

# **Examination Reforms and Continuous and Comprehensive Evaluation System in Higher Secondary Education Board (HSEB) and for Proposed National Examination Board (NEB)**

## **What is evaluation?**

Evaluation is an indispensable part of educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their assimilation by learners. *"Evaluation is best seen as a natural part of teaching. It is a process by which we, in our roles as teachers, collect information about our work and make judgments' about actions that might be taken to improve student learning through changes to curriculum, teaching methods and student assessment "*

Evaluation can be used for two purposes:

1. To identify weakness or other deficits in teaching with a view to the development, remediation and improvement of teaching (**formative evaluation**)
2. To make a judgment about the standard or quality of teaching (**summative evaluation**). This provides evidence about teaching for personnel decisions like promotion and tenure.

## **Student Assessment\Evaluation**

*"Student assessment in education is the process of gathering, interpreting, recording and using information about students' responses to an educational task. Educationists and evaluation experts have made significant contributions on educational assessment in terms of using measurement and evaluation in teaching".*

## **Continuous and Comprehensive Evaluation System**

- In recent years, there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to imperfect teaching – learning processes and improper evaluation practices which are conventional and narrow in their scope.
- It is a very well known fact that the evaluation practices carried out in schools aim **to measure the knowledge and understanding outcomes of learners**, neglecting the evaluation of skills and higher mental abilities. While one of the major areas of school education is towards the all round development of the child, least attention is paid to the educative process involved and to the assessment of students' personal development.
- The comprehensive evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of health habits, work habits, cleanliness, cooperation and other **social and personal qualities** through simple and manageable means of tools.

The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability.

- Continuous and comprehensive evaluation necessitates the use of **multiple evaluation techniques** and tools in addition to certain conventional ones. Along with the emphasis on introducing the Continuous and Comprehensive Evaluation, the grading system was also recommended.

### **The Implementation of CCE under four areas:**

In the context of Nepal, the implementation of Continuous and comprehensive evaluation is less implemented till to date. It is because due to frequent political instability, geographical diversities, religious beliefs and orthodox practices. Although, we are unable to implement the core concept of CCE but we tried our best to put some practices in the following given topics:

#### **1. Teacher Training and Practice:**

Teacher are the most important link for the successful realization of any education policy and therefore building their capacity in understanding the concept and purpose of CCE is essential to the successful implementation of the program. We have organized the various trainings and teachers' assessment which are enumerated as below:

- a. Teacher Training Program in different places in remote, rural and regional sectors of Nepal.
- b. Orientation classes for Teachers in community and private secondary and higher secondary schools.
- c. Capacity building and skill development programs.
- d. Excursion tours for leturers and educationist of institutions.
- e. Integrated Teaching Skills Training and Subject Teacher Training.
- f. Curriculum development and education management.

#### **2. Student Assessment:**

Student Assessment is the core idea for student evaluation. It will be used to inform pedagogy and improve student learning. We have organized the various students' assessment programs which are enumerated as below:

- a. Assessment through final exams held by Higher Secondary Education Board(HSEB).
- b. Assessment through schools.
- c. Assessment through class teacher in the classes on regularly basis.
- d. Other forms of assessment such as classroom activities, home work, project work, co-curricular activities, student trainings have been given for promoting students etc.

#### **3. Monitoring and Standarization:**

Monitoring and observation in CCE is a continuous process of observation and feedback that informs teaching and learning. It is a nature of process. In the context of Nepal, evaluation practices carried out in schools are still conventional in their nature and purposes. Despite of geographical and political insatability, we are able to monitor and evaluate the schools in each and every sectors of Nepal.

