

**A study on exploring effective measures for strengthening
continuous student assessment and its implementation strategies
at schools level
(Final Report)**

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There had been an increasing criticism on conventional examination practices, which emphasized narrowly conceived ‘one-shot’ testing of students’ learning. In this realization, the education policy makers in Nepal forwarded the need of continuous assessment of students. Though Nepali school education made several efforts to implement CAS, its affectivity was still in question. As such, this research was carried to explore present status of CAS, and to identify effective measures for strengthening CAS at school level. Help and supports from different sectors, thus, were of higher significance so as to make this research project meaningful.

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EXECUTIVE SUMMARY

CAS was introduced in the late 1990s, particularly the Ninth Plan (1997-2002) to complement Liberal Promotion Policy (LPP), which aimed at reducing dropouts and repetition, particularly at primary schools. Later, Program Implementation Plan (PIP) for 1999-2004 forwarded continuous assessment of students, a mechanism whereby the cognitive, affective and psychomotor domains of students' behaviour are taken into account in the final grading of students' school performances, as key element of quality education.

Accordingly, Tenth Plan (2002-2007) programmed to introduce CAS up to grade 5 on the basis of lesson learnt from a pilot program in the five Compulsory Primary Education (CPE) districts beginning in the year 2000/1. Final report on Effect of CAS on Student's Achievement, Dropouts, and Attendance (CDC, 2003), however, revealed that the CAS did not show any fixed trend in the improvement of students' achievement. Still later, final report of the Joint Evaluation of Nepal's SSRP Program (2009- 2016) came with the concluding remarks that the CAS was not yet ready to take an important role in ensuring sustainability. It was mainly due to its poor acceptance and understanding among teachers, pupils, parents, and decision-makers.

Following the lessons learnt from SSRP, one of the notable strategic interventions of the ongoing School Sector Development Plan (SSDP...) was to build on the achievement of the SSRP with an emphasis on making both formative and summative assessment more skills and learner-centred.

In this background, present research study was carried to explore effective measures to strengthen continuous assessment of students at schools. Its purpose was to identify the provision made for CAS in terms of capacity building programs, inputs like manuals and testing tools for teachers, portfolio for students, and support mechanism (e.g. financial and technical) to schools. Likewise, it was to identify the lessons learnt and key issues facing the effective implementation of the CAS by the schools. It was also to explore the techniques to link the use of the CAS and the Letter Grade system in examination for enhancing students learning and performance.

The study used SSRP (2009-2016), and SSDP (2016-2023) documents and Education Act 2073 (eight amendment) as referents. Research reports and internal monitoring reports e.g., final report on Effect of CAS on Student's Achievement, Dropouts, and Attendance (CDC, 2003), and final report of the Joint Evaluation of Nepal's SSRP Program, 2009- 2016 (2016) were reviewed. The study explored Program Handbook on CAS, 2056, Teachers Training Handbook on CAS, 2056, Teacher's Guidebook on CAS, 2056, and Instructor's Guidebook on CAS, 2056. Likewise, Implementation Guide on CAS, 2068, CAS Implementation Guideline, 2072, and Letter Grading System Implementation Policy was also reviewed.

Research Method/ Methodology

The study was completed in three different phases. Identifying sources of data, selection and size of sample districts, preparation of research tools and timeline, arranging familiarity workshop among related experts, and pilot testing the tools were made during the inception phase. A purposive sampling of the districts (total 8 districts) and schools (total 32 schools) to represent two EGRA implemented districts and at least one district from each province was made, which represented all three ecological belts i.e., Mountain, Hills and Terai. The basic unit for sampling in this study was a school, and therefore at least 4 schools representing two from urban and two from rural area of each sampled district were selected.

Likewise, field visit, interviewing /FGD with relevant and key stakeholders, categorizing and coding, and analyzing key events in reference to selective study reports and publications were made in assessment phase. Qualitative data were analyzed, described and interpreted through conceptualization and explanation. The field data were analyzed through (a) categorizing and coding, and (b) analyzing key experiences. The field experiences were constantly compared with provisions in manual documents, which were initially reviewed for the study purpose.

Finally, final analysis, sharing key findings with experts and practitioners, and report writing were carried in consolidating phase.

Provisions for CAS

Field information on provision made for CAS, and perception of teachers and other stakeholders were studied under different sub themes (1) Conceptual Clarity (2) Capacity building Manuals and testing tools (3) Student portfolio and (4) Support Mechanism. The major findings of the study were as follows:

- Most of the teachers and Head teachers recognized formative assessment as mere formality. They failed to accept CAS as means for child friendly learning and evaluation. Subject teachers identified CAS as mere additional load to them. For parents CAS was ‘taking test time and again’ and for students CAS was ‘passing exam without taking test’.
- There was seemingly lack of focused (e.g., in school demonstration/ subject focused) training. Training programs did not include (address) needs of all the subject teachers. They were inadequate (e.g., too general) to learn test item development techniques relating it to concerned curriculum. Trainings were not supported by evaluation and feedbacks. Trainings supported by on-the-spot demonstration, however, were relatively effective.
- More teachers were pre-occupied with record keeping. For many teachers, CAS format filling was mere a forced routine work. Even in CAS implemented schools, student’s progress forms were filled during periodic exams for technical purpose only. Many teachers (and HTs as well) were not sure in what ways the total sum of tick marks for individual student in particular subject could be made compatible with exam results. Most often, CAS formats were not revisited to identify students’ problems, and therefore corrective measures were rarely taken.

- Use of portfolio had become more a technical work and formality for both HTs and teachers. Portfolio management in some schools was seemingly good only in the lower grades (grade one to grade three). Teachers and HTs were not clear on the ways to make evaluation of portfolio compatible with exam results. Most of the parents were not provided, or they were not aware of their children's portfolio at school. In some schools, students' portfolio were collected in plastic sacks and stored.
- In the Manuals, there was clear indication of responsibilities of every concerned authorities and personnel for effective implementation of CAS. However, most of the SS and RPs were occupied with other administrative tasks, and therefore the supervision of CAS and monitoring mechanism was less effective. DEO, supervisors, and RPs rarely managed CAS related in-house trainings. School lacked necessary financial/technical support for project works, and other tools to develop psycho-social domains of students.
- SMC members were less aware of CAS practices, and no programs were conducted from any level to aware SMC on implementing CAS at schools. As such, their constructive feedbacks were not observed. In the absence of proper orientation on meaning and purpose of formative assessment, schools found almost no supports from parents.

Compared to non CAS-effective schools, there were few CAS-effective schools, which were doing their best to practice CAS. The common practices of CAS-effective schools were:

- Making CAS systematic through school based operational plan. Most of these schools had their own school calendars, where staff meetings were scheduled once a month. CAS practices were focused in their agenda to discuss.
- HTs in these schools were enthusiastic and motivated to implement CAS in their schools, where teachers were found accountable to HTs. There was timely distribution of CAS manuals and record files.
- In spite of the provision of LPP, most of these schools promoted students (even in class 1-3) only after their students met minimum requirements to be promoted. Most often, the parents of the students who failed to meet minimum requirements were called at school for discussion.
- Even CAS-effective schools found it difficult to implement CAS in upper classes (e.g., class 4 to class 7)

Key Issues and Challenges in Implementing CAS

Based on the findings on provisions made for CAS, and the perception and practices of teachers, head teachers and other stakeholders, key issues and challenges in designing, administrating, evaluating, reporting, remediating, and sustaining CAS were identified.

- One of the major issues and challenges of designing CAS was to integrate CAS and liberal promotion policy in an effective way. Designing contextual CAS manuals, and curriculum, and designing packages on in-school focused training was another challenge.

- Portfolio management and CAS format filling in upper classes (class 4 to 7) were challenging. Likewise, lack of active initiation and moderation from schools was an additional issue in administrating CAS.
- So far evaluation is concerned, managing time for diagnostic testing of students' performances was challenging.
- Lack of descriptive report on students' progress was an issue in reporting. Another key issue and challenges of CAS was to make remediation and enrichment backed by constructive remedial instructions integral to students learning assessment.
- Collaborating the overall needs and contexts of particular school and CAS policies was vital in sustaining CAS. Raising the feeling of ownership among teachers to make assessment tools and rating scales, and minimising growing negativity towards CAS among its stakeholders were challenging issues.

Linking the use of the CAS and the Letter Grade system

In CAS implemented schools there was generally accepted tradition to make different column for CAS in progress report cards and assign Grade A, B, or C. Criteria to assign grades were not suggested in the report cards. A high range difference between these grades was the inherent problem within it, which needed to be specific. Research participants and experts suggested to add at least two grade points (e.g., A, B, C, D, and E), and come with proper descriptors. Criteria for the grades were to be listed in report cards.

Recommendations

Based on the lesson learnt from this study two major recommendations in terms of capacity building and school-based administration of CAS are forwarded.

1. Capacity building: All perspective teachers have to pass through intensive and rigorous training on CAS. It is recommended to make provision of full time course involving the concepts, modalities, and techniques of CAS in teacher preparation classes of the universities. Likewise, concerned bodies need to ensure subject specific intensive and regular in-service and 'to the spot' trainings on CAS. Such trainings should be handled by experts in the area.
2. School based administering of CAS: It is recommended to make provision of a separate continuous assessment unit in all the schools. It needs to be headed by a senior non-teaching staff, who is accountable to the HT. This unit should be responsible for systematic recording of all CAS related information of individual student; and collect assessment scores from the teachers so as to make entry into the students report sheets. This unit can further be supported by school CA committees, consisting department heads and section in-charges.

ABBREVIATIONS

BPEP	Basic and Primary Education Programme
CAS	Continuous Assessment System
CDC	Curriculum Development Center
DEO	District Education Office
DoE	Department of Education
EGRP	Early Grade Reading Programme
ECED	Early Childhood Education and Development
EFA	Education for All
FGD(s)	Focus Group Discussion(s)
LGS	Letter Grade System
MOE	Ministry of Education
NCED	National Centre for Educational Development
PIP	Program Implementation Plan
PTA	Parent Teacher Association
SSDP	School Sector Development Plan
SSRP	School Sector Reform Programme
RC	Resource Center
RP(s)	Resource Person(s)
SS(s)	School Supervisor(s)
TPD	Teacher Professional Development

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1. BACKGROUND

Assessment is the process of making judgement about student's performance on a particular task. Opposed to the concept of once-for-all assessment, Continuous Assessment of Students (CAS) acknowledges educational assessment in broader term, which includes many procedures used to obtain information about students' achievement and learning process. In other words, CAS refers to on-going, diagnostic, classroom-based process, where the full range of information is gathered and synthesized by teachers to assess students' performance. The use of variety of assessment instruments, and quality of supportive feedback that follows the assessment, potentially influences students' learning. In the international scenarios, formative assessment has already been accepted as inherent part of quality education. In this line, the education policy makers of Nepal are in continuous effort to find its effective implementation, which is even reflected in comprehensive educational reform projects like SSRP and SSDP among others. In this background, here follows the context and objectives of CAS in Nepal. It also brings into light different policy level initiatives to implement CAS, and the purpose of this study.

1.1 Context and Objectives of CAS in Nepal

Ministry of Education (MoE), Nepal, is in the process to implement recently developed School Sector Development Plan (SSDP). The plan has acknowledged Continuous Assessment of Students (CAS) as major strategic intervention at school sectors for quality education. This seven-year plan (July 2016 to July 2023) is to continue its efforts to ensure equitable access to quality education for all. Among ten different strategic priority of SSDP (decentralized governance and federalism, quality and effective pedagogy for improved learning outcomes, curriculum framework and learning materials, assessment and examinations, teacher management and professional development, language and education, equality and inclusion, enabling environment, infrastructure development and school safety, and capacity development), the plan has stressed that the assessment and examination system is yet to strengthen its focus on application and synthesis skills. In doing so, it accepted CAS as supportive means to meet this goal.

