

A Qualitative Study about the Evaluation System  
of Primary Education in Bangladesh

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Institute of Education and Research  
University of Dhaka

February 2009

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# A Qualitative Study about the Evaluation System of Primary Education in Bangladesh

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University of Dhaka

February 2009

# A Qualitative Study about the Evaluation System of Primary Education in Bangladesh

*A Thesis Submitted for the Degree of  
Master of Philosophy  
In  
Education*

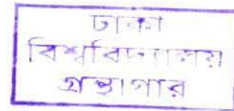
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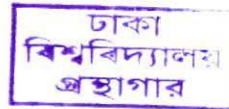


**Institute of Education and Research  
University of Dhaka**

February 2009

.....Dedicated to my Parents

446935



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Declaration

I, Biplob Mallick, solemnly declare that the thesis titled "A Qualitative Study about the Evaluation System of Primary Education in Bangladesh" being submitted by me is my own original research work done under the supervision of Professor Md. Abul Ehsan, Institute of Education and Research, University of Dhaka.

It is further declared that to the best of my knowledge no one has been awarded the degree of Master of Philosophy on this particular topic.

Countersigned

  
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Finally, i would like to convey my tribute to my parents, for their unconditional love.

Biplob Mallick  
Dhaka  
February 2009

## **ACRONYMS**

B. Ed	Bachelor of Education
C in Ed	Certificate in Education
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
AUEO	Assistant Upazila Education Office
UEO	Upazila Education Officer
UEO	Upazila Education Office
ELC	Essential Learning Continuum
GPS	Government Primary School
RNGPS	Registered Non Government Primary School
IER	Institute of Education and Research
PTI	Primary Training Institute
MOPME	Ministry of Primary and Mass Education
MOE	Ministry of Education
NCTB	National Curriculum for Primary Education
NAPE	National Academy for Primary Education
UPE	Universal Primary Education
URC	Upazila Resource Center



## ABSTRACT

The National Curriculum and Textbook Board (NCTB) took initiative to prepare competency based curriculum in 1986 with a view to ensuring quality education and implementing universal primary education in the country. Following a definite work plan NCTB had developed competency based curriculum by 1990 and implemented it by phases in 1996. This competency based curriculum had included some components such as aim, objectives, terminal competency, class & subject wise attainable competency, learning outcomes, content, planned activities, evaluation etc. The curriculum of primary education has selected 50 competencies and accordingly 12 subjects (including four major religious studies) have been chosen for this stage. Subsequently, curriculum and syllabuses were developed for every class. Textbooks of Grades-I to V on different subjects were also developed in the light of curriculum and syllabuses. Finally these textbooks have been introduced all over the country in phases. Teacher Guides and Editions have also been developed for all grades as an important instructional material.

The curriculum has identified evaluation as an integral part of teaching learning process. It also provided the guidelines about how students' progress of study would be assessed. The guidelines discussed briefly the detailed processes of evaluation at the end lessons. The aim of the present study was to recognize the existing evaluation systems of primary education in Bangladesh. The specific objectives were to review the evaluation systems proposed by different education commissions; to review the existing evaluation systems of government and registered non-government primary schools in grades III-V; and finally to identify the weaknesses and strengths of existing evaluation systems of primary education in Bangladesh.

In order to achieve the above aims and objectives of the study, it was decided to use as document survey and opinion survey as the method of research. The different categories of sample such as teachers, AUEOs and UEOs were used as respondents of the study. The sample was selected through stratified random sampling. The study covered 96 school teachers, 24 AUEOs and 18 UEOs from six administrative divisions.

The major findings of the study were as follows:

- Three examinations (two terminals and a final) are held in a year for each class in primary schools. In these examinations, essay type, short-answer type, MCQ, word meaning, fill in the gap, matching and true-false questions are used. Generally such kind of tests gave emphasis on assessing the learners' knowledge. It was reflected from teachers' interviews that the existing evaluation system was not enough for assessing the competencies of the learners of primary schools.
- Existing evaluation process of primary schools mainly emphasized rote learning instead of concept learning. As a result, students' higher abilities e.g. comprehension, application, analysis and synthesis were not reflected in existing evaluation process. The teachers and administrators urged to reform the existing examination process emphasis on concept learning rather than rote learning.
- Majority teachers of both GPS (60%) and RNGPS (65%) in urban areas seldom evaluated the students at the end of lesson whereas the teachers of rural areas of both categories usually did never assess their students.
- The teachers believed that the existing evaluation system could not measure appropriately the learning competencies of students rather it measured the memorization of students in the examination. But it was not the aim of competency-based curriculum.
- The teacher felt that it was not possible to enhance creativity through existing memory-based evaluation system. So, this system should be reformed so that assessment of learners' creativity is taken care of.
- Most of the school teachers were not involved in question setting for their school examinations though school based assessment is ideal for evaluating the students, steel question paper were prepared centrally (upazila level, district level). A large number of teachers (90%) opined to alter the system.

- The teachers and AUEOs provided opinion that the question papers of terminal and final examinations is prepared through two steps. Firstly, all sets of question paper are prepared in cluster-wise through a committee of teachers. Secondly, collected questions from different clusters are moderated by a committee headed by Upazila Education Officer.

On the basis of above major findings the following recommendations were given as follows:

- It is not wise to finalize results of primary school students taking only three examinations in a year, rather a number of class tests should regularly be held to assess the students' learning achievements. This evaluation should be formative in nature and there should have a reflection of this formative tests for calculating final results of students.
- Although the primary schools teachers used essay type, short-answer type and objective type of questions for evaluate the students through terminals and final examination but through these tests teachers usually measure of students' knowledge and comprehension. However, more emphasis should be given on higher order learning e.g. application, analysis, synthesis and evaluation during question setting so that the teachers measure the learners appropriately.
- In class test, teachers usually used short-answer type question (83%), fill in the gap, matching, true-false, class work, group work etc. Unexpectedly, most of the cases teachers evaluate the capacity of rote learning instead of concept learning. However, reflection of learners' learning, power of drawing conclusion, pragmatic ability and intended work in practice should be considered when students' acquaintance and merit will be assessed.
- At least five minutes will be allotted for assessing students progress at the end of lesson and proper measure should be taken to implement of both GPS and RNGPS teachers especially rural teachers.

- The teachers should deliver lesson using pre-planned lesson plan. The specified learning outcomes in light of subject based competencies and terminal competencies accordingly curriculum should get top most priority in lesson plan.
- The test items should be so selected that they will relevant with the curriculum and can measure the competencies appropriately. The teachers should set their keen interest about intellectual and innovative type of items during question setting rather than book based question so that the students' creativity is being developed. As well as the teachers should achieve the idea about physical, mental, behavioral and aesthetic development of students. At the same time, the teachers should prepare the test items regarding of learners' merit.
- The question paper should be set by the classroom teachers instead of question from other sources because they know better about their students' competence. They should take decision on selecting test items accordingly their learners' capability.
- During question setting the teachers should reviewing and following the attainable learning competencies given in the curriculum.
- All the teachers both of rural and urban should arranged written or oral test at the end of pre-specified lesson or chapter by giving emphasis on concept learning based on competencies instead of knowledge. New questions booklet accordingly modified and renewed curriculum should be prepared by NCTB and made available to the classroom teachers. It helps the teachers who usually administered the class test using the question from exercise. NCTB should be careful so that the teachers can measure the competencies and students' intelligence effectively.

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## **Chapter- I**

### **Introduction**

#### **Background of the Study:**

Learning empowers the individual to become a more useful and productive member of the society. It plays a key role to sustain human values. The development and progress of a country is significantly associated with the quality of education provided to its people (MOE, 2005:30). Creation of a sound primary education system appears to be the basic component of any strategies for social, political and economic development of a country. Education at the primary level requires special importance as it provides an opportunity for capturing and nurturing talent at the early stage of growth, thereby contributing to the development of a national pool of ability. Perhaps the greatest strength of the primary education in Bangladesh is the consistent, high level national commitment and consensus on the priority.

Primary education is the first stage of formal education in Bangladesh. The primary school-going children receive this education as a fundamental right mentioned in the constitution of Bangladesh. Acknowledging primary education as a national responsibility of the government, and recognizing the fundamental rights of the people to education ushered in a new era in Bangladesh (DPE, 1999:06). The Bangladesh Government has placed high priority on education, especially at the primary school level. The primary education covers five grades from I to V. There is no doubt that for the socio-economic uplift of any country, it is essential to open the door of primary education for all children and at the same time to ensure that they all receive quality education (MOE, 2004:22).

As the education system continues to make quantitative gains, the quality of education arises as of major concern. Therefore, Government of Bangladesh has taken up a number of steps to address the issue for both quality and quantity of education at the primary level. Universal Primary Education (UPE) was the major step under Second Five Year Plan (1980-1985). But the target of UPE was not achieved by the tenure of second five year plan because of curriculum did not

reflect real life situation. There was also lack of appropriate teaching-learning method, scarcity of teachers, lack of teaching aids, lack of appropriate assessment process and socio-economic problem, etc. During third Five Year Plan (1985-1990) NCTB modified and renewed the existing primary curriculum of 1976 and took initiative to prepare competency-based curriculum. This curriculum consisted of 53 essential terminal competencies to be attained by all children through five year cycle of primary education. This competency-based curriculum was implemented in an incremental way in 1992-1996 in classes I to V. The Essential Learning Continuum (ELC) is a list of competencies, which serves as a guide to determine what to teach and measure among the pupils at the primary level. (Nath and Choudhury 2000:7-8). Statements of skills to be attained are broken down into sub-components, which in turn expressed in units which a learner can (or cannot) demonstrate after completing the related course of study. It is a principle of competency-based education that all learners studying at a specified level are capable of attaining the competencies identified for that level. In practice this requires, firstly that no-one passes from the level below until they have demonstrated the skills set at that level, and secondly, that special attention is given to those learners who need it in order to progress (DPE, 2002:13).

