Nepalese Experience in Monitoring Educational Quality Through National Assessment

Introduction of the concept
National and International Support
Nepal Government’s willingness to use National Assessment for Educational reform
The National Assessment Studies

- National Assessment of Student Achievement Of Grade 5, 1999 (EDSC)
- National Assessment of Student Achievement Of Grade 3, 2001 (EDSC)
- National Assessment of Student Achievement Of Grade 8, 2005 (EDSC)
- National Assessment of Student Achievement Of Grade 10, 2010 (EDSC)
- NASA Grade 8, 2012 (Collaborative)
- NASA Grade 3 and 5, 2013 (Collaborative)
Methodology

- Stratified national sample
- Achievement tests based on national curriculum
- Questionnaires involving factors associated with learning achievement
- Almost 2% Students in NA (EDSC)
Some highlights of the major findings of the Studies

- Schools appeared functioning differently in different regions
- Private schools much better than the public schools
- Students lacked creativity and skill to face new situations
- Very weak in Mathematics in all the grades
Cont.

- Weak in Nepali in the Tarai and Mathematics in the Mountain region
- Need for Continuous Assessment
- Government should enhance its capacity to carry out such studies
- Lack of professional support to teachers
Some major findings of the Studies

- Out of 501 students only 2.6% students had no tuition classes. The rest had additional tuition classes either in one or two or three subjects. The data revealed that 77% students had tuition in English, 86% in Mathematics, and 75% in Science. Furthermore 12% had single subject tuition, 29% had tuition for two subjects, and 55% had tuition for three subjects. It appeared that students had very little confidence in appearing in the SLC exam without some tuition classes.
At present the general impression is that the questions in the SLC exam are heavily based on the text books. Students are forced to attend tuition or coaching classes if they want to pass the exam. It is revealed that they do not feel to sit in the exam without attending tuition or coaching classes.
Many schools were found to have dedicated their time to prepare students for the SLC exam. Several research studies show that without bringing about reform in the SLC questioning pattern no reform can be expected at the classroom level because they are fully guided by the SLC questions especially at grade 10.

In this situation, one could argue that the school teaching at this level can be changed only by changing the SLC exam.

SLC questions lack creativity, critical thinking, competence base, etc.

Impact- Use of guides, notes, guess papers, tuition, coaching, etc.
Continue

- Problems in Textbook distribution
- Resource Allocation
  - Not concentrating only on Primary, but as a whole school system- SSRP- 1-12
  - Teacher Training
  - Not improved Professional Support system- Supervision, Monitoring, etc.
Responses to the findings

- The Government established EDUCATION Review Office to address some of the issues raised. Now National Assessment is collaboratively carried out: Enhanced role of the Ministry of Education.
- Disbanding guess papers and guides, what about the tuition classes? Not the proper way
- Adopted School Sector Reform Program- Resources for secondary level as well.
- Introduction of School Management Committee but turned out to be counter productive- Politics
Proposal for National Examination Board but little thought on the professional enhancement of the personnel to be involved

Every year, some thing is being tried to distribute text books, but students suffer every year

Under performance of disadvantaged groups led to provide scholarships to them- Dalit, girls,
Continuous Assessment was initiated but lacked professionalism, later failed leading to liberal promotion.

Resource centres were created but not properly exploited.

Teachers are trained, having secured job, but performing poorer than the schools from the private schools who are said to be paid less and untrained.
Lessons learned

- Constant push and pressure needed
- Professional inputs needed
- External and internal support required
- Sharing of what is happening elsewhere useful