- a. We have established our regional branch offices in 8 different places all over Nepal. Through each offices we are monitoring schools and organizing various effective programs about monitoring and standarization of schools through time to time evaluation. Till to date we have been success in evaluating 1300 schools and we are in process to evaluating more than 2000 schools in near future for standarizations and for quality of education.
- b. We have GIS and IT sections for collecting data and information of schools and student and we analyzed those data for finding the results and outputs.
- c. We have following divisions for successful running of the organization as they integrate all 5-departments into a comprehensive system for monitoring and standarization.
  - Affiliation Division
  - Curriculum Division
  - Administration Division
  - Planning and Evaluation Division
  - Office of the Controller of Examination

#### **4. Role of Administration and School Boards**

CCE is a nation-wide initiative that will have a significant impact on the education of an entire generation. It is therefore important to clarify the role of Schools Boards and the administration in the implementation of CCE.

##### **The main objective of Higher Secondary Education are enumerated below:**

- To prepare students for the world of work especially in meeting middle level manpower requirements in different fields.
- To prepare students for general higher education and for professional disciplines.
- To prepare the youth with competitive strength required for a patriotic, disciplined and productive human resources while contributing to the shaping of one's future an outlook.
- To adopt a system of greater equality in opportunities by reducing by reducing regional and ethnical disparity and promoting female participation.
- To produce the ambassadors of culture, who irrespective of caste, class, gender and ethnicity respect the cultures that exist in human society and the politics of plurality.

##### **The Main Function of Higher Secondary Education Board are as follows:**

- Granting approval for + 2 schools.
- Developing and revising curricula and textbook materials.
- Conducting examinations and publishing results.
- Awarding certificates to Higher Secondary graduates.
- Supervising and monitoring Higher Secondary School programs.
- Implementing plans and programs for improving Higher Secondary Education.
- Recruiting technical, professional and administrative staff.
- Designing and implementing training programs for +2 school teachers and other staff.
- Conducting seminars and workshops.
- Undertaking research activities, which focus on various issues in this field.
- Keeping liaison with various national and international institutions.

## Existing System in Nepal

Some of the observations related to the evaluation practices in the context of Nepal:

- Evaluation practices carried out in schools are still **conventional** in their nature and purposes.
- Continuous assessment is **not followed systematically** even though the teachers were trained through in-service programmes.
- Competencies are not assessed through **planned procedures** of evaluation.
- One does not get a fair and realistic picture of what students have actually mastered.
- **Undue reliance on recall** is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
- Formative feedback followed by identification of learning difficulties and provision of **remedial instruction were not** carried out.
- The **personal and social qualities are totally ignored** due to lack of awareness of what to be evaluated and how to evaluate.
- In Nepal various education commissions' reports have mentioned that the existing assessment system has not been recognized as **an integral part of** teaching learning process. Besides, the formative use of assessment results is not found in most schools.
- There is high degree of **malpractices** during examinations. It is necessary introduce new system to avoid such kind of practices.
- Other forms of assessment such as classroom activities, home work, project work, co-curricular activities have been given no weightage for promoting students. The promotion of students is completely **based on the final examination**, and despite demonstrating good performance in day to day work, they will not be promoted in case they cannot do well in final examination due to some personal problems like health or other unavoidable and accidental reasons. There is, therefore, a need to **develop a comprehensive assessment system** evaluating students' overall performance and utilizing assessment results to improve both students' learning and teachers' teaching techniques.
- Also, there is a need to make **assessment curriculum-based and inclusive** so that children's learning is evaluated against the stated learning outcomes and that children are given several opportunities to demonstrate their level of achievement.

## **Continuous and Comprehensive Evaluation through proposed National Examinations Board (NEB)**

### **Introduction**

The Government of Nepal has proposed to implement new initiation called National Examination Board (NEB). They have argued that the existing functions of School Leaving Certificate(SLC) and Higher Secondary Education Board(HSEB) like Examination procedures, designing curriculum, producing text books, affiliating schools and recruiting teachers should be in one umbrella through National Examination Board (NEB) within The Ministry of Education (MOE), and also The Government of Nepal have authenticated that the secondary education of 9-12 should be under the governance of proposed NEB in order to make the management more efficient and strong. But the restructuring of organization is a must. And the certifying board of graduation in School education should be independent and self governed. Only then the certificate will have validity and credibility. So, the Government of Nepal has proposed to prepare for new implementation of 9-12 school system on this proposed conducive environment. Consequently, the Higher Secondary Education Board (HSEB) can be transformed onto National Examination Board (NEB). Therefore, for all these preparation, we need to have much more discussions; consultation and interaction not only within the ministry and its network but it should go beyond that among the educationists, major stake holders and community.

