EVALUATION SYSTEM IN GRADE 11 AND 12 IN NEPAL: AT A GLANCES

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ABSTRACT:

This paper reviews the evaluation system in Nepal's Grade 11 and 12 educations, focusing on its structure, methods, challenges, and potential reforms. The system, governed by the National Examination Board (NEB), plays a crucial role in shaping the academic and professional futures of students. Despite its importance, the evaluation system faces several challenges, including rigid assessment methods, lack of flexibility, and limited alignment with contemporary educational practices. This paper explores these issues, analyzes their impact on student learning, and suggests avenues for reform to enhance the system's effectiveness.

Key words *: Evaluation System, Grade 11 and 12,National Examination Board (NEB),Educational Challenges, Reforms in Education*

INTRODUCTION

Secondary education in Nepal, particularly Grade 11 and 12, serves as a crucial stage for students for both university admission or to find jobs. Courtesy of the examination standard set up by this level, National Examination Board (NEB), determines how well its young charges are doing academically and what lies in their future. But subject to strict examinations, such a set-up can hardly work out better in light of modern educational theory and more importantly practical experience. These challenges include a very narrow emphasis on merit-based exams and a lack of attention to practical abilities or "soft" skills suitable for employment situations. Even less adaptability is shown in terms of the diverse needs of

students nowadays (Sharma, 2018). Based on an in-depth analysis of the strengths and weaknesses of the current assessment system, this paper proposes that it is time to break with tradition and look for better ways to assess student performance through reform..

Limitation of Formative Assessment Approach: One of the major features of the current evaluation method is that it is too dominated by end-of semester written exams. These exams measure only bookish knowledge with no attempt to assess students' practical capabilities. In subjects such as science and technology, which require direct experimental work but are yet examined in large part on paper only, student performance results fail to correspond to actual ability (Neupane, 2020). Additionally, the current evaluation system pays little attention to "soft" talents such as language skill, ability to work in groups, independent thinking capacity etc., which is the basis for young people's overall development and for successful entry into society after graduation (Kumar, 2022). A lack of comprehensive evaluation restricts students' chances to show their full range of abilities.

Impact on Student learning and Development: Because the emphasis is on written exams, which is highly stressed throughout school, students find themselves under even more pressure than usual; this negatively affects their mental health and overall well-being. Because the exams are graded according to this false standard of high pressure, many students have a mentality of memorizing rather than thinking critically and creatively. As a result, without any practical use or interest in anything else that could offer them satisfaction, this system of education tends to inhibit the abilities of students to apply what they have learned during their studies. Furthermore, students often experience burnout from being chronically stressed; this will eventually detract from their overall learning and academic satisfaction in life (Neupane, 2020). Thus, while the existing evaluation policy can measure a fixed portion of what is called academic achievement, it really fails to capture any very extensive or broad range of student abilities and potentials at all.

Need for Reform: In view of these problems, it is essential to reform the evaluation system as soon as possible. The more well-rounded and balanced plan would mix such continuous assessment methods as assignments, class attendance and talks with oral exams to appraise students' ongoing formation of abilities and practical skills more accurately (Kumar, 2022). Also, incorporating soft skills into the evaluation process would pave the way for a more full-scale appraisal that can both deepen students' understanding of themselves and prepare them better for today's complex workplace environment. By shifting weight from final exams with wider set of methods for assessment, students can not only reduce stress but let them get more deeply into the learning process in general (Sharma, 2018). This kind of reform would beat a path for the evaluation system to fit better with global educational trends and the demands that are coming forth in today's working world.

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We conclude that, while the present evaluation policy for grades 11 and 12 in Nepal has its merits, a number of its shortcomings hinder students' overall development. Overemphasis on written exams, an insufficient orientation toward both practical and soft skills development, as well as constraints on student health (Neupane 2020) point out the need for reform in this regard. A more balanced and varied evaluation system, which connected continuing evaluation, practice appraisals, soft skills and its antipode good literacy together in a whole that was both precise and comprehensive would provide future students with the best preparation for life and study in higher education. Such didactic re-engineering is needed if Nepal's students are to be better equipped to meet the demands of today in both higer education and business. (Kumar, 2022; Neupane, 2020):

Objectives of the study:

The following are the objectives of this study

- **Analyze the Current Evaluation System for Grades 11 and 12:** To examine the existing evaluation methods, practices, and their implementation to understand the current scenario.