SSDP, in general, has followed SSRP, which ran from 2009 to mid-July 2016. This latest and final program in the 15 year EFA National Plan of Action, 2001-2015, had focused on three pillars of access, inclusion, and quality, which was structured across three components: (1) Basic education (grade 1-8), ECED/PPE, literacy and lifelong learning, (2) secondary education (grade 9-12) and technical and vocation learning pilot programs, and (3) institutional capacity strengthening (including teacher management) for the planning, delivery, and monitoring of educational services and products. As envisaged in SSRP, some fundamental achievements were observed within these components. However, though SSRP stressed CAS as impactful strategic measure to ensure quality education through quality assessment practice, final report of the Joint Evaluation of Nepal's School Sector Reform Plan Program, 2009- 2016, came with the concluding remarks that the CAS was not yet ready to take an important role in ensuring sustainability. It was mainly due to its poor acceptance and understanding among teachers, pupils, parents, and decision-makers.

Though seemingly inadequate, some efforts to assess the productivity of CAS were made before SSRP project was formally launched. For example, in order to bring significant

progress in evaluation system in primary level, supported by liberal promotion policy, master plan of BPEP II recommended to implement continuous evaluation of the students. Acknowledging it, Program Implementation plan (PIP) for 1999-2004 forwarded continuous assessment of students as key element of quality education.

Recognizing CAS as a way of assessing pupils using a set of learning outcome indicators, the approach for CAS was introduced as a pilot program in five compulsory primary education (CPE) districts in the year 2000/01. The piloting of CAS was first introduced with grade 1 in 2000/01 and in subsequent years with grade 2 and grade 3. In course of using the CAS, strategies like materials development, training of teachers and monitoring of the pilot programme were carried out. All concerned teachers were provided with training on how to use the curriculum for teaching and assessment, how to keep students progress report in their portfolio, how to give individual help, how to report it. Class teachers were supposed to assess the students along with their teaching.

There as well, similar to the finding of final report of the joint evaluation of SSRP program, final report on Effect of CAS on Student's Achievement, Dropouts, and Attendance, 2003 revealed that the CAS did not show any fixed trend in the improvement of students' achievement. In many cases, the study revealed that the CAS students performed low compared to non- CAS students. Similarly, the achievement trends of the CAS students decreased slightly over the years from grade 1 to grade 2 and from grade 2 to grade 3.

As foreseen by SSRP, initiatives on formative assessment practices were supposed to go fruitful to ensure quality school education. It was supposed to achieve certain objectives (e.g., objectives as envisaged by CDC, 2056), which included (a) to evaluate learners continuously using various tools and measures, (b) to increase the rate of learners regularity, (c) to decrease the rate of drop-outs and repetition, (d) to minimize the stress of examination in learners, (e) to encourage the brilliant learners and assist the poor learners, (e) to create happy atmosphere for the learners to be regular in school, (f) to lunch liberal promotion policy through CAS, and (g) to maximize the rate of successful achievement by the learners.

Though CAS has already walked a little distance ahead, it is yet to be fully comprehended by parents and teachers to be preferred over summative exams. The concerned authorities are still looking further ways for its effective implication. For example, as stated earlier, following SSRP, one of the notable strategic interventions of the on-going SSDP is to build on the achievement of the SSRP with an emphasis on making both formative and summative assessment more skills and learner-centred. In this connection, it is necessary to document the various measures and innovations targeted to make the CAS implementation effective. In addition, there is a need for transformation of the CAS policies at various levels by ensuring the fulfilment of roles by various stakeholders. At present the DoE, following SSDP, has planned to ensure the effective implementation strategies of the CAS in schools. As such, there is a timely need of comprehensive and yet contextual study on provisions made for CAS in school education of Nepal, making meanings on its key issues, and seeking possibilities for its effective implementation, which this study has possibly addressed.

Finding effective ways so as to integrate CAS and Letter Grading System (LGS) is another burning issue in present assessment practices in school education of Nepal. Recently, the GON has introduced Letter Grade System in the Examination at Secondary level (e.g. class

10 final exam) with the decision of National Curriculum Development and Evaluation Council on December 9, 2015. The major objectives of the Implementation Guidelines were (i) to validate the competencies gained by the students through learning to the extent possible, (ii) to convert the scores of the students with grading letter to the letter grade at 9 levels and (iii) to enhance the quality of education by preventing the educational loss.

The on-going provision of grading practices (e.g., A, B, and C) in CAS has often been criticized as being less effective in making/ covering actual assessment of student's performance. As such, there was need for scholarly discussion and studies on it. Likewise, there was no clear ways to bringing together the grading practices of CAS (e.g., A, B, and C) in CAS implemented (Basic) grades, and 9 levels letter grade (A+, A, B+, B, C+, C, D+, D, E) practices of secondary classes (e.g. class 10 final exam).

In this context, exploring effective measures for strengthening continuous student assessment and its implementation strategies at school level, and finding effective ways to link CAS practices with the letter grading could hold higher value for improving the quality of learning at school.

1.2 Initiatives to Implement CAS in School Education

Compared to traditional ones, the field of education at present has evolved toward incorporation of new, alternative assessment practices. A common consensus is built among education practitioners that formative assessment, if properly implemented in schools, may work as powerful means to improve student's learning. In this realization, the education policy makers in Nepal have also been looking ways forward to introduce continuous assessment of students' learning as integral in enhancing education quality. As discussed in introductory section of this study report, though SSRP and ongoing SSDP have adequately focused on CAS practices and its implementation in school education, concerned authorities, in a way or other, have been seeking effective implementation strategies from almost two decades earlier.

The major sources of CAS related policies in Nepal are implementation manuals on primary education curriculum (2062/2065), National Curriculum Framework (2063), Three Year Periodic Plan (2064-67), and School Sector Reform Plan (2067-2072). The Three Year Periodic Plan, 2064-67 stressed the implementation of step wise liberal promotion policy up to class seven, grading students based on their achievement. Likewise, SSRP (2067-72) stressed on the provision of continuous assessment or remedial help to the students. Here follows a brief overview of few other documents focused to plan, policies, provisions, and guidelines on CAS at policy level, which remained helpful in identifying gap between policy and practices focused to un/effective implementation of CAS in Nepali schools.

- *Programme Handbook on CAS, 2056*

Despite various efforts made toward raising the quality of primary education, the quality aspects were not satisfactory. All school age children were not enrolled, where the failure rate, the repeaters rate, and the dropout rate remained alarming. Educational field on high stakes examination, and practices on periodic written test were criticized as responsible factors behind it. In this realization, the Ministry of Education and Sports introduced the Continuous Assessment of Students and liberal promotion policy from the ninth periodic plan. The Program handbook was therefore developed by CDC in 2056. This program book mainly focused the concept and the various strategies and steps to introduce CAS and liberal

promotion policy. It came up with purposes of introducing CAS, the strategies to introduce CAS system, the details of the programme, training of the teachers, and construction and distribution of related materials. In addition, this handbook provided details on management of the portfolio of the students' evaluation (activities recording and portfolio management), the process of maintaining students evaluation and activities recording, and follow-up and monitoring. It also included roles of different agencies like Curriculum Development Centre, Regional Education Directorate, District education officer, Resource Centre/ Resource Person and School Supervisor, School/Head teachers and teachers, and guardians. The Programme book also gave adequate space for the liberal promotion of the grade 1 to 3 students. As provisioned there, the basic purpose of the liberal promotion was to promote the students without taking formal tests. However, there were some requirements like the appropriate age of promotion to upper grade, 70% attendance in the class, and outstanding results in the first queerly test among others.

- *Teachers' Training Handbook on CAS, 2056*

Following Programme Handbook on CAS, the Teachers' Training Handbook was developed in 2056 by the CDC, Ministry of Education, and Government of Nepal, which was published in 2057 BS and was revised the same year. Along with the introduction of CAS, the government set a policy of providing training to 3 teachers on CAS in each school. The purpose of this five days training was to orient the teachers about CAS, the importance of CAS, management of student's portfolio, construction of student's portfolio, and construction of evaluation devices. The handbook was therefore designed to achieve practical knowledge, where trainees during the training period would visit schools and carry out practical works taking reference of the learning outcomes and observation of grade 1 classroom activities. The training also included writing specific comment on the learning outcomes, feedback on writing notes, and categorizing students by their level such as weak, average and good

- *Instructors' Guidebook on CAS, 2056*

The objective of the Instructors' Guidebook by CDC, Ministry of Education, Nepal, was to provide various knowledge and skills to the teachers 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 contained anticipated answers on the questions focused to the need of formative assessment practices. Answers to such questions would possibly orient teachers to promote the use of formative assessment so as to improve the quality of teaching and learning. Similarly, it contained set of questions related to the text on evaluation, remedial teaching, summative and formative evaluation, and recording of students' information related to evaluation. It also suggested the list of evaluation tools like home work, class work, and question answer (written and oral), discussion, drama, observation in different place (work and activities), record/portfolio and the related aspects that can be measured by the tools and the methods of using them. Likewise, it provided a list of answers to the questions based on the curiosity/complains of the guardians, and teachers' problems. The trainees were required to discuss on the ways the education record helps, and find the conclusion.

The Instructor's Guidebook also suggested about Students Portfolio Management. It sought to answer the questions- What is meant by Students portfolio? What is liberal promotion? What a school should prepare for using CAS? What are the points suggested for students portfolio? What types of learning outcome are covered by the student's progress report? There, the trainees were required to study the description form and students portfolio and make a plan for updating the portfolio. It also included activities like grouping of students -weak,

satisfactory and good on the basis of learning outcomes, and making remedial plan for those students individually. Helping students to manage class themselves was another highlighted activity.

Other activities included in the training package were related with construction of Evaluation devices. The activities were specifically related to testing learning outcome of reading, listening, speaking, and numerical skills and social and individual qualities of grade 1 students contained in progress description form. It also included finding ways to help students, who are identified as weak in course of teaching. The activity particularly suggested the ways to grouping students, utilizing the good students in helping their peers. It also contained ways of informing parents about supporting their children, providing more time to help weak students, and carrying out new activities. It, in addition, discussed symptoms of emotional condition, different incidents that may happen on the students during school. The activity also cautioned on maintaining confidentiality of the students records.

- *Teachers' Guidebook on CAS, 2056*

Aimed at successful implementation of CAS, supporting the school teachers to carry it effectively, teacher's guidebook was developed in 2057 BS. This handbook was firmly aimed at making the implementation of CAS successful in grade 1 to grade 3, and also the liberal promotion policy based on the CAS. The handbook acknowledged CAS as an inevitable part of teaching-learning activities and focused on the use of timely evaluation of the students. It also recognized CAS as non-formal evaluation, that may take place in different time and contexts, which specially insists on formative purposes. One of the major highlight of this guidebook was its clearly defined roles and responsibilities of different institution which included Curriculum Development Centre, Regional Education Directorate, District education officer, Resource Centre/ Resource Person and School Supervisor, school/Head teachers and teachers, and guardians. It also mentioned the criteria set for liberal promotion, which included appropriate age to be promoted in upper grade, 70% attendance in the class, and outstanding results in the first quarterly test. In addition, the handbook mentioned further criteria of promotion like extraordinary performance in first quarter, and/or scoring 3 marks in the indicators of related learning outcome.