The NCTB conducted a study on "Analysis of the essential learning continuum at the primary level: A basis for curriculum enrichment". This study attempted to determine the levels of thinking the competencies attempted to develop, according to Bloom (1956) taxonomy of educational objectives. It was found that most of the class-wise and subject-wise competencies reflected the lower cognitive levels. It was also discovered that except in Bangla affective and psychomotor domain were rarely reflected in the class-wise and subject-wise competencies. Also, evaluation level in the cognitive domain was not reflected at all in most competencies subject-wise or class-wise (Nath and Choudhury, 2000:09).

Following evaluation, the previous primary curriculum document was revised in the year 2001 and finally identified to 50 competencies for the primary level. The whole exercise has been predicated on the concept of life long education and hence the primary curriculum has included aspects such as Learning to know, Learning to do, learning to live together and learning to be (MOE, 2004:22).

The decade of 1990 was very important regarding education. The 1990 declaration of the World Conference on Education for All (WCEFA), held in Jomtien, Thailand had reaffirmed the right of all people to education. Ten years later the 2000 declaration of the Dakar (Senegal) conference on education where has set a new goal for education for all by the year 2015. The decade has been very significant in the history of primary education in Bangladesh. (Nath and Choudhury, 2000:01).

A number of other initiatives have also been undertaken to promote quality education to all children. Since 1997 huge resources have been invested in primary education for qualitative improvement and development. Furthermore, since 2004 PEDP-II has been in the process of implementation. Many intervention have been planned to lunch under PEDP-II for the attainment of quality in primary education (MOPME, 2007:II). Generally, the quality of an education system is judged by the rise of the achievement level of pupils out of the educative process.

Quality education and classroom teaching-learning process is interrelated as well as its evaluation system is also an important issue as regards quality education. It is integrated with the whole task of education (Patel, 1965:07). The ultimate goal of evaluation is to assess the educational process and the same time it asses carefully the students' achieved knowledge and skills in view of quality education. It also evaluates the behavioral changes and values of students. It takes an important role in educational process to get its speed and development. The processes of evaluation are wasted effort unless the discovered weaknesses are corrected (Remmers, 1960:08). It does not only impose to the evaluation in view of their completed behaviors but also it will be considered to the future in this process.

### **1.1 Significance of the study:**

The heart of an education system is its instructional process that includes the curriculum, the textbooks and the teachers, who are responsible for implementing the curriculum and assessment mechanisms through which the achievements of students are measured (Moulton, 2002:11). It is a continuous process covering all

aspects of the education programme (Patel, 1965:07). It is now agreed that evaluation being a continuous process forms an integral part of the total education system. It is a process of prior learning, which uses a variety of tools to help learners reflect on, identify, articulate and demonstrate past learning. In this connection Mr. Mohiuddin states: (2007)

The assessment of student learning has always been a part of teaching-learning process. Students, parents, teachers, administrators, and others in the community need information about the extent of individual and or collective student learning. If teachers are to be successful in their efforts to foster learning of students; they need ways to determine the effectiveness of their teaching and indications of what students learned. Placement of students for future instruction and development of effective school programmes also depend on information collected from and about students (Primary Education Journal, Vol-1, No-1, NAPE, 2007:18).

The primary schools in Bangladesh generally take three examinations in a year e.g. two terminals and one final. This process does not show the impact of students' regular performance in their teaching-learning position. In this view, the government of Bangladesh has taken a significant step to start Continuous Pupils Assessment (CPA) in grades- I and II. The CPA assesses the students' progress continuously and seeks to develop his/her skill by providing feedback. It also helps the students to overcome their weakness. CPA provides some benefits like increasing students' enrollment in school, attendance rate and decreasing drop out rate. However, it did not continue because of some undesirable condition like teacher-students ratio, teachers' unwillingness, disorder of class management etc (TIB, 2001:vii). As a result the Government has renovated the evaluation system in all subjects in grades I and II from 2002.

A comprehensive program of evaluation provides an effective means of securing a developmental and cross-sectional picture of the characteristics of each pupil in the school (Remmers, 1960:12). Evaluation helps to learners to learn their learning by becoming conscious with their position. Evaluation will be proper when the teachers have expertise about the procedure of students' assessment. Bloom's Taxonomy will help of teachers for students' evaluation. Therefore the teachers should have understandable idea about it though they have a little idea on Bloom's Taxonomy. However, they did not use in practice for question setting. In

malfunction of making appropriate questions, the evaluation process inspire to the students for rote learning without concept learning. In this existing process, many of the students do not attain the desired competencies set in the national curriculum (MOPME, 2007:01). The students who have no lively sharing to their classroom learning may do better result than that of the students who have shown interest, attention and lively participation during lesson. The evaluation system of primary education in Bangladesh gives most emphasis on the terminal examination so that the teachers, students, guardians, even the institutions show overall attention to the results for final examination. It does not help inspiration to the learners showing their merit, creativity, critical thinking to their learning etc. Consequently the energetic learners may loss their interest to show active participation in teaching-learning process. As a result it is ultimately impossible to achieve the goal and objectives of competency based curriculum.

Evaluation and good teaching go hand-in-hand (Remmers, 1960:12). Examination is not only the process of students' evaluation but also it is related to the teachers' success of delivering lesson. Evaluation is to test the efficiency of teachers in providing learning experiences and the effectiveness of instruction and of classroom activities. The practiced examinations which are taken to evaluate the students' achievements are not sufficient for measuring their knowledge, comprehension, application, analysis, synthesis and evaluation as well as higher order learning. However the students' achievements are not likely to be fairly or accurately judged when it comes time to decide upon promotion. Students get little feedback on how well they are mastering their studies, and teachers know little about how well they are teaching. Therefore it is impossible to evaluate the students perfectly in sense of various unexpected limitations.

Evaluation should be linked between lesson and content; it also should be followed in learning outcomes. Having a relationship among the students' knowledge, ability, competent, merit and vision is most important in evaluation procedure. It helps to bring out the inherent capabilities of a student, such as proper attitudes, habits, manipulative skills, appreciation and understanding in addition to conventional acquisition of knowledge. As the examination is the only process of evaluation in practice, it should be standard.



From this study the teachers, students and school will be benefited in the following ways:

- Teachers, students, guardians and education related personnel will be informed on existing evaluation systems.
- The strengths and weaknesses of evaluation <sup>system</sup> used in primary school will be identified.
- Required steps will be well-known to overcome the limitations of existing evaluation systems.
- It will also be helpful for conducting standard examinations.
- Students' talent will be focused properly.
- Ultimately the quality of education as well as evaluation system will be beneficial. ✓

On the above reason, the researcher was inspired to find out the efficient role in implementing the objectives of competency-based curriculum through this study.

### 1.3 Statement of the Study:

The problem of the research is as a qualitative study about the evaluation system of primary education in Bangladesh

### 1.4 Operational Definition:

**Qualitative study:** Qualitative study is a unique strategy of inquiry. It involves for the most part of non numerical data such as extensive notes taken on site whereas quantitative study involves for the numerical data. Qualitative study is the collection and analysis of narrative data in order to gain insights into a situation of interest not possible using other types of study. ✓

**Evaluation System:** Evaluation system is the process of obtaining information and using it to form judgments which in turn are to be used in decision making. For this study evaluation system means the assessment procedures of primary school in Bangladesh recommended in the national curriculum (NCTB) for grades- I to V. Subject-wise assessment system also be covered by this study. ✓

**Primary Education:** Primary education refers to education, as determined by the government, for the children of age group 6 to 10 years in grades I to V having prescribed national curriculum, textbooks, school hours and the academic year which begins in January and ends in December. ✓

### 1.5 Objectives of the study:

The objectives of this study are-

- i. to review the evaluation system proposed by different education commission.
- ii. to review the practiced evaluation system of government and registered non-government primary schools in Grades- III to V.
- iii. to identify the weakness and strength of practiced evaluation system of primary education.
- iv. to suggest how to ensure achieving terminal competency at primary education in Bangladesh.

### 1.6 Limitations of the study:

- i) Limitations regarding selection of sample: In Bangladesh there are 11 categories of primary schools. However, to conduct this study two categories of schools namely GPS and RNGPS were considered.

All of the primary schools of Bangladesh were the population for this study. But six districts from each division and twelve upazila (two in each district) for this study was purposively selected in consideration of money and time. Sadar upazila is common for each where. A total of 48 schools (24 GPS and 24 RNGPS) were selected as sample for this study.

A total of 96 classroom teachers, 24 AUEOs and 18 UEOs were also purposively selected as sample.

- ii) Limitations regarding selection of grades: Primary schools of Bangladesh function with five grades- I to V. For grades I and II, there is

no written test for all the subjects but grade III to V, written tests are administered in all subjects. In this view, the assessment system in grade III to V has been considered for this study.

