

## Result Analysis of Community School Final Examination in Rukum West District

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### Abstract

This research is regarding to the analysis of results of five community schools of 2076 to 2080 B.S. in Rukum West District. Research has focused on student performance in Nepali, English, Mathematics, and Social Studies. The objectives cover evaluating the pass rates of basic level students, classifying achievement rates, and recognition reasons for low academic achievement with suggestions for improvement. The quantitative research approach and secondary data were used for the study. The finding reveals significant insights into the educational performance of students. The overall pass rate fluctuated over the five years, with an average pass percentage of 90.13%. The highest pass rate was recorded in 2076, and the lowest in 2078. Subject-wise analysis showed that Mathematics consistently had the lowest pass rates compared to Nepali, English, and Social Studies. This trend continued across the years, highlighting the need for targeted interventions in Mathematics education.

**Key Words:** Achievement, Basic-level, Community school, Result, Rukum-West

### Introduction

The education system plays a crucial role in determining the socio-economic structure of any society (Agasisti & Bertoletti, 2022). In Nepal, community schools, particularly at the basic level, are vital in providing access to education in rural and remote areas. The Rukum West District, located in the karnali provision of Nepal, is one such area where community schools are the primary institutions for basic education. These schools are contributory in offering educational opportunities to children who might otherwise be underprivileged due to geographical and economic challenges.

In the context of Nepal Basic level represent (Grade 1-8) and the end examination of Grade eight is known as Basic Level Examination (BLE). The success of students in BLE also represents the future result of Secondary Education Examination (SEE). Student success is a crucial factor in educational institutions, frequently serving as a key indicator of the institution's overall performance (Alyahyan & Düştegör, 2020). Academic achievement reflects the degree to which students have acquired knowledge, skills, and experiences in alignment with the curriculum's learning objectives (Karanja & Malone, 2020). Additionally, academic performance indicates the level of proficiency achieved in academic work (York et al., 2019), often measured by the percentage of marks students receive in exams. It is important to acknowledge the significance of academic performance globally, as it is closely tied to social value and serves as a foundation for future success in life (Chapai, 2022).

Community schools in Nepal face significant challenges in performance and management. Despite substantial budget allocation, these schools underperform compared to private institutions due to inadequate infrastructure (Adhikari et al., 2022), centralized curriculum, and ineffective teaching strategies. The lack of good governance practices, including limited stakeholder participation and accountability, contributes to poor school performance (Nepal, 2022). However, initiatives like day snack programs have shown potential in improving student attendance and nutrition, though implementation challenges persist (Ghimire et al., 2024). Policy provisions emphasize the role of head teachers, school management committees, and local government in decision-making processes for community schools (Acharya & Sigdel, 2024). To enhance school performance, it is crucial to address these governance issues, improve infrastructure, integration of ICT (Sharma Chapai, 2023) and implement effective management practices.

Assessment should be considered as a tool for determining the effectiveness of the teaching and learning process, not as the goal of students' learning experiences. School-based assessments will provide information about learning that may be used to diagnose learners' strengths and weaknesses, provide feedback on teaching and learning, provide the foundation for instruction placement, and motivate and concentrate learners' attention (Aduloju et al., 2016). This approach could lead to better educational outcomes and overall development of community schools in Nepal.

Rukum West District, like many rural areas in Nepal, faces unique educational hurdles, including limited resources, insufficient teaching staff, and socio-economic factors that affect student attendance and performance (Tilbury, 2003).

Student academic achievement is a key indicator of educational quality (Hung et al., 2020). However, in the context of Nepal school result is not satisfactory (ERO, 2022). It also clarifies the SEE result of 2081. According to National Examination Board (NEB), out of 464,785 only 47.86% of students successfully qualified whereas 52.14% of students were non-graded, indicating that they did not achieve the required scores. The district's educational administration, teachers, students, and parents all play critical roles in the learning process. However, achieving consistency in educational quality and student performance remains a significant challenge.

Despite the government's efforts to improve the quality of education in community schools, there are still significant variations in educational outcomes between community and private schools. Understanding the performance of students in community schools, especially at the BLE, is crucial for identifying the factors contributing to these disparities and devising strategies to bridge the gap. BLE serves as a critical assessment for students in Nepal, marking the completion of the basic education cycle. The results of this examination provide insights into the effectiveness of the education system at the basic level. Analyzing the BLE results of community schools can offer a comprehensive understanding of the strengths and weaknesses of these schools, the challenges they face, and the areas that require improvement. Hence, this research aims to analyze the results of Nepali, English, Mathematics, and Social Studies in the BLE in community schools within the Rukum West District. For this purpose researcher devised the following research question.