The section nine of the handbook focused on the management of students' portfolio under CAS.

- *CAS Implementation Handbook, 2067*

The CAS implementation handbook is consisted of four chapters and annexes. Beginning from the definition of evaluation, meaning, context and essentiality of the CAS and its tools, the handbook presents various practical steps on using them effectively.

The first section is divided into five parts which includes background information procedures of the CAS. The first Chapter entitled Concept of CAS deals with background information and the concept of the CAS, essentiality of the CAS, methods of the CAS like observation, the use of check list and rating scale for observation, utility of the CAS techniques for student evaluation, record maintaining styles and glossaries of the terms used in course of CAS implementation such as question answer and discussion, written test, portfolio study, self evaluation, peer evaluation, contacts with parents and their responses. The terminologies includes feedback, remedial teaching, back ground knowledge of students, learning achievement, documenting progress report of the students, learning attitude, peer learning, peer evaluation, student centred teaching and learning, learning styles. The Chapter 2 entitled Existing Policy related to the Implementation of the CAS presents an in-depth

review of CAS policies. Under this chapter there are four sections that deal with periodic plan, School Sector Reform Programme (2067-2072) National Curriculum Framework 2063BS and the Primary Education Curriculum 2062/2065BS and also on the implementation strategies of the CAS. The Chapter 3 presents review on the roles of various agencies with regard to CAS Implementation, which is followed by CAS implementation process.

- *CAS Orientation Materials, 2069*

Following the development of the CAS Implementation Guide in 2068 B.S, the CDC also developed CAS Orientation Material in 2069 BS. The Continuous Assessment of Students (CAS) was introduced with recognition that the continuous assessment facilitates learning, supports the students learning by doing, learning by repetition and use and practice the things learned. It was also believed that the introduction of the CAS assist the teacher to improve teaching and learning activities, using appropriate materials and set appropriate teaching learning activities. The whole process of teaching learning, thus, improves the standard of teaching as well as learning and qualitative improvements towards learning outcomes. Keeping in mind these realities, the CAS Orientation Material in 2069 was developed to support the teachers. This material developed as an orientation materials comprises various contents related to concepts of evaluation, examination, tests and assessment, formative evaluation, periodic evaluation process and quantitative evaluation, continuous assessment cycles, introduction on/to roles and responsibilities of individuals and organization related to CAS, and problems related to CAS and ways to address them. In fact the CAS Orientation material 2069 is a resource material.

- *The CAS Orientation and Implementation Guidebook, 2072*

With purpose of helping appropriate evaluation of different aspects for improving present learning facilitation condition at school level, this Handbook on Continuous Assessment of Students (CAS) has been developed. It is expected that this manual will be helpful in providing directions in most of the confusing areas of the CAS. Since CAS is a very flexible system of evaluation the teachers would be able to use this more responsibly by using own reasoning and thought. Though the teachers have a key role to play in CAS, this handbook describes in detail the roles of various individual and organization in implementing CAS. The CAS Orientation and Implementation Guidebook 2072 BS is comprised of five chapters. On the whole the first chapter presents the details on CAS. The guidebook explains that CAS is not only for promotion and a process of evaluation, or just assessing the performance and identifying pass or fail. The whole essence of the CAS, however, is to ensure the continuous use of various evaluation tools and to recognize it as an inevitable component of learning and learning facilitation process, to identify the learning difficulties of the students and help them address their problems and carry out the action research to address various instructional problems

As mentioned in the guidebook, the purposes of the CAS are to ensure effective learning, and bring expected changes among the students by means of learning facilitation. More specifically, CAS ensures facilitation for learning, assesses the status of learning, learning problems, and behavioural changes. It is to set activity for facilitation of learning by identifying the learning difficulties in planned way, facilitate need based learning based on the remedial procedure, and maintain record of continuous learning and behaviour. The six steps cycle of CAS begins from setting learning outcomes, learning facilitation plan, learning facilitation activities, CAS diagnosis of the good, average and weak performing students, and finally need based learning facilitation including additional learning, facilitation, and remedial learning facilitation.

Next, it deals with various methods of CAS such as observation including the tools such as checklist and rating scale for observation; question answer; written test, portfolio study; learning based on self evaluation; evaluation and learning from peers, parental contact and responses. This chapter clearly describes on procedural tools such as oral presentation and question answer, dance and movement, practical works, sports skills, role play, debate, singing and playing, interview, and different demonstrations of skills, and other product or prepared tools such as reporting, project work, essay, written work modelling, and written question answer.

Review of documents as such suggested that considerable efforts have been made at central/policy level for effective implementation of CAS. However, these initiatives may work productive only when they are well accepted and used by concerned bodies. Some studies e.g., final report on Effect of CAS on Student's Achievement, Dropouts, and Attendance, 2003, and final report of the Joint Evaluation of Nepal's SSRP, 2016 have already questioned the effective implementation of CAS practices in schools of Nepal. In these regards, exploring actual practices of CAS at schools, exploring stakeholders understandings and acceptance, and making meanings on key challenges so as to come with further effective measures was necessary, which this research report has possibly addressed.

1.3 Purpose and Scope of the Study

The overall objective of the study was to provide a comprehensive overall independent view on CAS, and to explore the effective measure to strengthen its implementation at the school level. The specific objectives that the study intended to accomplish were as follows:

- To identify the provision made for Continuous Assessment System (CAS) in terms of capacity building programs, inputs like manuals and testing tools for teachers, portfolio for students, and support mechanism (e.g. financial and technical) to schools.
- To examine the status of CAS in terms of the practices of teachers, perception of the stakeholders (e.g. students, school teachers, SMC, professional organization of teachers and PTA) towards the use of the CAS.
- To identify the lessons learnt and key issues facing the effective implementation of the CAS by the schools
- To explore the techniques to link the use of the CAS and the Letter Grade system in examination for enhancing students learning and performance.
- To draw implications from the study and suggest action steps for effective implementation strategies and address the challenges of school teachers in strengthening the use of the CAS.

2. METHODOLOGY

The team followed a three-stage approach to carry this study. The inception phase included (i) identifying sources of data, (ii) selection and size of sample districts, (iii) preparation of research tools and timeline, (iv) arranging familiarity/ orientation workshop, and (v) pilot testing the tools. An assessment phase that followed the inception phase included (i) field visit, interviewing/ FGD with relevant and key stakeholders, (ii) categorizing and coding, and (iii) analyzing key events in reference to selective study reports and publications. A consolidating phase, thereafter, included (i) final analysis, (ii) sharing key findings with experts and practitioners, and (iii) report writing.

2.1 Sources of Data

Both the primary and secondary sources of data were used in this study. The major primary sources were the interview responses from sampled schools, students, teachers, head teachers, SMC members, PTA members, representatives of teacher union, parents, Resource Person (RP) and DEO officials from the sampled districts. Further, interview responses from officials of the central level educational authorities (e.g., DoE officials) were also taken as the source of primary data. FGD was conducted among SMC and PTA members, members of Teachers' Union, and students separately. Classroom observation focused to CAS practices in each sampled schools was another source of primary data.

Likewise, the major sources of secondary data included SSDP document, SSRP document, Education Act 2073 (eighth amendment), research reports and internal monitoring reports, review of the implementation guide on CAS 2068, CAS implementation guideline 2072BS, existing policies on the CAS, and CAS tools 2069. Other sources of secondary data included the documents on process of the CAS implementation, steps taken to prepare the CAS manual and tools, capacity building of the school teachers on using the CAS, monitoring and supervision of CAS, letter grading system implementation policy and other CAS related articles and publications.

2.2 Selection and Size of the Sample Districts

A purposive sampling of the districts and schools to represent two EGRA implemented districts and at least one district from each province was made, which represented all three ecological belts i.e., Mountain, Hills and Terai. The basic unit for sampling in this study was a school, and therefore at least 4 schools representing two from urban and two from rural area of each sampled district were selected. A representative number of schools from each ecological belt and province were considered. Within the ecological strata, the Kathmandu Valley was taken as a single geographical stratum because of its dense population. Sampling was, thus, based on few key considerations to include 16 basic strata in the sample, which included (i) Ecological zones i.e. Mountain, Hill, Terai, and Kathmandu Valley, (ii) seven Provinces, (iii) 75 districts, (iv) community schools representing basic level both grades 1-5 and grade 6- 8, and (v) both rural and urban school.

The following table presents a glimpse of the study sample:

Number of Districts by Province

S.N.	Province	Total No of Districts	Mountain	Hills	Terai	Kathmandu Valley
1	Province No. 1	14		Dhankuta		
2	Province No. 2	8			Saptari*	
3	Province No. 3	13	Dolakha			Kathmandu valley**
4	Province No. 4	11		Kaski*		
5	Province No. 5	12			Dang	
6	Province No. 6	10		Surkhet		
7	Province No. 7	9			Kailali	

*The EGRA project districts

** Multi ethnic and multilingual communities and EGRA project district (Bhaktapur)

2.3 The Study Tools and Respondents

Focus Group Discussion (FGD), key informant interview, school survey, and classroom observation were the data gathering tools. Selection of respondents for collection of views on the provision, status, and key issues of the CAS was made among teachers, head teachers, students, teachers' unions, SMC, Parent Teachers Association (PTA), DEO officials, and parents.

The study team considered the following matrix as a part of the study.

Tool Matrix

S.N.	Respondents	Types of Tools				
		FGD	Interview	Observation	School Survey	Remarks
1	Central Level Authorities		10			(Representation from CDC, NCED, OCE, DOE and other experts)
2	DEO		8			
3	School Supervisors		8			One SS from each district
4	Schools				32	
5	Headteachers		32			
6	Resource Persons		24			Three RPs from each districts
7	School teachers		64	64		Two teachers from each schools) Interview and class observation both
8	Students	64				Two FGD in each schools
9	SMC and PTA Members	32				One FGD in each school
11	Representatives of Teachers' Unions	8				One FGD in each district

2.4 Familiarity/ Orientation Workshop

While still in the process of preparing study tools, a short familiarization workshop was conducted in the presence of CAS experts, officials from DoE, and CDC, research team leader, senior researchers, and field researchers. Senior researchers and field researchers were oriented with the policy provision and technical aspects of CAS and letter grading system. The workshop was helpful to re-visit study instruments, and to devise process for the study, focused to policy measures to be taken to improve the CAS implementations strategies.

2.5 Pilot Testing the Study Tools

The data collecting tools were tested before actual field visit. The purpose of the pilot project was to figure out ambiguities and shortcomings (if any) in the study tools, and particularly the interview questions. The pilot study was conducted at two schools located in the Kathmandu Valley, where RP, Head teacher, and teachers were interviewed. Likewise, FGD was made among students and SMC members. DEO and school supervisor from Kathmandu district were also interviewed. As a result of pilot study, some questions were modified from the study tools. Specially, the directories on FGD for students were modified based on their age group. Interview questions which respondent found difficult to understand were simplified.

2.6 Data Analysis/ Interpretation

Qualitative data were analyzed, described and interpreted through conceptualization and explanation. More specifically, the data were analyzed under the theme of (i) Provision of CAS (ii) Status of CAS (iii) Key Issues of Implementation of CAS, and (iv) Linkage Between CAS and LGS.

The field data were analyzed through (a) categorizing and coding, and (b) analyzing key experiences. After their arrival from the field, two of the field researchers were assigned to categorize all the interview responses from different stakeholders based on interview questions. Theme and sub-theme of the study were built. Thereafter, interview responses, and key experiences of the respondents gathered from FGD and class observation were analyzed. In doing so, the field experiences were constantly compared with provisions in manual documents, which were initially reviewed for the study purpose.

