculum has been recently introduced with a provision of CAS to provide more functional knowledge and skills to the learners. This curriculum has proposed CAS as an integral part of teaching learning process to strengthen students' learning through continuous assessment and feedback system. My previous experience and knowledge about CAS motivated me to carry out this research as a partial fulfillment of the requirement of Masters of Philosophy in Education.

Statement of the Problem

Student assessment is taken as an important aspect of teaching and learning process for quality education (Bhattarai, 2013). Different sectors and persons have understood assessment for learning differently; their focuses are also different. So the assessment for learning is not properly implemented in school education and its result is not satisfied. Assessment for learning is good in policy but poorly implemented in practice for several years (ERO, 2021) especially in Nepalese context. The operation and the quality of assessment activities and procedure are closely bound up with the wider educational, economic and social infrastructure of a country (Rajbhandari & Wilmut, 2000). Ample opportunities should be provided to the learners to practice the

behaviors intended with robust feedback system. For this purpose, CAS should be practiced in each curriculum including integrated curriculum to ensure students' learning as intended by the curriculum.

Integrated curriculum has been developed by organizing multidisciplinary and interdisciplinary contents together to provide functional knowledge to the learners studying at grade 1-3. In this curriculum, level wise and subject wise competencies are clearly described clearly.

To proper evaluate the competencies of students; this curriculum has also made a provision of using formative assessment to optimize students' learning to enable them to achieve learning outcomes as intended by the curriculum. For doing assessment for learning, present status of the learners should be determined and appropriate supports should be provided to them based on the assessment result to improve their learning (CDC, 2019b). But studies (CDC, 2019a; CDC, 2003 for examples) indicate that students attending particular class do not receive regular feedback from their teachers during instructional time. Consequently, they cannot improve their weaknesses on time, cannot learn the curricular contents properly, and show poor performance in final examinations. Timely feedback therefore should be provided to each learner based on the results obtained from to minimize such educational wastages.

Integrated curriculum has indicated that portfolio of each student from grade 1-3 must be maintained and updated based on class work, project work, achievement test, behavioral changes, and attendance of learners. The curriculum emphasizes on class work than homework and considerable space has been given to authentic task in the curriculum. Students are supposed to support through formative learning to

provide them ample opportunity for additional supports. There is also provision of appraising students' content knowledge through test items prepared by encompassing learning outcomes from knowledge, comprehension, application, analysis, evaluation, and synthesis level. In addition, curriculum has also proposed clinical instruction for those students who cannot achieve minimal learning outcomes after a number of remedial instructions (CDC, 2019b). In this regard, this study made an attempt to investigate whether the provisions proposed by the integrated curriculum have been practiced inside the classroom to use assessment for learning.

Though high priority has been given to CAS under Nepalese education system, it has not been practiced in effective manner which ultimately causes poor internal efficiency in particular and external efficiency in general of education system (Research Centre for Educational Innovation and Development [CERID], 2004; Dhakal, 2019). In this regard, proper attention must be paid towards CAS provisioned under integrated curriculum to make it effective. Therefore, this study attempted to identify teachers' understanding on CAS provisioned under integrated curriculum and explored the ways of practicing it at lower classes primarily grade one to three.

Objectives of the Study

The general objective of this study is to investigate the effectiveness of Continuous Assessment System provisioned under integrated curriculum in Nepal and the specific objectives of this study are as follows.

1. To explore the understanding and practices of teachers towards Continuous Assessment System proposed under integrated curriculum.

2. To identify the consistency between policy of CAS assessment provisioned in integrated curriculum and practices made by teachers teaching at grade one to three.
3. To investigate the ways of aligning the CAS assessment results with students' learning.

Research Questions

Following questions were answered to achieve the objectives of this study.

1. How do teachers understand and practice the continuous assessment system (CAS) provisioned under integrated curriculum?
2. How do teachers implementing integrated curriculum conceptualize CAS assessment?
3. What are the policy provisions of the CAS assessment as proposed by integrated curriculum?
4. To what extent do the practices made by teachers consistent with the policies of formative assessment provisioned under integrated curriculum?
5. What are the techniques need to be applied to align CAS assessment with students learning?

Limitations and Delimitations of the Study

This study has only investigated teachers' understanding on continuous assessment provisioned under integrated curriculum. In other words, this study was especially carried out to explore the knowledge of teachers about assessment for learning, the practice made by them inside the classroom, and how they have been using assessment results for students learning. This study is only related to find out the practice of CAS proposed by the curriculum implemented in grade 1-3 especially

in some schools in Bhaktapur district. Findings and conclusions of this study therefore will not be generalized into another context.

Findings and conclusions of this study were derived based on the information obtained from a small number of informants working in six schools (2 high performing, 2 average performing and 2 low performing) of Bhaktapur district. Information required for the study was gathered by using a number of data collection techniques namely interview, observation, focus group discussion, and document analysis. These data collection tools were not piloted to optimize their credibility and dependability. Nevertheless, these tools were prepared by following the suggestion given by research experts and my supervisor.

Definitions of the Terms

I have used a number of terms with their specific meaning in my research. The terms I have used in this research imply contextual meaning to clarify my perspectives. It means, they possess other meanings than the meaning represent by the terms that are commonly used. The specific terms that used in this thesis are given below:

- **High performing school:** The school which have effective school leadership, number of students is more than 700, most of teachers are trained, infrastructure is good, strong relation with community and parents, and good result of SEE.
- **Average performing school:** The school which has good school leadership, number of student are between 400 to 700, result of SEE is satisfactory, and teachers are trained.
- **Low performing school:** The school which has less number of students and difficult to run the school.

CHAPTER II

REVIEW OF LITERATURE

Literature review encompasses wide range of information from published and unpublished documents from particular subject area. A literature review is summary of related resources in organized pattern. Usually, scholarly articles, thesis, course book, survey book...etc. are used as the sole sources of literature review. A number of literatures were reviewed during this research process and organized by generating different titles namely review of theoretical literatures, review of empirical literatures, implications of reviewed literatures, theoretical framework, and conceptual framework. Detail description of reviewed literatures has been given below:

A number of conceptual, policy related, and theoretical documents related to CAS have been reviewed to get deeper understanding of the studied phenomenon. Various research reports, peer reviewed articles, and different reference books were also consulted during the research process and then various themes were generated by considering the study objectives and research questions to organize reviewed literatures simultaneously. Brief description of reviewed theoretical and empirical literatures is given below to develop deeper understanding on the studied phenomenon.

Understanding Assessment and Continuous Assessment: Terms assessment, test, and measurement are easily confused because all may be involved in a single process. Assessment is a general term that includes the full range of procedures used to gain information about student learning and the formation of value judgments concerning learning progress (Linn & Miller, 2005). Assessment is much more comprehensive and inclusive as compared to measurement. Assessment may

include both quantitative descriptions (measurement) and qualitative description of students. Assessment always includes value judgments concerning the desirability of the results. The basic goal of assessment is to evaluate a person in terms of current and future functioning. In the process of assessment, behaviors are classified into different categories measured against a normative standard (Singh, 2006). Thus, assessment provides authentic information to the evaluators to make decision about particular individual or a program.

This assessment system continuously assessing students' performance on regular basis by using various tools, so this assessment is known as continuous assessment. It is collecting, recording, assembling and interpreting information (Bhatia & Bhatia, 1992). It occurs as a part of daily interaction between teacher and students, revealing valuable information about student learning in terms of knowledge, thinking, and reasoning. Similarly, this assessment evaluates students continuously by formal and informal tools of evaluation. Supporting the notion, Airasian (1994) defines continuous assessment as a mechanism that shows the full range of sources and enables teachers to gather, interpret, and synthesize information about the learners. Furthermore, (Bajah 1984), defined continuous assessment as the continuous updating of judgment about performance in relation to specific criteria, which allows at any time a cumulative judgment to be made about performance of these same criteria. This assessment helps to find out the strength and weakness of students' in their studies. Likewise, Niure (2074 B.S.) signified continuous assessment is conducted with the aim of discovering and improving the strength and weakness of students. Similarly, Dhakal (2019) indicated that 43. 87% of teachers conceive continuous assessment as a tool for improving students' learning and 37% of teachers thought CAS as a tick marking system. CDC (2076 B.S.) has clearly

mentioned that many teachers were unaware of or unclear about the concept of CAS. Hence, they were confused about what should be done. But, Michael (2015) informed that 92.6 % of the teachers understand CAS to mean continuous testing while 41.3% agreed that test is only an instrument of continuous assessment. This type of assessment is continuous from the beginning to the end of academic session. For this, class work, homework, unit test, monthly test, quarterly test, project work etc. tools are used.

Assessment for learning is a mechanism whereby the final grading of learners in the cognitive, affective, and psychomotor domains of learning systematically takes place during a given period of learning with constructive feedback on a required basis. But this evaluation has not been practiced in Nepalese context though policy provisions have been made for years (DoE, 2017b). Therefore, teacher should provide individual teaching and feedbacks to the learners on a required basis to optimize their learning. The traditional assessment techniques need to be transformed through continuous assessment system to ensure quality of education by strengthening the learning of individual learner.

Formative and Summative Assessment: Formative assessment is that sort of assessment which takes place during teaching learning process. It can be also termed as interim assessment because it takes place when the classroom instruction is going on. Black and Wiliam (2009) indicate that 'practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.' This assessment monitors the

progress of teaching and learning and provides feedbacks for its improvement on a continuous basis. This assessment is also known as assessment for learning. Cauley and Mcmillon (2009) indicate that formative assessment takes place frequently and ongoing basis to assess the effectiveness of instruction and students' learning. This assessment is consistent with constructivist theories of learning and motivation.

Formative assessment yields good results with low achievers by concentrating on specific problems with their work and giving them a clear understanding of what is wrong and how to put it right (Black & Wiliam, 2009). Major purpose of formative assessment is to provide continuous feedback to both students and teachers concerning learning successes and failures. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors and misconceptions that are in need of correction (Linn & Miller, 2005). Continuous assessment is good example of formative assessment. If teachers implement the formative assessment properly and provided suitable and meaningful feedback on time; surely it helps to improve quality of education and achievement of students.

Summative assessment is that type of assessment which takes place at the end of academic year. This type of assessment is carried out to assess the achievement of students, its extent and quality level. It also judges the outcome of a program. It is used for appraising success of the educational program along with ascertaining its quality level. Summative assessment is designed to determine the extent to which the instructional goals have been achieved and is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes. Although the main purpose of summative assessment is grading or the certification of student achievement, it also provides information for judging the appropriateness of the

course objectives and the effectiveness of the instruction (Linn & Miller, 2005). In present context, more priority is given on summative assessment under Nepalese education system especially at higher level. But different policy level documents (School Sector Development Program, Integrated Curriculum for examples) have given more emphasis on formative assessment as compared to summative assessment. If teacher implement the CAS properly and provide suitable feedback to the students on time; it positively influences on the result of summative assessment. Assessment therefore should be enacted on regular basis to improve students' learning.

History of Continuous Assessment System in Nepal: The one-shot testing of students' learning has been at the core of an increasing criticism on conventional examination practices. This criticism is at the root of motivating the education policy makers in Nepal to introduce the CAS of students at the basic primary level (DoE, 2017a). Nepal has been committed to the education for all children and to improve the quality of education through assessment and feedback system during the last seven decades. Almost all national education commission reports and educational plans of Nepal have stressed need for regular assessment of students' learning. The first and most comprehensive report of education in Nepal was (National Education Planning Commission [NNEPC], 2011 B.S. The report explained that evaluation must cover all aspects of students' learning and it should be regular. Similarly, the (National Education System Plan [NESP], 2028-2032B.S.) developed a continuous evaluation scheme for primary school students by use of variety of evaluation tools such as class test, homework, unit test etc. Furthermore, the Ninth (1997-2002) Five Year Plan strictly introduced CAS for the primary level to complement Liberal Promotion Policy (LPP) with an intention of reducing dropouts and repetition at primary level (CDC, 2019a). Later on the Tenth (2002-2007) Five Year Plan extended CAS up to

grade 5. Then after, SSRP (2009-2016) concluded that the CAS was not yet ready to take an important role in ensuring sustainability due to its poor acceptance and understanding among teachers, students, parents, and decision-makers (DoE, 2017a). In these days, CAS has been implemented up to grade-7 based on the provision made by SSDP (2016-2023). Though a number of policies related documents give high priority to CAS, it has not been implemented at school level effectively due to number of reasons.

Policy Provisions of CAS in Nepal: The main aim of the continuous assessment system is to find out the student learning achievement for remedial purpose. There is a provision for formative evaluation and regular feedback in continuous assessment system. It is also provides suitable information for making decision about the conduction of remedial teaching and encouraging students toward learning. Different policy related documents in Nepal have given strong emphasis on CAS especially in school education of Nepal. NCF for School Education (2063 B.S.) proposed CAS for school education. There is provision of promoting students of grade 1-3 is entirely based on CAS. Students getting grade A, B or C are automatically promoted to upper grade. If the students get the grade below C, the decision about his or her promotion is based on the consultation with the guardians. But promotion of students of grade 4 and 5 is jointly based on his or her achievement in CAS and terminal examination representing 50% in each. Similarly, grade promotion of students of grade 6 and 7 is also jointly based on his or her achievements in CAS and terminal examination, 40% and 60% respectively. But studies (DoE, 2017a for example) indicate that school teachers have failed to accept CAS as means for child friendly learning and evaluation. Subject teachers identify CAS as mere additional load to them. For parent's CAS is 'taking test time and again'

and for student's CAS is 'passing exam without taking test.' Proper attention therefore should be paid towards its effective implementation.

Integrated Curriculum and Assessment System: Recently, (CDC, 2076) the Nepal Government has introduced integrated curriculum for students studying at grade 1-3 by organizing multidisciplinary and interdisciplinary contents together to provide functional knowledge (CDC, 2019b). An integrated curriculum is well-organized and managed of various subjects within a single theme which enhances the students learning achievement through various activities. Integration is a systematic organization of curricular contents and parts into a meaningful pattern.' Integration focuses on making connections for students, allowing them to engage in relevant and meaningful activities that can be connected to their lives. Integrated curriculum provides integrated learning and helps to create more opportunities to build interconnected concepts. So, the learning outcomes offered in an integrated curriculum may be meaningful for learners as compared to the learning outcomes provisioned under single tract curriculum. In this regard, Zais (1976) informed that integrated learning provides an overview of how the learning experience of students in an integrated manner gives a meaning with full impact. Integrated curriculum provides functional knowledge and skills to the learners to enable them to solve daily life activities efficiently and effectively. Considering the needs and daily life problems of students, different subject areas come to a whole to provide integrative knowledge to them. The subject areas encompassed within integrated curriculum have been depicted in the table below:

Table No. 1**Structure of Curriculum of Basic Education (grade 1-3, CDC, 2076)**

S.No.	Subject activity	Lesson hour	Annual working hours
1	Language Skills Development Activities (Nepali)	5	160
2	Language Skills Development Activities (English)	4	128
3	Mathematical Skills Development Activities	4	128
4	Science, health and physical education activities	4	128
5	Social Studies, Character Development and Creative Art activities	4	128
6	Mother tongue skills/Local subject activity	5	160
	Total	26	832

Source: Integrated Curriculum of Basic Level (grade 1-3, 2076)

The main objective of this curriculum is to make learning more relevant and interesting by interrelating learning of different subjects. This curriculum focused on continuous assessment system to evaluate the achievement of children and to improve the achievement of children. The integrated curriculum is an effort to overcome the problems of fragmentation and compartmentalization of curriculum by combining several specific areas into a larger field. In this curriculum, students are capable of making meaningful connection among different subjects. Integrated curriculum allows students many opportunities to understand why they need to know certain

knowledge or skills. Students can master the content and understand it at higher level (Watkins & Krisonis, (2011). Integrated curriculum is considered as more suited to younger learners and to those who are less able to cope with the complicated subjects and academic disciplines. Similarly, (Bolack et al.,2005), said, students in integrated curriculum courses perform better than students in non-integrated courses. This curriculum inter-relating the various subjects and grade wise learning out comes. Thus, this curriculum encompasses two or more different but related subjects to form a new pattern of curriculum organization. A wide range of competencies has been expected from the curriculum as given below:

Table No. 2
Grade-wise Learning Outcomes in English (grade 1-3)

Skills	Grade- 1	Grade- 2	Grade-3
	1.Imitate, identify and discriminate sounds	1.Identify and discriminate sounds	1. Recognize, identify and produce rhyming words. e.g. near—hear
	2.Identify words that have the same initial, medial, or final sound	2. Identify words that have the same initial, medial or final sound.	2. Comprehend words and simple expressions.
	3. Blend individual sounds in simple one syllable words. (e.g. /s/ /i/ /t/-sit)	3. Recognize, identify and produce rhyming words. (e.g. cow-now)	3. Listen and respond to a wide variety of spoken stimuli (words, sentences, instruction etc.) both verbally and non verbally.
	4.Recognize, identify and produce rhyming words.(e.g. cat-bat, sat)	4. Identify rhyming sounds in words	4. Follow the message in short simple conversations
	5.....	5.....	5.....
	6.....	6.....	6.....

Source: Integrated Curriculum, Basic Level (grade 1-3, 2076)

Assessment has been recognized as an integral part of everyday classroom instruction under integrated curriculum. Integrated curriculum focuses on child centered teaching learning process in which each teacher has to maintain a 'portfolio' of every student. Portfolio of each student from grade 1-3 must be maintained and updated based on class works, project work, achievement test, behavioral changes, and attendance of learners. The curriculum emphasizes on class work than homework and considerable space has been given to authentic task in the curriculum. Students are supposed to support through formative learning to provide them ample opportunity for additional supports. There is also provision of appraising students' content knowledge through test items prepared by encompassing learning outcomes from knowledge, comprehension, application, analysis, evaluation, and synthesis level. In addition, curriculum has also proposed clinical instruction for those students who cannot achieve minimal learning outcomes after a number of remedial instructions in CDC (2019a). Thus, greater emphasis has been given to assessment for learning under integrated curriculum.

Techniques and Tools of Assessment Proposed in Integrated Curriculum.

Evaluation result will be used to identify learning condition of learners, to construct plan for future learning, and the results will be used by school, teacher, students, and parents on a required basis. Evaluation tools and techniques should be selected and devised by considering nature of contents, age and interest of learner, available resources, student's number, teachers' background, etc. Techniques and tools provisioned under integrated curriculum are as follows:

Table No: 3**Evaluation Techniques and Tools for Assessment for Learning**

S.N.	Evaluation Techniques	Evaluation Tools
1.	Classroom participation	Observation, checklist, rubrics, and rating scale
2.	Oral activity	Questions, letter, reading, materials, context, case, audio-visual materials
3.	written activity	Questions, short exam, case, context, reading materials, audio-visual materials
4.	Project/experimental work	Check list, rubrics, rating scale, oral questions
5.	Peers' assessment	Observation, rating scale, check list, form
6.	Self-evaluation	Check list, rating scale, form
7.	Parents' response	Check list, rating scale, form
8.	Conversation and discussion	Observation, check list, rating scale, form

Source: Integrated Curriculum, Basic Level (grade 1-3, 2076)

Students' Achievement and Its Interpretation in Relation to Assessment

for Learning: Integrated curriculum mentions that students' achievement should be assessed and then interpreted to provide a wide range of supports to them on a required basis to make their learning more fruitful and productive. Though all students encounter same learning experiences under specific curriculum, they cannot achieve all learning outcomes to a similar extent. A significant number of students may need different types of feedback to enable them to achieve all learning outcomes offered under specific curriculum. Academic achievement of individual learner is

interpreted as below under the assessment for learning provisioned under integrated curriculum.

Table No. 4

Classification of Achievement Levels

Achievement level	Measurement	General interpretation of achievement
Below basic	1	Could not achieve main learning achievement, need remedial learning for all learning outcomes
Basic	2	Achieve main learning outcomes partially, and need remedial learning
Proficient	3	Achieved almost all outcomes and need not remedial learning
Advanced	4	Achieve main and higher level learning outcomes

Source: Integrated Curriculum of Basic Level (grade 1-3, 2076)

A specific process will be followed to use assessment for students' learning in integrated curriculum. Firstly, students learning should be improved by assessing their learning. Secondly, learning level of students should be determined by using different tools and techniques. Thirdly, if students are in first and second level, then remedial learning plan should be developed to uplift them for the third level and who are in third level then they should be uplifted in fourth level. Thus, assessment provisioned under the integrated curriculum does not only assess students' learning progress but also provides feedback on a required basis regularly. In this curriculum, (CDC, basic

curriculum for grade 1-3, 2076) students' assessment process mostly focused on following:

- Assessment should be integrated into classroom activities and taken as an integral part of teaching and learning.
- Appropriate tools and procedures should be used to evaluate students learning.
- All students should be given opportunity for further learning by ensuring the minimum learning determined by the remedial learning process.
- Appraise the student's behavioral skill and competency in assessment.
- If a student unable to achieve expected results after the assessment, the expected learning should be ensured by improving the student's learning by providing remedial teaching and learning.
- The results of the assessment should be maintained properly in portfolio.
- The records of assessment results help to identify student learning conditions and plan for future learning, and progress of achievement.
- Teachers should motivate students to self-evaluation and reflective learning.

Understanding the Theory of Continuous Assessment: Early work on continuous assessment centered on five main types of activities such as sharing success criteria with learners, classroom questioning, comment-only marking, peer- and self-assessment, and formative use of summative test (Black & Wiliam, 2009). These activities are still taken as important activities of continuous assessment in reference to Nepal. Teachers need to know about their students' progress and difficulties with learning to adapt their work to meet pupils' needs. Teachers can find out what they need to know in a variety of ways, including observation and discussion in the classroom and the reading of pupils' written work (Black & Wiliam, 2009).

