

Editorial

With the broad aim of conducting independent assessments in education, the Government of Nepal established the Education Review Office (ERO) within the Ministry of Education, Science, and Technology in 2010. Since then, ERO has regularly conducted the National Assessment of Student Achievement (NASA) for grade 5, 8 and 10, the National Assessment of Reading and Numeracy (NARN) for grade 3, the assessment of Early Learning and Development Standards (ELDS) for Early Childhood and Education Development (ECED), the Performance Audit (PA) of schools and other education-related organizations, and research on emerging educational issues. The findings of the large-scale assessments have been disseminated through programme reports, annual reports, seminar presentations, and journal papers.

In addition to the aforementioned activities, ERO publishes its bilingual journal, the Education Review Journal (ERJ), annually. The 2025 issue, now available to you, contains a total of 12 papers in both Nepali and English. Within the broad theme of assessment and testing with the goal of improving the quality of education along with the quality of educational institutions in the country, the papers serve a variety of interests. The articles in this issue are of three categories: experience and opinion articles, review articles, and original research-based articles.

Among the articles in this volume, some of them explore the activities that ERO has undertaken since its establishment to date indicating future direction reflecting upon their experiences; some of them critically summarize the performances completed by ERO including various National Assessment of Student Achievement (NASA), Performance Audit (PA), National Assessment for Reading and Numeracy (NARN), and other activities within the scope of ERO. A good number of them have tried to explore the practices, issues, and barriers in the application of formative and alternative assessment in Nepalese classrooms with reference to popular practices that have demonstrated better results, and also suggest the possible utilization of the Common European Framework Reference (CEFR). The readers will also find articles that have explored different issues related to the pedagogical theory, educational materials, school environment, classroom delivery, and evaluation.

Publishing a journal is a collaborative work in which equal footing is required in each step, starting from the 'call for papers' to final editing, proofreading, and designing. At this moment, I would like to thank all the authors whose endeavors make this journal possible. In a similar vein, I am very much

thankful to the reviewers whose expert comments and suggestions were instrumental in raising the quality and standard of the papers. I would like to express my sincere gratitude to Prof. Dr. Bal Mukunda Bhandari, Chair of the English Subject Committee, and Prof. Dr. Bhupa Prasad Dhamala, who worked with their high level of expertise and rigor throughout the entire process that made the journal appear in its current form. I appreciate and never forget the self-sacrificing devotion of the ERO personnel.

ERO always welcomes constructive suggestions that could be instrumental in improving the quality of the journals in the days to come.

Jaya Ram Adhikari
Director General