2.7. Sharing of the Findings and Suggestions

Major findings and key issues were shared with experts, and CAS practitioners representing DoE, CDC, and OCE. Intellectual discourse was made on techniques to link the use of the CAS and the Letter Grade system in examination for enhancing students learning and performance. Finally, report was finalized based on the inputs and comments received in the session.

3. PROVISION FOR CAS

Various policy level documents like Programme Handbook on CAS, 2056, CAS Implementation Handbook, 2067, and the CAS Orientation and Implementation Guidebook, 2072 have highlighted some provisions for CAS. For the purpose of this research report, so as to explore the on-going perception and practices of different stakeholders on provision for CAS, and to identify effective measures for strengthening it, the collected information are interpreted/ analyzed under various sub-themes i.e., conceptual clarity on CAS, capacity building, manuals and testing tools, student portfolio, and support mechanism. The major purpose of this section is to be familiar with policy provisions and actual practice scenario at schools, based on which the major challenges and possibilities are drawn in the section that follows it.

3.1 Conceptual Clarity

The first necessary component for the effective implementation of CAS at schools was supposed to be its conceptual clarity. If the practitioners were not clear on the basics of CAS, its effective implementation could be questioned from very beginning. In this realization, our

initial few interview questions to all the respondents were designed to explore the conceptual clarity of different stakeholders on CAS. It was found that most of the respondents were somehow aware on the reasons to implement formative assessment practice at school. Most of the respondents came with seemingly similar reasons i.e.

- To promote quality education
- To encourage regular presence of students at school
- To reform conventional evaluation practices
- To understand and change the behaviour of students
- To assess students daily for their overall development
- To figure possible remedial for poor performing students,
- To support liberal promotion policy, and to minimize school dropouts

All these responses were similar to those as enlisted in CAS implementation manuals and handbooks. One of the head teachers, however, understood it as formality only, which was just to obey government policy. One teacher respondent from western Terai perceived it as externally imposed extra burden to teachers. Likewise, another head teacher respondent understood it in terms of making subject teachers more responsible. Interestingly, no respondents understood it in terms of making supportive environment for child friendly learning and evaluation. Here, it was observed that, though, most of the respondents were conceptually clear behind the reasons to implement CAS at schools, there were still some misapprehensions among few respondents, which included;

- (i) Recognition of formative assessment as mere formality
- (ii) Failure to accept CAS as means for child friendly learning and evaluation, and
- (iii) Identifying CAS as mere additional load to subject teachers

Next, we tried to figure out how familiar the respondents were on methods/components of CAS. Manuals and directories, which were prepared at different time periods, have highlighted some methods/components of CAS. So as to make CAS implementation effective, its stakeholders, particularly the teachers and head teachers are required to be familiar on it. We found that most of the respondents understood attendance, homework, project work, behavioural change, and creative works as components/ methods for CAS. Few others, though not listed in the study manuals, stressed cleanliness, ECA, handwriting, and group work to be its essential components.

Respondents, however, missed the major methods including question-answer and discussion, written test, portfolio studies, self-evaluation, and parental visit. Interestingly, one of the DEO responded the method of CAS as liberal promotion, where there was seemingly a lack of conceptual clarity even in the high level officials. Based on the focus group discussion among students, and SMC members representing parents, we observed some other misapprehensions. For example,

- Parents understood CAS as ‘taking test time and again, whereas
- Students understood CAS as ‘passing exam without taking test’.

Though teachers came with some innovative ideas on their own, they were less familiar with the methods as suggested in the directories. One of the teacher respondent even responded that none of these components, except paper pencil test was actually practiced in his/her classroom.

During our school visit, we observed classes, and observed how the teachers were going on with CAS. Unfortunately, most of the teachers who were familiar with basics of CAS were not making CAS the part of their daily teaching and learning. For example, most of the teachers taught in traditional lecture methods. It even brought into light the seemingly gap between knowledge and practice in case of CAS implementation.

3.2 Capacity Building

Effective continuous assessment of students requires professionally trained, experienced, and motivated teachers. Our study of policy manuals and related documents suggested that a lot of preparations have been made at central level for the capacity building of head teachers, and teachers focused to effective implementation of CAS. For example, Teachers' Training Handbook on CAS, 2056, Instructor's Guidebook on CAS, 2056, CAS Orientation Materials, 2069 among others have adequately stressed the need for capacity building of CAS practitioners, and therefore have come with training packages of various forms. Considering it, the purpose of this sub-heading is to explore on-going capacity building practices at school, and figure out its affectivity in strengthening CAS implementation practices.

Along with the introduction of CAS, as provisioned in Teachers' Training Handbook on CAS, 2056, the government set a policy of providing training to 3 teachers on CAS in each school. The purpose of this five days training was to orient the teachers about CAS, the importance of CAS, management of student's portfolio, construction of student's portfolio, and construction of evaluation devices. However, was the training package really practiced? Most of the RPs claimed that training programs were organized in Resource Centre in their presence. They said that training packages were launched in a way to include CAS in TPD. Generally, RPs called teachers' representatives for the training, who were assigned to share gained skills to other teachers in their return to the school. Most of the trained teachers found their skills too general that, in their return, they would find it difficult to develop test item in proper format. In this reference, we came with few concerns in terms of capacity building focused to CAS:

- There was seemingly lack of 'in-school' focused training.
- Training programs did not include (address) subject specific needs
- Training packages were inadequate (e.g., too general) to learn test item development techniques relating it to concerned curriculum. The case was severe in higher classes, where there was no grade teaching, particularly from class 4 to class 7.

In the views of DEO and RPs, senior subject teachers were most difficult ones to motivate them for training. One teacher respondent who had more than a decade of teaching experiences accepted it. 'I have been habituated in our own conventional ways of taking exams, why should I bother on all these at the time of retirement', he explained. As they are habituated with old easy-going teaching methods, most of them were not willing to adopt themselves in alternative assessment practices, and improve themselves.

Interestingly, two of our teacher respondents from Kailali claimed that the trainers themselves were not clear on many aspects of CAS. In our question concerned to its productivity, most of them didn't find the training effective. A teacher respondent from Dang opined that it was just a reflection of lack of clarity at central policy level. She further claimed that training programs wouldn't ensure regular visit and feedback, and therefore, training was just for the sake of training.

DEO and RPs in Saptari stressed that no CAS related training programs were held for last two years. Still a high percentage of teachers were untrained. Many of the teachers were

reported to enter without any pre-service training on CAS. Newly appointed teachers were even not oriented on it.

Most of our Head teacher and teacher respondents participated in 1 or 2 days workshop on CAS held in Resource Centre, which the respondents found not as effective. To the positive side, some teachers also participated in 3 days training, initiated by 'Educate the Children', where most of the respondents were positive on its affectivity. It brought into light the need of on-the-spot demonstration as notable strength of CAS training. Such observations brought into light some notable concerns on capacity building provisions focused to CAS practices at schools;

- CAS training packages did not attract senior teachers with more years of experiences.
- Most often, trainers themselves were not clear on different facets of CAS.
- There was seemingly lack of continuity of trainings on CAS. It was not supported by evaluation and feedbacks.
- Most of the newly appointed teachers entered without any pre-service training on CAS, and most often they were not oriented as well.
- Trainings supported by on-the-spot demonstration were relatively effective.
- Teachers were not oriented on CAS (except few general ideas) in teacher preparation classes at the universities.

3.3 Manuals and Testing Tools

In assessing various components of learning, CAS consist variety of manuals and tools/instruments, which teachers use to make decision about their student's progress, including behaviours, personality traits and dexterity. CAS Program Handbook, 2056, CAS Implementation Handbook, 2067, the CAS Orientation and Implementation Guidebook, 2072 were few manuals/directories formed in the policy level, which were supposed to guide teachers on the ways and use of appropriate testing tools. In this line, this sub heading explores the use of CAS related manuals, testing tools and their actual practices at schools.

In a question (how CAS related manuals are used?), one of the head teacher, and a teacher in Saptari said that they were not provided with any CAS manuals, and therefore, they were not aware of testing tools suggested over there. Though more teachers claimed to have used it, most of the RPs claimed that, even though format for recording students progress were circulated to the schools, there was lack of manuals with clear instructions. In our study of manuals (e.g, CAS Teacher Manual, 2056), we found the availability of clear instructions for grade 1 to grade 3 teachings. The problem with low CAS-effective schools was that the available manuals were most often ignored by the teachers. Most of the head teachers supported this view. HDs claimed that only few teachers have actually followed the instructions in CAS manuals to work on format for recording student's progress. Most of the subject teachers, except few CAS trained teachers neither had manuals, nor studied it.

For teachers, CAS format filling was mere a forced routine work. In this line, one of the SMC chair claimed that CAS format filling became more a technical task for teachers and head teachers. The Chair further expressed his discontent that no teachers in fact would re-visit the information so as to identify student's problems and gaps in learning. Most often they were reluctant to modify their teaching based on the information. It was also observed in 'CAS implemented' schools that students progress forms were filled only at the time of periodic

examination. In our observation, interestingly, we found that most of the teachers generalized the comments and wrote same comments for many students.

In yet another question related to testing tools used in CAS, most of the respondents were seemingly familiar to it. Though the respondents were familiar with testing tools as indicated in CAS Implementation Handbook, 2067, which included class work/ class participation, project work, creative work, behavioural change, and attendance, they came with additional testing tools practiced at their schools. Most of them emphasized question-answer method, observation, portfolio evaluation, cleanliness, and good conduct as often practiced CAS testing tools at schools. Though many teachers and head teachers came with these ideas, we observed that only few teachers actually practiced what they knew.

Relating it, we added another question- is CAS testing tools as indicated in the manuals sufficient to assess learning achievement? Responding the question, most of the respondents came with positive response that the testing tools were readily sufficient. However, one DEO stressed that it has to be practiced completely for its positive outcome. Few others suggested making provision of additional tools. For example, few RPs from different districts suggested making testing tools relating it to learning achievement as indicated in the curriculum (CDC has already prepared it from grade 1 to grade 3, and circulated it). A teacher, and a RP from Kailali found the word 'project work' confusing. They suggested including clearly articulated project work in the exercise of every lesson. They further suggested making the provision of students' workbook. A teacher in Dang suggested including cleanliness in place of project work in grade 1 to grade 3.

Based on the information focused to the use of manuals and testing tools for CAS, following key ideas were drawn-

- Some RP's were reluctant to timely distribute necessary manuals on CAS to their concerned schools.
- Head teachers, whose schools were not making considerable efforts for CAS, were relatively unwilling to make sure if the teachers were really familiar with the instructions as suggested in forms and manuals.
- Few RPs, HTs, and teachers said that there was lack of manuals with clear instructions. Evaluation criteria and ways of gathering information were not clearly defined.
- In our study of manuals prepared by CDC, we found that there were subject focused clear instructions from grade 1 to grade 3. Possibly, teachers made general comment without studying it. In case of higher classes (from class 4 to class 7) there were not the availability of such manuals.
- Some teachers suggested to make CAS friendly workbooks for every subjects
- More teachers were pre-occupied with record keeping.
- For many teachers, CAS format filling was mere a forced routine work. They were less motivated.
- Even in CAS implemented schools, student's progress forms were filled during periodic exams for technical purpose only.
- Many teachers (and HTs as well) were not sure in what ways the total sum of tick marks for individual student in particular subject could be made compatible with exam results.
- Almost same comments were simply generalized to many students while making comments on students' progress.

- Most often, CAS formats were not revisited to identify students' problems, and therefore corrective measures were rarely taken.