- iii) Limitations regarding generalization of findings: The sample was selected as purposively and significance of statistical data was not showed, the findings of this study will not be generalized.

### **1.7 Organization of the Study:**

The study has been organized into five chapters. **Chapter one** of the study deals with introduction, significance of the study, statement of the study, operational definition of the terms and objectives of the study. **Chapter two** presents the review of related literature that splits into two parts; First part contains review of related literature/documents and second part reviews related research studies. **Chapter three** describes the methodology of the study. It includes design of the study, sources of data, selection sample, description of the tools, data collection and analysis and triangulation of data. **Chapter four** presents the analysis and interpretation of data obtained from document analysis and opinion survey. Document analysis includes NCTB Curriculum for Primary Education (2002-2003), Bangladesh Education Commission Report of (1974), Bangladesh National Education Commission Report of (1988), Education Policy Committee report of (1997) and Bangladesh Education Commission (Prof. Muniruzzaman Mia) Report of (2003). The opinion of teachers, AUEOs and UEOs was collected through questionnaires and an opinionnaire from January 2008 to June 2008 are analyzed and interpreted to reach the findings. **Chapter five** synthesizes the major findings and recommendations of the study.

## **Chapter- II**

### **Review of related literature**

#### **Introduction:**

Review of related literature is an important part of research. It shows the significant of a study. Relevant literatures, documents and research studies were thoroughly reviewed to familiarize with the existing evaluation system. This review helped in designing the sample size, developing questionnaires and finally processing of the data. The following steps were undertaken in the review process:

- Locating relevant literature/ documents and research reports.
- Collecting the documents
- Studying and analyzing the documents carefully
- Synthesizing the relevant information (UNESCO, Bangladesh: 2001:07)

#### **2.1: Review of related Literature**

Patel (1965) told that the important stage in evaluation is the process of gathering, using and imparting all relevant and accurate information. According to him evaluation is defined in a variety of ways:

- Evaluation is an act or a process that allows one to make judgment about the desirability or value of a measure.
- Evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives.
- The word evaluation refers to the act or process of determining the value of something.

The writer also pointed out the following importance of evaluation:

- Evaluation is essential for sound educational decision-making.
- Taxpayers (parents) are easier to know what the results of education are.
- Educators, administrators, teachers, students and parents all work hard for the attainment of educational goals, and it is only natural they should want to ascertain the extent to which these goals have been released.
- Education is truly a giant and an important enterprise. Therefore it is crucial that we evaluate its process and products. For an adequate teaching-learning situation, evaluation techniques are essential.

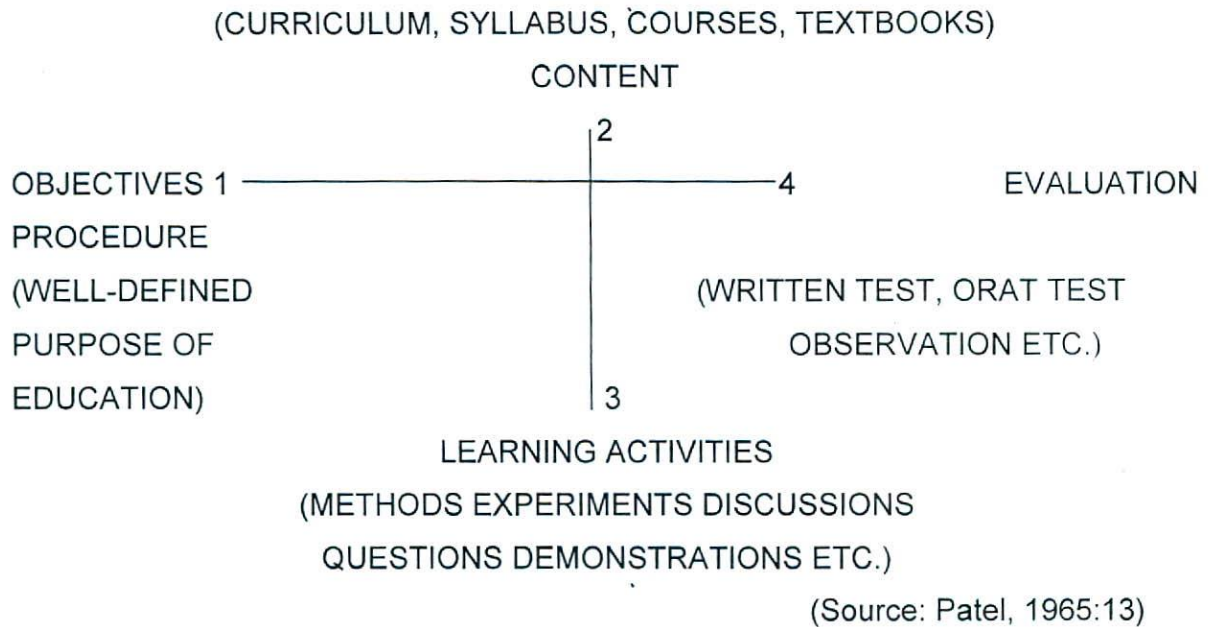
- Our system of education recognizes the fact that “no two individuals are alike” and that they will play different roles in society. The special objectives of education are, to some extent, influenced by the authorities of the individual pupil. It is the responsibility of educators, parents and pupils to find out which objectives are reasonable. A sound choice of objectives depends upon sound information about the pupil's abilities, interests, attitudes and character. This information is obtained through the techniques of evaluation.
- A good programme of evaluation clarifies the aims of education.
- It helps in the improvement of the curriculum.
- Evaluation attempts at relating the subject matter (content), classroom instruction (teaching-learning process) and testing procedures to educational objectives; and it helps in developing a scientific approach to educational problems.
- Evaluation helps administrators, teachers and students. (Patel, 1965:11)

The modern concept of educational evaluation stemmed from newer philosophy of education which calls for the development of more adequate techniques of assessing a pupil's growth and development. This modern concept of educational evaluation-

- Puts the child, and not the subject matter, in the center.
- Centers to the Childs psychological needs and interests, aptitude, appreciation, etc.
- Puts more stress on learning than teaching (Patel,1989).

This recent philosophy of education has emphasized the responsibility of educator, not only for the development of concepts, information, skills and habits but also for the stimulation of a pupil's growth and understanding, application of what has been understood, attitudes, appreciation, interests power of thinking and personal-social adaptability. Educational evaluation is a continuous process. In an ideal situation, the teaching-learning process and evaluation go together. Evaluation is the determination of the congruence between the performances of objectives. Schematically, the concept of educational evaluation may be presented by showing the relationship

among objectives, content, learning activities and evaluation procedure (testing) as follows:



Ten Brink (1974) revealed that evaluation is the process involving ten steps. These as follows:

- Specify the judgments and decision to be made.
- Describe the information needed.
- Locate information already available.
- Decide when and how to obtain needed information.
- Construct (or select) the information-gathering instrument to be used.
- Obtain the needed information.
- Analyze and record information.
- Form judgments.
- Make decision.
- Summarize and report evaluation results (Ten Brink, 1974:19).

Remmers (1960) tells that evaluation goes beyond the statement of how much, to concern itself with the question "what value". It seeks to answer the pupils and teacher's question, "What progress am I making?" The processes of evaluation are wasted effort unless the discovered weakness corrected. Evaluation is not an extra

chore imposed upon instruction- a distasteful task to be completed as quickly as possible; it is an integral part of what a good teacher does to make his teaching more effective. To evaluate what he does is as important as doing it. Evaluation is not just a testing program. Tests are but one of the many different techniques (such as observation, check lists, questionnaire, interview, etc.) that may contribute to the total evaluational program.

The authors also pointed out the relationship between evaluation and teaching. Evaluation and good teaching go hand-in-hand. Good teaching follows five steps for evaluating the students:

- To analyze the individual pupil's capacities, knowledge, past experience, interests, and needs.
- To analyze the pupil's goals and to revise the goals in accordance with his capacities.
- To harmonize the educational process with the pupil's capacities and goals.
- To evaluate the pupil's progress in terms of his capacities and goals.
- To reconsider the revised goals in light of the progress achieved and strive to correct weakness which would interfere with the attainment of reasonable goals (Remmers, 1960:12).

Rao (1992) in his book on "Perspectives in Educational Evaluation" expressed the terms formative and summative as follows: Formative evaluation refers to assessment of worth focused on instructional program that are still capable of being modified. The formative evaluation gathers information and judges the merits of aspect of an instructional sequence better. Summative evaluation refers to merit on complete instructional programmes. It gathers information and judges the merits of an overall programme regarding whether to retain or adopt that sequence.

Ebel and Frisbie (1991) explained formative and summative evaluation in this way: Formative evaluation is conducted to monitor the instructional process, to determine whether learning is taking place as planned. The major function of formative evaluation in the classroom is to provide feedback to the teacher and to the student about how

things are going. Such feedback provides an opportunity for the teacher to modify instructional methods or materials to facilitate learning when feedback indicates things are not going well. Formative evaluation requires the gathering of fairly detailed information on frequent occasions. Information is obtained through teacher observation, classroom oral questioning, homework assignments and quizzes or informal inventories.

Summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction. The major function of summative evaluation in the classroom is to determine the status of achievement at the end of an instructional segment, to determine how well things went (Ebel and Frisbie, 1991:24). Both types of evaluation are necessary components of classroom instruction.

NCTB developed a guidelines booklet on Flexible Promotion Policy and Continuous Evaluation. Here it is mentioned that continuous evaluation is an essential and important step for grades I and II. Also flexible promotion policy should be taken for undivided grades I and II.

Continuous Pupils Assessment refers to frequent evaluation of pupils' worth. It evaluates students' progress continuously and tries to develop his/her skill and provides feedback. That helps to overcome students' weaknesses. The continuous evaluation records students' achievement score continuously. It is use full to determine the effective learning process and to serve as a basis for summarizing and reporting the progress of students.

The objectives of Continuous Pupils Assessment are

- to identify those learning competencies, which students could not achieve.
- to find out the causes for which students failed to achieve that learning competency.
- to evaluate teachers himself.
- to help the students for achieving those learning competencies, which they failed to achieve by offering treatment.
- to re-evaluate to ensure achieving competencies.



### Importance of Continuous Pupils Assessment

The existing evaluation system shows the weakness of learners after six months of academic year. However, there is no scope to take remedial measures for overcoming the weaknesses of learners being short of time. Conversely, the students who do not take sit in 1<sup>st</sup> & 2<sup>nd</sup> terminal examinations, the weakness of them find out after nine months and the end of year respectively. So, CPA should start on February and continuing in every month. It is easy to find out the weaknesses of learners and provide remedial measures through CPA.

This book describes the following process of CPA.

- Foundation of evaluation.
- Subject/area of continuous evaluation.
- Schedule of evaluation.

It also shows that the way of complete learning, the strategy of record keeping etc.

(Source: Flexible Promotion Policy and  
Continuous Evaluation, NCTB, Dhaka)

### The techniques of Continuous Pupils Assessment

DPE advised to assess the students continuously evaluation for both monthly and terminal assessment. It should be used ten times in a year. For continuous evaluation teachers should give instruction before applying such kind of tests. They can involve two/three students at a time by giving different types of task. The oral type of questions should be used and results should be recorded. Teachers should remember that evaluation should be based on learning competencies (Source: DPE, 2002:54).

### The strategies of recorded results

The following grades or scales should be used to preserve results:

- a) The students have completely achieved the relevant competencies i.e., they always answers correctly.
- b) The students have partly achieved the relevant competencies i.e., they answers correctly most of the time but sometimes they make error.
- c) The students have achieved the relevant competencies to some extent. i.e., sometimes they can answers correctly but most of the time they answers wrongly (Source: DPE, 2002:55).

### Subject areas and time table of evaluation

- In each month, the results of students' evaluation in Bangla, Mathematics and Environmental Studies should be recorded.
- The students' evaluation in Bangla, Mathematics, Environmental Studies, Physical Education, Arts and Crafts and Religious Studies should be three times (May, September and December) in a year and the results should be recorded. However, the students' performance in Physical Education, Arts and Crafts and Religious Studies should be assessed and recorded regularly.
- The results should be recorded in next month in case of school vacation in May or September. However, the assessment of December should be completed so as to month.
- Students of grades I and II should be involved only in writing to assess the same skill. Nevertheless, the listening, speaking and reading skill should be assessed through orally.
- The evaluation of Mathematics should be conducted oral and written respectively.
- The students who achieved competent in reading and writing skill should be evaluated through recorded results during revising the lessons.
- The students, who achieved the skills to some extent, should assess properly.
- The remedial measures should be introduced for slow learners (Source: DPE, 2002:55).

### The evaluation procedure of grades III to V

Three terminal examinations and continuous evaluation for grades III to V should be arranged concurrently in an education cycle year. In order to arrange the above types of evaluation, the policy should be as follows:

- Existing examination process and final evaluation should not be continued. However, the learning progress of students should be assessed through three terminals examinations.
  - a) First terminal examination should be held within January to May. This evaluation will be based on specific lessons/chapters in all subjects.



marks of oral test will be allotted 10. The total marks of essay type question in Mathematics, Environmental Studies (Social Science), Environmental Studies (Science) and Religious Studies should be limited in 70 marks.

- Short-answer type questions –08 items X 5 marks =40 marks
- Essay type questions                    –03 items X 10 marks =30 marks

Total = 70 marks

- The different type of question paper should be used for objective type of question and essay type of question. The time should be limited in 30 minutes for objective type of question; 1 hour and 30 minutes should be allotted for essay type of question. The objective type of question–answer should be collected first and after that provide essay type of question paper and answer script.
- The practical test should arrange for Physical Education, Arts and Crafts and Music. In each terminal examination should contain for 50, 20 and 25 marks in Physical Education, Arts and Crafts and Music respectively.
- Personal and social values should not be assessed through formal evaluation. Class teacher observed it and assessed by listed bellow three scales.
  - 'a' = for always correct answers.
  - 'b'= for frequently correct answers.
  - 'c'= for seldom correct answers.

The method of recording assessment results ,

- The results of three terminal examinations in each subject should be added and recorded in box of total marks.
- The achieved marks of objective and essay type answers in each subject and the marks of oral test in Bangla and Mathematics will be set in box of subject based total marks.
- The pass marks will be 40 in each subject.
- The final results will be published through combination of three terminal results. The student, who will not achieve 40 marks, will be considered as fail. The subject based results will be published by giving a, b, c and X (cross). For this reason the given bellow scale will be used.

Bangla, Mathematics, English and Environmental Studies (Science & Social Science):

$$240 - 300 = a$$

$$180 - 239 = b$$

$$120 - 119 = c$$

$$0 - 119 = X$$

Physical Education:

$$120 - 150 = a$$

$$90 - 119 = b$$

$$60 - 89 = c$$

$$0 - 59 = X$$

Arts and Crafts:

$$60 - 75 = a$$

$$45 - 59 = b$$

$$30 - 44 = c$$

$$0 - 29 = X$$

- The school authority will take decision for giving promotion in next grade by considering the results of different subjects.
- The school authority will take decision for giving promotion in next grade by considering the two terminal results of different subjects if the students show acceptable reason.
- It will be re-evaluated if the student was absent one or more terminal examinations.
- The class teacher will prepare the report card within one month after finishing the terminal assessment. The card will give to guardian, collect and preserve it for future.

## **2.2: Review of related Documents**

### **The Revised and Renewed Curriculum for Primary Education, 2002-2003**

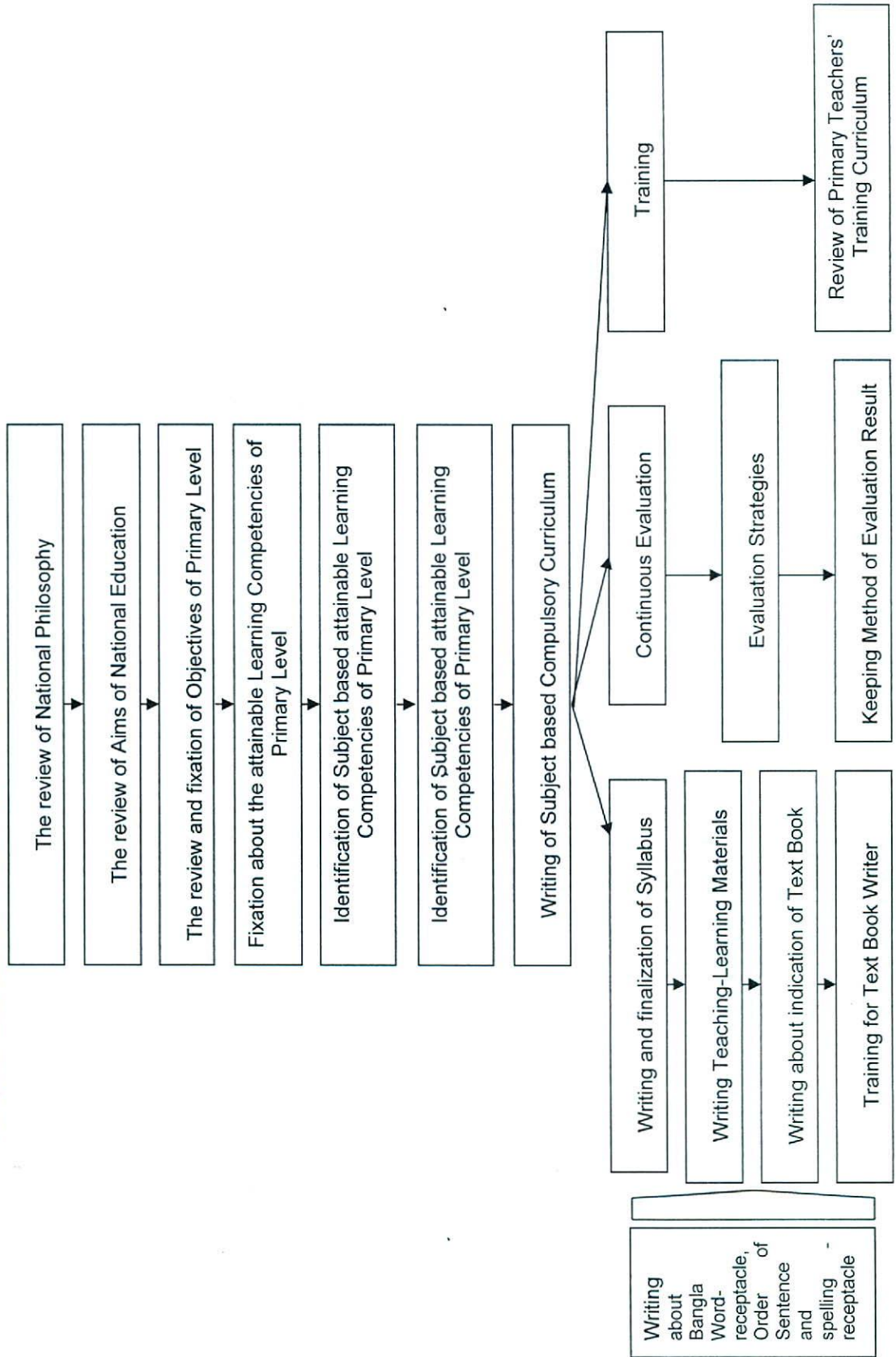
The Universal Primary Education (UPE) began implementation from 1981 in Bangladesh. The objectives of UPE were to provide opportunity of receiving education of more children, giving opportunity to continue of grade- V and to help for completion of grade- V (NCTB, 1991:01).