They recommend three key processes (establishing where the learners are in their learning, establishing where they are going, and establishing what needs to be done to get them there) of teaching and learning to provide a better theoretical grounding of continuous assessment. In past, the teacher was only responsible for each of these three, but these days, the teacher is responsible for designing and implementing an effective learning environment, and the learner is responsible for the learning within that environment. The learner can also get ample benefits from his/her peers in the learning process. Therefore, teachers, peers, and individual learner play a decisive role in learning. In this regard, the formative/continuous assessment can be conceptualized as consisting of five key strategies given in the table below:

Table No. 5

Key Strategies of Formative Assessment

Where the learner is going		Where the learner is right now	How to get there
Teacher	Clarifying learning outcomes and criteria for success	Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	Providing feedback that moves learners towards intended learning outcomes
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources to strengthen learning of one another	
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their own learning	

Sources: Aspects of formative assessment, Black and Wiliam, 2009

Assessment for Learning and Feedback Delivery System: Feedback should be provided to the learners on regular basis to shape their learning while using continuous assessment system. Different types of feedback can be used (Hattie & Temperley, 2007) to strengthen cognitive and motor skills of each learner as intended by the curriculum. The first type is task-level feedback, which focuses on faults in the interpretation of the task. The second is about the main process needed to understand/perform a task, and the third focuses on the self-monitoring, directing, and regulating of actions. Unclear and negative feedback can lead to poor performances (Black and Wiliam, 2009). Similarly, Self-regulated learning theory emphasized on the importance of feedbacks for students to improve their academic performance. Schraw and Moshman (1995) point out that environmental factors such as quality of instruction, teachers' feedbacks, access to information, and helps from peers and parents are very influential. Every level of students needs to be self-regulated for their learning to succeed in their academic career. Learning is driven by what teachers and pupils do inside the classrooms. Teachers have to manage complicated and demanding situations, channeling the personal, emotional, and social pressures of a group of learners in order to help them learn immediately and become better learners in the future. Research studies have shown that if pupils are given only marks or grades, they do not benefit from the feedback. It has been shown to improve learning when it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks (Black & Wiliam, 2009). Therefore, feedback should be provided on regular basis to make the teaching and learning process more effective and productive.

Assessment for Learning and its Importance: Assessment for learning is important to improve the quality of education by strengthening students' learning

(CDC, 2019b). The CAS is important because teacher manages their classes properly, practice student-centered instructional techniques, and assess students individually to help them on a required basis (DoE, 2017b). CAS plays an important role to improve the performance and learning outcomes of lower achievers in primary and junior secondary schools (Hayford, 2007). The CAS is a means that helps teachers to evaluate their students properly and systematically. Students should identify their drawbacks with the ways that need to be followed to improve these weaknesses. For this purpose, CAS can be handy to strengthen students' learning by providing feedback on a required basis. When students receive constructive feedback, they can improve their limitations on time to achieve curriculum goals.

Assessment Provisioned in Curriculum and Teachers' Orientation: School Sector Reform Program (2009-20016) has indicated that CAS did not enhance students' learning due to the inadequate understanding of CAS and use of traditional methods of teaching in the school (CDC, 2019). Training given to teachers is too general and inadequate to learn test item development techniques to measure learning outcomes intended by the curriculum. Training was not supported by evaluation and feedback. Many teachers are not sure in the ways of summing the tick marks for individual student in particular subject could be made compatible with exam results (DOE, 2017b; CDC, 2016; Dhakal, 2019). In this regard, all prospective teachers should have intensive training on CAS and the concept, modalities, and techniques of CAS should be included as an integral component of teacher preparation classes of colleges and universities to provide prerequisite knowledge and skills to implement CAS at classroom level. Therefore, sufficient knowledge and skills should be developed within the teachers to enable them to put the CAS into action in effective manner.

Assessment for Learning and its Implementation: Most of teachers use CAS is implemented effectively in teaching and learning mathematics but there are variations among teachers (Asefa, 2015). Though almost all schools (90%) have been conducting first term, second term, and final examinations, the results of these examinations have only been used for summative purpose (CERID, 2004). It means, result of the formative assessment has not been used to improve students' learning in a significant number of schools. Studies (CERID, 2004; CDC, 2076; Department of Education, 2018; Dhakal, 2019; SSRP, 2016) for example) show that bright student get more benefits from home work, class work, and classroom questions as compared to average and weak students because teachers' pay more attention towards them. Teachers working in the schools give more priority to terminal and final examinations, non-testing devices of assessment are hardly used, portfolio of individual learner has not been maintained, and do not share students' progress reports to their parents. In this regard, all schools should make provision for a separate continuous assessment unit headed by a senior teaching staff who is accountable to the head-teacher to practice CAS on a routine basis.

Challenges of implementation of Assessment for Learning: Despite different plans and policies provisioned by the side of government, AFL has not been materialized in all Nepalese schools due to the lack of capacity and conceptual clarity to implement assessment for learning as envisioned. Learner absenteeism, managing time for diagnostic testing of students' performances, ensuring regularity of record-keeping of student's performances, and the lack of seriousness from the major stakeholders in the implementation of AFL are the major challenges of AFL implementation in Nepal. There is almost no provision to reward schools and teachers doing well in implementing assessment for learning and no provision to punish

schools and teachers ignoring the provisions. Training to teachers is inadequate both in number and duration. Subject teachers identified assessment as learning as a mere additional load to them (Curriculum Development Center, 2019b). Most of the teachers working in public schools are unable to conduct portfolio evaluation of students and teachers are not familiar to CAS program that they are supposed to be. Large class size, lack of commitment, lack of clear guidance and orientation (Abera, 2012; DoE, 2017) inadequate training, priority on traditional methods of teaching, limited awareness of teacher towards CAS, high workloads weak policy for quality assurance (Asefa, 2015; Abera, 2012; Ugodulunwa, & Musatapha, 2005): Gautam, 2011), broad course contents, lack of proper support and monitoring from higher authority and school administration, lack of essential materials, bias of teacher based on sex, race, and personality, teachers' work load and attitudes, parental involvement, CAS dissemination, instructional leadership (Abera, 2012), variation of standards among schools, lack of qualified personnel, lack of proper strategies for quality assurance. (Ugodulunwa & Mustapha, 2005), etc. are main challenges of practicing CAS at classroom level. Similarly, according to CDC (2076), major challenges of implementing assessment for learning in our country are resistance from teachers, inadequate preparation, weak support mechanism, overloaded tasks, difficulty in managing time, and assessment for learning is taken as burden, teachers' inability to handle even the basic mathematics, parents mistrust, etc. These challenges should be reduced to implement integrated curriculum effectively.

Implications of the Reviewed Literatures for the Study

Reviewing literature not only mean to explain what others have done in the related field under study, but also to explore how they are helpful for present study and how the study is unique than other works. Literature review provides theoretical

background to the study. It also enables researchers to show how the findings of the study contributed to the existing body of knowledge in the field of education (Kumar, 2011). As other studies, a number of implications can be drawn from reviewed literatures in this study too. Literature review reveals that different types of policies and programs have been introduced by the Government of Nepal in relation to Continuous Assessment System; it has yet to be institutionalized and strengthened under school's education system in Nepal.

Evaluation should be applied as an integral part of teaching and learning process. CAS works in this line and identifies pros and cons of curriculum, teaching-learning process, instructional resources, teachers, and students and provides feedback on time to remedy the weaknesses. It should be used as, of, and for learning to enable all learners to achieve curricular goals within stipulated timeline. Considering the fact, the Government of Nepal has also made various provisions of CAS under school education system for few decades but it has not been practiced as an intended manner due to inadequate orientation to teachers, limited resources in schools, large class size, poor monitoring mechanism, and so on. Therefore, proper attention needs to be paid by responsible authorities to ensure the effectiveness of CAS by minimizing the challenges discussed here.

A number of studies (DoE, 2017b; 2018; Curriculum Development Center, 2019b for examples) have indicated that assessment for learning has not been practiced as an intended manner in Nepalese schools. School teachers neither have conceptual clarity on assessment for learning nor have favorable environment at school to practice it due to number of reasons. Nevertheless, each school can do more than they have been doing till the date through the collaboration with people from

different sectors such as parents, School Management Committee, and educational catalysts (school supervisors, education officers, etc.) for examples. Teachers can also mobilize their students to enable them to receive supports from one another to align CAS with their learning. Students themselves can practice CAS through self-assessment process. Thus, assessment for learning can be practiced in each classroom by joining different hands together for the same cause of improving students' learning.

Most of the Nepalese schools have bitter experiences regarding CAS since they have not been practicing it as an intended manner despite making policy provisions for a couple of decades. In this regard, Integrated Curriculum has also proposed CAS as an integral part of the instructional process to improve students' learning. Proper initiatives should be taken by considering the lesson learned from earlier studies. Otherwise, it might be ineffective as discussed in preceding sections. In this regard, this study was carried out how teachers involving in implementing integrated curriculum conceptualize CAS provisioned and how they align it with students' learning to offer intended learning outcomes. This study will contribute to take valid steps by responsible individuals/agencies to institutionalize CAS effectively in Nepalese schools especially at grade one to three to ensure all students' learning.

Theoretical Framework of the Study

Theoretical framework is applied in all types of research because no study could be designed without some hypotheses or questions to be researched. In the field of research, a theoretical framework refers to an underlying structure, scaffolding or a frame of the study. In other words, theoretical framework includes terms, concepts, models, thoughts, and ideas as well as references to specific theories (Merriam & Tisdell, 2016). Researcher uses theoretical framework as the lens to investigate the

phenomenon under study. Investigator generally uses deductive and inductive approaches (Koul, 2009; Ary, Jacobs, Sorensen, & Razavieh, 2010) to analyze the data gathered from multiple sources. While using deductive approach, researchers try to approve or falsify the hypothesis formulated in advance based on gathered information; but in inductive approach, investigators spend time and effort to generate the theory from the data gathered from multiple sources. There are a number of theories (self-regulated leaning theory, socio-cultural theory, instructional design theory, complexity theory for examples) that can be used to understand continuous assessment system practiced under Nepalese education system. Nevertheless, two theories namely the Self-Regulated Learning Theory and Instructional Design Theory were applied in this study to analyze the information garnered from various sources.

Self-Regulated Learning Theory (SRLT): The theory of Self-Regulated Learning, developed by Zimmerman and Schunk (2001,2011), offers detailed information about specific psychological process that occur during academic learning in reference to regulating one's own behavior. The learning theory is one of the important theories of continuous assessment system. Continuous assessment provisioned under integrated curriculum is carried out with the purpose of improvement of the students' achievement, attitudes and behavior. In addition, it monitors the progress of students learning and teachers' teaching and then provides feedback on a required basis. Students can strengthen self-regulated actions from CAS when it is practiced effectively. This theory helps to motivate the student in learning. In CAS, teachers evaluate the students' activities through the various ways. Then they know the actual status of students in learning and their problems in learning. After that teachers provide reinforcement and positive feedback to the students which help to self-motivate the students in learning. Black and William (2009) describe the necessary of effective feedback for making better formative assessment. For this purpose, he has classified feedback in three different types. The first type is task-level feedback, second is related to the

student's own error detection, and third focuses on the self-regulation level – the self-monitoring, directing, and regulating of action. In integrated curriculum, there is a provision of self and peer evaluation. Teacher should create suitable environment in classroom for this evaluation. Students evaluate each other to ensure their learning. In this regard, Irving (2007) stated that students may benefit from formative assessment by developing self-regulated learning behaviors in the classrooms. Self-regulated learning theory indicates that complete three phases (planning, performing, and evaluating) to improve their achievement. Students should analyze tasks, set goals, and plan behaviors at the first phase. Furthermore, they monitor and control their behaviors, emotions, and motivation in performing phase, and finally, they analyze their own behaviors based on the given feedback. Self-reflection is based on feedback (Zimmerman, 2000). Feedback is a powerful factor to improve students' learning. Some educationists argue that self-regulated learning arises where strong perception of self-efficacy and transparent (formative) feedback co-exist. Proper feedback is essential to improve the achievement level of students. Most of the theorists agree that SRLT is predictive to improve academic outcomes and motivation level of students. They also acquire the adaptive and autonomous learning characteristics required for an enhanced engagement with the learning process and subsequent successful performance. The theory of formative assessment is found to be unifying theory of instruction, which guides practice and improve the learning process by developing SRLT strategies among learners. Information gathered from different sources was analyzed by using SRLT to provide comprehensive overview of the study.

Instructional Design Theory (IDT): Instructional design theory was developed by the psychologist Robert Gagne and Charles Reigeluth. This theory aims to describe how to help student learn and develop, create conditions that boost up the chance of learning and improve instruction. This is one of popular theory used in classroom assessment. It provides guideline to organize appropriate pedagogical

scenarios in the classroom to achieve instructional goals. Instructional design can be described as the practice of creating valid and relevant instructional experiences for students to help them facilitate their learning most effectively. The main purpose of CAS is to strengthen students' learning through effective instructional process.

Teachers can apply suitable instructional strategy for classroom teaching based on the results obtained from CAS. The proper instruction helps to achieve the instructional objective properly. Similarly, this theory focused on the using of the suitable teaching materials for effective teaching. After the CAS, teachers can use different types of teaching materials appropriate for students' learning and use various types of teaching methods. These activities move to improve the learning achievement of students.

Integrated curriculum proposes different types of students centered and activity-oriented teaching methods. In our country, Curriculum Development Centre implemented the integrated curriculum in grade one to three. The main purpose of launching this program is to provide effective, integrated, practical and behavioral knowledge to learners. This program argues that assessment must be used as an integral part of the curriculum and attempt to align assessment of, and for learning.

This theory argues that CAS can be used as an iterative process of planning outcomes, selecting effective strategies for teaching and learning. Teachers can use CAS as a tool to determine whether their instruction is appropriate or not to achieve instructional objectives (Stiggins, 1999). Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. The results of assessment should provide direction for teaching and learning. Assessment of Learning (AOL) provides information of achievement for public reporting or reporting for parents and other educational stakeholders and AFL serve to help effective and sustainable learning of students

(Stiggins, 2002). The strategies of AFL are directly related in improvement of student performance in summative test and examinations. Similarly, the strategies of AOL focus on comparing students' achievement against a class level, district level, and national level benchmarks or standards (Russell & Airasian, 2012). CAS must be used as an integral part of classroom instruction while teaching the integrated curriculum. This theory was used to analyze the information about the ways of using CAS for students' learning.

Conceptual Framework

Conceptual framework is the researcher's understanding of how the research problem will be explored (Kumar, 2011). It shows the specific direction of research based on the relationship of constructs and variables. Similarly, (Maxwell, 2017), said. "A conceptual framework may be defined broadly as theory or literature review, or it may be defined more narrowly as the factors and variables addressed in a study. Based on the reviewed of literature and my personal experience, I have sketched a conceptual framework of this study as follows:

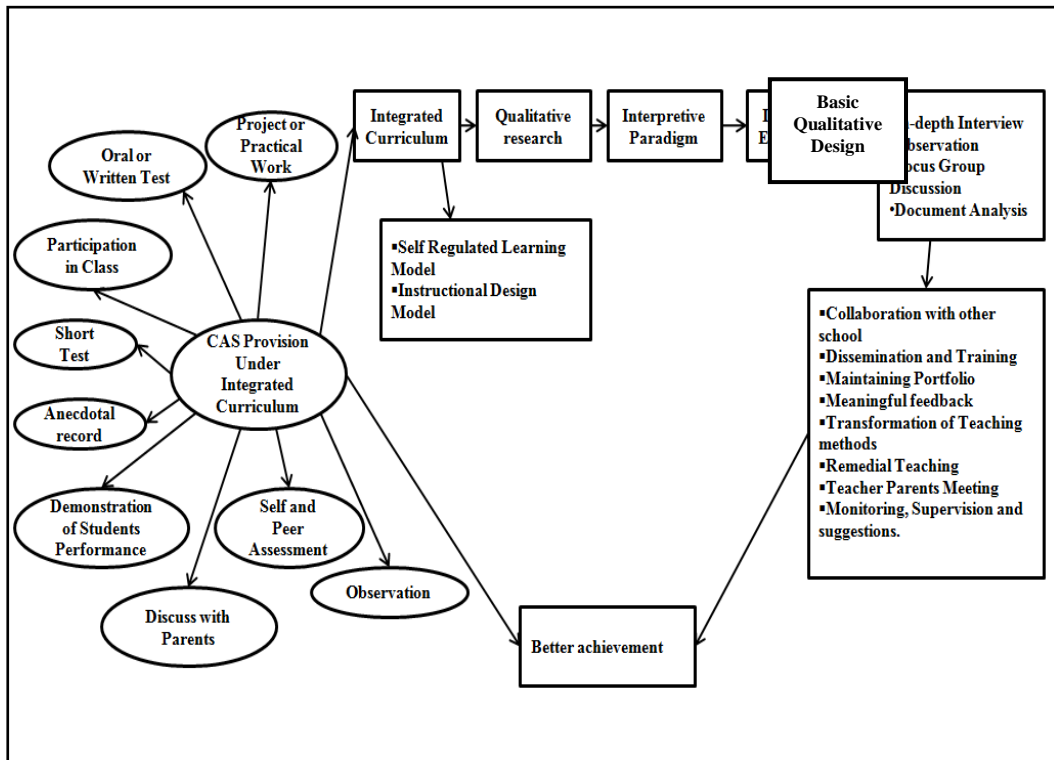


Figure 1: Conceptual Framework

Teacher should use a number of tools such as class work, homework, unit test, monthly test, terminal examination, observation, attendance, classroom activities, classroom participation, non-testing devices, etc. to carry out assessment for learning at classroom level effectively. All of the information were collected and analyzed by using ethnographic design. This design explores the social relations of teachers in everyday activities. In-depth interview, classroom observation, focus group discussion, and document analysis were used to collect the information or reality from headmasters and teachers. Then understanding and practices of assessment for learning were found out in various levels (high, medium, and low) of government schools. If all teachers have proper knowledge about assessment for learning and properly practice in daily classroom activities; then it helps teachers improve the achievement of students from grades 1-3.

Teachers use various assessment tools to measure the student's achievements and behavior change. This assessment takes place simultaneously with teaching and learning process. Teacher maintains the record of the progress of students by using different tools such as observation, project work, oral and written test, participation in class, anecdotal record, demonstration of student's performance, discussion with parents, self and peer assessment, portfolio etc. Teachers can also use short test for collecting more information. On the basis of proper and actual information of students; teachers prepare suitable plan for teaching and learning. They modify the traditional teaching and learning methods. Similarly, teachers provide solid and meaningful feedback, motivation, and suggestions to the students. These feedback and suggestions help to develop self-motivation in learning. These activities directly and indirectly lead to improve and support the students' learning.

CHAPTER III

RESEARCH METHODOLOGY

Research Methodology is a way of explaining how a researcher intends to carry out his or her research. A methodology details a researcher's approach to the research to ensure reliable, valid results that address his or her objectives. Research methodology is a strategy or plan of action that shapes the choice and use of methods and link them to the desired outcomes of the study. This chapter presents an overview of research methodology of this study. Primarily detail description about research paradigm, research design, population and sample, data collection methods, data collection and analysis procedures, trustworthiness of information and ethical guidelines followed under the study have been given under this chapter.

Research Paradigm

A research paradigm is a philosophical framework that our research is based on. It offers a pattern of beliefs and understanding from which the theories and practices of our research operate. Research paradigm consists of ontology, epistemology, methodology and axiology. According to (Denzin & Lincoln, 2005) research paradigm is a set of beliefs or assumptions in philosophical level that influence represents epistemological, ontological, and methodological premises of researchers. In qualitative research, an investigator is guided by certain philosophical assumptions. These philosophical assumptions are the ways by which researchers determine sources of knowledge [epistemology], clarify nature of reality [ontology], express their value-stance [axiology] (Merriam & Tisdell, 2016; Creswell, 2007), and specify the procedures used in the study [methodology] (Creswell 2007; Chilisa & Kawulich, 2015). There are different types of paradigms that a researcher can apply while carrying out his/her research on a particular issue. Interpretivism/ constructive-

sm, critical paradigm, and postmodernism are some examples of paradigms generally used in qualitative research for making claims about knowledge (Merriam & Tisdell, 2016). This research was based on an interpretive paradigm which differs from positivism in terms of the nature of knowledge and its sources, nature of reality, values and their role in the research process (Chilisa & Kawulich, 2015). The interpretive paradigm assumes a relativist ontology (there are multiple realities), a subjective epistemology (knower and respondent create understandings), and a naturalistic set of methodological procedures (Denzin & Lincoln, 2005). A brief description of these philosophical assumptions is given below:

Epistemology: Epistemology is the branch of philosophy that examines the nature of knowledge. It explains the nature and structure of knowledge, the possibility of knowledge, its scope and limits, and the ways of acquiring knowledge. It explores the answers to several questions, such as: How do we know the truth? What are the primary sources of knowledge? What are the best ways of knowing? What does distinguish actual knowledge from false knowledge? Thus, epistemology addresses the philosophical problems of qualitative research by clarifying the nature of knowledge, sources of knowledge, and ways of exploring knowledge to a researcher. From epistemological perspectives, interpretivists believe that knowledge is subjective, dynamic, contextual, multiple, socially constructed, and culturally bound. In interpretive paradigm, knowledge is created based on interaction, discussion, question and answer between investigators and respondents. This paradigm believes that knowledge is embedded in the lived experiences of individual informants and argues that knowledge is co-created through collaboration between the researcher and research participants. In this study, the sample schools, the teachers teaching there, the classrooms where assessment for learning has been practiced, and the documents

related to integrated curriculum and assessment for learning were taken as the sole sources of knowledge from which valid and significant information were garnered to answer all research questions of this study. In this regard, in-depth interview, classroom observation, and document analysis were applied as prominent ways of knowing the understanding, practices, and challenges of assessment for learning at basic level especially from grade one to three.