One RP from Kailali with seemingly enough knowledge on CAS opined that effective circulation of easy to use CAS formats is the most. It was to be included in the exercise of every unit, relating it to learning achievements. When we shared this information with one of the official from CDC, he questioned- how much to spoon-fed the teachers? He further explained that teachers have to come with their own innovative ideas. However, only this was not sufficient. Head teachers and teachers needed enough explanation for its use. It had to cross the boundary of formality and technicality, and be used to enhance the student's performance.

3.4 Student Portfolio

The teaching learning process requires continuous follow up, and the educational progress of the learners need frequent assessment. Generally, in making continuous assessment of students, students' progress report is recorded in portfolio file. Our review of literature suggested that considerable efforts were made in central level to introduce students' portfolio management as integral to CAS implementation. As such, this sub heading explores the actual use of portfolio files at schools, the ways of portfolio management, and its after-use for the purpose of remediation.

In our question focused to the use of portfolio file, out of total respondents, 24 teachers, 17 head teachers, 9 RPs, and a school supervisor claimed that the practice was well implemented at schools. They claimed that the models of students' activities were well recorded there. They claimed to use progress report forms, where suggestions were given thoroughly studying the leaning outcomes, the social and individual qualities mentioned in the forms. They also claimed that students were evaluated formally based on the grade wise learning outcomes given in the curriculum, where teachers conducted additional activities in the class and evaluated it. Most of their responses, however, were seemingly theoretical because only few schools (mostly in lower grades) were really serious in this provision.

9 teachers, 9 HTs, 8 RPs, 4 school supervisors, and 2 DEOs out of total respondents, on the other, claimed that the use of portfolio was not practised as essential components of CAS. Some DEOs further said that few teachers had practiced it just for the sake of formality.

We observed that in most of the schools, where CAS implementation was seemingly effective, portfolio was managed from grade 1 to grade 3. HTs said that most of the subject teachers from class 4 to class 7 have found it difficult and time consuming. Concerned to it, one of the teacher respondents from Dhankuta said that grade teachers could manage it during class hours when their students were engaged in classroom activities. However, subject teachers from higher class couldn't manage time for it.

The ways of managing portfolio in CAS implemented schools were seemingly different. Only few grade teachers made use of score 3, 2, and 1 in the form of tick marks, where scores were also noted for social and individual qualities, as indicated on the progress report form. As suggested in the manual, they were found to note score of all students in their related progress report form for each quarter. Interestingly, even in the CAS implemented schools, where

teachers worked enough to manage portfolio, it was not made the part of annual exam report distribution. Even in the urban districts like Kathmandu, periodic CAS grades were included, but the progress report cards were completely silent on portfolio evaluation and related descriptions. Grade teachers from CAS-effective schools had handed students' portfolio to the teacher from upper grade at the time of students' promotion.

Though there was provision of promoting students from grade 1, 2, and 3 based on CAS tools, still paper pencil test was observed in some schools. 'We manage students' portfolio, and keep CAS records, but take students' written test annually because parents want to see their children pass the written exam' said a teacher from Dhankuta. Giving progress report of the students to their parents, and asking them for necessary support was hardly practiced. One of the SMC member from Dolkha, and a PTA member from Surkhet claimed that almost no parents were provided with portfolio information about their children.

Based on the information on the actual use of portfolio files at schools, the ways of portfolio management, and its after-use, following key points are drawn:

- Though most of the RPs and HTs claim to have practiced effective portfolio management at their schools, it was observed only in few schools.
- Use of portfolio had become more a technical work and formality for both HTs and teachers.
- Portfolio management in some schools was seemingly good only in the lower grades (grade one to grade three)
- Even in the schools with seemingly good portfolio management, it was not made essential component for student's annual promotion. Teachers and HTs were not clear on the ways to make evaluation of portfolio compatible with exam results.
- Most of the parents were not provided, or they were not aware of their children's portfolio at school.
- There was no consistency in portfolio management among teachers within school, and nearby schools.
- In few CAS-effective schools students' portfolio were handed to the teacher of upper grade at the time of students' promotion. However, in most of the schools, students' portfolio were collected in plastic sacks and stored.

3.5 Support Mechanism

CAS implementation manual, 2067 has accepted the idea that only the effort of teachers and head teachers may not be enough for effective implementation of CAS. It needs various forms of supports, and clearly defined roles and responsibilities of different institution, which includes Curriculum Development Centre, Regional Education Directorate, District Education Office, Resource Centre/ Resource Person and School Supervisor, and even the guardians.

Availability of adequate human resources, financial resources, and teaching resources are vital for implementation of CAS. In this regard, CDC is responsible for development and

distribution of CAS friendly curriculum, teacher's manual and testing tools. Studying related documents showed that some efforts were made in this area. CDC prepared and circulated subject specific learning achievement index, and grading criteria from grade 1 to grade 3. Nevertheless, most of the stakeholders found it confusing in upper classes, mostly the ways of keeping the records of students' learning achievement, and reporting it. Efforts for CAS friendly curriculum were not enough.

Likewise, EHRC is responsible to make manuals and models for CAS related teachers training and orientation. Data indicated that those manuals and models had reached the schools only for some extent. There was no provision of CAS related in-house training. Its practicality was, thus, questioned. The role of DEO in some district was not that much effective in distributing CAS related educational resources at schools. For example, the teachers and HDs from Saptari repeatedly denied of finding those manuals and resources.

Areas of weakness and teachers' difficulties are supposed to be identified through monitoring. SSs and RPs are responsible for this. As discussed earlier (see capacity building), some forms of trainings and orientations for HTs and teachers were conducted in RC. However, such trainings didn't reach to all teachers. Few teachers were trained and oriented at RC, and were asked to share the gained skills to other teachers at schools. Some teachers even questioned the ability of instructors to instruct and orient them on CAS. One grade teacher from Dhankuta, on whose class CAS implementation was seemingly effective, said that though she needed some constructive feedback on her work, she had not found the concerned supervisor, and RP monitoring her class room activities related to CAS.

Most of the DEO, Supervisors, and RPs blamed the reluctance of HTs to manage instructional programs for effective implementation of CAS. HTs are supposed to direct support and guide the teachers to assist them to make best use of CAS. Though some HTs from CAS-effective schools exhibited their willingness, most of them were seemingly reluctant to provide teachers with required teaching resources, guidelines, and feedbacks. One of the HTs, whose school was seemingly doing well in implementing CAS repeatedly told that there were no proper mechanisms to reward the schools with good performance, and punish the schools that failed to away the policy provisions.

Support from SMC for effective implementation of CAS was minimal. FGDs with SMC members indicated that most of them were not aware of it, except some general ideas like liberal promotion, and mark coverage of students' attendance and project works among others. Same was the case with parents. 'As most of the parents, whose children are studying in public schools, are themselves uneducated, most of them don't understand CAS, and therefore, can't support for its implementation', said a RP from Dang. 'No programs are organized from any level to aware them on CAS at schools', he added.

Based on this information, following ideas are drawn relating support mechanism for effective implementation of CAS:

- In manuals and directories as prepared by CDC, there is clear indication of responsibilities of every concerned authorities and personnel for effective implementation of CAS.

- For some HTs and teachers, problems for its implementation gradually originated and developed from central level. For example, CDC failed to design and distribute CAS friendly curriculum, and course books.
- Most of the SS and RPs were occupied with other administrative tasks, and therefore the supervision of CAS and monitoring mechanism was less effective.
- DEO, SS, and RPs seemingly failed to train all the HTs and teachers on effective implementation of CAS. They couldn't manage CAS related in-house trainings.
- Though there was provision of funding newly admitted students (Rs. 100) for portfolio management, most of the schools have not received that much amount. School lacked necessary financial/technical support for project works, and other tools to develop psycho-social domains of students.
- SMC members were less aware of CAS practices, and no programs were conducted from any level to aware SMC on implementing CAS at schools. As such, their constructive feedbacks were not observed.
- In the absence of proper orientation on meaning and purpose of formative assessment, schools found almost no supports from parents.
- There was general tendency, on the parts of teachers and HTs to blame each others. Central level officials, on the other, blamed teachers and HTs behind poor implementation of CA.

Arriving to this stage, it is observed that though considerable efforts were made at central level to implement CAS at schools, the reservation was with its implementation and monitoring. As this reservation continued for longer period of time (almost two decades), there has been a widespread negativity about CAS in Nepali educational sectors.

4. COMMON PRACTICES OF CAS-EFFECTIVE SCHOOLS

To come with general idea that CAS implementation is not as effective in basic school education of Nepal is partially true. There were also some schools, which were doing their best to make effective implementation of CAS. Being familiar with basic practices of CAS-effective schools was of higher significance because the lesson learnt over there would be supportive evidences for its implementation at other schools. Therefore, this section has brought into light few common practices of such schools. The common practices of CAS-effective schools were:

- Making CAS systematic through school based operational plan. Most of these schools had their own school calendars, where staff meetings were scheduled once a month. CAS practices were focused in their agenda to discuss.
- Most often, a teacher (possibly the deputy head teacher) were assigned to coordinate among teachers; to collect record files; and make supportive arrangements.
- HTs in these schools were enthusiastic and motivated to implement CAS in their schools, where teachers were found accountable to HTs. There was timely distribution of CAS manuals and record files.

- In spite of the provision of LPP, most of these schools promoted students (even in class 1-3) only after their students met minimum requirements to be promoted. Most often, the parents of the students who failed to meet minimum requirements were called at school for discussion.
- Most of these schools have got in-house teachers training with practical demonstrations on the ways to implement CAS. They are technically supported by NGOs/ INGOs working in the field of education.
- Even CAS-effective schools found it difficult to implement CAS in upper classes (e.g., class 4 to class 7). Unlike lower grades, teachers from upper classes found it too time consuming. It was difficult to coordinate with different subject teachers teaching in the same class.

Most importantly, the role of teachers was vital in CAS-effective schools for its effective implementation. As provisioned in the CAS manuals, teachers were to record different scores obtained by each student. Teachers were found to combine the scores from various tools of assessment such as project work, portfolio management, behavioural change etc, and used the scores to diagnose students' learning difficulties. Most of the teachers from CAS-effective schools said that they would diagnose students' learning difficulties in group (teachers meeting). In doing so, teachers would assess their own teaching, and make themselves creative and innovative.

5. KEY ISSUES OF CAS

In spite of the benefits CAS offers to school, as discussed in earlier sections, its practices has not readily met the expectations. In this regard, so as to explore effective measures and strategies to strengthen it, the study has identified some key issues, from where we can readily search for effective implementation strategies of CAS at school level. For the purpose of this research report, the issues are interpreted in terms of major challenges involving CAS implementation process i.e.,

- (i) Designing
- (ii) Administrating
- (iii) Evaluating
- (iv) Reporting
- (v) Remediation and
- (vi) Sustaining.

In doing so, this section has made considerable effort to organize and highlight the issues explored in earlier sections i.e., Provision for CAS (conceptual clarity, capacity building, manuals and testing tools, student portfolio, and support mechanism), and Status of CAS (perception and practice of teachers in CAS-effective and non CAS-effective schools). Based on the key issues and challenges discussed in this section, recommendations for effective implementation of CAS are forwarded in the section that follows it.