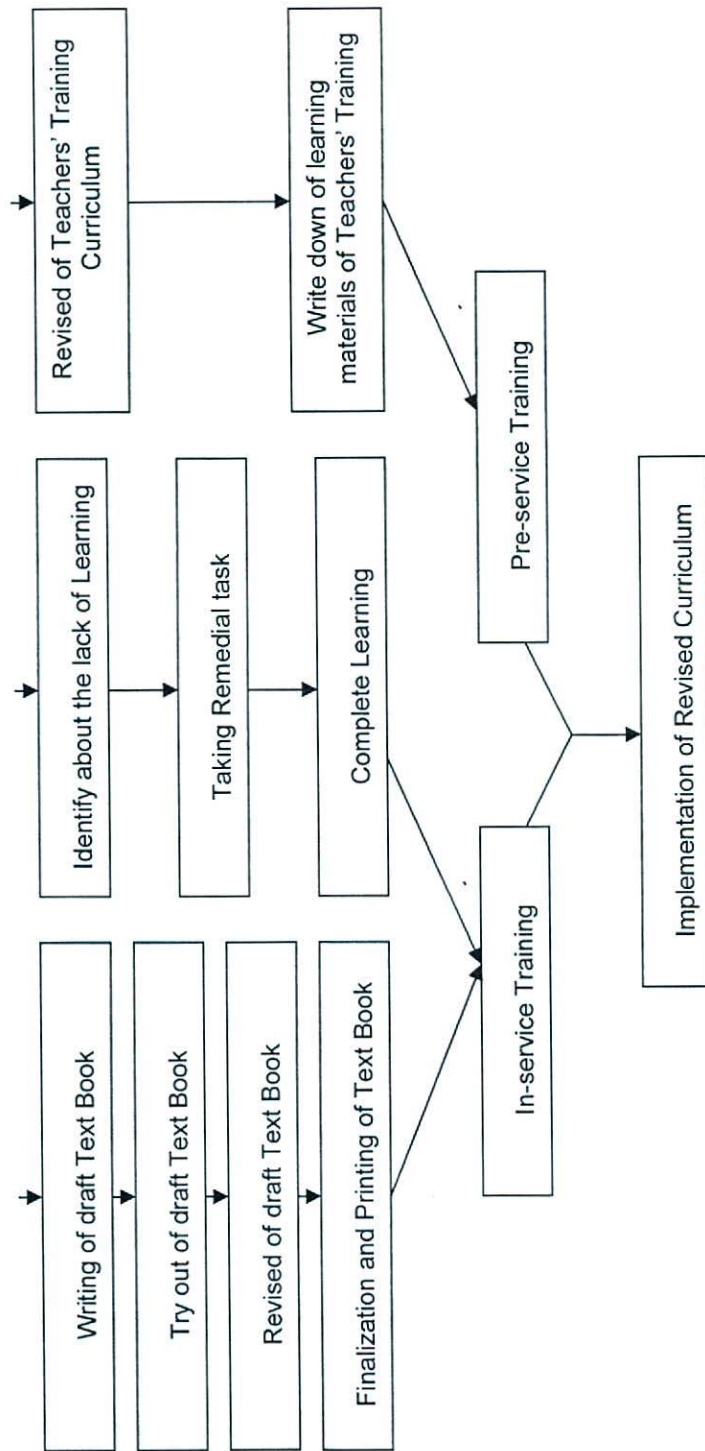
Primary education is the first stage at the formal education system in Bangladesh. It was very much important to achieve the specific aims both quantitative and qualitative as it is the terminal education for most of the children. Therefore the government of Bangladesh took the program of Universal Primary Education (UPE) in 1981 (NCTB, 1991:01).

For implementing the UPE they had taken various types of steps under Second Five Year Plan (1980-1985). But the target of UPE was not achieved by the tenure of second five year plan. The Third Five Year Plan (1985-1990) took dependable target to achieve the goal of UPE after the assessment of efficiency and progress of Second Five Year Plan. There were a variety of reasons behind unsuccessfulness of achieving the target of UPE. The reasons were divided into several parts like the lack of life related topic in curriculum, lack of appropriate teaching-learning method, scarcity of teachers, lack of teaching aids, lack of appropriate assessment process and socio-economic problem.(NCTB, 2002-2003:02).

NCTB took an extensive program of Revised and Renewed Work Plan for Curriculum in Primary Education under third five year plan (1985-1990). The target of the taken program was to successfully implement of UPE. This program was started to work following work plan:

**Revised and Renew Work Plan of Curriculum in Primary Education 1986-1990**





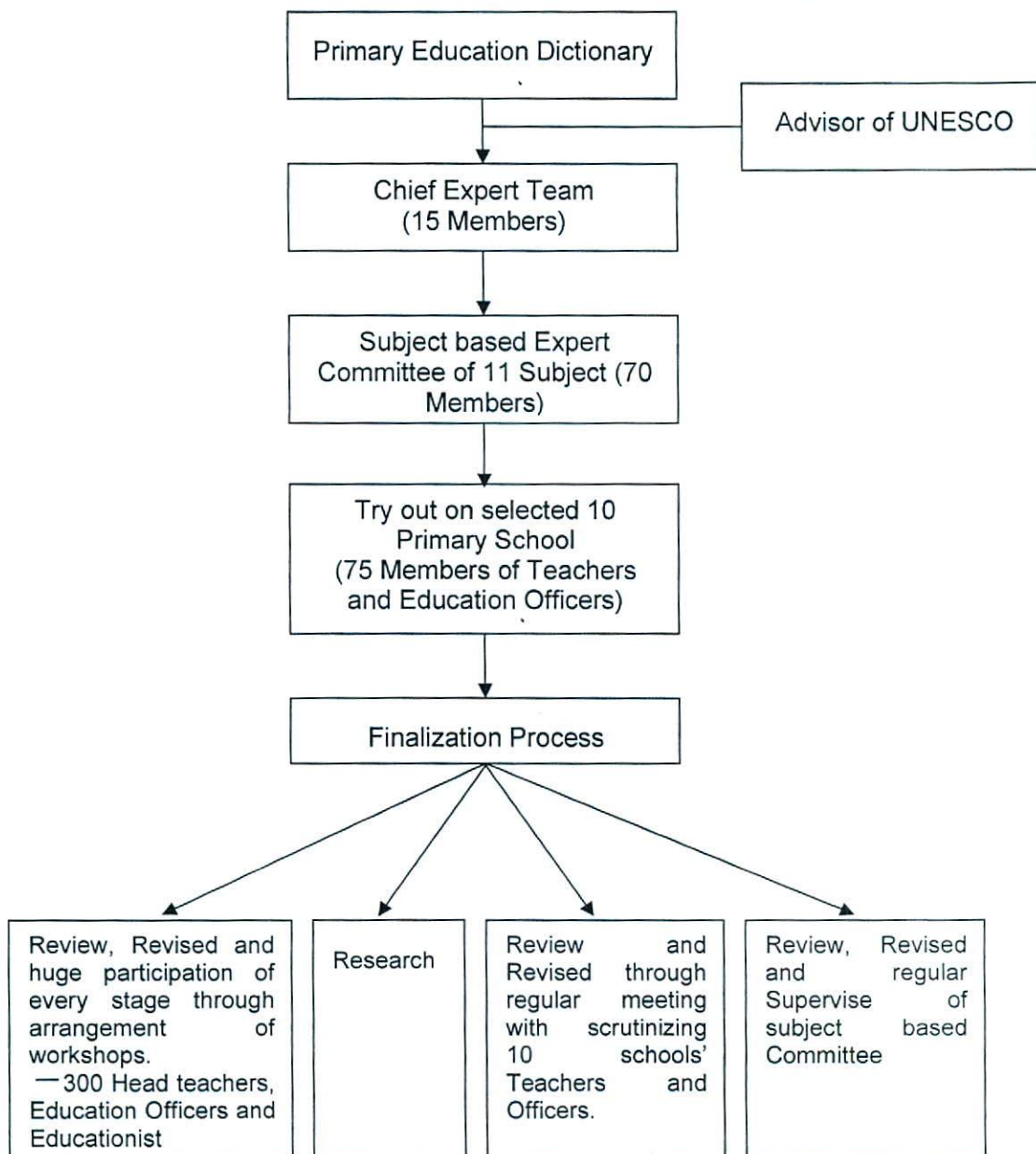
(Source: NCTB, 2002-2003)



**Work Plan:**

The given bellow strategies was followed for Revised and Renewed of Curriculum in Primary Education.