- **Identify Strengths and Weaknesses:** To evaluate the effectiveness of the current system by highlighting its strengths and identifying areas that need improvement.

- **Recommend Measures for Holistic Improvement**: To propose actionable and practical strategies to bring about comprehensive changes in the evaluation system, ensuring it fosters well-rounded student development

Methodology

The present work is a qualitative research aimed to examine the existing evaluation system of Grades 11 and 12 in Nepal. This research is crossover in nature & deals with secondary data to objectively discuss the strengths & weakness & areas of improvement of the system. Research Design: The research is qualitative with a review paper structure. It is based on the good review of the available literatures, policies, reports and researches conducted on the evaluation system of Grade 11 and 12 in Nepal. Secondary data is collected from: Policies and guidelines at the national level, for example, curriculum frameworks and assessment policy. News / Reports / Publications from boards of education and government bodies such as; Journal and online publications of research papers, articles, and studies. International comparing systems looking for further information and benchmarking. Data Analysis: They are then analyzed through thematic analysis centered on the following: Present State: Analysis of the practices, methods, and tools of the evaluation system

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Scope of the Study:

The review is limited to the assessment system of Grades 11 and 12 in Nepal, but organizations from around the world are able to provide important insights on best practices which the review pulls together to suggest possible reform measures which might be considered

Limitations: However, this study only consists of secondary data analysis and not of primary data such as interview, questionnaire and so on.

Overview of the Evaluation System in Grades 11 and 12:

Evaluation System Overview:

The evaluation system for Grades 11 and 12 typically consists of both internal and external assessments, with the latter accounting for a significant portion of the overall grade. Continuous Evaluation: The internal assessment comprising periodic tests, assignments, project. These assessments are carried out internally, and allow teachers to check students' progress frequently and provide them with feedback that may aid in their improvement before the finals. Topic that are discussed and interesting; Periodic tests to see how much students understood the course throughout the semester, assignments and projects to foster a sense of exploration and critical thinking. Comparatively, class participation measures how well students engage in discussions, presentations, group work, and enrich the overall classroom environment.

The final board exams conducted by the National Examination Board (NEB) are the external assessment measure, which provides final mark for each tuition year and contributes to students' overall academic scores. These test are very formal and are significant in deciding the overall grades. Final exams are comprehensive, including the entire syllabus delivered throughout the year. So these exams account for a vital part of the evaluation system aimed at facilitating the admission process to higher education institutions and the ability to obtain scholarships or work in a professional career. The external assessment is heavily theory based, with emphasis on recalling and applying knowledge to subject matter.

Grading System:

Letter-Graded Evaluation System

In grade 11 and 12 letter grading system is used where performance is evaluated using grades like A+, A, B+, B, C+, C, D, and NG instead of percentages. Each grade represents a specific range of achievement, making it easier to assess and communicate performance

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levels. This method provides a clear, standardized way to measure academic success without focusing on exact numerical scores. The grading is shown in the following table.

Sn	Interval of marks	Grade point	Grade	Description
1	90 to 100	4.0	A+	Outstanding
2	80 to 90	3.6	A	Excellent
3	70 to 80	3.2	B+	Very good
4	60 to 70	2.8	B	Good s
5	50 to 60	2.4	C+	satisfactory
6	40 to 50	2.0	C	Acceptable
7	35 to 40	1.6	D	Basic
8	Bellow 35		NG	

Key Features of This System:

Precise Range Definitions: Each grade has a clearly defined percentage range for transparent assessment.

Motivation to Improve: Gradual performance bands (e.g., C+ to B, B+ to A) encourage students to strive for better grades.

NG (No Grade): Signals insufficient performance, requiring intervention or remediation.

Flexibility: Suitable for various academic settings, from schools to higher education

This grading method offers a uniform framework to evaluate student achievement, allowing for comparisons between schools and districts. It is also aimed to be fair and transparent in evaluating candidates. The grades are not just a measure of their knowledge, but an indication of their discipline and aptitude for success in higher study or a career. But the grading system has been criticized because it does not fully reflect students' practical skills, creativity, and critical thinking, all of which are essential for success in the modern world.