Ontology: Ontology is a philosophical assumption about the nature of reality (Creswell, 2007; Denzin & Lincoln, 2005) and concerned with real, fact, existence, etc. about something else. There might be the different ontological bases of different individuals, groups, and societies as per their philosophical backgrounds. Interpretive paradigm believes on multiple social realities that are co-constructed through reflective involvement of both researcher and research participants in their social context (Guba & Lincoln, 1994). Interpretivists have their philosophical stance in terms of nature and structure of reality.

The interpretivists believe that reality is socially constructed (Creswell, 2007), and there are many intangible realities created by people. Considering the philosophical assumptions, this study has attached value to subjective and multiple realities as seen by participants in the research process. Relevant quotes and verbatim expressed by participants were stated and analyzed to provide evidence of multiple realities possessed by them. The ontology of this study refers to those things which were rooted in the beliefs, culture, experience, and understanding of teachers implementing integrated curriculum at grade one to three and using assessment for learning to ensure students' learning as intended by the curriculum. All information gathered from multiple sources reflects the actual reality of this study. What the respondents' thought real was taken as the ultimate reality in the study? Thus, in-

depth interviews, classroom observations, and document analysis were used as the important ways for seeking realities of the phenomenon under study.

Axiology: Axiology is primarily concerned with right and wrong, good and bad, beauty and enjoyment, and the like. Interpretivists contend that propositional and transactional knowing is instrumentally valuable as a means to social emancipation (Denzin & Lincoln, 2005). Interpretivists assert that social research is value-bound and value-laden. An investigator is inevitably influenced by his/her values guided by the paradigm selected in the study. More importantly, the topic selected by an investigator, methods chosen by him/her to collect and analyze data, ways of deriving and reporting findings and conclusions are also influenced by the value that a researcher holds (Chilisa & Kawulich, 2015). Therefore, qualitative researchers actively report their values and biases as well as the value-laden nature of information gathered from the field (Creswell, 2007) while reporting their results. This study valued all the things that were valued by key respondents participated in the research. Furthermore, all the information gathered from multiple sources were analyzed and reported by considering the ethical guidelines of research.

While gathering data, I developed confidentiality of the informants by clarifying core purpose of the study, assured their anonymity, maintained mutual relationship with them, and protected them from any harm mainly social, cultural, and psychological. As a whole; school culture, activities executed there, and the knowledge, skills, and values of teachers implementing integrated curriculum and practicing assessment for learning at grade one to three were fully respected throughout the research process.

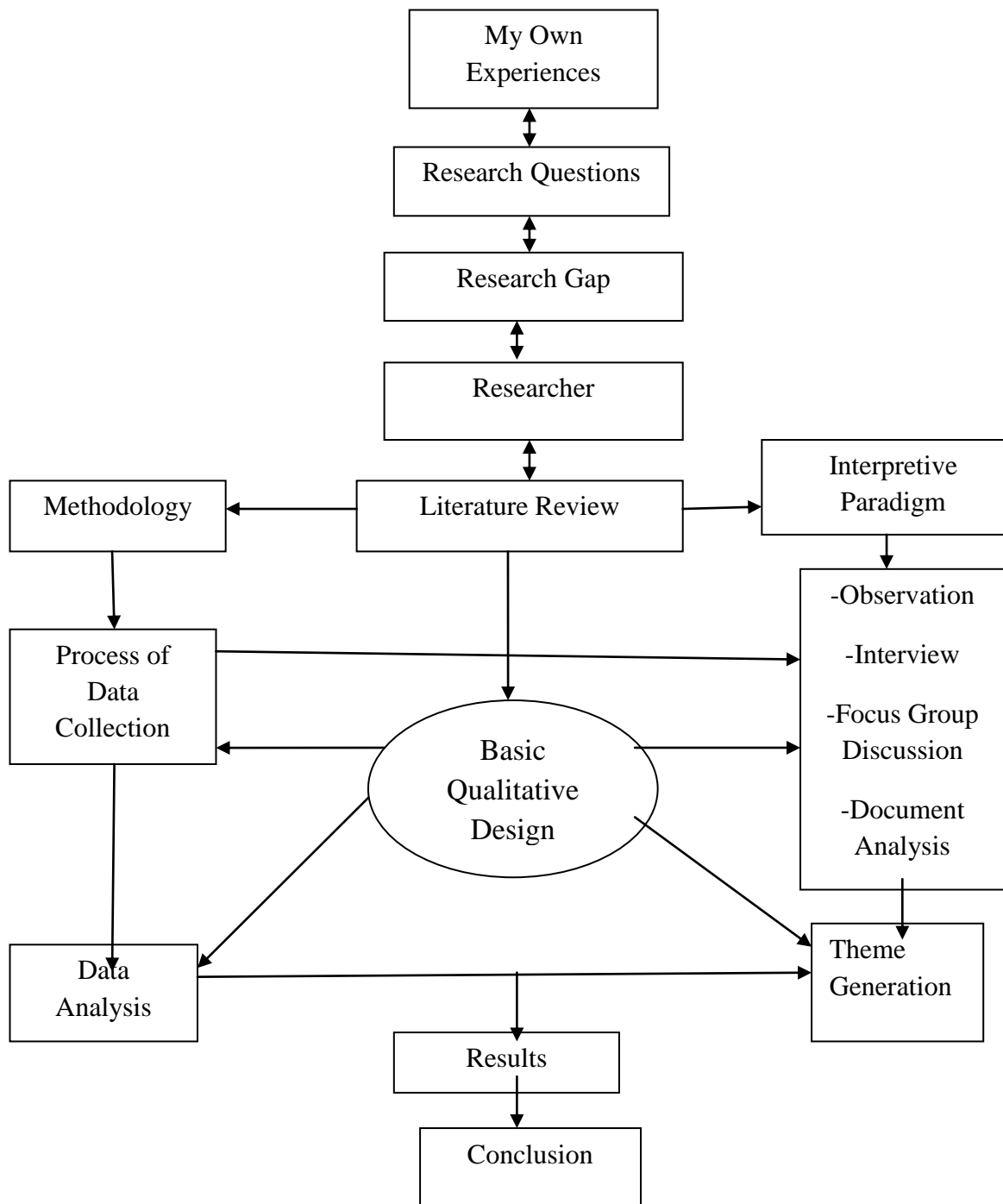


Figure 2: Direction of the Study
Research Design

Research design is a blueprint of the study which presents a plan for further activities and explains the procedures for interpreting and analyzing data collected from multiple sources. Kumar (2005) defines research design as “a procedural plan that is adopted by a researcher to answer questions validly, objectively, accurately and

economically.” Furthermore, Kothari (2019) states that the research design is a conceptual structure within which research are conducted: it constitutes the blueprint for the collection, measurement, and analysis of information. Research design provides guidelines to the investigator to answer the research questions (Creswell, 2009; Nachmias & Nachmias, 1996). As a whole, a research design is an overall framework that is designed by considering the purposes to be attained, questions to be answered and procedures to be followed in the research process to draw meaningful results and conclusions.

Main objective of this study is to explore the understanding and practices of Assessment for Learning [AFL] provisioned under integrated curriculum. Qualitative research was applied to achieve this objective. Qualitative research is an explorative process which is flexible, iterative, reflective, non-predictable and contextualized in nature (Silverman, 2006). Therefore, information about participants’ direct experience was garnered in natural settings in order to produce a ‘thick and rich descriptions’ (Strauss & Corbin, 1998). Different types of qualitative-research-designs (auto-ethnography, ethnography, institutional ethnography, grounded theory, phenomenology for examples) are used to conduct qualitative research design. But this study has not been guided by any of this specific research design; therefore, basic qualitative research design was selected to carry out this research.

Population of the Study

Population is the pool of individuals from which a statistical sample is drawn for a study. Thus, any selection of individuals grouped together by a common feature is known as population. In research language, a group of living or non-living things who/which possesses the same characteristics and directly or indirectly concerned

with the problem under study is considered as the population. While carrying out particular research, the size of the research population may be large in which researcher cannot make access to each unit of that population and cannot conduct his/her study as a whole due to time constraint and limited resources. All the basic and secondary schools of Bhaktapur municipality where integrated curriculum has been implementing, all the teachers working there, all of the classrooms where CAS has been practiced, and all of the students studying at grade one to three are considered as the population of this study.

Rationale of Selecting Study Site

Qualitative research is carried out to produce evidence based on the exploration of the specific context and particular individuals but not to generalize the findings into a large population. Qualitative research questions, therefore, need to be answered within the context of a specific site. In this regard, the study site of this research is Bhaktapur municipality. There are about 135 community schools in Bhaktapur district (Municipalities of Bhaktapur Districts, 2020). These schools were implementing integrated curriculum and practicing CAS. This study had attempted to investigate the understanding of teachers about CAS, policy provisions of CAS and its practice at classroom level, and using the result of CAS for students' learning. All of the information intended by the research objectives was supposed to be available in sample schools chosen from the Bhaktapur district.

Bhaktapur district is more suitable to me. I am a resident of this district. I could get entry into all six sample schools easily because I am well familiar with the culture, language, geography, norms and values, and with the most of the people working there. As a result, rich and thick information required for the study could be

collected from the study site. I was familiar with most of the head-teachers and teachers working in sampled schools and it could be easy to get entry into the schools to gather authentic and depth information for the study.

Sample and Sampling Procedures

In research terms a sample is a group of people or items that are taken from a larger population for study. The sample should be representative of a population to ensure that we can generalize the findings from the research sample to the population as whole. Sampling technique is procedure that a researcher uses to select people, place, event or things to the study (Kerlinger, 2007). In other words, it is process of selecting a number of individuals or objects from a population. When a sample chosen for a study represents the studied population, then the findings and conclusions drawn from the sample can be generalized into the whole population. Nevertheless, in qualitative research, the investigator gives more priority to truthfulness and credibility of data rather than the representation of the study population (Creswell, 2007, Flick, 2009). Altogether six schools (high, average, and low-profile schools) were chosen as the sample schools to study the population.

Similarly, I selected three teachers from each sample school who were teaching at one to three grades to put integrated curriculum into action. Purposive sampling technique was applied to choose the teachers by considering their academic and professional backgrounds to collate detail information for the study. This sampling technique is mainly used to select a sample when some subjects of the study population are more valuable than others (Creswell, 2007)) to receive the in-depth information of the studied research problem. In a purposive sample, researchers intentionally select those cases by which intended data are obtained to get a deeper

understanding the phenomenon under study (Merriam & Tisdell, 2016). Actual sample chosen for the study is given in the table below:

Table No. 6
Size of Sample

Schools' Category	Number of schools	Number of Teachers and head teacher	Gender	
			Male	Female
High performing: school A' and 'B'	2	6+2 = 8	2	6
Average performing: school 'A' and 'B'	2	6+2 =8	3	5
Low performing: school 'A' and 'B'	2	6+2 = 8	1	7
Total	6	24	6	18

In this table, 18 teachers consisting of 17 females and one male; 5 head teachers are male and one is female. All together 24 were involved in this study. Most of the teachers working at primary level are female in Nepal because naturally female are positive and soft attitude to care small children. They could teach happily and enjoy with children. So, Nepal government provides more priority to female teachers in primary level. The many teachers working in high performing school were found highly qualified teachers in term of educational degree; most of them were from Arts and Management Faculties. Hayford (2007) indicated that the teachers' qualification and experience have positive impact on access and quality of provision for lower achievers. Some teachers were from education background but their performance was not significantly different than the teachers come from other background. Study

results depicted that both high performing schools had a provision of grade teaching. These teachers had less teaching experience than the teachers from other schools. But classroom teaching and CAS practice was found better than others schools. Moreover, most of the parents of the children attending these schools were highly educated as compared to other sample schools.

On the other hand, teachers in the Average Performing School-A had more experience than the other schools. Almost all the teachers were found trained. Their classroom teaching was very interesting than other schools. They used learning by doing method. Students were actively participating in teaching learning activities. CAS practices had been highly influenced by COVID-19 pandemic. Finally, low performing schools had problems of managing teachers. There was less number of teachers in a low performing 'A' school. So, there was provision of multi grade teaching. Most of the children were come from the uneducated and backward family. In another school number of students were very less; only 78 students from Nursery to grade 8. Most of teachers were untrained. Both of schools had less practice of CAS than other schools.

Methods of Data Collection

Data collection is the process of gathering and measuring accurate data from a variety of relevant sources to find answer to research questions, evaluate outcomes and forecast trends and probabilities. According to (Creswell, 2003), data collection is a series of interrelated activities aimed to gathering good information to get answer for research questions. Research methods are important techniques for gathering data to seek the suitable solution for pre-determined problem. A number of techniques can be applied to gather qualitative information in the research process. Qualitative

research consists of various kinds of procedure to get information during the study. Qualitative research believes that people construct knowledge as per their experiences, and the role of the investigator in qualitative research is to work as a primary instrument to collect and analyze data to draw meaning from them (Merriam & Tisdell, 2016). In this study too, I worked as a key instrument to gather information from different sources. I had started the data collection from the high performing schools. While doing so, I had used the following methods to explore authentic and credible information essential for the study:

In-depth Interview: Interview can be described as a process of learning about the people's thought their experiences along with their problems and solutions (Kvale,



Picture 1: Interview with Sample Teacher

1996). An interview is one of the important techniques for generating qualitative information to answer the research questions formulated at the beginning of the research process. Simply speaking, the interview is a

method of gathering information by talking, discussing or questioning directly (Kaplan & Saccuzzo, 2005). With a skillful interviewer, the interview is often superior to other data-gathering methods. One reason is that people are usually more willing to talk than to write (Best & Kahn, 1989). Thus, some of the key information that cannot be congregated from other methods is possible to gather from the interview process. In this research too, an interview guideline for the teachers were prepared with the consultation of thesis supervisor and then each sample teacher was

interviewed individually to collate required information. Altogether 18 teachers and 6 head teachers' (3 teachers and 1 head teacher from each sample school), who were playing a crucial role in implementing integrated curriculum, were interviewed by following already prepared interview guideline. Primarily, teachers' understanding about assessment for learning provisioned under integrated curriculum, attempts made by them to implement assessment for learning at classroom level, and how results of assessment for learning are aligned with students' learning were collected through interview process. Total time spent while conducting interview with key informants has been given in Appendix III.

Classroom Observation: Observation is a systematic data collection procedure. Researchers use all of their senses to examine sample people and their activities in natural setting or natural situation. Observation is an act of watching something carefully for a period of time specially to learn something (Flick, 2009). Observation is also an important method used for gathering qualitative information in the research process (Creswell, 2007). Observation carried out in qualitative research relies on narrative or words to describe setting, behaviors, and interactions (Ary, Jacobs, Sorensen, & Razavieh, 2010). This method is different from interviews in two ways. First, observation takes place in a natural setting where a phenomenon of interest occurs. Second, observation provides firsthand information about the phenomenon under study rather than a second-hand account of the world (Merriam & Tisdell, 2016). Thus, observation provides an opportunity for a researcher to gather real data from natural settings (Cohen, Manion, & Morrison, 2007). Due to these reasons, classroom observation was used as a crucial method to collect useful information for this study. This method was primarily used to capture the information about practices of assessment for learning at classroom level, identify the key players

for translating policy provisions of assessment for learning into practice, point out the challenges of using assessment for learning in real classroom situation and so on.

An observation protocol was developed by considering the objectives and research questions of the study and then a number of classroom observations were held in each sample school. I had observed class 1, 2 and 3 in each school. When I entered at the class 3 (teacher 3) of average performing school 'A', most of the students were excited and looking at me. Then teacher started to teach topic the lessons. Teacher had taught Nepali subject and topic was (Anukarnatmak Shabda). Most of students are actively participated in learning. Teacher asked short question answer with students.

I observed each of the sample class twice. The total number of classes and the time invested in observing each class has been given in Appendix - IV.



Picture 2: Class Observation of Average Performing School A

Focus Group Discussion: Focus group discussion is also considered as a prominent method to collect in-depth information mainly for qualitative research.

Focus group discussion conducted in contrive setting, bringing together a specifically chosen sector of the population to discuss a particular given topic, where the interaction with the group to collect data. Therefore, the participant interacts with each other rather than with the interviewer (Cohen et al., 2007). I played the role of moderator/facilitator to create proper environment for discussion and encourage participants to share their ideas, feelings and perspectives among the group. I discussed with focus group on the following: understanding about assessment for learning and its policy, tools of assessment for learning, uses of result of assessment for learning in students learning process, and self and peer evaluation in assessment for learning, ways to improve the quality of education in grade 1-3. Head teacher and sample teachers are involved in FGD. The detail description of FGD is given in Appendix-V.

Document Analysis: A qualitative researcher can use document analysis as a source of data collection primarily to gain an understanding of the phenomenon under study (Ary et al., 2010). This method of data collection is especially used to cross-check the data obtained from interview and observation. Thus, document analysis is used as a supplementary method of data collection with interview and observation while carrying out qualitative research including case study research in the field of education. Public records (files, reports, minutes, etc.) and personal documents (autobiographies, diaries, letters, etc.) are two common types of documents used in qualitative research (Merriam & Tisdell, 2016). All of the policy-related documents of CAS, integrated curriculum proposed for grade 1-3 students, portfolios maintained in each sample school, integration of CAS with School Improvement Plan, and students' class work and homework were reviewed as a part of document analysis and

relationship between policy and practice was identified. Similarly, document analysis helps to know developing trend of CAS in Nepal.

Data Collection Procedure

Data collection refers to gathering information from multiple sources by using different data collection methods to attain the objectives of research under consideration. In other words, data collection refers to gathering information from various sources through the application of multiple data collection methods to attain the objective of research. Data related to the objectives of the study were collected by using primary and secondary sources. Interview and observation were used as primary data collection methods and document analysis was used as a secondary data collection source. In this study, interview protocol and classroom observation guideline were made at first and then consulted to thesis supervisor for further improvements. Interview guideline followed during interview process was flexible and open-ended in nature. A number of probing questions were asked to the informants to get the deeper understanding of the phenomenon.

After finalizing the tools, sample schools were visited and then permission from corresponding school principal was taken to gather essential information. Each sample teacher was interviewed approximately one and half-hour and three classes from each sample schools were observed twice and approximately one-hour time was spent to observe each class to gather necessary information for the study. The detail information about it has been given in Appendices IV and V. Then information related to teachers' understanding on CAS, policy provisions and its implementation, portfolio management, teachers' feedback on students' works, challenges of practicing CAS for students' learning while implementing integrated curricula, etc.

were collected through in-depth interview and observation process to answer the research questions. More importantly, some important information, which was not captured by the data collection methods, was garnered by using field notes.

Data Analysis Procedure

Data analysis refers to a process of editing, summarizing, organizing, categorizing and deriving the conclusions of the information collected from different sources by using vivid data collection methods. In qualitative data analysis, the researcher uses words as well as pictures rather than numbers to convey what he/she has learned about a phenomenon (Flick, 2009). Different quotes derived from the interview and field notes are always incorporated to support the findings of the study (Merriam & Tisdell, 2016). The researcher analyzes data by searching similarities and differences of responses given by the respondents based on their experience (Ary et al., 2010). A qualitative investigator reads the data frequently, notes down crucial concepts, actions; process, etc. learned from data, explores the new meaning, and detects valuable information to draw valid conclusions. Since this study is based on qualitative research design, data collection and analysis process has been preceded simultaneously.

Qualitative information was gathered from multiple sources primarily by using interview, observation, and document analysis and then gathered information was analyzed by generating some themes based on the objectives and research questions of the study. During the process, collected data were edited, categorized, thematized, and analyzed by organizing them under the titles generated based on the research questions. A number of verbatim was used with rich description of the context as a part of data analysis process to enhance the authenticity and credibility of the study. Finally, the results and conclusions of the study were derived to provide a clear

picture of policy and practice of CAS implemented at grade 1-3. These generated themes actually reflect the participants' feelings, actions, and visions in relation to CAS in basic level of school education.

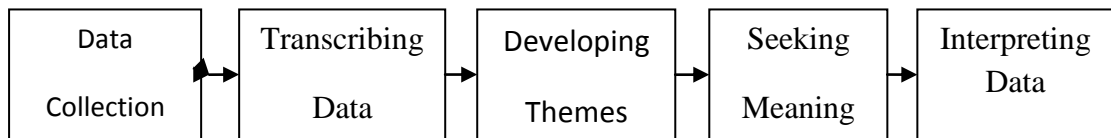


Figure 3: Steps of Data Analysis

Ensuring the Trustworthiness of the Study

I have maintained the quality standard, trustworthiness and authenticity of my study by using different research techniques. The main ways of quality standards for qualitative research developed by Guba and Lincoln and colleagues (Guba & Lincoln, 1985; Lincoln et al., 2011) are credibility, transferability, dependability, and conformability. Brief description of each of them has been given below:

Credibility: The “truth value” of research participants is represented by credibility (Guba & Lincoln, 1985). Credibility can be established through strategies such as triangulation (using multiple sources of methods) and member checking (returning findings to participants to determine their reflective experiences). To maintain the credibility in this study, I spent more time in monitoring and engaging with participants in accordance with the research objectives.

Dependability: Dependability is the degree to which research techniques are documented, allowing someone outside the research to observe, audit and criticize the research process (Polit et al., 2006; Streubert, 2007). I recoded all interviews on my mobile. Furthermore, classroom observation and focus-group discussion were also taken to garner supplementary information. I transcribed these recorded notes and

show them with my supervisor and results were analyzed by using a number of verbatim given by key respondents.