1. How has student performance in Nepali, English, Mathematics, and Social Studies in the BLE evolved over a five-year period (2076-2080) in community schools of selected schools?

This study was limited to Rukum West Municipality only however the findings from this study could equally contribute to the broader discourse on educational equity and quality in other parts of Nepal.

## **Review of the Literature**

Theoretically some theories support for Analysis of student's achievements. Among them **Educational Assessment Theory** helps as the groundwork for evaluating student performance, allowing a systematic analysis of how well students have met the intended learning outcomes. This theory highlights the importance of reliable and valid assessment methods, which are central for accurately interpretation examination results and identifying trends in student achievement (Delandshere, 2001). Next, **Constructivist Learning Theory** also serves as lens through which to understand the relationship between students' knowledge construction and their performance on exams (Magno & Ouano, 2015). By focusing on how students build and apply knowledge, this theory helps explain variations in exam results, shedding light on the efficiency of teaching methods and curriculum design. Additionally, **Statistical Theories** like Item Response Theory (IRT) provide advanced tools for examining the technical aspects of assessment, such as question difficulty and student ability levels, offering a deeper understanding of the factors influencing examination outcomes (Cai, Choi, Hansen, & Harrell, 2016).

The issue of how the results will be in the exam is more related to the issue of how the teaching and learning process was (Arends & Kilcher, 2010; Chapagain, 2020; Doolittle, 2002). If teaching-learning was lively, meaningful, child-friendly then teaching-learning was based on learning-by-doing method and students were active in teaching-learning. Similarly, teaching-learning was student-led and emphasized teamwork and collaboration; teaching-learning was competency-based. Hence, assessment was connected with teaching and learning, it was based on the belief that if the student did not learn, the teacher did not teach, the student's learning was made fully accountable and responsible to the teacher, then the student can definitely get excellent results, there is no need to believe in this (Magno & Ouano, 2015).

The standard of teaching and learning process is determined by the environment provided for teaching and learning (Sekyi, 2016). If there is no sufficient number of subject teachers, there is no suitable classroom and school infrastructure, there is no availability of science, mathematics, information technology laboratories, libraries, teachers are not motivated (Joshi et al., 2023), there is no distinction between teaching and non-teaching, good teaching and teachers with poor teaching ability, the system gives good results (Toe et al., 2015). Does not reward, does not recognize and address factors of poor performance, teachers, students and parents cannot collaborate to improve student outcomes, continuous student assessment

becomes semi-survival, teacher goals are not focused on improving student learning, traditional methods of teacher grading and student grading continue to be followed, the standardization of teachers' teaching work, the professional development of teachers continues to be overshadowed, curriculum-based teaching and learning continues to be neglected, political pressure continues to choose school presidents and principals, the local level cannot carry the responsibility of education, schools, principals and teachers are not trusted, schools and principals lack autonomy (Doolittle, 2002). And if the right is not given, there will be no fundamental improvement in the examination results unless the classroom teaching and learning is like reading, teaching the teacher and teaching the students (Sun & Feng, 2006).

Education is stuck in the indolence of one and a half hundred years old education system and more than fifty years old teaching method (Popovic, 2013). The teacher is still the ultimate source of knowledge, the ultimate interpreter of truth. The teacher is ordering. Students are supposed to be obedient. The educational value has been created by saying that the work of answering is the work of the student and the work of asking questions is the work of the teacher. As long as this belief persists, the student will not be able to question (Vieira, 1986). A student who cannot ask questions cannot solve new problems. What is needed now is an inventor. Not copy paste. It is only public service that can be passed by carrying a bag of books. This way of life cannot run. There is a need for manpower who can adapt to every different situation and innovate at every stage (Tóth & Csapó, 2022).

