Review of the Student Assessment System in Nepali Schools: A Theoretical and Policy Analysis

*1Rajendra Kumar Shah

*1Associate Professor, Tribhuvan University (Sanothimi Campus), Bhaktapur, Nepal.

Abstract
The field of education is plagued by a number of problems. The first of them is assessment. The process of assessment is underway. It is an essential component of learning and teaching. Among several current educational concerns, the student assessment system in Nepali schools is one that is discussed in this review essay. The emphasis of is on the theoretical analysis and assessment-related policy provisions. Concept, categorization, traits, historical evolution, and present policy provision are included in the context of Nepal. The evaluation process should, in theory, provide teachers and students with feedback that is relevant to their learning development. The assessment gathers the pupils' proficiency level. It promotes growth in a variety of educational experiences. Additionally, assessment is a crucial step in the evaluation process. Test is its tool. However, it is more thorough than the test. In the theoretical review portion, it will be covered in more detail.

Keywords: Educational assessment, constructivism, behaviorism

Introduction
There are several issues in the field of education. Assessment is the one of them. Assessment is ongoing process. It is an integral part of teaching and learning. This review paper is related to the student assessment system in school of Nepal among the different contemporary educational issues. The focuses on the theoretical review and policy provisions related to the assessment. It consists concept, classification, characteristics, historical development and current policy provision in the context of Nepal.

Ideally, the assessment process informs the teachers and learners about the learning progress with appropriate feedback. The assessment collects the students' level of achievement. It helps for development in different areas of educational experience. Moreover, assessment is an integral part of evaluation process. Its tool is test. But, it is more comprehensive than test. The more concept of it will be discussed in the theoretical review section.

Objectives
This review paper has the following objectives.
1. To list the NCF, SSRP, and Education Commission Report's policy recommendations and provisions for the student assessment system in Nepali schools.
2. To evaluate the shortcomings and efficiency of the current continuous assessment system in Nepali schools.

Theoretical Review
Concept of Educational Assessment
In the realm of education, the terms test, measurement, assessment, and evaluation are related topics. They are occasionally used interchangeably. But in actuality, they are wholly dissimilar. Assessment is a subset or kind of evaluation. It appears to be pertinent in light of ongoing evaluation. To determine the what, how, when, and which of the students' learning in relation to anticipated outcomes, the evaluation process is continual. It is a crucial component of instruction since it determines whether or not educational goals are being fulfilled. Assessment also shows how well educational goals are being met. The assessment also determines the effectiveness of the curriculum, of the teaching and learning practises, of placement and promotion of the students. Consequently, evaluation is crucial in education.

The practise of documenting knowledge, skills, attitude, and benefits—typically in quantifiable terms—is known as educational assessment. It may concentrate on certain students rather than an entire school or educational system. The ultimate goal of assessment techniques in education depends on the practitioners' and researchers' theoretical framework, as well as on their presumptions and benefits on the nature of the human mind, the source of knowledge, and the process of learning.

According to its etymology, the word "assessment" derives from the root word "assess," which means to evaluate something or someone by determining its importance, size, or value, as well as its rate or quantity (in the case of a tax). Therefore, the ideal way to define assessment in education is as an action "to identify the importance, size, or value of"

Characteristics
The following describe educational assessment:
1. It places the child, not the subject topic, in the centre.
2. It takes into account the child's interests, attitudes, and other psychological demands and requirements.
3. It places a greater emphasis on learning than teaching.
4. It goes beyond testing and measurement.
5. It aids in the analysis of the data.
6. It aids in evaluation by providing clarity.

*Corresponding Author: Rajendra Kumar Shah

< 20 >

7. The procedure is continual.
8. The tools of assessment include a checklist, an I.Q. test, observational questions, interviews, case studies, and a portfolio, among others.
9. The entire school community and psychologist are involved in educational assessment, etc.

Objectives of Assessment
The following aims of assessment:
1. To ascertain what the students have learned or know.
2. To be aware of the issues with students' learning.
3. To assign pupils to classes.
4. To inspire kids to pursue learning.
5. To enhance the process of teaching and learning.
6. To provide pupils with feedback.