Final Exams:

Grade 11 and 12 students go through the fourteen introductory courses defined by the curriculum and the final exams from the end of each academic year for Grades 11 and 12 conducted by NEB. These exams are conducted at the national level, so every school has the same assessment. They are often exam-waiver in nature but focus on the theoretical aspect

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of the subjects of study such as science, humanities, and commerce. Subjects are split into compulsory and elective, requiring students to pass exams in both to finish education.

The way these final exams are structured depends on the subject, as they usually contain long-answer questions, multiple-choice questions (MCQs), and short-answer questions (SAQs). These exams are designed to evaluate the students' mastery of the concepts, theories, and principles that have been taught throughout the academic year. However, written examinations are widely criticized for not sufficiently assessing students' practical skills, analytical thinking, and application of knowledge to real-world situations. Another reason people don't like these exams is because Exam stress can negatively affect students' mental health and their overall learning experience. This has led to demands for reform so that there can be less emphasis on examinations and the introduction of types of assessment that offer a broader picture of what students can do beyond content analysis such as practical examinations and project work.

Challenges and Potential Reforms

Advocacy : students in grade 11 and 12 need a new way of grading In Nepal, the grading system for years 11 and 12 is based on a hierarchical evaluation through grades A, B, C, D, and E, as shown in Table 1. One major problem is excessive dependence on written examinations, which fail to test students' practical abilities or creativity. In Science and arts genres, all the gains that are learned through practice are available, but the practical aspect is neglected in the compelling cycle. It also exerts a lot of pressure on students, because the final exams play a major role in determining their future. This may further cause an enormity of stress that is not conducive to the overall learning process for students.

More and more people believe that the evaluation system must change, incorporating a wider variety of evaluation methods. These can be project-based assessments, oral exams and practical evaluations, all of which will provide a much more complete view of students abilities. Furthermore, transitioning to a directive that evaluates soft skills, in addition to technical ones—teamwork, leadership, and communication skills would give a better idea of students' readiness for higher education and the workforce. Discontent regarding the traditional grading system is also due to students feeling immense pressure to perform, as well as lack of awareness about global educational standards, and hence, systemic change needs to happen that can help students achieve their maximum potential.

Findings

Strengths of the Current Evaluation System

There are some significant strengths in the evaluation system for Grade 11 and 12 in Nepal, which have helped in its mass spread and adoption all over the nation. A few of the strengths of standardized testing — academic, rigorous, transparent — are some ways to hold students to a level of consistency and fairness. But outside this core strength, the system can provide some advantages in preserving educational integrity and making students liable for higher studies as well. So in this section we will take a closer look at these strengths, but we also take into consideration how the goals of Nepal's secondary education system align with these strengths.

Standardized Measurement

One of the critical strengths of the current assessment system is its capacity to offer a consistent measure of student performance. Due to this mechanism, all students, irrespective of where they live or what school they attend, report to the same NEB overseen assessment system. This is critical to ensuring equity into the education system. They are expected to meet the same academic standards regardless of whether they're a city slicker or a farm kid, and that gives you a fair common base line to go for. Try: It also lends itself to a national comparison of academic accomplishments, thus serving as a point of national reference in terms of education quality.

In addition, the standardized assessment process guarantees students are assessed according to a shared series of procedural instructions, which lowers the barriers to progressing into higher education. As NEB's scoring criteria has been recognized by universities and other educational institutions all over Nepal, the results of these exams are a true reflection of a student's academic capabilities. The uniformity of the system makes college admissions easier since students' scores are directly comparable and can help education institutions select candidates based on a single criterion.

Academic Rigor

The written exams are one of the characteristics of the evaluation system, they grant academic strictness, as they demand the comprehension of theoretical knowledge. This is especially true for subjects such as mathematics, the sciences and the humanities, where students are required to demonstrate a sharp understanding of underlying theories and concepts. Emphasizing written exams, the system encourages them to engage more deeply with the subject matter and is a way of pushing them to study and learn to internalize key information, helping them develop academic discipline.