The exam results are based on the syllabus expectations. How is the course? How is the implementation of the course? The result of the exam depends on it. Unless the consistency between the target course, the implemented course and the course seen in the results can be maintained, the results cannot be significantly improved (Chapagain, 2020). It is alleged that the existing curriculum is too theoretical, is considered to be idiosyncratic, and is just like a book fish. The higher the level of manpower produced by this, the weaker the behavior. Shouldn't the more you read, the humbler you become, equipped with useful skills, and able to face the situation? But why could not see this? Why could not the evaluation check this value? To what extent should the manpower who has acquired a school level education be competent in life skills? What should be the competence of subject knowledge, social and human values, technical skills that should be established in a graduate and post graduate workforce? There is no standard for this. Moreover, the availability of manpower in the job

market seems to be in line with that. It is difficult to expect productivity, social tolerance and national contribution from a student who after completing a degree in one subject, continues to pursue another degree (Juanatey et al., 2021).

Exam preparation time and the role of parents also affect the student's exam results. The psychology of the students who consider the exam to be boring, parents and teachers who must get good marks in any way, are obstacles to good results (Popovic, 2013). Due to technical and situational errors that occur despite good preparation, even if a question of one of the subjects is not as per the student's expectations, it will put mental pressure on the student and there is a risk that the rest of the exam will be affected. When there is difficulty in adjusting to the examination situation, the examination becomes affected if there is no adaptation (Sekyi, 2016).

Chapagain (2020) found that there's a significant performance gap between theoretical and practical subjects, with students from municipal government schools and the Bramin/Chetri ethnic groups performing better. The study also highlighted that factors like school type, local government type, examination nature, and students' age and ethnicity significantly impact achievement, while gender does not. Similarly, Acharya and Sigdel (2024) found that the head teacher and school management committee have power over key parts of school management decision-making, including teacher recruitment, school development planning, and teaching learning activities. Local governments play an important role in the overall growth of Nepal's community schools. Implementing good school management methods can considerably benefit the school's development and assure the delivery of high-quality education. Also, the study conducted by Nepal (2022) findings indicate that effective governance practices play a significant role in school success in Nepal. Other important conclusions of this review include low school performance, decreased stakeholder participation, a lack of accountability and transparency, and corruption in the education sector. Schools in Nepal perform poorly due to a lack of competent governance.

## **Methods**

### **Research Design**

This study employed a quantitative approach to analyze the final examination results of BLE of community schools in the Rukum West District, focusing on students' performance in Nepali, English, Mathematics, and Social Studies over a five-year period.

### **Data Collection Procedure**

Researcher self-contact, coordination and informed the schools' Head teacher about the objective of this study. After then with the help of school administrator researcher collected the data. In this process, quantitative data were gathered from examination records, including the number of students who appeared in examination. Hence, the nature of Data used in this study is secondary.

### **Sample**

Out of fifty-five schools only five public schools was taken under Musikot Municipality of Rukum District which were appeared BLE from 2076 to 2080. Random Sampling method has been used for school selection.

### **Data Analysis Technique**

The collected data were analyzed by using descriptive statistics such as mean, percentage, frequencies. The data were calculated by using mathematical formulae. Additionally, the subject-wise average scores and coefficients of expansion were computed to identify trends and variations in student performance. The qualitative responses were analyzed thematically to understand the underlying reasons for the observed performance trends and to gather suggestions for improvement

### **Results**

Table 1 shows that the result of BLE upto 5-years of selected model schools under Musikot municipality. The result showed pass percentage of students participating in the basic level examination is in decreasing order. As in 2076, 182 students participated in the exam and 170 passed and the passing percentage is 93.40. In the year 2077, 150 people participated in the examination and 133 passed and the passing percentage is 88.67. The pass rate has decreased by 0.95 compared to the previous year.

The pass rate dropped significantly in 2078 out of the 131 students, 126 passed, resulting in a pass percentage of 79.85%. This represents the lowest pass rate in the five-year span, with a notable decrease in overall student performance. The pass percentage rebounded significantly in 2079, with 127 out of 134 students passing, resulting in a pass percentage of 94.77%. This year observed the highest pass percentage of the five-year period, indicating a marked improvement in student performance. The pass percentage remained high at 93.98% in 2080, with 125 out of 133 students passing. This consistency suggests a sustained improvement in academic performance following the dip in 2078.

**Table 1***Result Description of Last Five years*

Year	Students	Passed	Failed	Passed Percentage	Average Passed Rate
2076	182	170	12	93.40	
2077	150	133	17	88.67	
2078	131	126	5	79.85	90.13
2079	134	127	7	94.77	
2080	133	125	8	93.98	

**Subject Wise Result of BLE**

Table 2 compares the pass rate of Nepali, English, Mathematics and Social studies Subjects. While studying and analyzing the table mentioned below, it is seen that the passing rate of mathematics subject is low among the four subjects Nepali, English, Social and Mathematics. In the year 2076, out of 182 possible students, 96.70% passed in Nepali. It seems that 78.57% passed in English. A total of 73.07% passed in mathematics and 93.40% in social subjects. In this way, the passing percentage of mathematics in the year 2076 is very low compared to other 3 subjects.