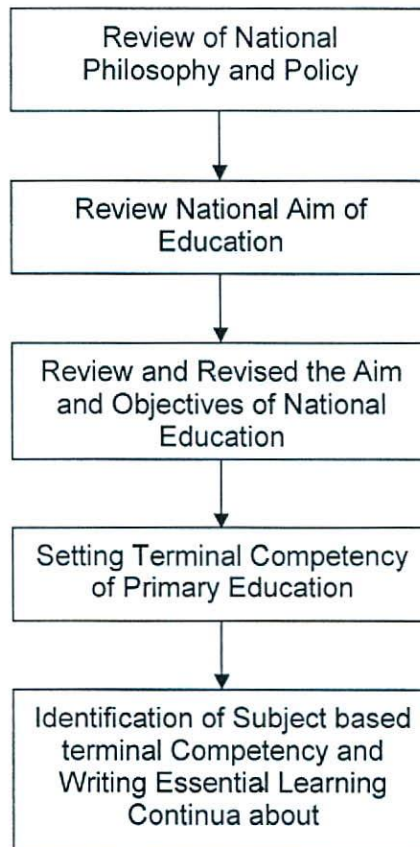
**Revised and Renewed Strategies of Curriculum in Primary Education**



(Source: Essential Learning Continuum, NCTB, 1991:04)

Meanwhile, the following steps was done accordingly work plan for revised and renew curriculum of primary education.

Revised and Renewed Strategies of Curriculum in Primary Education  
(Writing about competency-based curriculum)



(Source: Essential Learning Continuum, NCTB, 1991:05)

It was expected to achieve the quality education and UPE through implementing the essential learning curriculum. In this point of view the teacher should deliver the lesson in appropriate method and evaluate continuously the achievement of children.

NCTB has presented the undivided curriculum for grades I & II and the curriculum of grades III to V has presented successively. To achieve the objectives of curriculum for primary education include 50 competencies and 12 subjects. The subjects and competencies had fixed successively. Class and subject wise learning competencies were described in Essential Learning Continuum. The Essential Learning Continuum

pointed out at the end of every subject the characteristics and textbooks as its demand, the techniques of writing teachers' edition and teachers' guide of related textbooks, teaching-learning process, supporting materials and the evaluation strategies (NCTB, 2002-2003:26).

The research topic of researcher is a qualitative study about the evaluation system of primary education in Bangladesh. NCTB prescribed some guideline and process for evaluation to the students at the end of every subject in the primary stage. Therefore the evaluation strategies of revised and renewed curriculum for primary education, 2002-2003 are drawn out as follows:

**Bangla**, both oral and written techniques should be followed in classroom teaching-learning activities: i) **Oral**: The type of questions may be short answer type, loud reading, recitation, conversation, dialogue, story telling, role play, debating, descriptive type of answer, reading with sound pronunciation etc; ii) **Written**: Teachers should provide writing tasks such as word meaning, sentence making, poem writing, antonym, writing something using nasal sign, telling something from his own experience, apply of tick sign, rearrange sentence, connect the sentence, fill in the gap, matching, writing question-answer, writing compound word etc.

The type of question should be:

- Essay type or free-answer type.
- Short-answer type and
- Objective type.

The objectives of both kind of evaluation are to develop the students' listening skill, reading skill, speaking skill and writing skill (ibid: 53).

**English**, NCTB has showed the evaluation system differently for grade I to II and III to V as follows:

**Grade-I:**

Students should be assessed through class work and class test. The students' participation in teaching-learning process during class also should be considered.

### **Reading:**

1.1 Students should be given a matching exercise for class work and class test. For example, they should be asked to match similar shapes in two columns. They also should be given a task in which they should have to circle or tick the shape that would not be similar to other shapes; 1.2 Students should have to identify the words that begin with the same sound. They should be given two sets of words and have to identify the set that begins with the same initial sound; 1.3 The teacher should give a matching exercise (in class work and class test) to assess whether students are able to read words and phrases with hints. The teacher should give the words and picture in two columns to be asked matching, students match between words and picture.

### **Writing:**

1.1 Students should be asked to join dotted lines accordingly letters and alphabets. They also should be given a matching exercise to practice different letters and alphabets (both capital and small). If students are given a number of letter shapes they should be asked to identify similar and different ones; 1.2 Students should be asked to fill dotted lines to practice alphabets. They also should be given fill in the blanks where they write the alphabets in order.

### **Grade-II:**

Students should be assessed based on their performance in class. The teacher should ask students short question-answer. The teacher should assess the students through written work (e.g. matching exercise). Students should be asked to write figures (numbers) on the blackboard (ibid: 156).

### **Grade-III to V:**

Listening: Pre-listening question and post-listening question

Speaking: Controlled oral practice, using- a) textbook pictures; b) example dialogue; c) substitution tables; d) written questions;

Reading: Pre-reading questions and comprehension questions such as i) open ended; ii) true/false; iii) multiple choice; iv) cloze passages with or without clues.

Writing: i) copying words/phrases/sentences/ from the textbook; ii) fill in the gaps; iii) answering questions to form a paragraph; iv) writing from a model/an information table; v) writing informal letters (ibid: 172).

**Mathematics**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB prescribed some strategies these are mentioned below:

At the end of lesson, teacher should provide oral type question, written task and home task for evaluation of the students' competency. Teacher should encourage the students by giving letter grade on written task. They should also evaluate the students' knowledge, eagerness and aptitude towards mathematics.

At the end of a chapter, teacher should arrange class test. Objective type question and short-essay type question should be more appropriate for continuous evaluation. Teacher should also take monthly/terminal, half yearly and yearly examinations. They should follow class wise competency and should cover the syllabus during question setting as like as structured question.

Teacher should be sympathized to the students. They should give remedial measure. The final result should be published in addition with the result of continuous evaluation and terminal evaluation. Teacher should inform the result to the students and their guardian about the success and weakness (ibid: 136).

**Science and Social Science**, NCTB has been suggested to evaluate the students in listed below process:

- Students should be evaluated through continuous evaluation along with two terminal and final examinations.
- The type of questions should be MCQ, short-answer type and essay type.
- The question should be prepared following learning outcomes and achievable learning competencies.
- Students' knowledge and skill should be evaluated through practical work.
- Teacher should observe the students' behavioral change, values and aesthetic change (ibid: 232 &275).

**Religion (Islam)**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB prescribed some strategies. These are mentioned below in next page:

At the end of lesson, teacher should provide oral type questions, written task and home task for evaluation of the students. Teacher should encourage the students for correct answer and should not discourage against incorrect answer. They should also evaluate the students' knowledge, eagerness and aptitude to the religion.

At the end of a chapter, teacher should arrange class test. Objective type question and short-essay type question should be more appropriate for continuous evaluation. Teacher also should take monthly/terminal, half yearly and yearly examinations. They should follow class-wise competency and should cover the syllabus during the question setting as like as structured question.

Teacher should be sympathized to the students. They should provide remedial measures. The final result should be published in addition with the result of continuous evaluation and terminal evaluation. Teacher should inform the result to the students and their guardian about the success and weakness (ibid: 352).

**Religion (Hindu)**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB prescribed some strategies such as both written and oral type test should be used in evaluation. Teacher should arrange continuous evaluation along with two terminals and final examinations. Teacher also should find out the weakness of students and should provide remedial measures and they should reevaluate students' behavior, their daily activities etc. The record of different results should be recorded regularly (ibid: 379).

**Religion (Buddhist)**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB prescribed some strategies those are mentioned bellow:

Both written and oral test are used in evaluation. Teacher should arrange continuous evaluation along with two terminal and final examinations. Bondana, shill, trisharan should be evaluated through continuous evaluation in order to measure the impact of above mentioned topics in students' daily life.

Teacher should also find out the weak students' and provide remedial measures and should be reevaluated. The achieved score on their behavior, daily activities should be recorded regularly (ibid: 402).

**Religion (Christ)**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB prescribed some strategies these are mentioned below:

Teacher should evaluate the students through question-answer on certain topic. They also should evaluate the students through observation of their expected behavior in classroom, church, and playground as well as with their family, classmates and neighbors. The teachers should provide remedial measures if necessary (ibid: 430).

**Physical Education**, evaluation should be formed by practical, oral and checking accomplished record of students. NCTB prescribed some strategies these are mentioned below:

a) Practical: Students should show their performance in personal event of physical exercise.

b) Oral: Teacher should ask the students about the name of event, description of event, rules and regulations etc.

c) Record: Attendance in physical class, skill on certain event, result of internal and external competition, height, weight and health card will be considered in evaluation process (ibid: 461).

**Art and Craft**, NCTB prescribed the evaluation system differently for grade I to II and III to V.

Teacher should evaluate the students through oral type test, observing the students' keenness and sincerity to the work, eagerness to the creativity and proficiency of work.

Teacher should evaluate the students immediately through observing their prepared pattern, their hygiene. Teacher should compare the combination between real thing and prepared thing of students. Teacher should provide measures to paint on his prepared thing (ibid: 490).