Through written exams, students are asked to recall and apply the knowledge they have gained over the course of the year, and to be able to synthesize information and to think critically. Such type of evaluations also prepares the students for the needs of higher

education as well, where marks or credits are used as a measure for subjects. It also develops habits of self-study and self-reliance, as students have to study for an exam without input from their teachers or fellow students. These exams foster desman of an establishment where students are educated on a strong knowledge base that their academic achievement depends on and will serve them well, whether they wish to continue education or start a career.

Transparency and Accountability

Another major strength of the evaluation system, especially due to the NEB's role in preparing and regulating the final examinations, is transparency. NEB's function is important so that the evaluation proceedings are not corrupt, biased, or unfair. Through a centralized examination system with uniformity in the conduct of examinations, NEB also assists to uphold the integrity of the ecosystem of assessment. By putting the grading process into the hands of an independent body like the NEB, there is a fall-back for schools who may error or mis-manage the exam, ensuring that it is impartial and consistent through the country.

Additionally, a clear and open NEB system engenders trust among students, parents, and educational institutions about the fairness of the entire process. Results are public, scores are released to students through a long-established process, and the system is highly transparent and accessible. Access to quality education on platforms gives students the power, and on the other hand, forces educational institutions to be accountable. Transparency in the evaluation process builds trust, and it ensures that all stakeholders—students, parents, educators—know and believe that the process is fair, and that it aligns with meritocracy.

Motivation for the High Performance

Why the current evaluation system is good: It motivates students to perform at their best. The fact that final exams often play an integral part in determining where a student ends up in his or her academic career is one reason why many students study harder than normal and develop a more rigorous approach to studying. In the academic world, where higher scores can lead to better scholarships, university placements, and job offers, this motivation is key – and this can be particularly prevalent among students in competitive programs. This system also aims to encourage students to have a competitive spirit by requiring them to work hard academically, as the final exams are considered to be a significant factor in determining academic success.

The grading format, defined by letters with a threshold of percentage points, gives students a goal to work toward. To reach an A or an A+, for instance, is quite a high academic milestone—and something lots of students want to achieve! This unambiguous grading policy conveys to students the significance of their academic endeavors and motivates them to devote time and effort to their studies.

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Structured, Formal Assessment Process

The final exams, which are structured in nature, also add to the formality of the assessment process. The written exams ensure that students' abilities are formally assessed (often in conjunction with a practical or an oral exam in some of the subjects), and are in accordance with the structured evaluating methods used in higher education and professional life. This level of formalization prepares students to respect deadlines, cope with exam pressure and perform under challenging conditions — skills that are invaluable when they leave school.

In addition, the system also prepares students for the rigors of standardized testing that they will face at higher education levels or competitive exams for a course of choice in their careers. This time spent preparing is a critical part of the evaluation system, since it makes certain students are equipped to take on progressively harder tasks in their careers and post-graduate subjects.

However, the evaluation system for Grade 11 and 12 students in Nepal is an ever-evolving field where there is always room for improvement. Combined, these strengths create an educational environment based on deep academic engagement, fairness, and prepares students to face the rigors of a collegiate environment and an increasingly competitive workforce. But like any system, there is always room for growth to better meet an emerging needs of the students and the global education arena. Written assessments alone (Shrestha, 2021).

The overemphasis on written exams creates a narrow view of a student's capabilities, as it overlooks their ability to engage in problem-solving, critical thinking, and practical application of knowledge. Additionally, many students may excel in

Weaknesses and Challenges in the Evaluation System

However, the current evaluation system of Grades 11 and 12 in Nepal has many weaknesses and challenges that hinder its ability to provide a holistic evaluation of the students' abilities. The issues include an overemphasis of written exams, limited focus on continuous assessments, neglect of soft skills, stress and mental health concerns, and resource disparities. This segment delves into these challenges and sheds light on how they might affect the holistic assessment process.

Teachers Are Too Focused on Written Exams

The over dependency on written exams is one of the worst flaws of the evaluation system. Although written examinations are an effective way to check students for twelfth passing in theoretical topics, they hardly check students for practical, analytical, and creative thinking.