5.1 Challenges Involved in Designing CAS

Study showed that the key issues underlying effective implementation of CAS in Nepal was its perceived defects in designing CAS, which involves making assessment policies, CAS manuals and formats, testing tools, training manuals and CAS friendly curriculum. Such defects are particularly observed both at central level, and at school level. Challenges involved in designing CAS are shortly described below:

1. *Integrating CAS and liberal promotion policy in an effective way* was perceived challenges in designing assessment policies. Most often CAS was accepted as synonymous to liberal promotion by its stakeholders. It affected learning achievement of students. Most of the grade teachers reported that students were promoted ignoring minimum requirements for promotion.
2. *Designing contextual CAS manuals, and curriculum as means for child friendly learning and evaluation* was another issue involved in manuals and directories designed at central level. For example, most of the practitioner's blamed that there were lack of instructional manuals with clear instructions. For example, manuals worked in particular class, or in particular geographical area, or in particular community, didn't work as effective in seemingly different context. Study stressed that the major challenges in this relation involved in designing CAS friendly workbooks for every subjects. Notably, the workbooks needed to be contextual.
3. *Another issue of CAS involved in designing manuals on focused training.* Training packages were inadequate (e.g., too general) to learn test item development techniques relating it to concerned curriculum. In this relation, teachers viewed that trainings supported by on-the-spot demonstration would be relatively effective. Study, in addition, showed that CAS training packages did not attract senior teachers with more years of experiences. To design training packages in a way to motivate senior teachers with traditional mindset was yet another issue.
4. *Portfolio management, and CAS format filling in upper classes (class 4 to 7),* involving different subject teachers was mere an externally imposed burden, and forced routine works for teachers. Portfolio management, and CAS format filling at schools was seemingly good only in the lower grades (grade one to grade three). As such, to design CAS policies in a way to make it easy for subject teachers entering many classes in a single day was challenging.
5. *Making provision for-and-practice-of school-based planning for CAS.* To motivate Head teachers to design proper formative assessment plan considering contextual dynamics of concerned school was additional issue. In the absence of school level planning and guidance on formative assessment, most teachers took the completion of the CAS forms as a substitute for setting and marking examinations.

5.2 Challenges Involved in Administering CAS

Study also showed that the key issues underlying effective implementation of CAS was it's yet another perceived defects in administering CAS, which involves proper coordination and supporting mechanism. Concerned to it, insufficient supply of teaching and learning resources, lack of continuous and adequate training, largely limited to the circulation of paper recording form, poor communication of teachers with concerned bodies, and lack of parental

involvement among others were frequently observed. Such challenges involved in administrating CAS were:

1. *Releasing concept of CAS from its narrow boundary of technicality.* CAS practices were observed as more a formality than actual need. Central authorities made related policies, but stakeholders perceived it as too generic in their contextually diverged educational scenarios. DEOs were limited on collecting filled reports and information. As most of the supervisors claimed to be occupied with other administrative tasks, they hardly managed time for field monitoring and supervision. HTs and teachers limited themselves in filling the forms periodically.
2. *Timely distribution of necessary manuals with clear instructions on CAS.* The schools, where CAS formats were timely distributed, there as well, most of the RPs couldn't guide, and clearly define evaluation criteria to subject teachers. Their training programs did not cover the subject specific needs of teachers at school.
3. *Active initiation and moderation from schools.* Head teachers, whose schools were not making considerable efforts for CAS, were relatively unwilling to make sure if the teachers were really familiar with the instructions as suggested in forms and manuals. Most of them failed proper monitoring of CAS practices at their school. Further, there was lack of feedback from SMC to HTs and from HTs to teachers
4. *Learner absenteeism* was another issue observed in effective implementation of CAS. Most of the public school couldn't insure their students' regular presence. Teachers complained on the difficulty for formative assessment in case of frequent learner's absence. There were minimal parental involvement and participation in ensuring regularity of their children at school.

5.3 Challenges Involved in Evaluating CAS

Study brought into light few challenges involved in evaluating CAS. It involved, lack of regular record keeping, failure to make diagnostic testing, and inconsistency among teachers in record keeping and testing. Challenges involved in evaluating CAs are shortly described below:

1. *Insuring regularity of record keeping on student's performances* was an issue. If teachers were asked to make daily recording of student's performances, it would be time consuming. On the other, if record keeping was not regular, it would not ensure the basics of formative assessment. To come with the idea how frequently student's performances were to be recorded was challenging.
2. *Managing time for diagnostic testing of students' performances.* The main focus of the formative evaluation is to facilitate students' performance through the provision of constructive feedback and remediation. Such remediations are supposed to follow diagnostic testing of students. However, even in the CAS implemented schools, CAS form feelings were mere a technical tasks for teachers and HTs. In upper classes, teachers were more concerned to finish course book on time. In doing so, managing time for diagnostic testing of students' performance was challenging.

3. *Seeking consistencies among teachers in record keeping and testing.* The practices of record keeping and testing varied from one teacher to another. Though there were guidelines for marking the test items and formative evaluation in lower grades (grade 1 to 3), such guidelines for higher classes were not observed. It was challenging task for CDC to make subject/unit/lesson based project-work models and distribute it to schools and concerned teachers. On the other, to come with answer of the question ‘how much to spoon-feed the teachers?’ was an issue.

5.4 Challenges Involved in Reporting CAS

Mere making assessment of students’ performances and recording it is not enough. It has to follow impactful reporting. In this relation, study observed challenges in reporting marks from formative assessment. Mostly, challenge in reporting CAS involved failure of schools to distribute descriptive reports of student’s assessment, parents’ poor educational background and their ignorance to understand CAS progress reports,

1. *Distributing descriptive report on students’ progress.* Assessing learners’ achievement as a feedback and reporting learners’ achievement for improvement is vital in CAS. However, study found that there was lack of adequate practice of descriptive reports. In many cases, there were A, B, or C level under the heading ‘CAS’ in report cards. It lacked indicators and remedial measures.
2. *Revisiting the report* Most of the schools, particularly the teachers didn’t bother to analyze the outcomes of the assessment, and report them properly. Same information was largely generalized to many students.
3. *Parents being almost no familiar to CAS.* Another challenge associated with effective reporting of CAS report was considerably poor knowledge of parents on basics of CAS. Most of the parents were reported to expect numerical number and test position of their children.

5.5 Challenges Involved in Remediating CAS

There were some considerable issues and challenges associated with remediating CAS. Mostly, arranging time for constructive remediation, and preparing students’ for self assessment were challenging.

Making remediation and enrichment backed by constructive remedial instructions is integral to students learning assessment. However, it demands time and interest from the side of teachers. To engage in remediation practices and to finish concerned course book on time is challenging in upper classes.

Encouraging students to observe one’s own record and make self-assessment for progress was another challenging issue. Students’ were not yet backed by general ideas of self-assessment. Identifying ways for self-assessment, and use it for students’ further progress is challenging.

5.6 Challenges Involved in Sustaining CAS

CAS is not one time project. It needs continuity. In terms of sustaining CAS, making contextual CAS provision, and minimizing growing negativity towards CAS were challenging.

1. Collaborating the overall needs and contexts of particular school and CAS policies: It was observed that national provisions for CAS was seemingly too general to meet the contextual needs of particular school. As such, collaborating the overall needs and contexts of particular school and CAS policies was an issue. It has also something to do with raising the feeling of ownership among teachers to make assessment tools and rating scales familiar to them. Addressing this issue may go helpful in minimising growing negativity towards CAS among its stakeholders.

2. Making provision for reward and punishment: Most of the stakeholders were with common views that there was almost no provision to reward schools and teachers doing well in implementing CAS. There was no provision to punish schools and teachers ignoring the provisions. As such, making provision for reward and punishment so as to sustain CAS was an issue.

6. STRATEGIC MEASURES TO LINK CAS AND LGS

Letter grading is internationally recognized system to indicate student's performance in test. Most testing organizations/ educational institutions make use of either five or nine letter grades. Recently, the GON has introduced Letter Grade System (9 letter grades) in the Examination at Secondary level (e.g. class 10 final exam) with the decision of National Curriculum Development and Evaluation Council on December 9, 2015.

Finding effective ways so as to integrate CAS (particularly from class 1-7) and Letter Grading System (LGS) is another burning issue in present assessment practices in school education of Nepal. In CAS implemented schools there was generally accepted tradition to make different column for CAS in progress report cards and assign Grade A, B, or C. Criteria to assign grades were not suggested in the report cards. A high range difference between these grades was the inherent problem within it, which needed to be specific. Research participants and experts suggested to add at least two grade points (e.g., A, B, C, D, and E), and come with proper descriptors. Criteria for the grades were to be listed in report cards.

The percentage score range of each letter grade and description can be given as follows:

A= 80% to 100%	= Very Good/ Excellent
B= 60% to 79%	= Good
C= 40% to 59%	= Average
D= 30% to 39%	= Poor/ Below Average
E= 0% to 29%	= Very Poor

7. CONCLUSION

In spite of the seemingly considerable efforts made at policy level, the practices of CAS is not that much effective. The reservation about the strategy is with the implementation and monitoring. This seemingly less effective implementation of CAS for longer period of time has given space for widespread negativity towards it. However, there are few schools which are still spreading hope for its successful implementation. Nevertheless, mere successful implementation of CAS is not enough. It has to ensure success of students in terms of quality education and learning achievements. Therefore, special concentration is needed for effective administration, evaluation, and reporting of CAS at school level, which is also reflected in the recommendations in the section that follows it.

8. RECOMMENDATIONS

Based on the lesson learnt from this study two major recommendations in terms of capacity building and school-based administration of CAS are forwarded.

3. Capacity building: All perspective teachers have to pass through intensive and rigorous training on CAS. It is recommended to make provision of full time course involving the concepts, modalities, and techniques of CAS in teacher preparation classes of the universities. Likewise, concerned bodies need to ensure subject specific intensive and regular in-service and ‘to the spot’ trainings on CAS. Such trainings should be handled by experts in the area.
4. School based administering of CAS: It is recommended to make provision of a separate continuous assessment unit in all the schools. It needs to be headed by a senior non-teaching staff, who is accountable to the HT. This unit should be responsible for systematic recording of all CAS related information of individual student; and collect assessment scores from the teachers so as to make entry into the students report sheets. This unit can further be supported by school CA committees, consisting department heads and section in-charges.

Other recommendations are-

- The CDC may come with CAS friendly subject-specific teacher’s books for every subject.
- RPs needs to ensure timely distribution of necessary manuals. SS and RPs need to make proper supervision of CAS activities, ensuring direct in-touch communication and feedbacks to teachers.
- Portfolio management and CAS format filling in upper classes (particularly class 4-7) needs to be easy. Establishing separate school-based unit may work here.
- Schools may come with progress report card of students that reflects remedial actions taken by teachers to improve their learning. For consistency, CDC may design and distribute the model of such (descriptive) report cards.
- Concerned bodies have to come with the provision of reward and punishment. HTs and teachers who fail to obey rules are to be taken actions. School may make internal provision to reward best performing teachers on CAS.

- In making letter grade of students more specific, CDC needs to minimize grade ranges in CAS (e.g., A, B, and C only). Instead, it may work for 5 letter grades (e.g., A, B, C, D, and E) with proper descriptors and criteria for particular grade.
- Stepping on the major findings and recommendations of present research, there is need of a comprehensive research relating it with education, assessment of students and roles of local bodies under federalism.