Conformability: Miles and Huberman (1994) highlighted the major criteria of conformability as researcher predisposition, beliefs and assumptions. To maintain conformability, I consulted the narratives to the participants for reading and confirming their view.

Transferability: My research would be applicable in other similar situations. Transferability is the degree to which the phenomena or findings presented in one study are transferable or beneficial to further research, and it is a sort of external validity (Guba & Lincoln, 1985). Finally, an expert from the related field reviewed the whole report to make it more reliable and valid by removing identified errors and inconsistencies. It means, external audit had also been carried out to optimize the trustworthiness of this study.

Ethical Considerations

An important ethical issue related to the treatment of human subjects includes protecting participants from any type of physical and psychological harm or discomfort (Denzin & Lincoln, 2005). Hence, protecting from harm does not only indicate saving from physical injury and other severe accidents but also refers to protecting from embarrassment, irritation, emotional stress, loss of respect from others, negative labeling, and damage of personal dignity. In this study also, all informants participated in the research process were protected from any type of harm, they were fully respected, and their personal dignity was completely protected. Informed consent was taken to collect information from key informants by developing their confidentiality. This study was mainly based on the responses given by 18 teachers who taught in grade 1-3 and 6 head teachers implementing integrated

curriculum in Bhaktapur district; therefore, schools were coded by naming them High performing school-A and High performing school-B, Average performing school-A and Average performing school-B, Low performing school A and Low performing school-B respectively. Besides, sample teachers were also stated by labeling them as Teacher-1, Teacher-2, and Teacher-3. (The detail information about it has been given in Appendix II.), in each sample school to ensure their confidentiality throughout the research process.

CHAPTER IV

POLICY PROVISION OF CONTINUOUS ASSESSMENT SYSTEM IN NEPAL

This chapter deals with various policies formulated for introducing and implementing Continuous Assessment System (CAS) in the basic level of school education in Nepal. The major sources of CAS related policies in Nepal are Program Handbook on CAS, 2056; Instructors' Guidebook on CAS, 2056, primary education curriculum (2008), National Curriculum Framework (2063), Three year Periodic Plan (2064-2067) and School Sector Reform Plan (2009) and integrated curriculum (2076). I have discussed the core documents of different educational policies, plans and integrated curriculum of grade 1-3. In this curriculum, assessment for learning is integrated with classroom activities as a main part of learning process and used continuously to improve learning level of students. It also described the various evaluation methods, procedures and practices. This curriculum mentions the provision of remedial teaching for weak students. Likewise; if students are unable to achieve the expected results after evaluation; these students learning should be improved through providing corrective teaching and learning to ensure the expected learning.

Program Handbook on CAS, 2056 B.S.

Nepal government has been implementing various programs to improve the quality of primary education but the quality aspect is not satisfactory till the date. All school age children do not have proper access to basic education. Furthermore, class repetition rate and dropout rate is very high. According to (CDC, 2059 B.S.), class repetition rate and dropout rate in class 1 is 41.8%, and 13.6% respectively. Similarly, in class 2, class repetition rate is 16.5% and dropout rate is 5.7%. One of the main

reasons for poor internal efficiency is defective assessment system. According to Performance Evaluation Report (ADB, 2019), student enrollment rate was gradually increased. The percentage of 4-year-old children enrolled in ECDC rose from 63% in 2008 to 78% in 2014. Similarly, out of school children aged 5 to 12 fell from 27% in 2008 to 12 % in 2014.

In this realization, the Ministry of Education and Sports introduced the CAS of students and liberal promotion policy from the ninth periodic plan. This program handbook mainly focuses on the concept and the various strategies and steps to introduce CAS and LPP. This document describes the purpose of introducing CAS, the strategies to introduce CAS, the details of the program; trainings need to be provided to teachers to practice CAS effectively, and distribution of related materials. This handbook also provides clear guideline to manage portfolio of the students' evaluation, recording of activities and follow-up and monitoring. This document stressed on role of Curriculum Development Centre, Regional Education Directorate, District Education Officer, Resource Centre, Resource Person and School Supervisor, schools, Head teacher, teachers and guardians to institutionalize CAS at school level. Likewise, this program handbook explained the provision and purposes of liberal promotion and to promote the student without taking formal test. It also clearly describes the requirements for liberal promotion such as appropriate age of promotion to upper grade; 70% attendance in the class; and outstanding results in the first quarterly test.

Instructors' Guidebook on CAS, 2056 B.S.

The main objective of the Instructors' Guidebook by CDC, Ministry of Education (MoE), Nepal, was prepared to provide various knowledge and skills to the

teachers or instructors to enable them to be competent on understanding and applying the CAS. Based on the 5-day long training package, the instructor's guidebook was developed to cover the content of five days. It contains answers to the question focused on the need of formative assessment practices. Answer to such questions would possibly orient teachers to use formative assessment to improve the quality of teaching and learning. Similarly, this document contains a set of questions related to evaluation, remedial teaching, summative and formative evaluation, and recording of students' information related to the evaluation. This document also suggested the list of evaluation tools like class work, homework, question answer (written and oral), discussion, drama, observation in different place (work activities), record/ portfolio.

This document also suggested students' portfolio management. It has answered a number of questions such as: what is meant by student' portfolio? What is liberal promotion? What a school should prepare for using CAS? What are the points suggested for student's portfolio? What type of learning outcomes are covered by the student's progress report? There, the trainees were required to study the description from the students' portfolio and make a plan for updating the portfolio. This document also included activities like grouping of students: good, satisfactory, and weak on the basis of their learning outcomes, and making remedial plan for those students individually. The highlighted activities in this document are helpful for students to manage class themselves.

This document clearly describes other activities included in the training package that were related with construction of evaluation devices. The included activities are specifically related to testing learning outcomes of reading, listening, speaking, and numerical skills of grade 1. It has also included the ways that need to be

followed to help students who are identified as weak in course of teaching. In this policy document, these activities particularly suggested the ways to group students and utilizing the good students in helping their weak peers. It also contained ways of informing parents about supporting their children, providing more time to help weak students, and carrying a new activity.

CAS in Primary Education Curriculum (2065)

Primary Education Curriculum (2008) described different process and provisions of student's assessment. It discloses that students' achievement can be determined through the formative assessment. The main objective of formative assessment was to increase the learning level of students. From this, teachers were expected to be able to provide more learning opportunities on the basis of students' learning achievements. This curriculum emphasized on the maintaining portfolio of students from grade 1-3. Integrated curriculum of basic level grade 1-3 (2076) also focused to maintain the portfolio of each student. The main purposes of maintaining portfolio is to provide a complete evidence of student progress for decision making. In this portfolio, teacher recorded students' class work, project work, behavioral change, creative works, attendance, and question-answer, unit test etc. It helps teachers know information about students' achievement and progress regularly, which provide continuous feedbacks for instruction. In this study, Head teacher and sample teacher told that they were unable to maintain the portfolio properly due to the covid pandemic. Some sample school maintains the 'Niranter Bidhyarhi Mulyakan Aabhilekha' (STUDENT'S PROFILE). In this profile, teachers provide tick mark on lessons of all subjects. Grading of students (Ka, Kha, Ga) is done according to achieved tick mark and attendance of students. Please see it detail in appendix IX.

Three Year Periodic Plan (2064 -2067)

Three Years Periodic Plan (TYPP, 2008) of Nepal Government describes CAS as the essential means of achieving educational target of basic level. TYPP (2008) stressed the implementation of step wise liberal promotion policy up to grade-seven. It further indicated, while doing this, grading of student is done based on students' achievements on class work (participation in classroom), Project work, creative works, behavioral change, attendance, question-answer, unit test, etc. CAS even provides support for schools to develop the system of proper teaching learning process which helps to improve the achievement level of students. This plan has emphasized on the application of CAS in phase wise manner.

National Curriculum Framework (2063)

National curriculum Framework (NCF) (2063) outlined guiding principles for student assessment. NCF includes both formative and summative assessment under student evaluation. Student assessment on the whole comprises both internal and external assessment using formal as well as informal testing devices at all levels and grades of school education system. Formative assessment of the students is done through class work, homework, oral test, unit and terminal test, observation, attendance and participation in classroom activities. It is used to monitor teaching learning process. Grade promotion of students from class 1-3 is totally based on CAS. The achievement of students in each lesson is evaluated by using tick mark (✓) based on given criteria such as class work, homework, project work, creative work, attendance and question answer, unit test, etc. Three tick marks (✓✓✓) given for

well learned, two tick marks (✓✓) for better learned and one tick mark (✓) for general learners

Table No. 7
Criteria for Measurement of Achievement

Criteria	Very good	Good	Satisfactory
1, Class work (Participation in classroom)	✓✓✓	✓✓	✓
2, Project work	✓✓✓	✓✓	✓
3.Creative work	✓✓✓	✓✓	✓
4.Behavior change	✓✓✓	✓✓	✓
5.Attendance	✓✓✓	✓✓	✓
6.Question-answer, unit test	✓✓✓	✓✓	✓

Source: National Curriculum Framework 2063

Students are divided into A, B, and C grades based on number of tick marks they have obtained. According to NCF (2063), the following criteria are followed for grading:

70% to 100%-----A grade

40% to 70%-----B grade

Below 40%-----C grade

The percentage of lesson wise tick marks is decided on the basis of following method:

$$\text{Tick mark percentage} = \frac{\text{Total tick mark obtained by a student} \times 100\%}{\text{Total lesson taught} \times 3}$$

Continuous Assessment System in School Sector Reform Plan (SSRP, 2066 - 2072)

SSRP (2009) has also accepted CAS as an integral part of basic level of school education. It has strict remedial support system for ensuring minimum level of learning each grade level. This document explores the techniques to link the use of CAS and the Letter Grade system in examination for enhancing students' learning and performance. The number system creates a demarcation line and may not be justifiable. Letter grading is more applicable in performance-based assessments which should be nontraditional. Specific guideline is necessary to develop letter grade system in CAS. SSRP has clearly spoken about the required guidelines and it has stated that Curriculum Development Centre (CDC) will prepare the guideline in consultation with national examination board. According to CDC (2068), the following criteria are followed for grading:

70% to 100% marks----- A grade

40 % to 70% marks-----B grade

Below 40% marks-----C grade

SSRP have adequately focused on CAS practices and its implementation in school education. Likewise, this document stressed the need for provision of remedial help to students. Remedial programs are to be provided for learners whose performance is significantly below expectations (SSRP, 2009) Ministry of Education, 2009). But in integrated curriculum of basic level (grade 1-3, 2076), students are classified in four levels based on their achievement level and letter grading is used to show the achievement of students as given below.

Table No. 8**Classification of Students, According to their Achievements**

Achievement Level	Measurement Level	General Definition of Achievement Level
Below Basic	1	Not being able to fulfill the main learning achievement, remedial teaching and learning is needed for all learning achievement
Basic	2	The main learning achievement was partially achieved, but remedial teaching and learning was needed.
Proficient	3	Achieved main learning
Advanced	4	Achieved top level achievement

Source: Integrated Curriculum of Basic Level (grade 1-3, 2076)

Table no. 8 presents the classification of students according to achievement. The students who were included in level 1 and level 2 were very weak in achievement so they need special or remedial class for improvement (CDC, 2076). Instruction design theory described that instructors should use the various methods of instruction to improve the leaning outcomes of their students.

SSRP has emphasized on some critical characteristics of CAS. It has envisaged for no holdback in basic education. According to Oxford Advanced

Learners' Dictionary holds back means to prevent or restrict the progress or development of someone or something. The plan aimed not to make any child remain in lower classes. Remedial support in teaching is additional support for the needy ones who could not attend previous lesson or who would gain the learning outcomes of the lesson. Hence, CAS expected the extra efforts and time from the school, teachers, students and parents.

CAS Guideline, 2010

Continuous Assessment Guideline issued by CDC (2010) has clearly stated that Primary curriculum of Nepal incorporated CAS as its assessment strategy up to grade 3 from the year 2062BS and was up to grade five from the year 2065 BS. CDC (2010) focused the importance of CAS in basic level of education. The main aim of CAS is to support the students to improve the achievement with the help of effective teaching learning process. The guideline further elaborated the need and importance as CAS supports to student for effective learning and developing positive behavior. Similarly, CAS is needed for effective remedial teaching for the needy student. It supports for development of knowledge, skill, attitudes and behavior aimed by the national curriculum.

This guideline further focused the need of CAS to evaluate the students' performance in simple way. It creates child friendly learning and evaluation environment in school. This assessment helps to motivate the students in learning and other activities. It also saves the extra time and resource required for student assessment. Similarly, other need of CAS as stated in the guideline were to find out the individual difference of the student and improve their learning outcomes, reliability and validity of the learning achievement of students, motivate the children

for regularity in school and reduce the dropout as well as class repetition rate of the students.

The different report clearly stated that the result of CAS was not satisfactory because of poor implementation. For the effective implementation of CAS role of different agencies were specified in this document. Ministry of education was suggested to make the essential acts and policies about the CAS and LPP. For research, I discussed about CAS and LPP with the government authorized person of CDC. He said “CAS is essential for improvement of students’ achievement and we implemented LPP only for academic year 2063.” LPP is still being used in some sample schools of this study. Similarly, LPP topic is still at the Bachelor level (Education) of subject Curriculum and Evaluation. It shows that there is lack of coordination among CDC, teachers and textbook writers.

DoE was given the role of coordinating, guiding, disseminating, monitoring and defining the system. DoE was told to arrange budget for conducting various program related to CAS. Similarly, the document gave the job of designing program, producing related support materials, advancing technology, supporting for experience sharing from different region of the country, and conducting orientation program about CAS for stakeholder. Likewise, NCED was involve with CDC in CAS for preparing teacher training courses, develop various models for student assessment, conduct orientation training program for teachers and other stakeholders etc.

This document had identified the role of different person, agencies, and organizations including: School, Teachers, Parents, Teacher Service Commission (TSC), and National Centre for Education Development (NCED), District Education

Office (DEO), Teacher Unions, Concern INGO /NGO, Examination Controller Office etc. But the role of students in CAS is not clear.

The guideline summarized the CAS implementation process. It had outlined 27 main points by different stakeholders and agencies. The point highlighted the learning outcomes-based teaching, matching instructional planning with the teaching learning process, remedial teaching and immediate feedback for students. Similarly, in this document describe maintain portfolio of students. All the activities, process, and tools mentioned in the above policies of CAS included in assessment of integrated curriculum. Peer and self-evaluation, parents' discussion, anecdotal record...etc. are added in integrated curriculum.

Integrated Curriculum of Basic Level, Grade 1-3 (2076 B.S.)

National Curriculum Framework (NCF) is the document that specifies the policy of Nepalese school education. It is aimed towards developing and implementing curriculum. The NCF-2076 developed revised curriculum for school level education. It classified the two level of school education; first is basic education which includes grade 1-8 and secondary level includes grade 9-12. Integrated curriculum is developed for grade 1-3 and competency-based curriculum for grade 4-12. The curriculum developed for grade 1-3 under the basic level was tested in class one in some piloting schools in the academic year 2076. This curriculum has been approved by the National Curriculum Development and Evaluation Council on 2nd Magh, 2076 to be implemented in all the concerned schools of Nepal from the academic year 2077 onward. Basic level (class 1-3) curriculum, 2076 mention the context and justification of curriculum modification, curriculum development and revision process, principles adopted in curriculum development and integrated

curriculum development process. Similarly, the national objectives of education in this curriculum, classification of school education, curriculum structure of school education, thematic curriculum of basic level (grade 1-3), and behavioral skills are included in integrated curriculum. It also includes learning facilitation methods, student assessment, medium of instruction, curriculum implementation planning and curriculum evaluation.

Integrated curriculum clearly described the level wise competency of basic education grade 1-3. The main purpose of this education is to provide children with the opportunity to develop basic literacy, mathematical knowledge, life skills as well as personal health and hygienic habits. Through the basic education, children become familiar and aware of their natural and social environment. The competencies of basic education (grade 1-3) are as follows:

- Development and use of basic linguistic and communication skills.
- Development and application of basic mathematical concepts and skills
- Development of social and character qualities such as discipline, morality and self-reliance
- Development of basic knowledge about science, environment, and information technology
- Development of physical fitness, healthy habits and life skills
- Development of creativity and appreciation for art aesthetic.
- Development of respect and equality towards different castes, religion, language, cultures regions by becoming familiar with one's surrounding

The curriculum of this level has been developed according to the integrated principle, abilities and interest of the students. This curriculum emphasized on the

classroom-based assessment, continuous assessment or assessment for learning process. Such assessment in the classroom will help to identify the current state of student learning and identify ways to improve, as well as guide the learners to advance learning. Instructional design theory provides constructive guideline to support students for their better learning. Teachers use various tools in this assessment. Such as participation in class, written and oral task, project and practical work, observation, demonstration of students' performance, anecdotal record etc. Importance of Self and peer evaluation and self-esteem are clearly explained in the developing theory of formative assessment. This assessment continuously monitors the students' learning outcomes and their activities.

Assessment for learning in grade 1-3 should be used as an integral part of the learning process. The main purpose of this assessment is to provide feedbacks and support for learning improvement by continuously assessing the student's learning achievement and weakness. Such support can be classified in two stages; in the first stage to improve the learning by identifying the area of difficulty of students who have not achieved expected achievement in the course of teaching and learning; in the second stage to improve the learning by using remedial teaching for better achievement of students. Classroom based constructive assessment should help each student to uplift minimum learning level to higher learning level. This will help to reduce the dropout rate and class repeat rate. The portfolio of each student of class 1-3 should be organized. This portfolio should be updated through the student's class work, project work, achievement test, observation, participation in class, change of behaviors etc. The information should provide to parents about subject taught in the school and achievement of students every month or after completing the study of certain subject area and their records should be maintained in the portfolio. In this

level, homework is not compulsory, but emphasis should be given on class work, some homework can be given if necessary.

Table No. 9: Summary of Policy Provisions of Continuous Assessment System or Assessment for Learning in Nepal

Policy Provision of CAS in Nepal	Summary of Policy
1. Program Handbook on CAS(2056)	<ul style="list-style-type: none"> -Purpose of CAS implementation was to reduce dropout and class repeat rate -Prepare strategy to introduce CAS -Described role of stakeholders to improve the achievements of students. -Focus on teachers' training to practice CAS effectively. -Management of portfolio
2. Instructors guidebook on CAS, 2056	<ul style="list-style-type: none"> -Instructor's guide book was developing to cover the content of 5 days training about CAS. -This document suggested the list of evaluation tools like class work, homework, question answer, drama, discussion, observation etc. -Activities in this package include grouping of students: good, satisfactory and weak on the basis of their learning outcomes, remedial plan for weak students, construction of evaluation device etc. -Stated remedial teaching, formative assessment and recording students' information and management of portfolio
3. CAS in primary education curriculum (2008).	<ul style="list-style-type: none"> -Evaluate the student's achievement through CAS -Use of various tools for proper teaching, learning and evaluation. -Emphasis in maintaining portfolio

4. Policy provision of CAS in Three Year Periodic Plan (2064 - 2067)	<ul style="list-style-type: none"> -Provision of grade promotion of students based on CAS. (Class 1-3). -CAS implemented up to class 7. -CAS provides support to develop proper teaching and learning process.
5.CAS policy in National Curriculum Framework (2007)	<ul style="list-style-type: none"> -The achievement of students determined through the formative assessment. -Used various types of tools for formative assessment such as homework, class work. -Main objective of formative assessment was to increase the learning level of students. -Emphasized on the maintaining portfolio
6. Policy provision of CAS in School Sector Reform Plan SSRP (2066-2072)	<ul style="list-style-type: none"> - CAS as integral part of basic education. -Emphasized on letter grading system -Providing teacher training for better implementation of CAS -Focuses on remedial teaching for weak students.
7. CAS guideline, 2010	<ul style="list-style-type: none"> -CAS supports the students to improve the achievement with the help of effective teaching, and motivate students for learning. -CAS helps to develop positive behavior in students. -CAS is needed for effective remedial teaching for needy students. -Create child friendly learning and evaluation environment in school -Motivate the student in learning -Motivate the student for regularity in school and reduce the dropout and class
8. Policy provision of	<ul style="list-style-type: none"> - To use various tools to implement assessment for learning in classroom teaching

assessment for learning (CAS) in integrated curriculum of basic level grade 1-3 (2076B.S.)	<ul style="list-style-type: none"> - Encourages using student-centered teaching method -Provides number of tick marks for each criteria of each lesson according to students' performance. According to performance, students are classified into four groups: Below basic, Basic, Proficient and Advanced. The students whose achievement level is basic and below basic they need remedial class to improve their achievements. -Necessity of maintaining portfolio to assess individual students properly. - Made provisions of self-assessment and peer evaluation -Made provision of using feedbacks from parents for better learning - Used the anecdotal records as tools of evaluation -Made provision for remedial teaching for needy students
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The above table shows developing trend of CAS or assessment for learning in Nepal. These policies described importance of motivation, teachers training and dissemination of program, create child friendly environment for learning and evaluation, self-evaluation and motivation. Teacher should use various tools of evaluation to determine the level of achievement of students as well as plan of remedial teaching for weak students' and provision of providing meaningful feedback for students. These all are also focused in theories. Almost all policies emphasized on maintaining portfolio for proper evaluation of students in assessment for learning. But in practice in sample school till portfolio was not maintained properly and less use of self and peer evaluation.

CHAPTER V
UNDERSTANDING AND PRACTICE OF ASSESSMENT FOR LEARNING
PROVISIONED UNDER INTEGRATED CURRICULUM

This chapter basically focuses on the detail analysis of the understanding and practices of my research participants about Assessment for Learning [AFL] provision under integrated curriculum. This chapter starts with a detail picture of my field and my research participants. My discussion is based on understanding and practice of the teachers and head teacher of six sample schools. I had collected field experiences of six different levels of school: High-performing school-A, High-performing school-B, Average performing school-A, Average-performing school-B, Low performing school-A, and Low performing School-B. I classified above school according to no. of students and performance of school. The first and second research question is related to teachers' and head-teachers' understanding and practices of AFL provisioned under integrated curriculum in sample schools.