Types of Educational Assessment
In general, all of the activities teachers carry out to support students' learning and gauge their development constitute assessment. Classifying the idea of assessment is more difficult. Despite being an essential component of educational evaluation. Therefore, it can be categorised in the following fashion based on its purposes and goals:

Diagnostic, Formative and Summative Assessment
1. Diagnostic Assessment
In order to provide a baseline from which individual pupils' growth can be measured, it is done before instruction. There is no grade. Knowing the student's proficiency with the subject is helpful.

2. Formative Assessment
In general, formative assessment is done continuously during a project or course. It is employed to support learning. Before performing a Summative, it seeks to determine whether the pupils comprehend the instruction. It gives both the instructor and the students feedback.

3. Summative Assessment
It often takes place at the conclusion of a project's course. Students are frequently given a course grade using it. It determines whether or not students passed the class.

Objective and Subjective Assessment
There is only one right response when asking questions using objective assessment. The subjective assessment, on the other hand, is a type of question that may have more than one proper response or more than one manner of expressing something. They may be summative or formative. Essays and lengthy responses go under the category of subjective questions, while true/false, multiple choice, matching, etc. are under objective questions.

Assessment Based on Normative Data and Criteria
The Criterion-Referenced Test serves as the foundation for the Criteria-Referenced Assessment. When applicants are evaluated using predetermined standards, it happens. The norm- referenced assessment, on the other hand, is based on the norm- referenced exam. It does not violate established standards. Both evaluations are connected to performance-based evaluation.

Formal and informal Assessment
Evaluations can be formal or informal. Formal evaluation typically connotes the creation of a written report, such as a grade based on student achievement. An informal evaluation, on the other hand, has no bearing on a student's final grade. It takes place in an informal setting and may involve peer review, interviews, checklists, and observation.

Student-Related Theories Assessment
As was already established, assessment is a crucial component of both teaching and learning. There are numerous theories around education. The following are some acceptable educational theories that relate to assessment:

Constructivism
Grades and standardised testing are to be abolished, according to constructivism. Instead, evaluation becomes to matter more when evaluating one's own growth.

Behaviorism
The reinforcement of positive and bad behaviours also affects assessment. Teachers frequently employ this.

Thinking Theory
The cognitive theory of Piaget supports level-appropriate curriculum and education. It had a direct bearing on evaluation.

The Theory of Motivation
It is William Glasser's idea. It asserts that a person's actions are motivated by whatever it is that person most desires at any given time. Ti aids instructors in making student evaluations a gold standard.
Additional assessment-related theories include: the theory of observational learning; the theory of social cognition; the theory of early childhood; and the theory of the continuous assessment system.

Policy Provisions on Assessment
This section discusses assessment as it relates to current educational concerns, its historical history, and present policy expectations. The efficiency and shortcomings of the current assessment system in the context of Nepal will also be examined.

Historical progression of student evaluation in Nepal
The examination served as the evaluation for part-time work. However, as educational technology has progressed, so have the many conceptions of evaluation. The system of constant assessment. As a result, it began to evolve together with the beginning of education/teaching and learning in humans. During the Gurukul era, rote learning was prioritised. Gurus were everywhere. As civilization progressed over time, formal institutions were created, and numerous tools, processes, and assessment systems were created.
In Nepal, there are three levels of education: basic (ages 1–5), lower secondary (ages 6–8), and secondary (9-10). There are additional elementary and higher secondary schools today. Internal evaluation was not focused prior to the Nepal Education System Plan (NEPS-2028). The only exam that was focused on was the final and terminal one. The NESP-2028 has placed a strong emphasis on internal student evaluation for enhancing teaching and learning. Additionally, it has placed a focus on maintaining records of student progress reports, improving measurement systems, and making tests scientific. Similar improvements in SLC examination with the inclusion of subject export and compartment exams have been suggested in Nepal Education

< 21 >

Commission Report 2049. Acts and regulations governing education do not contain any particular provisions.

In short, the term "assessment" is a recent addition to the educational vocabulary. It is considered a component in evaluating the learning progress of the students. In the past, evaluation was only formal and summative. Placement tests, ongoing evaluation, high stakes testing, performance-based evaluation, etc. are all modern notions in education.

Current Policy Provisions about Students Assessment System in School of Nepal

Formative, summative, and continuous assessment systems have all been employed in Nepal. All levels of the educational system use formative and summative assessment, and the basic level (pre-primary through seventh class) has a continuous assessment system (CAS) based on the national curriculum Framework (NCF-2063).