### **Objective:**

Quality assessment/ evaluation is prime goal of school education.

### **How will NEB try to ensure quality assessment?**

1. Dimensions of Student Evaluation.
2. Improve in existing examination system.
3. Improve in written scripts and outputs.
4. Ex-post facto analysis of examinations

### **Constraints and challenges:**

1. **Funding modality:** Funding is the backbone for smoothly running of organization. When we transform to NEB, we are confused about the education financing implementation tools.
  - How can we manage Fund for the proposed NEB?
2. **Resource:** Resources are the main essential prerequisites for the organization. Resources refer to Human Resources. Now we have many employee in Higher secondary Education Board but when it transformed to National Examination Board:
  - How can we manage the resources mainly the HR management?
3. **Capacity building:** Capacity building is the one of the essential part of skill development in the employee, teachers and student for successful implementation of the program for education policy and building their capacity in understanding the concept and purpose of Continuous and Comprehensive Evaluation.
  - How can we develop Capacity building?

4. **Assessment techniques:** The forms of assessment are classroom activities, home work, project work, co-curricular activities which is giving for promoting students .There is a need to make **assessment curriculum-based and inclusive** so that children’s learning is evaluated against the stated learning outcomes and that children are given several opportunities to demonstrate their level of achievement.
  - How can we make Assessment techniques a curriculum-based and inclusive?
5. **Examination malpractices:** There is high degree of **malpractices** during examinations. It is the main issues in the region. So it is necessary introduce new system to avoid such kind of practices.
  - How can we avoid such practices?
6. **Organizational structures:** The framework, typically hierarchical, within which an organization arranges its lines of authority and communications, and allocates rights and duties. Organizational structure determines the manner and extent to which roles and responsibilities are delegated, controlled, and coordinated, and how flows between levels of management.
  - How can we design framework of Organizational Structure?
7. **Political instability:** Due to political instability, there is adverse effect in Education sector since the decades. It is greatest barrier for the establishment of schools in rural areas and for quality monitoring and standardization of Education.
  - How can we go further education development in rural areas in such circumstances?
8. **Decentralization Model:** Decentralized education provision promises to be more efficient, better reflect local priorities, encourage participation, and, eventually, improve coverage and quality of education.
  - How can we decentralize education in such circumstances?

### **How is NEB overcoming the constraints and challenges?**

1. Improvement in financial base
2. Improvement in the resource base
3. Capacity building
4. Diversification of modes of assessment
5. Measures against examination malpractice
6. Exchange of ideas and experiences with other contemporary boards of India and abroad.

In the regard to this opinion we can start discussions, consultation and interaction from now onward for new proposed system NEB. We heartily like to request all the viewers to provide us valuable suggestions and recommendations. Please mail us at: [info@hseb.edu.np](mailto:info@hseb.edu.np) . Your valuable suggestions, recommendations are always welcome and appreciated as well.

### **Conclusion:**

In the view of the existing evaluation practices prevalent in schools, it is necessary to develop a scheme of evaluation in order to improve the evaluation system. It should be aimed at developing students' achievement through continuous assessment, diagnosis and remediation, assessment in co-scholastic areas and personal and social qualities. Monitoring and supervision is another important component that aimed at effective implementation as well as timely interventions for its smooth functioning.

If we wish to discover the truth about an educational system, we must look into its evaluation procedures. Examinations in their present form are not the real measure of students' potential because they cover only a small fraction of the course content. They do not cover all evaluation of all abilities. Nor do they provide for the application of multiple evaluation techniques which can access the cognitive as well as the non-cognitive abilities of learners. Continuous and Comprehensive evaluation facilitates students effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

**~The End~**