Similarly, third and fourth research questions concentrated on policy and practice of AFL in integrated curriculum. Likewise, my fifth research question focused on techniques and practices of AFL with student learning. As the understanding, practice and technique applied to align AFL with student learning was happening inside these schools, I noted down the features of their school's practice. I collected the document and transcribed in-depth interviews and focus group discussion of my research participants. Teachers are main parts of the school activities and AFL. The role of teachers is crucial to improve the quality of education. The head teacher of the High performing school A of Bhaktapur) said "the main cause of deterioration of educational quality in government schools is teachers". Teachers are

responsible for successfully practicing the integrated curriculum and for improving the quality of education in school level.

Focusing the Field and Research Participants

As mentioned earlier, I selected six community schools of different level as sample schools for this study. According to suggestion of subject expert; I had selected three different types of schools with regards to the no. of students, achievements, and use of AFL. Three types of school were: a) High performing school: the schools which have more students, better student's achievement, and show successful CAS implementation b) Average performing school: the school which have not too less no. of students, achievement of students and other activities are in average c) Low achievement school: the schools have less students, low achievement, struggling to run properly. I decided to choose these public schools with support and suggestion of the subject experts, research committee members and my supervisor.

These schools are located at different place of Bhaktapur city. High performance schools are best public schools. The headmasters of these schools are highly dedicated to education of Bhaktapur and their schools. They improved these schools immensely in terms of physical infrastructure, systematically and academically. Fortunately, the head masters of High performing schools A and B are brothers. One is famous in English subject and another is in Mathematics subject respectively. I took appointment from head teachers to visit these schools. First of all, I went to High performing B school. This school has more area than another sample school. It had more cottage type of classroom and big building. This school has ECD class to class 11 and 12 in civil engineering. I was waiting for headmaster, when he saw me he was very happy. Then we discussed about the school and my study topic

integrated curriculum nearly 35 minutes. Then he called the teachers of grade 1, 2, and 3. (Teacher-1, teacher-2 and teacher-3 of high performing school B.) The head teacher introduced me with teachers. Then we discussed about the assessment of integrated curriculum and AFL. There is grade teaching system in class (nursery to 3). Grade teachers of grade 1 and grade 2 teachers have more knowledge about the CAS. I recorded the discussion and took in-depth interview of teachers and head teacher.

With the permission of head teacher, I observed class 1, 2, and 3. The classrooms were child friendly with necessary materials and demonstrated performance of students on wall of the classrooms. The classrooms were full of teaching materials more than I have imagined. Then, I took photograph of classroom teaching learning. I returned back and transcribed the interview and discussion.

After that, I visited best government school of the Bhaktapur district or High performing school A. When, I reached in the office of headmaster; he was busy in managing the combined examination of grade 10 of Bhaktapur. When he saw me, he smiled and asked me, is you from Suryabinayak? "I said yes sir." Then we discussed about the education of school and my study topic. I heard the condition of this school was worst; SEE result was nil continuously for three years, number of students continuously fall down in high speed; before the headship of this school by present head sir.

With the permission, I started interview and informal discussion about integrated curriculum and continuous assessment system. I discussed all the details and recorded his views. Classroom, drinking water, toilet...etc. was well managed but it had small playground. After discussion and interview with head teacher was complete; me and one staff of this school went toward the primary sector, which is little far from main building of school. The primary building was new; which clearly

showed the Newari style and culture; the doors and windows were constructed with full of art and crafts. I was stunned when entering this building. The entire essential prerequisites were well managed: supply of clean drinking water, neat and clean toilet, clean and attractive kitchen. Every day nutritious and healthy Tiffin prepared from this kitchen for children. Grade teaching system was implemented in ECD and class 1-3. All these classes had two grade teachers. They are highly qualified and most of them are product of this school. There is small and clean office room in first floor of this building. Three teachers of grade 1-3, head teacher and I had gone to this room for focus group discussion and interview. Then we discussed about integrated curriculum and AFL. After this, I interviewed these teachers one by one and recorded each and every aspect related to integrated curriculum and AFL practice. Two teachers completed master degree and one teacher completed B.Ed. They have more knowledge and practice about AFL. Then, I observed the class 1-3. All the classes were neat and clean, full of teaching materials; performances of students were demonstrated on the wall of classroom; visual method was used in teaching and learning; and teacher updated the record every day. I took some photograph of classroom teaching and students of class. These teachers are highly satisfied from their job and co-operative behaviors of head teacher. This school is model government school of Bhaktapur district.

According to information, ideas, and practices of my research participants; following common themes were prepared which were related to research questions. The themes that were identified are: AFL as an ongoing process as teaching learning process, AFL as participatory process, AFL as integrated process, and AFL as reflective process. Each of these themes has been discussed below respectively:

Assessment for Learning as an Ongoing Process

The head teachers of High performing and Average performing schools have more knowledge about AFL. Most of the teachers understand the meaning of the continuous assessment. The conceptual definition of AFL appeared similar but some variations were also found. Most of the teachers understand AFL as an ongoing process. Some teacher said AFL is a series of different types of tests and some teacher understood AFL as regular recording process of students' achievement. In this regard, a head-teacher and a teacher of Average Performing Schools shared as below:

We are practicing AFL as ongoing assessment system in this school. Only terminal examinations are unable to improve the learning outcomes of the students. Furthermore, he indicated that the weak points of students; support system, and regular feedbacks are determined through AFL to improve the achievement of students. I put the query about support system, and then he said individual teaching, extra class and proper positive feedbacks highly supports student learning. He added, teachers are unable to teach effectively without knowing the students' weak points and their regular improvement level [Head-teacher from Average Performing School-B].

AFL is an ongoing assessment system, I usually ask question/ answer in classroom, give homework, class work, and take class test continuously to evaluate the students' performance. I always give feedback to students. Then, I asked, what types of feedback. He said "teachers should provide positive and meaningful feedback helps to improve the performances and behaviors of students". Theory and policy also described assessment should be used continuously to measure the achievement of students and to provide

suitable feedbacks for improvement of students' behavior and achievement [Teacher-2 from Average Performing School-B].

The head-teacher of High performing school-A is a dynamic school leader as compared to the head-teachers from other sample schools. He is successfully leading this school since last 11 years. He said, "AFL is the appraisal of students' classroom activities and other activities every day to find out their learning level. Teacher should maintain the record of all students' activities. He emphasized on essentiality of student friendly teacher and school environment for better teaching and learning. Teachers' must be dedicated in proper implementation and practice of AFL in government school". A grade teacher of class one (Teacher-1) of same school said, AFL has been using continuously through homework, class work, observing behavior change, neatness, attendance, discipline; which helps to find the progress and difficulties of students in learning and supports that need to be provided to them for better achievement.

In same way, theory also described assessment for learning, which is highly impactful teaching tool, acting as a bridge between where a student currently is in their learning and achievement and where they want to get to. I observed class 1, 2, and 3 (classes of Teacher-1, Teacher-2 and Teacher-3) in this school, classes were neat and clean, walls of the class are full of drawings, charts, and demonstrated the students' performance. Students were also neat and tidy. The head teacher already told me most of students are come from the private schools and teachers are ex-students of this school. When I had entered the class 1, (to observe the class) teacher were teaching a topic about different caste of local people by using multimedia. At

that time, some students were talking to each other, most of students were looking at the white board, and students who were sitting in last bench were writing something. Teacher had taught this chapter with question answer and drill methods. One student asked, Miss! Why my caste is not mentioned in Book? The boy was Tamang. Teacher told him, this book mentions only the local castes. Each class has two grade-teachers. If one teacher teaches her subject at that time next teacher checks homework, class works and maintaining personal records of learners. There is mutual relation among students and teacher. Teacher asks short question during the teaching and learning process. If there were any problems seen in their class work, homework... teacher promptly give feedback. All the classes are computerized and installed CC camera in this block through which teachers could also assess students' off-hour behaviors.

When I started discussion on CAS with the head teacher of Low performing B school, then he said, "I don't know the continuous assessment but I know Nirantar Bidhyarthi Mulyangkan." I said the meaning of continuous assessment is same as Nirantar Bidhyarti Mulyangkan, and then he said, it is clear from its name; continuously evaluating the students' task from homework, class work, and attendance to improve their achievement. Furthermore, he told me that the number of student is less in this school; only 86 students all together from ECD to grade eight.

Similarly, another Low performing school A had slightly more students than this school but there was multi-grade teaching system because of lack of teachers. A smart lady was multi-grade teacher of grade one and two in this school. She had completed BBS and had fluency in English. She had already worked as a teacher in another private school at Bhaktapur. She is not familiar

to the word 'continuous assessment'. She said, “Continuous assessment is one types of evaluation like first term, second term and final examination”. I observed her class (teacher 1 of Low performing school A) and she checked the class work. I had given various examples of tools used for continuous assessment, and then she said, 3 hours of the examination can’t evaluate whole aspects of students’. We evaluate the performance of students from the class work, home work, and other activities...etc.

Since she was multi grade teacher, class one and class two run together. When she taught in class 2, then she gave class work for class 1. The classroom was clean and its wall was full of teaching materials and pictures but all most of

the students may come from lower economic class of family. They had worn dirty uniform; hair was not combed properly and some students put on sandal. When teacher was



Picture 3: Class Observation of Low Performing School A and Multigrade Teaching

teaching in grade 1; grade 2 students were making noise. Teachers cannot run both the class properly. So, in this environment teacher couldn’t practice the AFL effectively. I found that most of teachers had got some or more theoretical knowledge or understanding about AFL. Most of teachers understand AFL as an ongoing process. They hence viewed AFL as formative assessment. Formative assessment is always ongoing.

Assessment for Learning as Teaching and Learning Process



Picture 4: Class Observation of High Performing School A

A versatile school leader has been leading a High performing school A. He had reformed this school in many angles like teachers' professional development,

collaboration with other

schools for terminal and final examinations, increment in students' achievement level in **SEE**, improvement in students' enrolment ...etc. He said, "Continuous assessment system is an integral part of teaching and learning process because it takes place



Picture 5: Discussion about AFL with Headmaster of High Performing School A

simultaneously during instructional process". He had given straight perception toward AFL as teaching learning process.

Self-regulated Learning

Theory describes that the

teachers should provide

reinforcement, and positive

feedbacks to the student which helps them create self-motivation in continuous learning. Similarly, policies also focused on AFL to provide ways for effective

teaching and learning to achieve the objectives of learning. In this regard, some respondents answered as follows:

AFL helps to know how students are performing academically and how to support them for better achievement. He also described that most of parents of this school have weak economic conditions. Some students are Indian whose parents are staying here (Nepal) for selling goods in foot path. They do not have learning environment in their home; so we provide support to these children: providing extra time to teach, coaching before and after school from grade 1-10 based on the result of AFL [The Head-teacher of Average Performing School-A].

AFL is a both teaching and learning. AFL is an important activity of teaching and learning, in process of teaching, we evaluate the students' level of learning by classroom activities with the help of homework, observation, unit test, etc. After obtaining the results from these assessment tools; teachers know that how students are improving and where they have been facing problems or troubles. Teachers could use such information to make necessary instructional planning [Teacher-1 from a High Performing School-B].

I observed her math class and discussed with her how AFL helps for effective teaching and learning. Then she said, *if we know the level of students' achievement and their problems in learning which helps to change teaching methods and other activities. It helps students to achieve their learning objectives and increases their engagement in classroom activities.* So, AFL had used in both teaching and learning.

I concluded that if teachers implement AFL properly in classroom teaching then students actively participates in teaching and learning. This study results indicate that AFL has been practiced more effectively in High performing sample schools as compared to Average performing and Low performing sample schools due to a number of reasons.



Picture 6: Class Observation of High Performing School B

Assessment for Learning as Participatory Process

In my study, most of the head teachers and teachers understand AFL as a participatory process. When I formally and informally talk about AFL they complained about the low participation of parents in government school as compared to private boarding schools. Most of the parents of government schools are uneducated and have weak economic condition. So, it creates difficulties in applying AFL properly. In this regard, most of the informants highlighted the need of high participation of parents for the successful practice of AFL at classroom level.

When I was observing a class of Low performing school A of teacher 3; she showed the whole class and then indicated the students, she said this student never come to school with proper, neat, and clean uniform. They did not bring essential stationeries such as copy, pencil, eraser, etc.; that they need to learn curricular contents; they come to school to eat only Tiffin. We called parents to inform about their children's academic condition but only a few of them visit to school. Furthermore, he added, how can we improve achievement of students by integrating AFL properly with teaching and learning process?

Similarly, the head teacher of Average performing school A said, collaborative work among teachers, teachers and parents is necessary to implement the AFL successfully. There should be very close relationship among head teacher, teachers, administrative staff, students and parents. Parents must know their responsibility toward their children. Due to the low economic condition, they are unable to provide conducive and supportive learning environment at their home. AFL and other educational programs cannot be successfully implemented without the supports of parents. So, we organize parents and teacher's meetings at least once in every two-month. The head teachers and teachers of High performing 'schools also agreed with the version of head master of Medium Level A School. They added the need of grade teaching to improve the performance of students. The head master of Average performing school A said, grade teaching is better than individual teaching in junior classes and for successfully implement AFL. Due to the different circumstances I am unable to manage the grade teaching system in my school.

The head master of Average performing school B said, *I have Master Degree Thesis in Continuous Assessment System*. He emphasized on necessity of participation

of the stakeholders in the educational process. He focused on essentiality of team work for proper implementation of AFL and pedagogy of teaching which is similar to Instructional Design Theory. This theory provides guideline to organize appropriate pedagogical scenarios to achieve instructional objectives. According to him, AFL is suitable for the integrated curriculum and subject centered curriculum. AFL supports to develop discipline and sense of responsibilities in students. It helps to increase the students' participation in learning and it motivates the students and increases their regularity in school, and maximizes their involvement in creative work, class work, project work...etc. Peer supports and evaluation have also been practiced in this school. Usually, more knowledgeable and less knowledgeable students sit together and receive supports on a required basis. In higher classes, intelligent students help their academically poor colleagues every day after school closure. Sometimes, genius students provide feedback to average and low performing student to strengthen learning. The teacher no 1 of the same school said "*participation of student is important in AFL*. At last the head teacher answered, *AFL is not an isolated practice. It is a participatory practice.*" Thus, AFL is taken as an integral part of teaching learning process especially in high level sample schools.

Assessment for Learning as an Integrated Process

An integrated curriculum is a curriculum which connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. Assessment in integrated curriculum mainly focused on AFL. AFL can be analyzed in different angles: CAS is the formative assessment process because it is regularly used during teaching and learning process to improve students' achievement. AFL is taken as summative assessment process because score or grade secured in AFL is used to upgrade students. Similarly, various types of tools are used in AFL to assess students'

progress. Furthermore, the notion of motivation, feedbacks, student's progress etc. is connected to AFL. Therefore, AFL is taken as an integrated process.

Teacher no. 3 from Average performing school-B also said, "*AFL is an integration of various techniques and ways of assessment. AFL not only evaluates the academic achievement of students, but also assess moral activities, extracurricular activity, social and behavior changes, neatness and tidiness*" and like (Grade teacher of class-2) teacher no. 2 from High performing school B , she had 14 years teaching experience. She said "*we are supporting the students' learning by providing feedback immediately; different teaching materials are used in teaching; sometimes, field visit has been organized, opportunity has been provided to students to demonstrate their performance in the class, etc.*" Assessment theories also indicate that students learning improve through the interaction with teachers and use of variety of assessment tools. Formative assessment system assesses the full range of learners' performance that help teachers understand the skill and competency of their learners, plan and monitor instructional activities, etc. The teacher no. 2 of Low performing school B was found less familiar with AFL as an integrated process. Black and Wiliam (1998 b) also said, assessment encompasses teacher observation, classroom discussion, analysis of student's work including homework and test. Assessment becomes formative when the information is used to improve teaching and learning to meet the student needs. In this regard, AFL is formative type of assessment.

Assessment for Learning as a Motivational Process

Motivation is a positive force, which increases the efforts of learners toward learning. Motivation creates internal drive, which is an inner force for the specific activity or behavior. These activities and behaviors are directed toward the

achievement of specific objectives. Motivation is necessary for effective teaching and learning. The latest phase of evolution of formative assessment (continuous assessment) is the inclusion of motivation as an important dimension (Black & Wiliam, 1998). Now, many more practices are associated with formative assessment. It has been embedded in classroom interaction among teacher and students. Many head-teachers and teachers said that AFL motivated students to learn and to involve in different types of extracurricular activities. I also found similar voices from sample teachers regarding motivation.

The headmaster of Average performing school B said “The type of motivation provided to students depends on nature of the teachers”. Teacher 1 of Average performing school A said, positive feedback helps to motivate students in learning and behavior change. I asked ‘how do you motivate the students.’ She and other teachers gave similar answer; we give one star, two stars and three stars according to their performance that they show in their copy. Sometimes, we say, Shyabasa, (very good) which encourages students to do work better in the future. Similarly, teachers of High performing school B said: “Providing individual feedbacks and individual support to the students was the major advantages of AFL. We provide grade for their homework, class work, creative works, unit test, attendance, and other performance. We used to keep the record every day”. The head teacher of High performing school B highlighted the motivational factor as the main benefit of the AFL but it mostly depended upon activities of teachers. He added, sometimes the personalities related with education visit our school and they suggest teachers to implement AFL in effective way. Almost all teachers have similar version about motivation toward students. They said, “We provide positive feedback regularly.”

Self-regulated Learning theory explains the various types of feedbacks helps to not only improve the achievement of students but also self-motivate the students toward learning. Teacher should provide different categories of feedbacks to students for self-motivation in learning. The teacher 3 of Lower performing school A said: *“motivation is an inseparable part of teaching and learning. Teacher should give clear and meaningful feedbacks and suggestions to students. Mostly, I used following ways to motivate the students”*:

- Friendly behaviors with students
- Sometimes, I talk with students about their interest and family
- Individual feedback and suggestion
- Sometimes storytelling and jokes in class
- Providing grade in written works such as good, very good, excellent and giving one star, two stars, and three stars.
- Sometimes, I gave eraser, pencil and sweets to motivate students in learning.

Thus, the information given in preceding paragraphs indicates that AFL works as a motivational factor to encourage students towards learning. If each student can get continuous feedback during learning process, then they can get chance to correct their drawbacks on time and always show eagerness to learn something new during their academic career.

Practices of AFL Provisioned Under Integrated Curriculum

If policy and practice move ahead with same perspective and same speed; any program can easily achieve its objectives. According to Hayford (2007), the

interconnection of curriculum, pedagogies and assessment, and interconnection of policy and practice is necessary. For successful implementation of any program, there must be good relation between policy and practice. There is a gap between policy and practice of CAS provision under integrated curriculum in school.

Policy and Practice Gaps

Policies provide guidance, consistency, accountability, efficiency and clarity on how objectives achieved. In this study, I used integrated curriculum of basic level grade1-3 (2076) as policy. After analyzing the information related to teachers' understanding on AFL provision under integrated curriculum, following policy and practice gaps had been noticed. Which are given below in table no. 10.

Table no.10: Comparison of Policy and Practice in Assessment for Learning

Policy	Practice
1. Provision of various types of assessment tools for assessment for learning.	1. Most of the teachers of High performing schools and Average performing school A used various types of assessment tools for assessment for learning but another schools used less assessment tools.
2. Assessment is taken as an integral part of learning activities and it should be integrated with classroom activities.	2. All sample schools had used AFL as an integral part of classroom teaching.
3. In class 1-3, homework is not compulsory; more emphasis is given on class work.	3. Almost all sample schools have given emphasis on homework.
4. Portfolio of each student of class 1-3 should be maintained.	4. Portfolio was not maintained properly. A model of portfolio is shown in

	appendix- IX.
5. Every month or after completing the study of certain subject areas, the parents should be informed about the achievement of their child.	5. In all sample schools, normally teacher informed parent about their children's academic achievement while publishing the result of terminal exam. If any student have problem, they called parents after school time.
6. Emphasis has been given on feedback to reduce the error and offer better achievement.	6. Teachers give feedbacks in various ways. Which is mentioned in page no. 96
7. Motivation improves the efficiency of learners.	7. Most of teachers used participatory methods of teaching to motivate students in learning.
8. Students can be assessed by analyzing behavior and actions included within anecdotal record.	8. All of the sampled schools had not maintained anecdotal record.
9. Self and peer evaluation is also included as a part of AFL in integrated curriculum.	9. In practice, self-evaluation and peer assessment were limitedly used as compared to other tools.
10. Parents' feedback helps for improving the teaching and learning.	10. Higher performing and Average performing sample schools were using parents' feedbacks for the improvement of learning and solve the problems of the students.
11. In integrated curriculum, the grade promotions of students are based on AFL and short test.	11. In all sample schools, grade promotions of students were based on 50% marks from AFL and 50% marks from terminal and final examination.

It is clear from table no.10 that there are some similarities and differences between policy and practices of AFL. In both policy and practice; various types of assessment tools are used for improving students' achievement. Feedback, motivation, and discussion with parents for betterment of students' achievement were reflected in both policy and practice. But policy describes the grade promotion of students should totally be based on results of AFL. But in practice, in all sample schools, grade promotion of students was based on 50% marks from AFL and 50% marks from terminal and final examinations.

Contextual Problem between Policy and Practice

There is no any doubt of proper implementation of AFL help to improve the achievement of students but till result of AFL is not satisfactory in our country. For successful implementation and practice of AFL there must be match between policy and practice.