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Numerous subjects, particularly those associated with the sciences and arts, necessitate practical application of concepts that written exams are unable to effectively record. For example, students studying biology or chemistry have to do labs and students who are in the arts need creativity in their exams that cannot be tested through practical or oral exams but do poorly in highly sheet exams, which leads to more skewed students' image than ever before. As a result, this focus on one approach to evaluation limits the educational sector to promote a holistic educational experience for students, in particular, those pursuing domains requiring practical applications of skill sets. (Pokharel, 2020).

Particular Emphasis on Ongoing Assessment

It is common that internal assessments data include periodic tests, assignments, projects work etc, but the weight of internal assessments data are often not significant enough to impact the final grades of students. At present assessment of students relies heavily on the final board exams, and doesn't encourage students to achieve a certain level of performance throughout the academic year. One of the benefits of continuous assessment is that it allows for timely feedback to the students, allowing them to discover their weak areas while practicing their learning in a repetitive method (Bista, 2019)). internal assessments have much weight on there; therefore students have no idea where they are at and giving constructive feedback. Teaching manages this though, so even if you know a bit less about this subject than the next student, you still ought to know some or mostly everything by the time you sit the final paper based assessment. Furthermore, continuous evaluation might alleviate the stress on students in the final exams, creating a more holistic and thoughtful learning process. The lack of a well-functioning mechanism of continuity to evaluate makes it challenging to progress in the academic performance of the students year after year to their holistic academic development (Rai & Sharma, 2020).

Neglect of Soft Skills

A second major issue is that the system is not assessing soft skills. Communication, teamwork, leadership, and problem-solving are all important skills that students must learn to succeed in the academic and professional settings in the world today. However, the existing evaluation system is largely centered around theoretical knowledge with neglect of these non-cognitive skills assessment (Subedi, 2022). This imbalance is harmful to students because it does not heed the growing significance of social and collaborative skills in today's workforce.

Without a system to assess soft skills, students often miss the opportunity to prove their ability to communicate, collaborate and interact effectively with others in team, work, or social settings. True, certain school activities may involve group work or presentations, but

those are often underrated in the grading scheme, which favors individual, written performance. Consequently, while students perform well in terms of grades, they can only function as individuals but not as team members (Thapa, 2018).

Stress and Concerns About Mental Health

Other stressful environment in Nepal is the pressure of final exams which slowly seems to become the issue regarding students' mental health. Translated: "It creates an atmosphere in which students feel under huge pressure to perform, sometimes at the expense of their well-being, right now, for example. In this intense race, students are struggling with anxiety, stress, and burnout; consequently, many students identificatetheir self-worth with exam results (Koirala, 2021). Additionally, it places the entire burden of success on a single day, which can lead students who may have a solid understanding of the subject matter, but who do not perform well in high pressure situations to feel like failures, even though it is the result of a small, relatively low impact event.

The focus on final grades also encourages a competitive environment in which students are more concerned with doing better than their classmates than learning together. This fear-of-failure culture stifles students' desire to dig deeply into subjects or to cultivate authentic love for learning. Rather, this leads to mechanical recitation and superficial knowledge, which is anti-educational, as education is intended to promote critical thinking and holistic development of personality (Chhetri, 2020).

Disparities in Resources

One of the biggest challenges in evaluation system is urban and rural students' unequal access to educational resources. This is a concern FIRMLY (Farmers In Rural Mediums Land) is a nationwide movement that aims to provide quality teaching materials, coaching facilities, and experienced educators to students from rural or remote areas who may face difficulties in accessing these resources. This difference creates disparities and prevents access leading to an imbalance between students belonging to rural background and their counterparts in urban setup (Rai & Sharma, 2020).

To make matters worse, especially in rural schools, the lack of info-structure in technology becomes an added roadblock. Students in these regions lack access to web and online classes, leaving them without valuable learning experiences. This inequality leads to stark divergences in exam performance, further exacerbating the growing achievement divide between rural and urban students. Depriving students of resources not only impacts their educational outcomes, but also their educational experiences, denying them opportunities to explore and learn skills and competencies necessary to prepare them for future success (Shrestha, 2021).