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ANNEX

(Study Tools)

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

केन्द्रीय पदाधिकारीहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा
नमस्ते ।

म “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level ” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, भक्तपुर, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	संस्थाको नाम :	
४	संस्थाको ठेगाना :	
५	पद :	
६	अनुभव (वर्ष) :	
७	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? किन ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी तालिमहरुको कार्यान्वयन कसरी भईराखेको छ ?
- ५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरिएको पाउनु भएको छ ?
- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट कस्तो प्राविधिक र आर्थिक सहयोगहरु प्राप्त भईरहेको पाउनु भएको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का साधनहरुको प्रयोग के कस्ता क्रियाकलापहरु मार्फत भएका छन् ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राखिएको पाउनु भएको छ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैन भने कुन कुन सुचकहरु थपे प्रभावकारी हुन्छ जस्तो लाग्छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गरिएको पाउनु भएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गरिएको छ ? विद्यार्थी प्रगतिका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिईने गरिएको छ ?
- १४) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) को आधारमा उदार कक्षोन्नतिलाई कसरी कार्यान्वयन गरिएको छ ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

- १५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच के कस्ता अन्तरहरु पाउनु भएको छ ?
- १६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?
- १७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?
- १८) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?

१९) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/ व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको पाउनु भएको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क्र.स.	निकायहरु/ व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

२०) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?

२१) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कस्तो अनुगमन भईरहेको पाउनु भएको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरूको मूल्याङ्कन कुन विधि अपनाएर गरिएको छ ?

यी विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के कस्ता समानताहरू पाउन सकिन्छ ?

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के के समस्याहरू हुन सक्छन् ?

२५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) लाई एकीकृत रूपमा कसरी प्रयोग गर्न सकिन्छ ?

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

जिल्ला शिक्षा अधिकारीहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा

नमस्ते ।

..... “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, काठमाडौं, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	संस्थाको नाम :	
४	संस्थाको ठेगाना :	
५	पद:	
६	अनुभव (वर्ष):	
७	जिल्ला :	१) धनकुटा २) सप्तरी ३) दोलखा ४) काठमाडौं ५) कास्की ६) दाङ ७) सुर्खेत ८) कैलाली
८	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? किन ?
- ४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न जिल्ला शिक्षा कार्यालयको भुमिका के कस्तो रहेको छ ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी तालिमहरुको कार्यान्वयन कसरी भईराखेको छ ?
- ६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरिएको पाउनु भएको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट के कस्ता प्राविधिक र आर्थिक सहयोगहरु प्राप्त भईरहेको पाउनु भएका छन् ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का साधनहरुको प्रयोग के कस्ता क्रियाकलापहरु मार्फत भएका छन् ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राखिएको पाउनु भएको छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैन भने कुन कुन सुचकहरु थपे प्रभावकारी हुन्छ जस्तो लाग्छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- १४) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गरिएको पाउनु भएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गरिएको छ ? विद्यार्थी प्रगतीका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिईने गरिएको छ ?
- १५) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) को आधारमा उदार कक्षोन्नतिलाई कसरी कार्यान्वयन गरिएको छ ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

- १६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच के कस्ता अन्तरहरु पाउनु भएको छ ?
- १७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?

१८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?

१९) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?

२०) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको पाउनु भएको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क्र.स.	निकायहरु/ व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

२१) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?

२२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कसरी अनुगमन गरिरहनु भएको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरूको मूल्याङ्कन गर्दा कुन विधि अपनाउने गरिएको छ ? यो विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के के समानताहरू पाउन सकिन्छ ?

२५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के के समस्याहरू हुन सक्छन् ?

२६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) लाई एकीकृत रूपमा कसरी प्रयोग गर्न सकिन्छ ?

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

विद्यालय निरीक्षकहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा

नमस्ते ।

म “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level ” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, काठमाडौं, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	संस्थाको नाम :	
४	संस्थाको ठेगाना :	
५	पद:	
६	अनुभव (वर्ष):	
७	जिल्ला :	१) धनकुटा २) सप्तरी ३) दोलखा ४) काठमाडौं ५) कास्की ६) दाङ ७) सुर्खेत ८) कैलाली
८	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? र किन ?
- ४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न जिल्ला शिक्षा कार्यालयको भुमिका के कस्तो रहेको छ ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी तालिमहरुको कार्यान्वयन कसरी भईरहेको छ ?
- ६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरिएको पाउनु भएको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट के कस्ता प्राविधिक र आर्थिक सहयोगहरु प्राप्त भईरहेको पाउनु भएको छ ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का साधनहरुको प्रयोग के कस्ता क्रियाकलापहरु मार्फत भएका छन् ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राखिएको पाउनु भएको छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैनन् भने कुन कुन सुचकहरु थपे प्रभावकारी हुन्छ जस्तो लाग्छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- १४) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गरिएको पाउनु भएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गरिएको छ ? विद्यार्थी प्रगतीका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिईने गरिएको छ ?
- १५) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) को आधारमा उदार कक्षोन्नतिलाई कसरी कार्यान्वयन गरिएको छ ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

- १६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच अन्तरहरु के के पाउनु भएको छ ?

- १७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?
- १८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?
- १९) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?
- २०) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको पाउनु भएको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क.स.	निकायहरु/ व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

- २१) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?
- २२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कस्तो अनुगमन भईरहेको पाउनु भएको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरूको मूल्याङ्कन गर्दा कुन विधि अपनाउने गरिएको छ ? यो विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के कस्ता समानताहरू पाउन सकिन्छ ?

२५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के के समस्याहरू हुन सक्छन् ?

२६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) लाई एकीकृत रूपमा कसरी प्रयोग गर्न सकिन्छ ?

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

श्रोत व्यक्तिहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा
नमस्ते ।

म “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level ” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, काठमाडौं, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	श्रोत केन्द्रको नाम :	
४	अनुभव (वर्ष):	
५	जिल्ला :	१) धनकुटा २) सप्तरी ३) दोलखा ४) काठमाडौं ५) कास्की ६) दाङ ७) सुर्खेत ८) कैलाली
६	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? र किन ?
- ४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न श्रोत केन्द्रको के कस्तो भुमिका रहेको छ ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी तालिमहरुको कार्यान्वयन कसरी भईरहेको छ ?
- ६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी भईरहेको पाउनु भएको छ ?
- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरिएको पाउनु भएको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट कस्तो प्राविधिक र आर्थिक सहयोगहरु प्राप्त भईरहेको पाउनु भएको छ ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का साधनहरुको प्रयोग के कस्ता क्रियाकलापहरु मार्फत भएको छ ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राखिएको पाउनु भएको छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैनन् भने कुन कुन सुचकहरु थपे प्रभावकारी हुन्छ जस्तो लाग्छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिएको पाउनु भएको छ ?
- १४) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गरिएको पाउनु भएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गरिएको छ ? विद्यार्थी प्रगतीका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिईने गरिएको छ ?
- १५) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) को आधारमा उदार कक्षोन्नतिलाई कसरी कार्यान्वयन गरिएको छ ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

- १६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच के कस्ता अन्तरहरु पाउनु भएको छ ?
- १७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?
- १८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?
- १९) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?
- २०) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको पाउनु भएको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क्र.स.	निकायहरु/व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि
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			हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

२१) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?

२२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कस्तो अनुगमन भईरहेको पाउनु भएको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरुको मूल्याङ्कन गर्दा कुन विधि अपनाउने गरिएको छ ? यो विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के कस्ता समानताहरु पाउन सकिन्छ ?

२५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के के समस्याहरु हुन सक्छन् ?

૨૬) નિરન્તર વિદ્યાર્થી મૂલ્યાંકન પ્રણાલી (CSA) ર અક્ષરાંકન વિધિ (Letter Grading System) લાઈ એકીકૃત રૂપમા કસરી પ્રયોગ ગર્ન સકિન્છ ?

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

प्रधानाध्यापकहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा

नमस्ते ।

म “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, काठमाडौं, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	विद्यालयको नाम :	
४	विद्यालयको ठेगाना :	
५	पद:	
६	शिक्षण अनुभव (वर्ष):	
७	जिल्ला :	१) धनकुटा २) सप्तरी ३) दोलखा ४) काठमाडौं ५) कास्की ६) दाङ ७) सुर्खेत ८) कैलाली
८	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन् ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? किन ?
- ४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न विद्यालयको भुमिका के कस्तो रहेको छ ?
- ५) तपाईंको विद्यालयमा कति कक्षासम्म निरन्तर मूल्याङ्कन प्रणाली (CSA) लागु भएको छ ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ६) तपाईंले निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी कुन कुन तालिमहरु लिनु भएको छ ? ती तालिमहरुको कार्यान्वयन कसरी भईराखेको छ ?
- ७) तपाईंको विद्यालयका शिक्षकहरुले निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी कुन कुन तालिमहरु लिनु भएको छ ? छ भने,

क्र.स.	तालिमको नाम	अवधि	तालिम दिने संस्था	तालिमको प्रभावकारिता
१				
२				
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४				
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- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी भईरहेको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी भईरहेका छन् ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का ती साधनहरुको प्रयोग गर्दा के कस्ता क्रियाकलापहरु गर्नु हुन्छ ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरी रहनु भएको छ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरीरहेको छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राखिएका छन् ? तिनको प्रयोग कसरी गर्नु भएको छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैनन् भने कुन कुन सुचकहरु थप्दा मूल्याङ्कन थप प्रभावकारी बनाउन सकिएला ?
- १४) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिएको छ ?

१५) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गर्नुभएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गरिएको छ ? विद्यार्थी प्रगतीका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिने गर्नु भएको छ ?

१६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट के कस्ता आर्थिक र प्राविधिक सहयोगहरु प्राप्त भईरहेका छन् ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

१७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच के कस्ता अन्तरहरु पाउनु भएको छ ?

१८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?

१९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?

२०) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?

२१) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/ व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क्र.स.	निकायहरु/ व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

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२२) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कस्तो अनुगमन भईरहेको छ ? तपाईंले कसरी अनुगमन गरिरहनु भएको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरुको मूल्याङ्कन गर्दा कुन विधि अपनाउने गरेको छ ? यो विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के के समानताहरु पाउन सकिन्छ ?

२६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के कस्ता समस्याहरु हुन सक्छन् ?

२७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) लाई एकीकृत रुपमा कसरी प्रयोग गर्न सकिन्छ ?

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

शिक्षकहरुका लागि अन्तर्वार्ता प्रश्नावली

परिचय र मन्जुरीनामा

नमस्ते ।

म “A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level” को तथ्याङ्क संकलन गर्न आएको छु । यो अध्ययन धनकुटा, सप्तरी, दोलखा, काठमाडौं, कास्की, दाङ, सुर्खेत र कैलाली गरी आठ जिल्लामा गरिएको छ । यस प्रश्नावलीका लागि सामान्यतया करिब ४५ मिनेट समय लाग्ने छ । यस अध्ययनको मुख्य उद्देश्य विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन (CSA) पद्धतिलाई सुदृढ गर्न प्रभावकारी उपायहरुको खोजी गर्नु हो । यस अध्ययनमा तपाईंको सहभागिता स्वेच्छिक हुनेछ । तपाईंको यस अध्ययनमा उत्साहपूर्ण सहभागिता हुनेछ भन्ने हामी अपेक्षा गर्दछौं किनकि तपाईंका विचारहरु महत्वपूर्ण हुने छन् । यो अन्तर्वार्ता शुरु गर्नु अगाडि म स्विकृतीको लागि यहाँसँग अनुमति लिन चाहन्छु ।

व्यक्तिगत विवरण

सि.नं.	प्रश्नहरु	
१	पहिचानात्मक संख्या :	
२	उत्तरदाताको नाम :	
३	विद्यालयको नाम :	
४	विद्यालयको ठेगाना :	
५	शिक्षण विषय:	
६	शिक्षण कक्षा:	
७	शिक्षण अनुभव (वर्ष):	
८	तालिम :	
९	जिल्ला :	१) धनकुटा २) सप्तरी ३) दोलखा ४) काठमाडौं ५) कास्की ६) दाङ ७) सुर्खेत ८) कैलाली
१०	टेलिफोन नं. :	

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी सम्बन्धी प्रावधान

- १) विद्यमान निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) भित्र कुन कुन पक्षहरु समावेश गरिएका छन् ?
- २) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु हुनाका कारणहरु के के हुन् ?
- ३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का कुन कुन पक्षहरु लागु भएका छन् ? कुन कुन पक्षहरुको कार्यान्वयन हुन सकेको छैन ? र किन ?