In the same way, in the year 2077, among 150 people who participated in the basic level passing exam, 97.33% in Nepali, 82.66% in English, 80.00% in mathematics and 98.66% in social. In 2077, the pass percentage of mathematics is also lower than other subjects.

Similarly, among the 131 students who participated in the basic level passing exam in 2078, 98.47% in Nepali, 99.23% in English, 99.23% in mathematics, and 98.47% in social. Thus, the statistics of the year 2078 show that the passing rate of mathematics has improved more than other subjects.

Similarly, among the 134 examinees who participated in the basic level passing examination of 2079, 94.77 passed in English, 92.53% in Mathematics, 89.55% in Mathematics and 100% in Social. Analyzing this year's exam, it seems that the least in mathematics and the most in social.

Similarly, out of 133 people participating in the 2080 examination, 96.99% passed in Nepali, 99.24% in English, 96.24% in mathematics and 92.48% in social. Studying the results of this



year, it is seen that most of the examinees have passed in English subject and least in social subject.

**Table 2**

*Subject-wise Result of BLE*

Year	Subject Students	Nepali		English		Math		Social	
		Pass	Percentage	Pass	Percentage	Pass	Percentage	Pass	Percentage
2076	182	176	96.70	143	78.57	133	73.07	170	93.40
2077	150	146	97.33	124	82.66	120	80.00	148	98.66
2078	131	129	98.47	130	99.23	130	99.23	129	98.47
2079	134	127	94.77	124	92.53	120	89.55	134	100.00
2080	133	129	96.99	132	99.24	128	96.24	123	92.48
Total	730		96.852		90.446		87.618		96.602

Table 3 shows subject-wise average score of the students in four subjects. Total average score in subject-wise it was seen that 32.64% in 2076 and 36.16% in 2077, 40.00% in 2078 and 38.48% in 2079 and 41.56% in 2080. This statistics shows that in the last 5 years, the subject average score of 2080 is seen as the highest and lowest in 2076.

When studying the subject average score in 2076, 31.28% in Nepali, 30.37% in English, 32.80% in mathematics, 36.11% in social. Looking at the statistics of 2077, the highest subject average score is seen in social 36.11% and the lowest in English 30.37%.

Similarly, the statistics of 2077 are seen as 39.19% in Nepali, 34.19% in English, 34.12% in mathematics and 37.16% in social. This year, the highest average score is 39.19% in Nepali and the lowest is 34.12% in mathematics.

Similarly, when studying the statistics of subject average score of 2078, it is seen that 41.76% in Nepali, 39.06% in English, 36.35% in mathematics and 42.84% in social. The statistics of the subject average score of the year 2079 is 36.35 in mathematics, 41.02% in Nepali, 39.38% in English, 37.61% in mathematics and 36.91% in social. According to the statistics, the highest number is 41.02% in Nepalese and the lowest is 36.91% in social. The statistics of subject average score of 2080, it is seen that 44.07% in Nepali, 44.41% in English, 36.29% in mathematics and 41.49% in social. While studying the statistics, it is seen that the highest percentage is 44.41% in English and the lowest percentage is 36.29% in mathematics. Overall, according to the 5-year study, the average score of mathematics is lower than other subjects.

**Table 3***Subject-wise average score of students*

Year	Subject	Nepali		English		Math		Social		Total average
		Total Marks	Average Marks	Total Marks	Average Marks	Total Marks	Average Marks	Total Marks	Average Marks	
2076	182	5693	31.28	5528	30.37	5970	32.80	6573	36.11	32.64
2077	150	5879	39.19	5129	34.19	5118	34.12	5574	37.16	36.16
2078	131	5471	41.76	5118	39.06	4762	36.35	5613	42.84	40.00
2079	134	5497	41.02	5277	39.38	5041	37.61	4946	36.91	38.48
2080	133	5862	44.07	5907	44.41	4827	36.29	5519	41.49	41.56

**Extension of Score**

Table 4 shows that extension of Subjective Scores obtained by the students in Nepali, English, Mathematics and Social subjects for the last 5 years and presented below which are calculated by using following formula.