**Music**, NCTB prescribed the evaluation system differently for grade I to II and III to V.

Teacher should observe the uses of apposite tune, students' aspiration, enthusiasm and sincerity. They should evaluate the students' articulation and their efficiency on imitation. Teacher also should compare the standard of recitation.

- The questionnaire should be prepared on the basis of learning competency and learning outcomes.
- Reflection of learners' learning, power of drawing conclusion, pragmatic ability and intended work in practice should be considered when students' acquaintance and talent should be assessed.
- Behavioral change, values and aesthetic development should be observed in the evaluation process (ibid: 507).

**Teachers should abide by the following instructions during evaluating written or oral type test:**

- The end of the lesson teacher should evaluate the students orally through short-question answer, loud reading, reciting, conversation, discussion, story telling, role play, singing, debating etc.
- Teacher should provide written work to evaluate in classroom situation. The questions structure should be word meaning, sentence making using nasal sign, describing own experience, poem writing, using tick sign, rearrange sentence, joining sentence, the conjunct letter, etc.
- Teacher should give home task.
- Teacher should give letter grade in written class test for increasing interest.
- The end of the chapter teacher should arrange class test. Objective and short-answer type questions are suitable for continuous evaluation.
- Teacher should prepare test items based on class-wise learning competency.
- Students should be evaluated through monthly/terminal and final examinations. During question setting teacher should follow the competency and entire syllabus of each subject.
- Teacher should evaluate the students' knowledge as well as they evaluate the learners' interest, attention towards the subjects. The teacher should also evaluate the students' relevant achieved knowledge to a new thing.
- Teacher should provide remedial measures after identifying the weakness of the learners.
- Teacher should be sympathized to the students during evaluate the answer script. They should not impose heavy punishment for light offence. They should



take steps for remedial measures. Never the teacher should showing anonymity to the learners.

- Final result should be published through combination of formative and summative evaluation.
- Teacher should inform the results to the students and their guardians and should take necessary steps to awareness of students' successes and weakness. Teacher also should give instruction to the guardians to take special care where necessity.

### **URC Training Manual and Resource Book:**

For improving the quality of primary education, a number of projects have been undertaken by Government of Bangladesh. Among the projects Upazila Resource Center (URC) is one of them. This project has focused mainly on improving quality primary education through introducing innovative teaching techniques, improving management and monitoring system at the field level and reducing disparities. It has developed subject-based training manual. The training manual has been organized by a number of topics along with the evaluation strategies of students. The proposed evaluation strategies have been presented in brief.

Evaluation is a very important part of education. It shows the positive behavioral change and progress about teaching-learning process. Teaching learning process follows a certain content that bears single or more competencies. Evaluation has an important role to measure the progress of learning outcomes and terminal competencies.

Teachers evaluate the learners in every lesson or chapter during teaching a lesson if he/she thinks it helps to the learners. They should follow the listed bellow instructions:

The evaluation should be; miserable, impersonal, neutral, relevant, reliable, relevant with learning outcomes etc.

Evaluation should be conducted by MCQ test (multiple choice type test, true & false, matching, gap filling etc.), essay-type test (short-essay type, descriptive type) and oral test. Teachers should assess the students at the end of a lesson. It is necessary for

applying the above mentioned test accurately to the students; teachers should have knowledge about the domain (cognitive, affective, psychomotor and social domain) during designing the questions for evaluation. He/she should take help of question bank.

Question setting should be listed below table:

SL no.	Type of question	Marks	Percentile
1	Objective type	50	50%
2	Short essay	30	30%
3	Long essay	20	20%
Total		100	100%

Strategies of designing essay type questions:

Strategies of essay type question setting should be: i) the easy and simple language should be used; ii) the questions should cover all chapters; iii) the range of essay type questions-answer (short essay & long essay) should be its' standard; iv) item-wise marks should be shown on the question paper; v) teachers should identify the learning out comes based on domain (knowledge, affective, psychomotor) before question setting.

Strategies of designing oral type questions:

The teachers should following idea in oral type question setting: dialogue, oral communication, conversation, drama, rhyme, reciting of poem, pronunciation, interview, asking question, reading through question-answer, telling story, peruse the newspaper, quiz type question, debate etc.

### **2.3 Review of related Studies:**

Rahman (2000), conducted a research on "An Assessment of the Achievement of Pupils Completing Grade 4 of primary Education" with the following objectives: a) to assess the level of achievement of the Grade 4 Completes in the subjects Bangla, English, Mathematics, Social Science and Science; (b) to identify the educational and socio-economic factors affecting the achievement of the pupils and; (c) to find out the relationship of pupils' achievement with the influencing factors. The sample of the

study consisted of primary schools of Mymensingh district. They were categorized as boys and girls and rural and urban and were based on the stratified proportionate random sampling technique. The data were analyzed with the help of percentage. Some of the findings were as follows: Inference i) the overall achievement of the pupils was very low. Performances of the core subjects like English, Bangla, and Mathematics were deplorable; ii) the performance of the pupils of GPS was found to be better than those of RNGPS and CS; iii) the pupils of urban schools performed better than those of rural schools; iv) the boys performed better than the girls; v) as regards achievement of competencies, the pupils were found comfortable with some competencies and not comfortable with some others; vi) the attendance rate of pupils has been found as a prominent explanatory variable with a positive impact on pupils' achievement; vii) the educational level of guardians has been found as another variable having a positive impact on pupils' achievement; viii) "Hours devoted to study at home" has also been found to be an important variable having a positive impact on achievement; ix) teacher-pupil ratio has been found to have an inverse impact on pupils' achievement; x) the relationship between pupils' achievement and "Food for Education" was found to be inverted; xi) some educational variables, such as the qualifications of teachers and the percentage of trained teachers were found to be statistically significant variables but the extent of their relationship with the pupils' achievement was not quite strong.

The above result made the following recommendations such as- The study team has recommended multiple recommendations for each inference.

Akbar, (1981), conducted a significant research called "A Comparative Study of the Evaluation system between the Dip-in-Ed of I.E.R in Dhaka University and B. Ed course of Dhaka Teachers' Training College". For the fulfillment of Masters of Education, Institute of Education and Research, University of Dhaka.

The Objectives of the research was- to be conscious about the evaluation system of Dip-in-Ed course which introduced by Dhaka University and B. Ed course which introduced by Dhaka Teachers' Training College, and find out the similarity and dissimilarity of the evaluation system between those ours. In addition, to recommend providing an effective and fruitful evaluation system for those course.

The following findings had been found from the research. The result of this study divided in two parts: a) the evaluation system of Dhaka Teachers' Training College: i) B. Ed course does not follow any specific evaluation system; ii) to evaluate the B. Ed students, Teachers' Training College take two terminal examination and they keep records the score of students that they obtained by submitting assignment and term paper; iii) in Teachers' Training College, subject teacher prepares the question papers for terminal examination and they evaluate the answer sheets; iv) the types of question, which are use for term or terminal examination, are usually subject type; v) to determine the division of students' performance, B. Ed course follows three criteria on-first division, higher second division and second division. In addition, there is no third division in B. Ed course; b) The Evaluation System of Dip-in-Ed course of I.E.R: i) Dip-in-Ed course follows a combined evaluation system, which include summative and formative evaluation system; ii) without terminal examination, the course teacher determines the number of examination. The course teacher prepares the questions for all type of examination and they evaluate the answer sheet; iii) the marks that the students obtained in incourse examination, and submitting term paper and assignment, class attendance all are added to the marks of result; iv) all type of the test/question for the Dip-in-Ed is a combined question; it is combination of subjective and objective questions; v) there is no class system in I.E.R result. The result of I.E.R students is determined by grade system I.E.R follows criterion of grade – A.B.C.D.F. The above result made the following recommendations such as- i) introducing combined evaluation system (combination of subjective and formative evaluation system) for all steps of B. Ed course; ii) introducing incourse examination and submitting assignment & term paper should be compulsory for teachers' training course; iii) introduce semester system; iv) the evaluation system of B. Ed course and Dip-in-Ed course should be same.