The headmaster of Average performing school A said there are some problems between AFL policy and practices. I involved in many trainings and seminar related to AFL before implementing integrated curriculum at basic level. They did not want to create any flexibility in their policy. Consequently, we are suffering from the contextual problems about AFL. When I asked about the problems, then he answered; authorized person or trainers have totally avoided the terminal examination and final examination in grade 1-3. But parents are not satisfied without the terminal and final examinations. Furthermore, he told me, "I said to trainer, I upgrade the students according to AFL but I conduct the terminal examination only to show the parents. Trainer said in AFL system, terminal and annual examination should not be taken under any

circumstances. Likewise, head-teacher again said, integrated curriculum has focused on grade teaching, I strongly agree with this; grade teachers know about all the aspects of students easily than other teachers. Grade teaching helps to create close relationship between teacher and students. Teachers are close to children's class work, social behavior, and extracurricular activities. Due to the various reasons, it is difficult to apply grade teaching in many schools.

Likewise, the report of (CDC, 2076), describe the main challenge in proper and successfully implementation of AFL in grade 1 to 3 was parents mistrust in CAS. One Head Teacher told "AFL expected all-round development of a child, but our parents only expected a good score in a written exam". Similarly, another Head Teacher told, "We will lose the parents' trust if we do not conduct the terminal examination."

Various tools should be used to evaluate the achievement of students in AFL. Government authorized person or trainer declare; there is no need to take terminal and final examination in continuous assessment system for grade 1-3. In my view, it would be better if terminal exam is not taken. Instead we should take short exams to evaluate the students' ability. Proper teacher management is necessary from education office for grade teaching. In a sample school, multi-grade teaching method is used to teach integrated curriculum due to the lack of teachers. So, there should be mutual understanding or correlation among related government organizations and schools to arrange teachers on a required basis.

Integrated curriculum has proposed class participation, written and oral task, practical and project work, observation, demonstration of students' performance,

anecdotal record, short tests, self and peer evaluation and collaboration with parents, etc. as core tools and techniques for students' assessment. Almost all schools used most of these tools which are mention in *Nirantar Bidhyartha Mulyakan Karyanoyan Sahayogi Pustaka*(2068). No school has used anecdotal record for student's assessment and very limited schools have been using self-assessment and peer evaluation. Similarly, teachers and head teachers from Low performing schools said, *it is difficult to discuss with parents about student's achievement and activities*. It means, they were unable to use parents' reaction as tools of students' assessment.

Motivation and reinforcement is an essential part of effective teaching and learning. Motivation is considered as the arousal of interest in learning and to that extent is basic to learning. In this regard, motivation has also been mentioned in integrated curriculum but not described how, when, and what types of motivation should be provided to the students. Nevertheless, classroom observation indicated that most of the teachers in sample schools had motivated their students by using a number of techniques, question-answer, feedback, reinforcement etc.



Picture 7: Headmaster of Average Performing School A Providing Feedbacks to their Students.

Involvements of Parents in Children's Learning

Involvement of parents' is necessary for their children's better education and other activities. With the help of parents, children can develop a positive attitude towards learning and make desirable progress further in their educational journey. Participation of parents is also necessary for successful implementation of AFL in basic education. According to (CDC, 2076), parental attitudes, directly or indirectly, plays a crucial role in making the successful implementation of AFL and improvement of students' performance in school. AFL in Integrated curriculum also expects positive and active involvement of parent for assessing their children progress. Teachers and parents should discuss about students' learning, problems and achievement. Parents can provide feedback to their children for better learning and to teachers for suitable and concrete teaching. Parental involvement in their children's learning positively affects the child's performance at school (Fan & Chen, 2001) in both primary and secondary levels. Similarly, self-regulated theory also focused on involvement of parents effects on children's learning. Schraw and Moshmad (1995) indicated that environmental factors are very influential such as quality of instruction, teacher's feedbacks, access to information, and help from the peers and parents.



Picture 8: Regular parents Meetings in Average Performing School A.

This study results reveal that High performing schools and Average performing school A had conducted regular parents meeting. A teacher working in a High performing school B said “Madam, we call all parents to discuss about student

performance and their problems at the results of every terminal examination and most of parents come to school and involved in parents' teachers' discussion. If it is necessary to discuss with the parents of any students in another time, we call at after school time". In these schools, assessment system and student achievement were found better than other schools.

Similarly, in Low performing schools, participation of parents was very low in school activities and CAS. Most of the parents in this school are uneducated and poor. Teacher 2 from this school said "I had taught in boarding school nearly 10 years and I came in this school only 2 years ago. In boarding school, most parents are educated and they are serious about education of their children. Almost all parents came to school at parent-teacher meeting. Some of them come to school in other time to know about performance and problems of their children in learning. But in this school, most parents are uneducated, poor and cannot give priority to their children's education. They don't come to school even in parents' teachers' meeting. She showed that some of these students come to school to eat only Tiffin. Thus, in this school, AFL activities are not practiced in satisfactory level. The head teacher and teacher of Low performing school said that it is difficult to discuss with parents about student's achievement, problems and activities because they don't come to school. Parents don't pay any attention towards AFL in our school. I mean, they are unable to use parents' participation as tools of students' assessment.

Feedback for Ensuring Students' Learning

Meaningful feedback helps students improve their achievement level. Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. The aim of feedback is to offer improvement in

students' learning. Feedback redirects or refocuses the learners' actions to achieve a goal, by aligning effort and activity with outcomes. Sadler (1989) said that formative assessment places feedback as a key element for successful performance by students. Furthermore, he argued that feedback is not just information provided by teachers, but has effect on students in improving their learning, and in monitoring the strengths and weakness of their performance. So, teachers should provide meaningful and constructive feedback to the students. Similarly, UNICEF (2000) point out that frequent assessment and feedback is one of the variables that contributes to students for better learning outcomes and quality of education. So, teachers can use different types of feedbacks to strengthen students' learning. Black and Wiliam (2009) mainly classify the feedback into following types.

The first type of feedback is task-level feedback, which focuses on faults in the interpretation of the task or in the outcome produced. The second type of feedback is about the main process needed to understand perform specific task: such feedback should be related to the student's own error detection strategies, and has to serve as an 'advanced-organizer', giving cues to lead better strategies. The third focuses on the self-regulation level: the self-monitoring, directing, and regulation of actions.

But in integrated curriculum, feedback is not clearly described as in the literature. Most of the sample schools had provided first and second level of feedback. Positive and meaningful feedbacks help to promote and progress students learning. Thus teachers should provide valuable and constructive feedbacks to students.

The teacher no. 1 and 3 (grade teacher of grade 1 and grade 3) from High performing B schools said, after teaching learning process, we evaluate

students' activity and learning through short question/answers, written class work, home work. We checked students copy. If there is any mistake or unable to write corrected answer; we will write the correct answers in his or her copy and we give feedback. Our positive feedbacks help to improve learning and achievement of students'. Teacher no.1, A math teacher from the Average performing school A said, positive feedback is most important element for weak students to improve their achievement and behavior change.

Furthermore, she added, we say to students, you can do better than this, Shyabasha...etc. Then children are actively participating in teaching-learning process and try to show better performance. An English teacher (teacher no.3) in Low performing school A, shared her experiences as follows: It is very difficult to improve the achievement of students without providing positive feedbacks. I give feedback to student after any assessment. It helps to reduce their mistake and to increase paying attention in their study. According to his or her improvement; we plan for next step based on the improvement made by learners in specific subject area.

Similarly, the Self-Regulated Learning Theory also describes that feedback is essential component of teaching and learning process. It is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning. Therefore, teachers should provide meaningful feedback to students to improve their achievements and to achieve the objectives. Theory indicates that feedback given by teacher is very fruitful to develop motivation of learners in learning, which ultimately leads good performance of them in different types of tests.

Dissemination of Curriculum and Training for Teacher

Dissemination is the process of distributing, spreading, sharing, or dispersing ideas widely. Before implementing new curriculum in school or college; proper dissemination is essential. Black and Wiliam (2009) have described that dissemination and training is essential to increase the efficiency and self-confidence in teacher for formative assessment. Dissemination of curriculum and training can play a vital role in implementing the integrated curriculum properly and it can enhance self- confidence in teachers to practice AFL in real classroom situations. Training provides various ways and methods to practice AFL properly and it supports to solve the current problems. Without dissemination and training; teachers may have doubt to proper implementation of AFL provisioned by integrated curriculum. But, Rai (2019) informed that the training agencies are only providing training about the teaching methodology and content but not about how to assess the students' performance through the AFL. So, trainings provided to the teachers should be fruitful for both teachers and students.

Curriculum dissemination program should be launched effectively before the implementation of integrated curriculum. According to Headmasters of sample schools and CDC staff; dissemination program was not implemented widely before introducing this curriculum. The table of Appendix-II shows most of the teachers are trained; it means they are trained in AFL before implementing integrated curriculum. Some sample schools such as High performing school B and Average performing school A are included while piloting integrated curriculum. Head teacher of Average performing school A said, *grade teaching is suitable way for teaching integrated curriculum but due to lack of teachers, we are unable to use grade teaching system in our school.* It was also found that some of the teachers involved in this study hesitated

to practice grade-teaching. They said grade teaching is boring. Curriculum dissemination and teachers training program should be implemented properly in time. If new curriculum is disseminated appropriately on time with proper training to teachers; surely it positively impacts on learning of students. Black and Wiliam (2009) explain that the CAS program should be disseminated effectively to institutionalize it at grass root level. Similarly, authorized office (governmental organizations working in the field of education) must provide teachers' training in large scale. If all teachers are trained in AFL and they apply their knowledge and skills in real classroom environment, then the performance of students will be increased to a fuller extent possible.

Tools of Assessment for Learning Provisioned Under Integrated Curriculum

A number of tools have been suggested in integrated curriculum to carry out continuous assessment effectively. The major tools prescribed in the curriculum are observation of students' activities, written and oral task, practical and project work, observation of behaviors, demonstration of students' performance, anecdotal record, portfolio, short tests, self-assessment and peer-evaluation and reaction of parents. High performing schools and Average performing school A used more assessment tools than other schools which are mentioned within *Nirantar Bidhyarthi Mulyakan Karyanoyan Sahayogi Pustika* (2068), and integrated curriculum (2076). But I noticed, High performing schools and Average performing school A used too less of self and peer evaluation than other tools. Similarly, no sample school used anecdotal record as a tool for student's assessment.

In this regard, a focus group concluded that all teachers were unknown about this record. One teacher innocently asked me, what is anecdotal record? I

never heard this word. Moreover, another teacher added, Madam! I also do not know anything about this record. All other teachers were sitting quietly. Then, I described about this record. And then one teacher curiously asked me, how this record helps to evaluate the students' activities. I said, anecdotal record is a detailed record of students, behavior maintained for a specific purpose. This record is maintained in the basis of real incident of students. It is maintained for specific students for example, problematic students. The purpose of maintaining such record is to diagnose the problem of student for remedial purpose. It is not a regular tool of assessment for all students. Furthermore, I show the integrated curriculum where anecdotal record has been described as a tool of AFL. Then after the head teacher said, I know little about this record. Thus, though there is a provision of using anecdotal record as tools of continuous assessment, teachers have not been practicing it in their classroom due to inadequate orientation, training, and monitoring.

Portfolio

Portfolio is a compilation of academic works and other forms of educational evidences assembled for the various purposes such as evaluate learning progress of students, academic achievement of students, determining whether students have met learning standards, etc. It is clearly explained to keep a portfolio in the integrated curriculum. Teachers should make the portfolio of each student studying at class 1-3. The portfolio should be updated through the student's class work, project work, achievement test, observation of behavior changes in the students, their attendance, etc. But most of the schools only maintain the record of students' profile; there is not compilation of students' works and behaviors that they show in their academic career.

During the research process, I had a discussion with a head teacher about portfolio. He replied, *we cannot maintain portfolio properly this year and previous academic year due to COVID pandemic*. During the conversation, I requested him to provide any one portfolio. Then, he called a clerk and ordered him to bring portfolio. After nearly 10 minutes he brought two portfolios of class 4 from store room, and he said Sir, only these two are here. Then, clerk cleaned the portfolio and gave them to head sir and finally I received them from him. I requested to head-teacher to provide some portfolios from lower classes (class 1, 2, 3). But head sir replied, there are only two copies of grade 4 left here. Please look at the model of portfolio given in the Appendix-IX. I have already mentioned portfolio is an important tool of AFL. It helps to know what are the strength and weak points of students in learning and it shows the improvement ratio in students' achievement. Almost all policies of AFL in our country clearly describe about the importance of portfolio in AFL.

Collaboration with Other Schools for Assessment for Learning

Collaborative work provides suitable environment for sharing information and exchange views in order to reach a common understanding. Black & William (2009) mentioned that collaboration with other schools helps to develop uniformity to carry out formative assessment at grass root level. In this regard, they added,

For collaborative work, the essential first step is to set up small number of local groups of school: some primary, some secondary, some inner-city schools, some from outer suburbans, and some rural – with each school committed both to a school-based development of formative assessment and collaboration with other schools in its local groups. In such process, the teacher in their classrooms will be working out the answer to many of the

practical questions and that the evidence presented cannot answer. They will be reformulating the issues, perhaps in relation to fundamental inside and certainly in terms that make sense to their peers in other classroom.

Collaborative work for assessment is not mentioned in AFL of integrated curriculum. Similarly, this process was not practice in the sample schools but in these sample schools collaborative work is present in terminal evaluation and final evaluation.

In this regard, I discussed with sample teachers of Average performing schools about collaborative work with another schools for better continuous assessment, they said, "Madam we have discussed about AFL with teachers of our own school but we have not done any collaborative work with any other schools and one of the teachers said it is possible if the headmaster manages the collaborative work for AFL with other schools". Furthermore, a FGD concluded, that, *we had done the collaborative work and combine examination system in terminal and final examination of our group of schools*. In addition, a head-teacher of High performing school A said, *to maintain similarities and improvement in the AFL; sometimes we can conduct the collaborative work with other schools in vacation but we are not involved and conducted that type of collaborative work*. Collaborative work for formative assessment is described in theory but it has not been practiced in any schools as a component of AFL system. Head-teachers and local government should take initiation for collaborative work to institutionalize AFL effectively. Local government should organize the head teacher and teacher training in this subject. Similarly, it should be included in integrated curriculum of basic school as a tool of continuous assessment.

Self and Peer-Assessment

Self and peer assessment is also considered as a useful and effective tool of AFL. Peer-assessment allows students to work together while determining each other's strengths and weaknesses in his or her study. In this regard, Black and William (1998) stated that self-assessment and peer-assessment are described as an essential component of formative assessment. Similarly, in integrated curriculum, self and peer assessment shortly describe as a tool for AFL. Teachers should create favorable environment in class for self and peer evaluation. Self-regulated theory emphasized on the importance of self- and peer assessment; which plays crucial role in students' learning. Self-assessment helps to students to provide self-motivation, self-feedback, and self-support for better learning. This assessment is considered as a self-improvement technique rather than evaluation technique. Teachers should provide students ample opportunities to engage in formative, peer and self-assessment activities to make them actively involved in their learning, which may positively impact their perceptions of the integration and relevance among content taught and learning expectations (Vu & Dall'Aiba, 2007) Similarly, teacher should provide opportunity for peer evaluation. But study results indicate that self-assessment and peer-evaluation are poorly used in classroom while implementing integrated curriculum.

Self-esteem of Students

Self-esteem is the key to quick progression and better understanding in everything we do. Self-regulated theory explained that the self-esteem of students helps to improve the formative assessment. A student with self-esteem has better chance of progression in education. It is about believing students' own abilities. Students with high self-esteem are also better equipped to cope with mistakes,

disappointment and failure as well as more likely to complete challenging tasks, and express their creativity in classroom assessment. The feedback that children receive play vital role for developing their self-esteem, especially when that feedback comes from parents, teachers and head teachers. Unproductive, negative and overly-critical feedback can be quite hurtful to students and lead to low self-esteem. Positive, meaningful and productive feedback helps to increase self-esteem in students.

Self-esteem is not explained in the integrated curriculum prescribed for basic level (grade 1-3). But it is satisfactorily practiced in some sample schools. A FGD concluded, our proper and positive feedbacks, intimacy of teachers with students, etc. It helps to develop self-esteem in students. I asked what types of feedback have you been providing to your students to increase their self-esteem. Then a sample teacher answered, *I said to students, you are really good in Nepali subject and your performance is excellent! Shyabas, I am proud of you, etc.* Furthermore, he added, *I taught Nepali and Local subject in junior class. That type of feedback boosts the self-esteem in students.* Similarly, another teacher said, “madam! We have to encourage the students if they don’t do their work properly”.

Self-esteem is either positive or negative orientation toward oneself; an overall evaluation of one’s value. It is not mentioned in integrated curriculum but integrated curriculum described the self-evaluation process which is similar to self-esteem. Our integrated curriculum emphasized on tangible way for activities and assessment for small children. Therefore, self-esteem should also be aligned as an integral part of continuous assessment to strengthen students' learning.

Reducing Obstacles

Obstacle refers to something that interferes or prevents action or process to reach destination. Assessment theory mentions that all the features in the education system that actually obstructs the development of effective formative assessment. Black and Wiliam (2006) describe a main negative influence on formative assessment is short external tests. Such tests can dominate teachers' work, and so far as they encourage drilling to produce right answers to short and out of context questions, they can lead teachers to act against their own better judgment about the best way to develop the learning of their students.

The reducing obstacles are not explained in the integrated curriculum of basic level (grade 1-3, 2076 B.S.). But head masters and some other teachers informed that most of the parents are still focused on terminal and final examinations than the formative and continuous assessment. Study results depict that there are some obstacles or challenges in proper implementation of AFL in school education in Nepal:

- High work load for teachers
- Lack of training and professional development of teachers
- Lack of proper suggestion, motivation and feedback for teacher
- Lack of parental involvement and support in school activities and AFL in most of government schools Lack of job satisfaction
- Lack of proper monitoring and supervision

(Note: These points are accumulated from my study, different research paper while studying for this research, and from my own experiences of teaching in school level).

Research for Effective Implementation of AFL

Research is careful consideration of study regarding a particular concern and problem using scientific methods. It is integral part of education for teachers and students. It is our most important tool for expanding our knowledge and understanding of different topics and ideas. Black and Wiliam (2006) clearly explain the necessary of research to improve the standard of classroom assessment. There are so many research has done in formative assessment and continuous assessment in international arena. But research has not been mentioned as an important part of AFL in integrated curriculum prescribed for grade 1-3. Nevertheless, different national and international institutions are involved in research of CAS in our country. Such as Ministry of education, ADB, CERID, TU, KU, etc. are involved in research about CAS for better implementation. But the findings found from the researches have been limitedly applied at classroom level.

In this research, I had used the Self-Regulated Learning Theory, Instruction Design Theory and Developing the theory of formative assessment, (Black & William 2009). Similarly, integrated curriculum of basic level grade 1-3 is used as CAS policy in Nepal. Likewise, I used the policy and research reports of CAS in different time of our country. These research reports of CAS declare that CAS was not properly implemented in school level of education. My study shows that implementation of AFL was good in High performing schools and Average performing school A but it is not satisfactory in another sample schools.

Table No. 11: Similarities between Theory and Policy

Theory	Policy
1. Theories advocate student should be ready and active to learn.	1. Policy focuses on self-study and actively involved students in different activities to optimize their learning.
2. Self-regulated learners plan their own learning process.	2. Teacher support to set suitable plan.
3. Theory describes the motivation is essential for achieving goal.	3. Motivation is preferred in policy for better achievement of students.
4. Suggest different types of feedbacks to strengthen students' learning.	4. Focuses the necessity of feedbacks to reduce error but not classify it into various types.
5. Theory deeply focuses on the assessment for learning than assessment of learning.	5. Assessment used to determine the weak points and strong points of student in learning.
6. Assessment is continuous part of classroom life.	6. Policy also mentions the essential of continuous and frequent assessment for active classroom life.
7. Theory emphasizes on the dissemination of formative assessment program in wider scale.	7. Dissemination program is recommended in integrated curriculum
8. Suggests a provision of in-service teacher training for proper improvement of formative assessment.	8. Integrated curriculum focus on teacher training for proper implementation of AFL
9. Students achievement is used by teachers to make suitable decision about the next step for instruction.	9. The achievement of students is used to plan better teaching and learning.
10. It explains the necessity of self and peer assessment for improvement of student's achievement.	10. Self and peer evaluation as tool of CAS, which is also described in integrated curriculum.

Above table showed that the theory and policies are similar to each other in many dimensions. Both theory and policy emphasized on evaluating student's achievement frequently. Teachers make proper plan for next steps for learning based on the results found from continuous assessment. Theory and policy both focuses on the self-study, motivation, and meaningful feedback to implement AFL properly and to improve the achievement of students. Although there are a number of similarities between assessment theory and policy, they have some differences as given below:

Table No. 12

Differences between Theory and Policy

Theory	Policy
1. Metacognitive activities are clearly mentioned in policy but it has emphasized on students' active engagement in learning.	1 Metacognitive activities are not clearly mentioned in policy but it has emphasized on active participation of learning in learning process.
2. Self-regulated process includes metacognitive activities (i.e. Planning, goal setting, organization, and self-monitoring, self-evaluation).	2. These activities are not mentioned in policy (integrated curriculum).
3. Facilities to optimize learning; learners select and create suitable environment.	3. Does not clearly explain criteria of selecting and creating a suitable and conducive learning environment.
4. Theory focuses on seeking information, encouraging self-instruction and self-reinforcement for better implementation of AFL.	4. These are not described in policy.
5. Recommends collaborative work with other schools for development of	5. Collaborative work for AFL is not mentioned in integrated curriculum.

proper formative assessment.	
6. Theory describes how external examination negatively impacts on formative assessment.	6. The influence of external exam on formative assessment was not shown in integrated curriculum.
7. Theory has mainly emphasized on AFL as assessment for learning.	7. Policy describes AFL as assessment for learning and assessment as learning.
8. Research is necessary for the betterment of formative assessment in future. Future	8. There are various levels of research held on the topic of AFL in reference to Nepal but it is not mentioned in the policy.