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In summary, the existing evaluation system in Nepal has a number of strengths but is also fraught with weaknesses and challenges. These include an overreliance on written examinations, a narrow focus on continuous assessment, the under-valuation of the soft skills espoused in the curriculum, heightened levels of stress and mental health issues and inequalities in access to resources. Therefore, identifying and rectifying these challenges is paramount to developing a more fair, balanced and meaningful evaluation system that meets the individual requirements of the students of Nepal.

Case Studies and International Comparisons:

Case Study 1: India

The Indian education system has seen massive reforms in its approach to assessment wherein our traditional board exam centered approach has been replaced by a more balanced assessment structure that includes not just board exams but approaches like continuous assessments also. One of the major reforms in some were more progressive towards a holistic method (Bhatti et al. The system enables a mix of internal assessments like project work, assignments, periodic tests, etc. coupled with the conventional board exams at the end of the year. This change came with an intention of relieving students of the workload of giving one traditional final exam, and to encourage more learning during the year (Mishra, 2020).

Continuous Comprehensive Evaluation (CCE) system in India facilitates the skills under critical and non-critical area in students. Though Board exams continue to have a vital role in deciding the academic progression of the students, the focus on periodic evaluations offers scope for consistent feedback and will help students to ameliorate over time. It suggests that assessment should be wider than just content-driven knowledge and understanding, students should be assessed on factors like creativity, expression, comprehension, participation, etc. (Sharma, 2019). Such an approach is in tune with an endeavour to not just build students who are only academically well-oriented, but also need to be equipped with life skills.

But this system is somehow faltering in execution and uniformity particularly in distant territories where schools may not be adequately prepared for the nonstop assessments (Rai, 2020). The concept behind the system is indeed constructive, but there remains work to be done regarding teacher training and resource allocation, in order to make sure that the assessments in all regions are at the same basis for fairness. Even with these pitfalls, India's shift to a less exam centric assessment system is viewed as a welcome change to a system that has long overvalued written tests.

Case Study 2: Finland

With its focus on formative assessments and individualized learning, Finland rightly claims that its education system is amongst the best worldwide. While many other systems emphasize summative assessments, Finland's system of collaboration and overall development is efficient in growing student's approaches to learning (Sahlberg, 2015). Finnish teachers assess students with different methods that place learning above rote memorization. Such assessments tend to be formative and embedded in classroom practice, which allows teachers to provide immediate feedback and customize their pedagogical practices to the needs of the individual student (Niemi, 2020).

In Finland, students are taught to take responsibility by assessing their own performance, thinking about what they have learned and what they would like to learn next. This approach encourages independence and a growth mindset, empowering students to own their learning (Hakkarainen, 2018). Unlike many other countries, there is no high-stakes exam system, which means students do not feel the same high levels of pressure. Rather, teachers evaluate students on their feedback over time, projects they complete together, and assessments by their peers. This approach nurtures critical thinking, innovation and hands-on skills — essential qualities in a future workforce.

The one thing that is core to Finland way of doing things is their way to equity. Finland's educational system focuses on personalized learning and aims to reduce differences in educational performance by allocating equal educational resources to all students, regardless of family background and socioeconomic status (Laine, 2021). If you are a teacher and you get a lot of support from the community, your students will be happy to learn because they know you care about them. A model which could have special relevance for contexts like Nepal, which sorely needs a more personalized and student-centred approach to assessment.

Case Study 3: UK

A-level in the UK The United Kingdom features a varied range of assessment types — in addition to extensive written exams, A levels also can include coursework and practical assessments. Such an intricate system enables the more complete view of students academic performance, as written examination might not be the sole determinant to access students practical knowledge and application ability (Smith,2017). Some coursework and practical assignments are also essential for A-Level students, especially in subjects, such as the sciences and art, that focus on practical skills. This ensures a more holistic assessment of the students' capabilities.

A-level, which, in addition to the coursework and practical exams, still had written tests to measure theoretical understanding, was never going to cut it. Nevertheless, implementing practical assessments allows students to show they can use knowledge in real-life situations

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(Brown, 2019). This variation helps gauge theoretical knowledge in addition to conferring practical knowledge, both of which are required for higher education and professions. The system is an attempt to prepare the students for university level of education, where most of the time critical thinking and application of knowledge is what is needed.