(ख) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को अभ्यास

- ४) तपाईंको विद्यालयका शिक्षकहरुले निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी कुन कुन तालिमहरु लिनु भएको छ ? छ भने,

क.स.	तालिमको नाम	अवधि	तालिम दिने संस्था	तालिमको प्रभावकारिता
१				
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४				
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- ५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लागु गर्न बनाइएको शिक्षक निर्देशिका (Manual) को प्रयोग कसरी गरिरहनु भएको छ ?
- ६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग गर्ने परीक्षणका साधनहरु (Testing tools) को प्रयोग कसरी गरिरहनु भएको छ ?
- ७) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का ती साधनहरुको प्रयोग गर्दा के कस्ता क्रियाकलापहरु गर्नु हुन्छ ? ती क्रियाकलापहरु मार्फत विद्यार्थीहरुको मूल्याङ्कन कसरी गरिरहनु भएको छ ?
- ८) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) का लागि कार्य संचयिका (Portfolio) को प्रयोग कसरी गरिरहनु भएको छ ?
- ९) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अन्तर्गतका अभिलेखहरु (कार्य सञ्चयिका सहित) कसरी राख्नु भएको छ ? तिनका प्रयोग कसरी गर्नु भएको छ ?
- १०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा प्रयोग भएका सिकाई उपलब्धीका सुचकहरु प्रयाप्त छन् ? छैनन् भने कुन कुन सुचकहरु थप्दा मूल्याङ्कन थप प्रभावकारी बनाउन सकिनेछ ?
- ११) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) अवधिमा विद्यार्थीहरुका नमुना कार्य संकलन र मूल्याङ्कन कसरी गरिरहनु भएको छ ?
- १२) निरन्तर विद्यार्थी मूल्याङ्कन (CSA) बाट प्राप्त नतिजालाई (Result) कसरी प्रयोग गर्नु भएको छ ? कुन प्रयोजनको लागि यसको प्रयोग गर्नु भएको छ ? विद्यार्थी प्रगतीका विवरणहरु अभिभावकहरुलाई कसरी जानकारी दिने गर्नु भएको छ ?
- १३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को लागि कुन कुन निकायहरुबाट कस्तो प्राविधिक सहयोगहरु प्राप्त भईरहेको छ ?

(ग) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी चुनौति र सिकाई

१४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीति र तिनको कार्यान्वयन बीच के कस्ता अन्तरहरु पाउनु भएको छ ?

१५) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरु के के हुन् ?

१६) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को नीतिहरु कार्यान्वयनमा देखिएका चुनौतिहरुका कारक तत्व के के हुन् ?

१७) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन के के गर्नुपर्ला ?

१८) विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) को कार्यान्वयनमा यी सरोकारवाला संस्थाहरु/व्यक्तिहरुबाट के कस्तो सहयोग भईरहेको छ ? यसको प्रभावकारी कार्यान्वयनको लागि कस्तो सहयोग हुनुपर्छ ?

क्र.स.	निकायहरु/व्यक्तिहरु	भईरहेको सहयोगहरु	प्रभावकारी कार्यान्वयनको लागि हुनुपर्ने सहयोगहरु
१	पाठ्यक्रम विकास केन्द्र		
२	शैक्षिक जनशक्ति विकास केन्द्र		
३	जिल्ला शिक्षा कार्यालय		
४	विद्यालय निरीक्षकहरु		
५	श्रोत व्यक्तिहरु		
६	प्रधानाध्यापक		
७	विद्यालय व्यवस्थापन समिति		
८	अभिभावक-शिक्षक संघ		
९	विद्यार्थी		
१०	शिक्षक युनियन संघ		

१९) जिल्ला शिक्षा कार्यालयले विद्यालय निरीक्षक, श्रोत व्यक्तिहरु, विद्यालय र अन्य सरोकारवालाहरु बीच निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा कसरी समन्वय गरेको छ ?

२०) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) लाई प्रभावकारी बनाउन कसरी अनुगमन भईरहेको छ ?

(घ) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter grading system) बीच सम्बन्ध

२१) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) अनुसार विद्यार्थीहरुको मूल्याङ्कन गर्दा कुन विधि अपनाउने गर्नु भएको छ ? यो विधिको प्रभावकारीता कस्तो पाउनुभएको छ ?

२२) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) बीच के कस्ता समानताहरु पाउन सकिन्छ ?

२३) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) मा अक्षराङ्कन विधि (Letter Grading System) लागु गर्दा के कस्ता समस्याहरु हुन सक्छन् ?

२४) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) र अक्षराङ्कन विधि (Letter Grading System) लाई एकीकृत रुपमा कसरी प्रयोग गर्न सकिन्छ ?

**A study on exploring effective measures for strengthening
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strategies at schools level**

**विद्यालय व्यवस्थापन समिति (SMC) र शिक्षक-अभिभावक संघ (PTA) का
पदाधिकारीहरूका लागि लक्षित समुह छलफल (FGD)**

विद्यालयको नाम :

विद्यालयको ठेगाना :

छलफल गरेको स्थान :

छलफल गरेको मिति :

छलफल गरेका समय :

लक्षित समुह छलफल (FGD) निर्देशिका

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी प्रश्नहरू

- निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) बारेमा बुझाई
- निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा तपाईंहरूको भूमिका
- विद्यार्थीहरूका दैनिक हाजिरी
- शिक्षकहरूले दिने गृहकार्यहरूको र कक्षाकार्यको अवस्था
- शिक्षकहरूले गर्ने गृहकार्यहरूको नियमित चेकजाँच
- कक्षा कोठामा गरिने अतिरिक्त क्रियाकलापहरूमा विद्यार्थीहरू र शिक्षकहरूको सहभागिता
- कक्षा कोठामा पढाईका विधि
- विद्यार्थीहरूको नियमित मूल्याङ्कन, नतिजा, सम्प्रेषण र विश्लेषण
- अतिरिक्त क्रियाकलापहरूको अवस्था, मूल्याङ्कन, सम्प्रेषण र विश्लेषण
- वार्षिक परीक्षाको नतिजा
- उदार कक्षोन्नतिको अभ्यास र सिकाई उपलब्धिमा परेको प्रभाव
- निरन्तर विद्यार्थी मूल्याङ्कनका नीति र तिनको कार्यान्वयनमा देखिएका अन्तरहरू

A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at schools level

शिक्षक युनियन संगठनका पदाधिकारीहरूका लागि लक्षित समुह छलफल (FGD)

विद्यालयको नाम :.....

विद्यालयको ठेगाना :.....

छलफल गरेको स्थान :

छलफल गरेको मिति :

छलफल गरेका समय :

लक्षित समुह छलफल (FGD) निर्देशिका

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी प्रश्नहरू

- निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) बारेमा बुझाई
- निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) कार्यान्वयनमा तपाईंहरूको भूमिका
- विद्यार्थीहरूका दैनिक हाजिरी
- शिक्षकहरूले दिने गृहकार्यहरूको र कक्षाकार्यको अवस्था
- शिक्षकहरूले गर्ने गृहकार्यहरूको नियमित चेकजाँच
- कक्षा कोठामा गरिने अतिरिक्त क्रियाकलापहरूमा विद्यार्थीहरू र शिक्षकहरूको सहभागिता
- कक्षा कोठामा पढाईका विधि
- विद्यार्थीहरूको नियमित मूल्याङ्कन, नतिजा, सम्प्रेषण र विश्लेषण
- अतिरिक्त क्रियाकलापहरूको अवस्था, मूल्याङ्कन, सम्प्रेषण र विश्लेषण
- वार्षिक परीक्षाको नतिजा
- उदार कक्षोन्नतिको अभ्यास र सिकाई उपलब्धिमा परेको प्रभाव
- निरन्तर विद्यार्थी मूल्याङ्कनका नीति र तिनको कार्यान्वयनमा देखिएका अन्तरहरू

**A study on exploring effective measures for strengthening
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विद्यार्थीहरुका लागि लक्षित समुह छलफल (FGD)

विद्यालयको नाम :

विद्यालयको ठेगाना :

छलफल गरेको स्थान :

छलफल गरेको मिति :

छलफल गरेका समय :

लक्षित समुह छलफल (FGD) निर्देशिका

क) निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली (CSA) सम्बन्धी समसामयिक प्रश्नहरु

- विद्यार्थीहरुका दैनिक हाजिरी/क्रियाकलाप
- शिक्षकहरुले दिने गृहकार्य र कक्षाकार्य
- गृहकार्य/Homework हरुको नियमित चेकजाँच
- कक्षा कोठामा गरिने अतिरिक्त/सहक्रियाकलापहरुमा विद्यार्थीहरु र शिक्षकहरुको सहभागिता
- कक्षा कोठामा पढाईका विधि
- विद्यार्थीहरुको नियमित मूल्याङ्कन
- परीक्षाका नतिजाबारे जानकारी
- अतिरिक्त क्रियाकलापहरुको व्यवस्था/मूल्याङ्कन/मूल्याङ्कनको जानकारी
- वार्षिक परीक्षाको नतिजा प्रकाशन/नतिजा प्रकाशनमा समावेश गरिएको पक्षहरु

School Survey Form

1. Name of the School.....
2. Address: Ward VDC District
3. Categorization of school: Basic / Secondary
4. Total number of students Boys Girls.....
5. Medium of teaching:
6. Total number of female teachers.....
7. Total number of teachers MaleFemale.....
8. Available facilities: Toilet ☐ Water ☐
9. Observation

Classroom.....

Play ground

Number of students (Class-wise)

Class	Boys	Girls	Total	CSA related activities
One				
Two				
Three				
Four				
Five				
Six				
Seven				
Total				

ECA/CCA activities held in the school during the academic years

S.N.	Activities	Frequency	Narration
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10			
11.			
	Total		

कक्षा अवलोकन फारम

विद्यालयको नाम :

कक्षा :

शिक्षकको नाम :

शिक्षण विषय :

मिति :

क्र.स.	पाठ्यक्रमले निर्धारण गरेको क्रियाकलाप	कक्षा अवलोकन	शिक्षक अन्तर्वार्ता
१	पाठ्ययोजनाको प्रयोग		
२	विद्यार्थीको पूर्वज्ञान जाँच्ने ● कुराकानी गरेर ● प्रश्नोत्तर गरेर ● कक्षा कार्य/गृहकार्य हेरेर		
३	कक्षा प्रारम्भ ● पूर्व पाठको स्मरण गराएर ● सोभै विषयवस्तुमा प्रवेश		
४	शिक्षण विधि ● छलफल ● प्रश्नोत्तर ● भाषण विधि		
५	शैक्षिक सामग्रीको प्रयोग		
६	सिकाइमा सक्रियता ● रुची र क्षमताका आधारमा शिक्षण ● कमजोर विद्यार्थीलाई थप अभ्यास ● कमजोर विद्यार्थीलाई थप अवसरको व्यवस्था		
७	मूल्याङ्कन ● निरन्तर मूल्याङ्कन ● कक्षा कार्य ● अवलोकन		
८	गृहकार्य		