On the basis of NCF-2063 and SSRP, the existing policy provisions regarding students' assessments can be discussed (2009-2015).

National curriculum Framework (2063)

The student's assessment system in Nepal has been noted by NCF (2063) as the problem with education. Assessment is routinely done in an exam-oriented manner. The majority of schools do not use the continuous assessment method (CAS). The act of acquiring, analyzing, documenting, and utilizing data on students' responses to a task in the classroom is called assessment, according to NCF. Pre-primary through grade twelve are covered by NCF. NCF (2063) has the following provision about student assessment:

1. Educationists and exports of evaluation have stated that the examination system should be thorough and equitable while conducting student assessment.
2. The process of collecting, interpreting, documenting, and evaluating data about students in order to use that information and get feedback for re-planning educational programmes.
3. Other evaluation methods, including summative testing, co-curricular activities, homework, and projects, should be encouraged to help students develop.
4. Stakeholders should be involved in student assessment of the following works:
5. Participation of stakeholders, such as parents, in the implementation of CAS
6. List of recommendations
7. To discover the best practise of student assessment and to broaden it. Parental interaction for student progress and formative teaching.
8. The specification grid for student evaluation in classes 5, 8, 10, and 12 has to be created.

Continuous Assessment System in Curriculum

Continuous assessment system in Nepal is one of the now applicable provisions for assessment. The programme (education for all from 2063 B.S. in class 1 in primary school curriculum) has CAS implemented by the Nepali government (2062). In SSRP, it is required up till class (2009-2015).

The following CAS provisions are found in NCF (2063):
● The basis for CAS will be formative evaluation.
● The portfolio file for kids in grades 1 through 3 should be maintained.
● The flexible promotion system underpins the CAS (LPS).
● The LPS up to class 3 pass marks are not contested.

● Students' progress in classes one through three will be graded on a "A" to "C" scale.

SSRP and Assessment Practice in Nepal

In order to meet the demands for integrating examinations and certification activities, the national examination board (NEB) is to be established, according to the school sector performance plan (2009-2015). At the conclusion of grades 12, 10, and 8, respectively, NEB will oversee national, regional, and district level public examinations. The basic and primary education Project-II (BPEP-II, 1999-2004) in Nepal was responsible for the initial introduction of the continuous evaluation system. It carried out teacher trainings and other assessment techniques for effective CAS implementation.

The following CAS provisions are found in SSRP:
● A continuous assessment system is being piloted with up to seven classes.
● CAS is seen as the answer to failing and dropping classes.
● The assessment system will use a letter grading system.

The Effectiveness of CAS

The CAS Continuous Assessment System is successful in the following ways: • CAS offers specific data regarding students' academic progress.
● Teacher and student self-evaluation promotes learning activities.
● It is more motivating and reliable.
● The stress of final and terminal writing exams is absent.

The Challenges of CAS

There are good and bad sides to everything. CAS thus has challenges in successfully putting it into practise. The following are a few CAS challenges:
● A pool of qualified educators.
● It cannot be productive in a class with many students.
● Transferring or changing teachers during a programme can be challenging.
● It is a tedious and time-consuming process.
● There could not be enough face-to-face interaction between the teacher and the students.
● Teachers may pose simple questions to the class.
● If the teacher lacks training, the results won't be dependable and genuine.

Conclusion

It is possible to draw conclusions about the educational evaluation system by looking at the theory and methodology in Nepalese schools. The process of assessment is underway. It has an impact on choices regarding the curriculum, educational needs, placement, and advancement. The continuous assessment system is the focus of NCF and SSRP in Nepal's elementary schools. Culture and assessment are directly connected. As a result, its procedure cannot be judged to be consistent. In conclusion, despite its importance to the instructional process, assessment is not without its difficulties. As a result, evaluation is a current topic in Nepali education.

References

1. Curriculum Development Center. *National Curriculum framework for school education of Nepal* .Kathmandu: Government of Nepal/Ministry of education and sports, 2007.

< 22 >

2. Ministry of Education and Sports, *SSR plan (2009-2015*). Kathmandu: Author, 2008.
3. Ministry of Education. *National Education System Plan (2028-2032).* Kathmandu: Ministry of Education and Sports, 2020.
4. National Education Commotions, (2019). Kathmandu: Ministry of Education and Sports.

< 23 >