Table no. 12 presents the differences between theory and policy of CAS in Nepal especially from grade 1 to 3. Theory concentrated on meta- cognitive activities and collaborative work for formative assessment. These are not mention in policy. Similarly, there is a provision of different types of feedbacks but in policy feedbacks are not explained like in theories.

CHAPTER VI

APPLICATIONS OF ASSESSMENT FOR LEARNING

Assessment for Learning should help to improve learning activities of students. The regular information about the AFL is reflected by the head teacher, teachers and students to make plan and program for enriching their teaching and learning process. This chapter deals with the ways of using AFL for students' learning. Different themes such as knowing the learning status of the students, transformation of teaching, remedial teaching, feedback, parental support, self and peer learning are generated and discussed respectively under this chapter.

Knowing the Learning Status of the Students

Assessment for learning is considered as an integral part of teaching and learning process. AFL takes place simultaneously with teaching and learning. AFL as assessment continuously updates students' performance. After the teaching learning process; teachers evaluate the students' performance and activities by using various tools such as class participations, written and oral task, observation... etc. A focus group concluded that they taught their students by using activity centered and child centered teaching methods such as play way method, project method, role play method, creative work, etc. Furthermore, the group added that they evaluate students by using oral question/answer, class work, etc. If most of the students write correct answer and gave correct answer; teachers think students have learned this lesson. More importantly, they also provide individual teaching for students' who are unable to learn delivered lesson. So, AFL helps them to know learning status of individual students. When they know the learning level of students; it helps them make future plan to strengthen students' learning.

I observed a class of the teacher-1 from the Average performing school A. She had taught Mero Shero Phero in class 1. Numbers of students are nearly 30. Teaching topic was clothes. At the starting of class more than 50% students were attentive in teaching and learning process. She called student one by one in front of class and she said please tell loudly the name of the clothes you are wearing. Then students were excited to say name of clothes. After that she asked the name of clothes one by one. Almost all of students gave correct answer. After this, she spelled the name of clothes which was given in prescribed textbook. Then, she evaluated the student and nearly 3-4 students were unable to tell the name of all clothes. She individually helped these students. So, AFL helps to know the learning level of student immediately and to provide support for better learning.

Teacher-3 of Low performing school A indicated that she had 12 years of teaching experiences. Before entering this school, she had taught in boarding school for 10 years. She said, *after teaching any topic, we evaluate students' performance through various tools of AFL. Then, we know the learning level of students and according to this level we make plan for future. If, student can't learn properly; I repeat the lesson and provide individual teaching for weak students.*

Transformation of Teaching Methods

Teaching method refers to the general principles of pedagogy and management strategies used for classroom instruction. Integrated curriculum preferred the activity centered and child centered teaching methods. The teaching methods mention in this curriculum is play way, practical, problem solving, discussion and question/ answer role play and acting, storytelling and songs, fieldtrip, Demonstration method...etc.

The grade teacher of grade 1 of High performing school A said” traditional teaching methods like lecture method, rote and recite the lesson are not suitable for teaching for small children. We mostly use visual method; play way method, role play method, acting, question answer etc. which help to ensure effective leaning among students. Similarly, teachers of other sample schools also use activity centered and child centered teaching methods are used in classroom teaching.

Teaching methods are broader techniques used to help students achieve intended learning outcomes. Teacher should use suitable and child centered teaching methods. Traditional teaching techniques used repetition and memorization of information to educate students. In these methods, students are unable to develop critical thinking, problem solving skills. In this 21st century, teachers should use the play way methods, learning by doing, activity-based teaching, students-centric teaching, audio visual methods etc. These methods help to achieve the intended objectives of the integrated curriculum. Thus, transformation of teaching methods is essential aspect in success of AFL in school level of education.

Provide Meaningful Feedbacks

Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. The aim of feedback is to improve student’s learning. Feedback redirects or refocuses the learner’s actions to achieve a goal by aligning effort and activity with outcomes. Teachers should provide meaningful feedback to the students. Black and Wiliam (2009) described the various levels of feed backs. But in integrated curriculum, mechanism of providing feedback has not been clearly described.

The grade teachers of High performing A school said, after teaching learning process, we evaluate students' activities and learning through short question/answers, written class work, home work. We check each student's copy. If there is any mistake or students are unable to write correct answer; we write the correct answers in their copies and give feedback on a required basis. Mostly our positive feedbacks help them improve their learning achievements.

A Math teacher in the Average performing 'school A said, positive feedback is most important element for weak students for the improvement of their achievement and behavior change. I asked her, what type of feedback you had given to the weak students. Then she added, I always tell them that you can do better than this, Shyabasha...etc. Then children are actively participating in teaching learning and try to show better performance. An English, teacher of Low performing school A, who had 24 years of teaching experience in teaching in other schools, and she came to this school just before two years. She said, it is difficult to improve the achievement and behaviors of students without providing positive feedbacks and showing love. I give feedback to student after any assessment. It helps to reduce their mistake and to increase paying attention in his study. According to students' improvement we plan for next teaching and learning.

Feedback is one of the most important elements in teaching and learning techniques. It puts out the direct impact on learning process. Positive and constructive feedback has an immediate impact on the process of acquiring knowledge, skills and attitudes. Meaningful feedback helps students to understand the lesson they are studying and give them clear guidance on how to improve their learning procedure. Similarly, effective and relevant feedback helps the learners to reflect on their

learning and learning process. In my study, most of sample teachers provide positive feedback to their students.

Remedial Teaching

Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the students to reduce their weakness or learning difficulty. The main objective of this teaching is to provide learning support to students who are not as good as their peers in performance. This instruction involves using individualized teaching of students with intensive remedial support to help students. Peer support is another way to support the weak students. This type of support is used in some sample schools. In integrated curriculum, students are classified into four levels: 1-- Below basic, 2 – Basic, 3 – proficient and 4- advanced based on their academic achievement. The students who come under Level 1 and 2 students need remedial teaching and learning to improve their learning outcomes. The detail information is in table no. 3, page no. 22.

The sample teachers of the High performing schools and Average performing school A said, we provide group and individual teaching for weak students. Similarly, we call the parents of weak students after school time and inform the parents and we tell them that they need to pay attention to their children at home and school to improve their achievements.

The head teacher of Average performing school B said, our teachers provides individual teaching in time of classroom instruction. It is possible due to the less no of students in class. Similarly, headmaster of Average performing school A said we provide special teaching after school for weak students. In our school, some students come from the low economic condition and their parents are unable to provide

suitable learning environment in their home; here is provision of to do homework in school after school time. At that time, students learn from their friends. The teachers of Low performing school said, after the information of AFL, we provide individual teaching in class for weak students to strengthen their learning. So, AFL helps to improve the learning level of all students.

Theory and policy describe the need of remedial teaching to get better results for the weak students. In policy level, students are classified into four groups based on their achievement (Please see in table no. 8 in detail in pg. no. 63). The student who are in level 1 and 2 are very weak students; they need remedial teaching to improve their achievement level.

Motivation for Learning

Motivation and reinforcement is the one essential part of effective teaching and learning. Though motivation is mentioned in integrated curriculum, it has not described how, when, and what types of motivation should be provided to the students. Theory describes the motivation is essential component of teaching and learning. Instructional design theory focuses on using the suitable and students centered teaching learning activities for motivation. Similarly, it emphasizes to create student's friendly environment in school. Almost all sample schools' classrooms are students friendly. Wall of classroom was full of teaching materials and students' works. Desk, benches or seats are properly managed. Other theories emphasized on providing suitable and meaningful feedbacks to students for self-motivation in learning. The teachers of sample schools motivated students by different methods which are explained in previous chapters.

CHAPTER VII

FINDINGS, CONCLUSION AND IMPLICATIONS

The purpose of this study was to explore the understanding and Practices of teachers towards Assessment for Learning (AFL) proposed under integrated curriculum. This study mainly focused on policy and practice of AFL in integrated curriculum. Six government schools of Bhaktapur district were selected as sample schools of the study. Six Head teachers and eighteen teachers (who taught integrated curriculum) were taken as sample for this study.

Findings

Information collected from multiple sources was analyzed by generating different themes based on research objectives and questions. Therefore, findings found under generated themes are given below respectively.

In integrated curriculum, AFL is taken as an ongoing process of gathering and interpreting information about student learning, providing the student with constructive feedback, identifying learning difficulties and providing remedial support for needy students. Similarly, Instructional design theory also advocate the teachers can apply suitable teaching learning methods for classroom teaching based on the performance of students. Research findings showed that teachers of high performing 'A', 'B' schools and teachers of average performing 'A' school in the study understood and practiced AFL as it is provisioned in integrated curriculum better than another teachers.

All of the information gained from multiple sources was analyzed by using self-regulated theory and instructional design theory of formative assessment. These theories give emphasis on the self-motivation; self-study, meaningful feedbacks, self-

plans, self-evaluation ...etc. Similarly, instructional design theory gives emphasis on student centered teaching methods and assessment. Teachers should create a favorable environment in the class for better learning and assessment. This theory also focuses on feedbacks, remedial teaching, and support for weak students ...etc.

Most of the assessment literatures of the world describe formative assessment itself as continuous assessment. In our country, AFL was implemented in the form of internal evaluation by National Education System Plan (NESP), 2028 at first. It is still as a new concept for some teachers. The understanding of conceptual definition of AFL appeared to be similar in most of teachers. Most of teacher had perceived AFL as daily recording process of students' performance. Most of the teachers working in High performing schools and Average performing A school had more knowledge about AFL than the other schools. They used various tools for AFL and provide suitable feedback promptly. They used activity centered teaching methods but some teachers in Average performing B and Low performing schools had less knowledge about AFL. Study results revealed that regular training for teachers, proper monitoring and supervision of classes, and actively participation of parents are essential for effective implementation of AFL in schools.

Study results depicted that AFL program was successfully implemented in the schools run by headmaster who has dynamic personality and has dedicated teachers. The role of the parents' is also important to success this program. The schools which were running AFL successfully had involved parents in school activities in various ways. Most of the schools were practicing CAS using various tools such as class work, homework, etc. Some teachers proclaimed that grade teaching system is

necessary for successful implementation of CAS provisioned under integrated curriculum; whereas others said that it can also be used in subject teaching system.

None of the schools had completely left the traditional terminal and final examination system. All school provisioned grade promotion based on both assessments for learning and summative evaluation process. It means, 50% summative evaluation based on written test and 50% formative evaluation based on continuous assessment.

The study results also revealed that most of teachers are unknown about anecdotal record. Anecdotal record was not included in tool of AFL in previous curriculum but has been encompassed within integrated curriculum as a tool of AFL. Therefore, most of teachers participated in the study used others tools except anecdotal records.

Research findings also indicated that all the sample teachers had used homework and class work as main tools to evaluate the performance of students and to find out the weak points of students in learning. In integrated curriculum, class work and homework are not compulsory but some homework's can be given if necessary.

Furthermore, study results depicted that most of the schools only maintained the record of students as profile or portfolio; there is not compilation of students' work and behavior observation. The detail information's of portfolio in appendix-IX.

Self-assessment is considered as a self-improvement technique rather than evaluation technique. But in study site, self and peer-assessments were less used than other tools of AFL. However, the teachers of High Performing Schools and Average

performing school 'A' had used the self and peer assessment as compared to other schools.

Moreover, study results showed that most of the teachers in government schools have heavy workloads. In some sample school, there is multi-grade teaching due to lack of teachers. It created a difficulty to give individual and meaningful feedbacks, individual support, and remedial teaching. Teachers' work load effect on practicing AFL properly in school.

It was also found that AFL was practiced properly in those schools where head teacher and coordinator were regularly monitoring and supervising the classroom teaching. Especially High performing school 'A' school and 'B' school were monitoring and supervising teachers and students activities regularly. Practice of AFL in these schools was found better than other schools.

Conclusions

The general purpose of this study was to explore, analyze and discuss the understanding and practice of teachers towards continuous assessment system proposed under integrated curriculum. This study focused on the continuous assessment practices in schools. For this purpose six schools: two High performing, two Average performing and two Low performing schools of Bhaktapur district was identified as the field of the study. I used interview, classroom observation, focused group discussion and document analysis as methods of information collection to address the above mentions research questions. After collecting the information, I analyzed and interpreted in various themes.

Assessment for Learning is a main part of classroom teaching. Above finding of this study, it can be concluded that the implementation of CAS in sample schools in basic level grade (1-3) is not satisfactory. In this assessment system teachers give meaningful feedbacks frequently for the students and teachers used remedial teaching according to achievement of students. There is no doubt, effective and successful implementation of AFL lead to positive outcomes in school education.

Similarly, Self-regulated learning theory help to motivate the students, in learning So, Nepal government focuses on AFL since many decades but the results of previous national level and local level of researches about AFL proved that it is unable to achieve the objectives properly. According to this study, teachers of High performing schools 'A' and 'B', and Average performing school 'A' have better understanding of CAS than teachers of other schools. Similarly, teachers of Low performing 'B' school have less understanding and practice about CAS. None of the school maintained the portfolio properly which is a main tool of assessment for learning. To effectively and successfully implement AFL in basic level of school education; central government, Ministry of education, local government, school management committee, teachers' and parents should take initiative actions. Otherwise, the AFL in integrated curriculum would be is just like in above mentioned statement "CAS is good in policy but need to do more for better implementation."

Implications

The implications drawn from this study are presented in different sub-headings as given below:

Implications for the Teachers

Role of teacher is crucial in effecting teaching and learning. Teachers can play a crucial role in using CAS as an integral part of teaching and learning process. All the teachers should have keen knowledge and practice of CAS. Their regular involvement in training and seminar helps them develop the efficiency in CAS. Then teachers are able to take ownership of AFL. If teachers are not able to take the ownership of AFL, it is unable to implemented as intended by the curriculum. So, it is difficult to achieve the aims of implementing AFL provisioned under integrated curriculum. Teachers are to take personal initiatives to replace traditional assessment practices with AFL and transform the traditional teacher centered methods with modern child centered methods. This study may help to teachers to understand AFL in a practical manner and to open up the ways on how to align AFL with students' learning.

Implication for Head Teachers

The head teachers are school leader. They should lead all teachers, staff, students and whole school family in proper way to improve the teaching and learning process in related school. The head-teachers should update themselves for instructional leadership as well as assessment leadership. The head teachers can create favorable environment in school for proper implementation of AFL such as providing suitable work load, supplying essential materials, providing feedback to teachers and students, sending teachers in training and seminar etc. School leader should regularly monitor and supervise the teachers' and students' activities.

Implications for Policy Makers

Teachers and the head teachers should involve in policy making program of AFL to get real and practical ideas. Policy makers and school teachers both share the knowledge and responsibility of AFL at disseminating program. Policies should ensure a bottom-up approach from designing, practice and record maintaining process which may develop the feeling of ownership about AFL among the head teachers and teachers. Policy must ensure AFL friendly environment in schools. The policy and devices provided by policy maker should ensure students and teachers interact easily to identify and find out learning difficulty and remedial process. These devices should be suitable for the context where they are being used.

Implication for Teacher Preparation Institutions

This study is useful for teachers' preparation institutions. Different educational institution designs their curriculum according to need and demand of present situation and contemporary society. Curriculum should provide proper knowledge, skills and practice about contemporary assessment for future teachers. They need to have assessment skills to analyze the strengths, weakness, challenges and remedial process after teaching and learning activities. Future teachers enter in job after getting the proper knowledge, skills and practice about the AFL.

Implications for Schools

School is a miniature form of society. There are various levels of teachers. Schools themselves can prepare teachers to implement AFL properly. The trained and experienced teachers should conduct training for new teachers. Similarly, school can

run an assessment literacy campaign in the school. School should easily provide essential material about AFL in proper time.

Implications for other Stakeholders

All the stakeholders of school education should have core knowledge about AFL. Stakeholder like curriculum developer, textbook writers, members of school management committee and trainers can take ideas from this study for proper improvement in their area. Stakeholders like parents, society people, etc. should have basic understanding of AFL. For this, different educational institutions can design suitable curriculum in contemporary assessment literacy for parents and society people. They get basic knowledge about AFL which helps them make easy to transform the traditional methods of assessment system in school.

Implications for Further Research

I have already explained that my study is qualitative in nature. I have taken sample of various (High performing, Average performing and Low performing) government schools. I claim that the research I performed is near to reality. This study has identified understanding of AFL in various levels of school teachers and find out the consistency between policy of AFL in integrated curriculum and practice. Therefore, furthermore especially quantitative research can be carried out in these areas by taking a large sample of respondents. I had selected two well-equipped and renowned schools, two from average performing schools, and two low performing schools from Bhaktapur district. Students in these schools are highly diverse in case, language, religion, economic status...etc. So, this selection may reflect the community schools of whole Nepal. Although, if further researcher research in large scales; obviously, its result is more generalize than this research.

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Appendix-I**Sample Schools, Head Teachers and Sample Teachers.**

Categories of School	Number of Schools	Head Teachers and Teachers
High Performing School -A	1	1+3 = 4
High Performing School -B	1	1+3 = 4
Average Performing School -A	1	1+3 = 4
Average Performing School -B	1	1+3 = 4
Low Performing School -A	1	1+3 = 4
Low Performing School -B	1	1+3 = 4
	Total – 6	Total –24

Appendix-II

Teachers' Profile

Category of School	No. of Schools	Teachers	Age	Qualification	Training	Experience
High Performing School -A	1	Teacher -1	31	MBS	Trained	8
		Teacher -2	34	MA	-	9
		Teacher -3	28	B. Ed.	Trained	4 years
High Performing School -B	1	Teacher -1	34	MA	-	10 year
		Teacher -2	30	BBS	-	10 year
		Teacher -3	26	B. Ed	Trained	10
Average Performing School –A	1	Teacher -1	50	IA	Trained	30
		Teacher -2	52	SLC	Trained	31
		Teacher -3	39	IA	Trained	24
Average Performing School –B	1	Teacher -1	59	SLC	Trained	38
		Teacher -2	50	SLC	Trained	30
		Teacher -3	40	MA	-	8 years
Low Performing School –A	1	Teacher -1	28	BBS	-	3 year
		Teacher -2	35	+ 2	-	12
		Teacher -3	50	IA	Trained	24
Low Performing School –B	1	Teacher -1	48	BA	-	14
		Teacher -2 (Male)	58	SLC	Trained	37
		Teacher -3	27	B.Ed.	-	3Month
Total -	6	18				

Appendix - III

Time Taken for Interview

Categories of School	Teachers	Time
High Performing School -A	Teacher 1, Grade teacher	1 hour 30 minutes
	Teacher 2, Grade teacher	1hour 18 minutes
	Teacher 3, Grade teacher	1 hour 35 minutes
High Performing school -B	Teacher 1, Grade teacher	55 minutes
	Teacher 2, Grade teacher	45 minutes
	Teacher 3, Grade teacher	45 minutes
Average Performing School- A	Teacher 1	50 minutes
	Teacher 2	45 minutes
	Teacher 3	45 minutes
Average Performing School-B	Teacher 1	45 minutes
	Teacher 2	50 minutes
	Teacher 3 (male)	1 hour 20 minutes
Low Performing School -A	Teacher 1	1 hour 25 minutes
	Teacher 2	1 hour 30 minutes
	Teacher 3	1 hour 20 minutes
Low Performing School -B	Teacher 1	55 minutes
	Teacher 2	50 minutes
	Teacher 3	45 minute
	Total – 18	Total – 18 hours 37 minutes

Appendix - IV

Time Taken for Class Observation

Categories of School	Class Observation	Time
High Performing School-A	Class Observation-1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation -3	45 minutes two times
High Performing School-B	Class Observation -1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation -3	45 minutes two times
Average Performing School-A	Class Observation -1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation – 3	45 minutes two times
Average Performing School –B	Class Observation -1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation -3	45 minutes two times
Low Performing School –A	Class Observation -1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation -3	45 minutes two times
Low Performing School -B	Class Observation -1	45 minutes two times
	Class Observation -2	45 minutes two times
	Class Observation -3	45 minutes two times
	Total – 18	Total = (27 hours)

Appendix - V**Time Taken for Focus Group Discussion**

Categories of School	No. of School	Participants	No. of Participants	Time
High performing School -A	1	Head teacher and three teachers	4	1 hour 45 minutes
High Performing School -B	1	Head teacher and three teachers	4	1 hour
Average Performing School -A	1	Head teacher and three teachers	4	1 hour 50 minutes
Average Performing School -B	1	Head teacher and three teachers	4	1 hour 40 minutes
Low Performing School -A	1	Head miss and three teachers	4	1 hour 50 minutes
Low Performing School –B	1	Head teacher and three teachers	4	1 hour
	No. 6		Total – 24	Total – 9 hours

Appendix – VI

Interview Guideline

Dear Sir\Madam

I am going to conduct research on the topic “Teachers’ Understanding on Continuous Assessment System Provisioned under Integrated Curriculum: What, Why, When and How?”. You are chosen as a key informant for this research process. The information provided by you through interview will be handy to achieve the research objectives. This interview will take approximately 50 minutes and all the information given by you will be kept anonymous.