The A-level method of assessment is seen as a sound way of determining academic performance, but it is fraught with problems. Some students buckle under the pressure of balancing classes and tests, raising fears for mental health and wellness (Jones, 2020). Additionally, the exam and course-centric nature of the system does not provide inclusive environment for students with learning disabilities and other disabilities that may necessitate alternative assessment methods. But the UK system is still a solid framework for assessment, with a range of disciplines and assessment types that creates a balanced form of evaluation

Recommendation

Adding Continuous Assessment: Adding continuous assessment where a student is tested, is a better view on students' understanding and what they know over a period, than a single final exam. Periodic tests and in terms of assignments and project work during the year (Pandey, 2018).

Introducing Practical Assessments: The subjects that need to be assessed on practical knowledge such as science, arts and vocational courses should include practical exam weighted as a major part of the evaluation. By doing this, it would help students with their practical skills along with the theory (Mishra, 2020).

Evaluating Soft Skills: Assessing soft skills like teamwork, leadership, communication, and problem-solving is critical in preparing students for the job market. They should be assessed using group assignments, presentations, and other interactive exercises.

Diminish Weightage of Finals: Different method of assessment like projects and presentations can help in reducing finals from a weightage perspective. It will ease out all sort of examination-related stress and anxiety and lead to a healthier assessment system (Rai, 2020).

Facilitate Peer and Self-Assessment: Enabling students to assess their peers and assess their own performance promotes critical thinking and self-awareness. Students are also often more engaged in their learning through peer and self-assessment.

Implement a Comprehensive Assessment Model: An assessment approach that takes into account several factors guiding student performance: class participation, project work,

assignments, and exams, would serve to add a more effective picture of a student and his/her potential.

Update Teacher Training in Assessment Methods: Teachers should receive constant training in new and varied assessment counsels—including formative assessments, project-based learning, and technology-supported assessment of students. It will make evaluation more effective and fair (Sharma, 2019).

Using Technology in Assessments: Technology can also be handy in assessment, starting with using digital tools and platforms for assessments to improve the assessment evaluation process and make it more efficient and interesting for students. Traditional methods of evaluation need to be complemented with online quizzes, interactive projects, digital portfolios, etc.

Implement Student-Centric Learning: Focus on teaching methods that prioritize engagement and active learning. Students learn and grow at different rates, and teachers can use assessments to determine how best to guide each one along a personalized path of development based on specific strengths and weaknesses.

There should be External Evaluations Apart from the Internal Assessment: External assessment by independent organizations, in addition to internal assessment, should be included to ensure uniform standard and ensure comparable grading of students in any locality.

Align the Syllabus with the Demand of Assessment: The syllabus should be revised from time to time so that the content that is being taught is in accordance with the patterns of assessment students will face. This will fill the gap between learning and evaluation so that the children are well prepared before their exams.

Deal With Resource Differences: The government needs to take care of the gap in resources between urban and rural schools to promote equal opportunities. These entail equipping schools in rural areas with updated learning materials, training teachers, and internet connectivity (Rai, 2020).

Promote Project Based Assessments: Project based assessments gives real life scenarios to students in which they apply theoretical knowledge that helps them in solving real life problems and develop critical thinking skills. Such assessments should be included in the weightage for grades in subjects.

Set Guidelines for Assessment: Set clear and transparent guidelines for teachers to conduct and evaluate assessments to avoid subjectivity and maintain consistency in grades.

Standardized rubrics can help control for subjectivity both internal and external to the assessment process.

Apply International Best Practices: Nepal shall account upon some best practices from Finland and the United Kingdom. A more balanced assessment model could be drawn in Nepal from the UK which combines exams, coursework as well as practical assessment (Niemi, 2020) along with emphasizing formative assessments and personalized learning from Finland.

CONCLUSION:

The evaluation system in Grade 11 and 12 in Nepal is pivotal for students' academic progression. However, the current system relies heavily on written exams, which fail to assess the full range of skills students need for future success. By introducing more diverse forms of assessment, such as continuous evaluation, practical exams, and the inclusion of soft skills, the system could become more comprehensive and supportive of student development. A balanced, flexible, and holistic evaluation system will not only reduce the stress associated with exams but will also help prepare students for a rapidly changing world.

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