Coefficient of expansion = (higher mark-lower mark)/( higher mark+ lower mark )

From the table, the highest expansion in the year 2076 is 0.85 in English and the lowest in Nepali is 0.55. Similarly, the statistics of the year 2077, the highest coefficient of expansion is 0.81 in mathematics and 0.57 in Nepali subject. According to the statistics of the year 2078, the highest coefficient of expansion is 0.88 in mathematics and the lowest in Nepali is 0.5. The statistics of 2079 shows that, the coefficient of expansion in Nepali 0.62 which is highest and lowest in mathematics 0.45. Similarly, while studying the statistics of 2080, it has been found that the coefficient of expansion is the highest in mathematics subject 0.50 and the lowest in social subject 0.34. Thus, looking at the data of 5 years, the coefficient of expansion has been different. From this, there is a lot of difference in the subject of mathematics.

**Table 4: Extension of Subjective Scores**

Year	Nepali		English		Math		Social	
	Extension of Extension	Coefficient of Extension	Extension of Extension	Coefficient of Extension	Extension of Extension	Coefficient of Extension	Extension of Extension	Coefficient of Extension

2076	70-20 =50	0.55	65-5 =60	0.85	82-18 =64	0.64	50-15 =35	0.53
2077	71-19 =52	0.57	67-15 =52	0.63	80-8 =72	0.81	45-13 =32	0.55
2078	75-25 =50	0.5	65-16 =49	0.62	85-5 =80	0.88	60-5 =55	0.84
2079	81-19 =65	0.62	70-25 =45	0.47	85-32 =53	0.45	65-16 =49	0.60
2080	82-37 =45	0.37	72-35 =37	0.38	83-32 =58	0.50	65-32 =33	0.34

### Discussion

The study analyzed the BLE results of students in Rukum West District from 2076 to 2080. It was observed that the overall pass rate varied each year, with an average pass percentage.

The highest pass rate was in 2076 while the lowest was in 2078. This may be cause that in that time covid-19 spread every part of Nepal. Guardians care may also affect their students result. Previous result of Adhikari and Kafle (2023) analyzed SEE results in Nawalparasi and their finding showed gender differences in subject performance and overall low GPAs. The analysis of the results from 2076 to 2080 reveals significant insights into the educational performance of students in the Rukum West District. The overall pass rate fluctuated over the five years, with an average pass percentage. The highest pass rate was recorded in 2076, and the lowest in 2078, indicating variations in student performance over the years. Subject-wise analysis showed that Mathematics consistently had the lowest pass rates compared to Nepali, English, and Social Studies. For instance, in 2076, the pass rate for Mathematics was significantly lower than Nepali, English, and Social Studies. This trend persisted across the years, highlighting the need for targeted interventions in Mathematics education. This result is consistent with the finding of Chapagain (2020) who examined SEE results in Dhankuta, and result revealed that community school students underperformed compared to private schools, particularly in mathematics. Both studies Chapagain (2020) and Adhikari and Kafle (2023) highlighted socio-demographic factors influencing academic achievement. Similarly, Kellaghan and Greaney (2019) suggested the potential for combining external and internal assessments to improve equity and effectiveness in education. They noted that school-based

assessment can enhance the validity of public examinations by aligning curriculum and assessment. Our result is also consistent with the results of the resource center of Rukum District M.N.P. These studies collectively emphasize the importance of analyzing student performance data, considering various factors affecting achievement, and exploring innovative assessment approaches to improve educational outcomes in Nepal and beyond.

### **Conclusion**

The study highlights important insights into the academic performance of students in Rukum West District. Over the five-year period, the average pass rate was 90.13%, indicating a generally strong performance. However, the fluctuations in pass rates from year to year suggest that there may be underlying factors affecting student performance, such as changes in curriculum, teaching methods, or external influences.

Mathematics consistently showed the lowest pass rates compared to other subjects like Nepali, English, and Social Studies, suggesting the need for focused efforts to improve Mathematics education in the district. The persistent challenges in Mathematics may reflect issues with how the subject is taught or how students engage with it. Addressing these challenges could help raise overall academic achievement.

In addition, the findings emphasize the importance of ongoing support and intervention for subjects where students struggle the most. By providing additional resources, training for teachers, and targeted programs, it is possible to enhance the learning experience and outcomes for students, particularly in Mathematics. These efforts would contribute to a more balanced and effective education system in Rukum West District.

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