Name:

Date:

Sex:

Qualification:

Age:

Teaching

Experience:

1. What subjects have you been teaching at basic level while implementing Integrated Curriculum?
2. How do you evaluate the students studying in your classroom?
3. What is your understanding on continuous evaluation?
4. How has integrated curriculum emphasized AFL to raise student learning levels?
5. What are the tools that you have been using for continuous evaluation?
6. Have you been keeping the record of classroom assessment or continuous assessment?
7. Have you maintained the Portfolio of each student?

8. What aspects have been covered within the student portfolio?
9. What types of works (class work or homework) should be emphasized to strengthen students' learning?
10. Do you provide feedback to your students based on the quality of their work?
11. Do you inform students' progress to their parents through physical meeting?
12. What kind of corrective actions would you take to upgrade or uplift students with poor learning achievement?
13. How do you relate the results of continuous assessment to classroom teaching?
14. Have you attended any training or seminar related to continuous assessment?
15. Does any person or authority monitor your class to provide feedback on a required basis?
16. Have you faced any problems or issues while practicing continuous assessment? If yes, what are they?
17. Have you done collaborative work with teachers of other schools for AFL?
18. What are the major criteria that you have been using to promote your students?
19. What types of question used to measure the learning outcomes in integrated curriculum?

Appendix – VII

Focus Group Discussion

FGD guidelines for the Teachers and Head Teacher

2078

No. of Person:

Date:

The Focus Group Discussion can be taken following main points

- Creating Familiar Environment
- Personal Introduction
- Discussing each other with familiar manner
- Enter to theme
 - Class promotion system
 - Constructive Feed back
 - Self and peer assessment
 - Motivation toward learning
 - Ways to improve teachers' capacity in relation to CAS
 - Transformation of teaching methods
 - Collaborative work for CAS

- Integrated questions e.g. look at this picture and give correct answer



- a. Is it fruit or a vegetable? (science)
- b. What color is it? (English)
- c. How many are there? (Math)
- d. Is it herbs, shrubs or tree? (Science)
- e. In which season does it grow? (Science)
- f. If one person can eat two carrots, how many carrots will you need for five persons? (Math)
- g. If there are nine carrots, how can you divide equally among three persons? (Math)
- h. Which nutrient is present in it? (Health)

Appendix- VIII**Classroom Observation Guideline**

Name:

Date:

Class:

No. of. Students:

Subject:

- Rapport building with teaching staff and non-teaching staff
 - Creating familiar environment
 - Personal introduction
 - Clarifying the objectives of this study
 - Discussing each other with familiar environment
- Enter to the theme
 - Situation of class
 - Presentation of teacher
 - Motivation
 - Teaching methods
 - Teachers' teaching style
 - Teacher's behavior toward the students in teaching learning process
 - Interaction between teacher and students
 - Participation of students in classroom activities
 - Tools of CAS used in classroom
 - Checking of class work
 - Feedback
 - Encouragement for self and peer assessment and self-learning
 - Remedial teaching for weak students
 - Emphasis on class work or homework

Appendix – IX
Model of Portfolio

नेपाल सरकार
शिक्षा मन्त्रालय
शिक्षा विभाग
जिल्ला शिक्षा कार्यालय, भक्तपुर

**निरन्तर विद्यार्थी मूल्याङ्कन
कार्य सञ्चयिका अभिलेख
(STUDENT'S PROFILE)**

विद्यार्थीको नाम:

कक्षा: ४ वर्ग: रो.नं. २४

शैक्षिक सत्र: २०७१

विद्यालयको छाप

विद्यार्थीको व्यक्तिगत विवरण

विद्यार्थीको नाम :

लिङ्गः पु जातिः सेती मातृभाषाः नेपाली अपाङ्गता भए किसिमः

स्वास्थ्यको अवस्थाः

उचाइः १.६५ से.मी., तौलः ६७ के.जी., लिएको मितिः २०७९.१२.१५

जन्म मितिः २०६२.१०.१५

बाबुको नामः सुभाष बहादुर राई योग्यता पेशाः ब्यापार

आमाको नामः शुभमती राई योग्यता पेशाः

अभिभावकको नामः योग्यता पेशाः

अभिभावकको ठेगाना/सम्पर्क नं. : ३

भर्ना मितिः भर्ना भएको कक्षा :

बालविकासको अनुभवः क) भएको ख) नभएको (भएको भए समयः

अन्यत्रबाट आएको भए विद्यालयको नामः ज्ञानोद्यम सेकेन्डरी स्कूल

पारिवारिक बनोटः क) संयुक्त ख) एकल

दाजुः X दिदीः X भाइः X बहिनीः २

निरन्तर मूल्याङ्कन सम्बन्धी सङ्क्षिप्त निर्देशन

- पाठगत आधारमा विद्यार्थीले कक्षामा सिकेका कुरालाई अनुसूची १ अनुसारको फाराममा तोकिएका मापदण्डका आधारमा एकदेखि तीनओटासम्म रेजा (✓) चिन्न लगाउने ।
- अति उत्तम सिकेकालाई तीनओटा रेजा (✓✓✓), उत्तम सिकेकालाई दुईओटा रेजा (✓✓) र सामान्य सिकेकालाई एउटा रेजा (✓) दिने ।
- प्रत्येक पाठमा रेजा दिनका लागि निम्नलिखित मापदण्डलाई आधार मान्नेः
 - कक्षा कार्य
 - परियोजना कार्य
 - व्यवहार परिवर्तन
 - सिर्जनात्मक कार्य
 - हाजिरी
- पाठगत आधारमा रेजा दिइसकेपछि हरेक त्रैमासिक रेजाका आधारमा विद्यार्थीहरूलाई निम्नलिखित तरिकाले क, ख, ग, श्रेणीमा छुट्याउने ।
 - ७० प्रतिशतदेखि १०० प्रतिशतसम्म "क" श्रेणी, (२) ४० प्रतिशतदेखि ६९ प्रतिशतसम्म "ख" श्रेणी (३) ४० प्रतिशत भन्दा तल "ग" श्रेणी ।
- पाठगत रेजाहरूको प्रतिशत निकाल्ने तरिकाः

$$\text{सूत्रः रेजा प्रतिशत} = \frac{\text{विद्यार्थीले पाएका जम्मा रेजा संख्या}}{\text{जम्मा पढाइ भएका पाठ संख्या}} \times १००$$

उदाहरणः क) कुनै एक विषयमा प्रथम त्रैमासिकसम्म पढाइ भइसकेको पाठ संख्या = ३
कुनै एउटा विद्यार्थी उक्त विषयमा प्राप्त गरेको रेजा संख्या = ३६

$$\text{सूत्रानुसारः रेजा प्रतिशत} = \frac{३६}{३ \times १५} \times १०० = ८० \text{ प्रतिशत}$$

त्यस कारण उक्त विद्यार्थीको श्रेणी 'क' भयो

नोटः कक्षा १-३ मा निरन्तर मूल्याङ्कनबाट सतप्रतिशत र कक्षा ४-५ मा ५०% वार्षिक परीक्षा पद्दतीबाट र ५०% निरन्तर विद्यार्थी मूल्याङ्कनबाट विद्यार्थीको लेखाजोखा राख्नुपर्ने । छुट्टै उत्तीर्ण गर्नुपर्ने

पाठगत निरन्तर विद्यार्थी मूल्याङ्कन

अनुषा १

विषय	पाठ/एकाई १				पाठ/एकाई २				पाठ/एकाई ३				पाठ/एकाई ४				पाठ/एकाई ५				कुल
	१	२	३	४	१	२	३	४	१	२	३	४	१	२	३	४	१	२	३	४	
नेपाली					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	३२
अङ्ग्रेजी I					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					२५
गणित					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	३६
सामाजिक अध्ययन तथा सिर्जनात्मक कला									✓	✓	✓	✓									६
विज्ञान									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	२५
स्वास्थ्य									✓	✓	✓	✓	✓	✓	✓	✓					१२
शारीरिक शिक्षा									✓	✓	✓	✓	✓	✓	✓	✓					१३
स्थानीय विषय/ मातृभाषा									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	३०
गणित दोस्रो					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					२१
Science																					

विषय शिक्षकको हस्ताक्षर

फाराम २ (क)

विद्यार्थीको प्रगति विवरण

प्रत्येक महिनामा पढाएको विषयगत पाठको रेजाको आधारमा खाली कोठामा क, ख, ग श्रेणी उल्लेख गर्नुहोस्।

क्र.सं.	विषय	वैशाख	जेठ	आषाढ	श्रावण	भाद्र	आश्विन	कार्तिक	मार्ग	पौष	माघ	फाल्गुण	चैत्र
१	नेपाली	५	५	५	५								
२	अङ्ग्रेजी	५	५	५	५								
३	गणित	५	५	५	५								
४	सामाजिक, सिर्जनात्मक कला	५	५	५	५								
५	विज्ञान	५	५	५	५								
	स्वास्थ्य	५	५	५	५								
	शारीरिक	५	५	५	५								
६	स्थानीय विषय/मातृभाषा	५	५	५	५								
७	गणित दोस्रो	५	५	५	५								
८	Science												

महिनाको नाम	महिनाको जम्मा दिन	पढाई भएको दिन	हानिर दिन	कक्षा शिक्षकको राय सुझाव	दस्तखत	अभिभावकको राय सुझाव	दस्तखत
वैशाख	३१	१३	-				
जेठ	३१	१५	-				
आषाढ	३२	१६	१३				
श्रावण	३१	२२	५				
भाद्र	३१	२५	२५				
आश्विन	३१	६	६				
कार्तिक	३०	१६	१०				
मार्ग	२९	२१	-				
पौष	३०	१९	१६				
माघ	२९	११	५				
फाल्गुण	३०	२१	१९				
चैत्र	३०	१५	१५				

रजु गर्ने: प्र.अ.को दस्तखत: कुनै महिना कक्षा सञ्चालन नभएमा उक्त महिनाको महल खाली राख्ने।

फारम २ (ख)

**विद्यार्थीको प्रगति विवरण
(त्रैमासिक)**

विषय	निरन्तर विद्यार्थी मूल्याङ्कन क्षेत्री (क, ख, ग)			प्रथम त्रैमासिक		दोस्रो त्रैमासिक		वार्षिक परीक्षा		जम्मा	
	प्रथम त्रैमासिक	दोस्रो त्रैमासिक	वार्षिक मूल्याङ्कन	पूर्णाङ्क	प्राप्ताङ्क %	पूर्णाङ्क	प्राप्ताङ्क %	पूर्णाङ्क	प्राप्ताङ्क %	१००%	%
				१०%		३०%		६०%			
नेपाली	७८				३		१०		३३	४६	९३
अङ्ग्रेजी	७८				३						
गणित	७८				४						
सामाजिक, सिर्जनात्मक कला	७८				७						
विज्ञान, स्वास्थ्य	७८				२				१६	२१	००
शारीरिक	७८				२				१२	१४	७
स्थानीय विषय/मातृभाषा	७८				२				१६	२१	००
गणित दोस्रो	७८				३						
Science											
जम्मा											

कक्षा शिक्षक: रजु गर्ने: प्र.अ.को वस्तुबाट:

नोट: यसै अनुसारको प्रगति विवरण विद्यालयले तयार गरी मसान्तमा प्रत्येक विद्यार्थीलाई दिनुपर्ने।

पाठगत निरन्तर विद्यार्थी मूल्याङ्कन

विषय	पाठ/एकाई				पाठ/एकाई				पाठ/एकाई				पाठ/एकाई				पाठ/एकाई				
	१	२	३	४	१	२	३	४	१	२	३	४	१	२	३	४	१	२	३	४	
नेपाली	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	२५
अङ्ग्रेजी	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	२१
गणित	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१६
सामाजिक अध्ययन तथा सिर्जनात्मक कला	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	५
विज्ञान																					
स्वास्थ्य																					
शारीरिक शिक्षा	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	७
स्थानीय विषय/मातृभाषा	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१०
गणित दोस्रो	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Science																					

विषय शिक्षकको हस्ताक्षर

फारम २ (क)

विद्यार्थीको प्रगति विवरण

प्रत्येक महिनामा पढाएको विषयगत पाठको रेजाको आधारमा खाली कोठामा क, ख, ग श्रेणी उल्लेख गर्नुहोस्।

क्र.सं.	विषय	बैशाख	जेठ	आषाढ	श्रावण	भाद्र	आश्विन	कार्तिक	मार्ग	पौष	माघ	फाल्गुण	चैत्र
१	नेपाली					क	—	ग					
२	अङ्ग्रेजी					ख	ख	ख	ख				
३	गणित												
४	सामाजिक, सिर्जनात्मक कला												
५	विज्ञान, स्वास्थ्य शारीरिक						ख						
६	स्थानीय विषय/मातृभाषा						ख						
७	गणित दोस्रो												
८	Science												

महिनाको नाम	महिनाको जन्मा दिन	पढाई भएको दिन	हाजिर दिन	कक्षा शिक्षकको राय सुझाव	दस्तखत	अभिभावकको राय सुझाव	दस्तखत
बैशाख							
जेठ							
आषाढ							
श्रावण							
भाद्र	२१	२४	२४				
आश्विन	३१	३	३				
कार्तिक	३०	१६	१०				
मार्ग	२९	२१	—				
पौष							
माघ							
फाल्गुण							
चैत्र							

रजु गर्ने: प्र.अ.को दस्तखत: कुनै महिना कक्षा सञ्चालन नभएमा उक्त महिनाको महल खाली राख्ने।

फारम २ (ख)

विद्यार्थीको प्रगति विवरण
(त्रैमासिक)

विषय	निरन्तर विद्यार्थी मूल्याङ्कन श्रेणी (क, ख, ग)			प्रथम त्रैमासिक		दोस्रो त्रैमासिक		वार्षिक परीक्षा		जम्मा १००%
	प्रथम त्रैमासिक	दोस्रो त्रैमासिक	वार्षिक मूल्याङ्कन	पूर्णाङ्क १०%	प्राप्ताङ्क %	पूर्णाङ्क ३०%	प्राप्ताङ्क %	पूर्णाङ्क ६०%	प्राप्ताङ्क %	
नेपाली									६	
अङ्ग्रेजी										
गणित										
सामाजिक, सिर्जनात्मक कला										
विज्ञान, स्वास्थ्य शारीरिक										
स्थानीय विषय/ मातृभाषा										
गणित दोस्रो										
Science										
जम्मा										

कक्षा शिक्षक: रजु गर्ने: प्र.अ.को दस्तखत:

नोट: यसै अनुसारको प्रगति विवरण विद्यालयले तयार गरी भसन्तमा प्रत्येक विद्यार्थीलाई दिनुपर्ने।

पाठगत निरन्तर विद्यार्थी मूल्याङ्कन

विषय	पाठ/एकाई					पाठ/एकाई					पाठ/एकाई					पाठ/एकाई										
	१	२	३	४	५	१	२	३	४	५	१	२	३	४	५	१	२	३	४	५		१	२	३	४	५
नेपाली	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	४३
अङ्ग्रेजी	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	३३
गणित	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	४२
सामाजिक अध्ययन	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	११
तथा सिर्जनात्मक कला	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१९
विज्ञान	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१९
स्वास्थ्य	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१९
शारीरिक शिक्षा	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	९
स्थानीय विषय/मातृभाषा	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१९
गणित दोस्रो	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१६
Science																										

विषय शिक्षकको हस्ताक्षर

विद्यार्थीको प्रगति विवरण

फाराम २ (क)

प्रत्येक महिनामा पढाएको विषयगत पाठको रेजाको आधारमा खाली कोठामा क, ख, ग श्रेणी उल्लेख गर्नुहोस्।

क्र.सं.	विषय	वैशाख	जेठ	आषाढ	श्रावण	भाद्र	आश्विन	कार्तिक	मार्ग	पौष	माघ	फाल्गुण	चैत्र
१	नेपाली												
२	अङ्ग्रेजी												
३	गणित												
४	सामाजिक, सिर्जनात्मक कला												
५	विज्ञान												
	स्वास्थ्य												
	शारीरिक												
६	स्थानीय विषय/मातृभाषा												
७	गणित दोस्रो												
८	Science												

महिनाको नाम	महिनाको जन्मा दिन	पढाई भएको दिन	हाजिर दिन	कक्षा शिक्षकको राय सुझाव	दस्तखत	अभिभावकको राय सुझाव	दस्तखत
वैशाख							
जेठ							
आषाढ							
श्रावण							
भाद्र							
आश्विन							
कार्तिक							
मार्ग							
पौष	२०	१९	१६				
माघ	२३	११	४				
फाल्गुण	२०	२१	१९				
चैत्र							

रजु गर्ते: प्र.अ.को दस्तखत: कुनै महिना कक्षा सञ्चालन नभएमा उक्त महिनाको महल खाली राख्ने।

फाराम २ (ख)

**विद्यार्थीको प्रगति विवरण
(त्रैमासिक)**

विषय	निरन्तर विद्यार्थी मूल्याङ्कन श्रेणी (क, ख, ग)			प्रगति विवरण						
	प्रथम त्रैमासिक	दोस्रो त्रैमासिक	वार्षिक मूल्याङ्कन	प्रथम त्रैमासिक		दोस्रो त्रैमासिक		वार्षिक परीक्षा		जम्मा १००%
				पूर्णाङ्क १०%	प्राप्ताङ्क %	पूर्णाङ्क ३०%	प्राप्ताङ्क %	पूर्णाङ्क ६०%	प्राप्ताङ्क %	
नेपाली					३		६		१६	२५
अङ्ग्रेजी	५१	५५	५३		३		१४		४३	६०
गणित										
सामाजिक, सिर्जनात्मक कला					१		५		११	१६
विज्ञान, स्वास्थ्य					१		५		११	१६
शारीरिक								१०	१०	
स्थानीय विषय/मातृभाषा								१०	१०	
गणित दोस्रो									११	
Science										
जम्मा										

कक्षा शिक्षक: रजु गर्ने: प्र.अ.को दस्तखत:

नोट: यसै अनुसारको प्रगति विवरण विद्यालयले तयार गरी मसान्तमा प्रत्येक विद्यार्थीलाई दिनुपर्ने।

Appendix- X**Image from the field**

Picture 9: Class observation of High performing school A



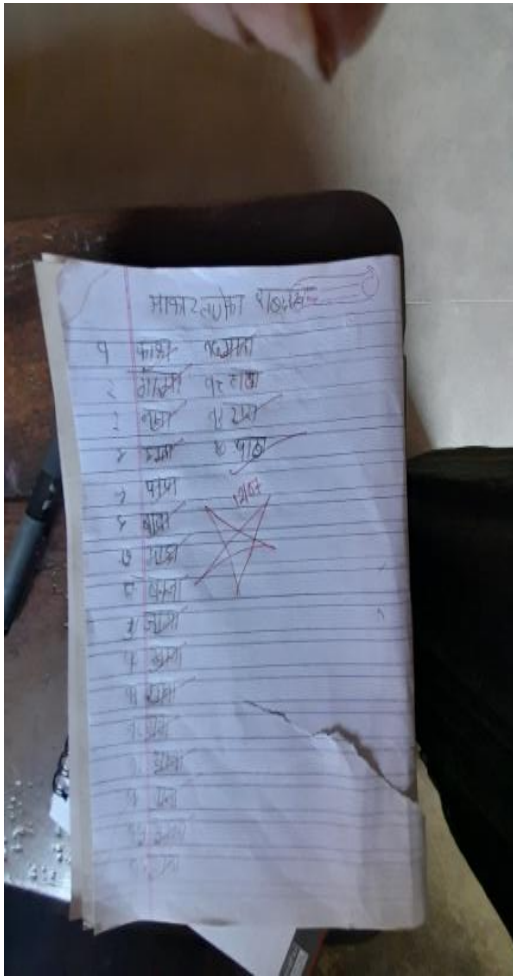
Picture 10: Interview with teachers



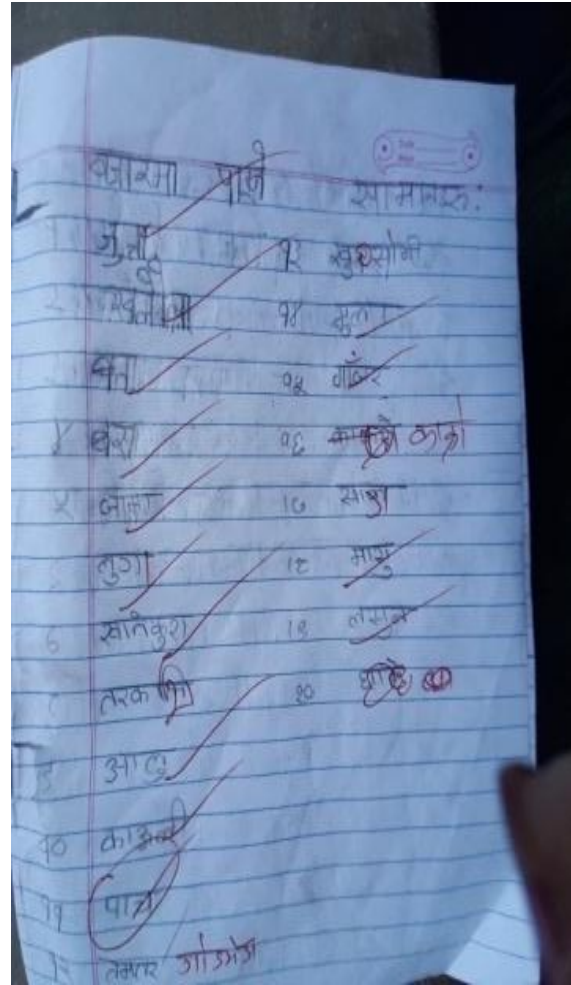
Picture 11: After discussing about AFL with headmaster



Picture 12: Observation of class of Average performing schools A



Picture 13: Teacher providing star in homework as feedback



Picture 14: Not properly checked homework