Bosu, (1985), accomplished a thesis paper namely "An Assessment of Evaluation System of I.E.R" for the partial fulfillment of Masters of Education, Institute of Education and Research, University of Dhaka with the following objectives i) to evaluate o the I.E.R admission test; ii) to evaluate the existence Incourse examination

of I.E.R; iii) to evaluate the terminal examination of I.E.R; iv) to evaluate the comprehension examination of I.E.R; v) to compare between traditional examination system and I.E.R examination. The findings were: i) the evaluation system of I.E.R is more scientific than the traditional evaluation system; ii) the evaluation system of I.E.R is more effective than the traditional evaluation system; iii) the evaluation system of I.E.R is comparatively objective; iv) the evaluation system of I.E.R is better than the traditional evaluation system;

Khanam, (1997), conducted a research on "A Study on Effectiveness of Continuous Evaluation System to learn Science in Secondary School" for the partial fulfillment of Masters of Education, Institute of Education and Research, University of Dhaka. The following objectives were: i) to compare the effectiveness between the continuous evaluation system and the traditional evaluation system for student learning of science in secondary school; ii) to make a distinction of the effectiveness of continuous evaluation system learning science by the merit and weak students; iii) to assess the reaction of the students about the continuous evaluation system in learning science; The following findings had been found from the research: i) learning science in secondary schools, continuous evaluation is more effective than traditional evaluation system; ii) it is an effective and fruitful evaluation system to learn for disadvantage students; iii) students attitude towards the continuous evaluation system is positive. The above research made the following recommendations such as- i) the authority of secondary schools should provide continuous evaluation system to evaluate the students; ii) the number of weekly and monthly examination should be increased and the same time, practical work and class participant and presentation should be ensured; iii) training course should offer to make trained teachers on continuous evaluation;

Sikder, (2005), conducted a significant study on "An assessment of the Continuous Evaluation System of Non-formal Primary Education (NFPE) Program of PROSHIKA" for the partial fulfillment of Masters of Education, Institute of Education and Research, University of Dhaka. The objectives of this research were: i) to determine the effectiveness of continuous evaluation system; ii) to assess the progress of students

achievement in PROSHIKA school due to continuous evaluation system; iii) to find out the developed and should be developing point of continuous evaluation system. The methodology of the study was the methodology was used in this study achievement test and interview with teacher. The study area is Dhaka and researcher choose six PROSHIKA learning center and six teachers by purposively. Data analysis process is both qualitative and quantitative. The following findings were: i) the finding of this study is presented in two parts; First part of findings is based on achievement test and second part is based on teachers' opinion. First Part: i) the performance of student is comparatively better in achievement test than in the class test; ii) student do better in Mathematics comparatively than in Bangla and Environmental studies in achievement test; iii) in achievement test, a lower portion of students obtained maximum score; iv) in class test about 50% and above students obtained maximum score; v) in achievement test, maximum students obtained standard score (10 and above); vi) in achievement test, weak students do comparatively better than strength students; vii) the progress of students in demra and mirpur area is comparatively better than the students of polloby area. And overall performance of students in satisfactory; Second Part: i) providing continuous evaluation system, a teacher would be able to know students' weakness in a short time an he/she can take proper steps to overcome their drawbacks; ii) most of the teachers think that, for assessing accurately the continuously evaluation system is a proper evaluation system; iii) all the teacher think that to evaluate properly continuous evaluation system is more effective than to traditional evaluation system; iv) continuous evaluation system provides feedback that help the students to show better performance; The following findings were found from this study: i) teacher should be oriented, trained and educated about the proposed of continuous evaluation techniques through workshops, short training and seminars; ii) teacher should keep record every day assessment; iii) to provide feedback/treatment teacher should apply his/her creativities; iv) the test materials used in evaluation test should be printed; v) supervision of schools should be strengthened in order to ensure regular attendance of the teacher and to cover the syllabus in time; vi) some marks can be awarded for attendance of students cleanliness and good moral character; vii) cumulated recorded card should be maintained for continuous recording of evaluation,

results and behavioral changes and that should come into the notice of the guardians from time to time; viii) teachers, supervisor, guardians and administrations should be care full about students' progress and change; ix) continuous evaluation system should be introduced in school stage of education though out the country.

Evaluation is a very important part of education. It shows the positive behavioral change and progress about teaching-learning process. Teaching learning process follows a certain content that bears single or more competencies. Evaluation has an important role to measure the progress of learning outcomes and terminal competencies. Evaluation is a continuous parts of education to asses the advancement of learners learning. It is to asses the knowledge and skills of students what they have achieved in light of competency-based curriculum as well as it also evaluates the behavioral changes and values of students. Evaluation is concerned with the total personality of the student and with gathering evidence on all aspects of personality development (Patel, 1965). It takes an important role in educational process to get its speed and development. Evaluation makes the students self-realizing. It also helps the students' self-reliance. The processes of evaluation are wasted effort unless the discovered weaknesses are corrected (Remmers et. al., 1960). It does not only impose to the evaluation in view of their completed behaviors but also it will be considered to the future in this process. The measurements of students' behavior have been found by observations and reflections in respect of their school environment.

Educational process may be defined into three stages. Firstly, to settle the aims and goals of education; secondly, to select content and strategies to achieve the determined goals. Finally, evaluating the results what have been achieved as the by product of above stages. All these processes depend on the inspired educational system based on the aims and the guiding principles of the state. The ultimate goal of evaluation is to assess the educational process. This evaluation is not only to assess the students' performance but also to assess the success of overall education system which helps to achieve the goals of education.

## Chapter- III

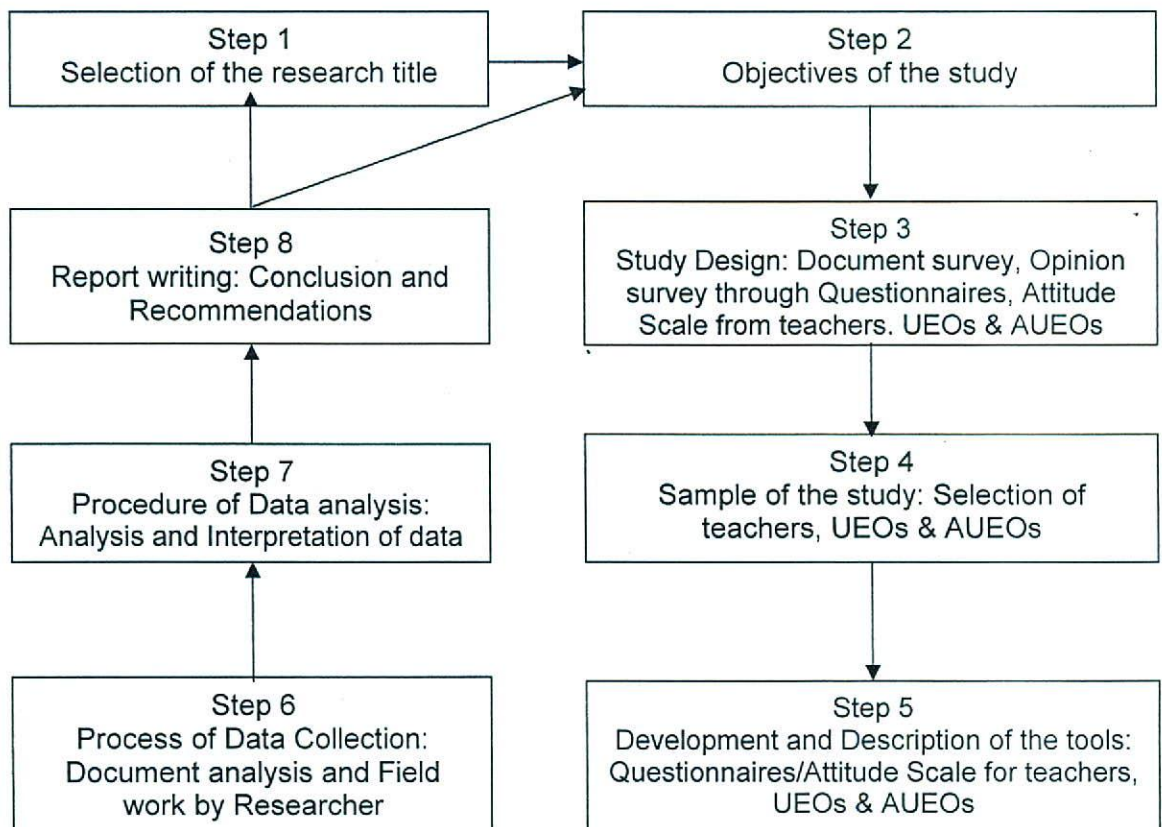
### Methodology

#### Introduction

This chapter illustrates with the methodological framework of the study. Originally, this study follows the methodology of Descriptive Research. Both quality and quantity approaches have been accepted in the research. A multiple instrument approach has been accepted to achieve the objective of the study.

#### 3.1: Study Design

Planning and designing of research is the first requirement of research study for successful completion. It was intended that the methodology would be so developed that the specific objectives were fully achieved. Thus the study design, given below, closely followed the objectives (UNESCO, Bangladesh, 2001:06)



It is therefore clear that the following methods were adopted for conducting the study:

- Document survey
- Opinion survey of key personnel



### **3.1.1 Documents Survey**

At beginning the study, relevant literatures, documents and research reports relation with assessment of primary education in Bangladesh were critically analyzed to familiarize with the existing educational programs and evaluation system. The above documents were considered with the priority of importance regarding this study. The documents such as The Bangladesh Education Commission (Kudrat-e-Khuda) Report of 1974, Bangladesh National Education Commission (Md. Mofizuddin) Report of 1988, Education Policy Committee (Prof. Samsul Haq) report of 1997, National Education Policy (Md. Bari) Report of 2000, Bangladesh Education Commission (Prof. Muniruzzaman Mia) Report of 2003, and as regards of continuation on above documents the Revised and Renewed Curriculum for Primary Education 2002-2003, textbooks, literature and research reports were also selected for the study. This review helped in designing the sample size, developing the questionnaires, opinionnaire and finally processing of data. The following steps were undertaken in the review process:

- Locating relevant literature/documents and research reports;
- Collecting the documents;
- Studying and analyzing the documents with care;
- Synthesizing the relevant information (UNESCO, Bangladesh, 2001:07).

### **3.1.2 Opinion Survey**

For an evaluative study of any education program- formal and non-formal, opinion of the key personnel responsible for implementing the program at the field level, is considered to be of great importance. Therefore, it was decided to survey the opinion of teachers, AUEOs and UEOs who have been vigorously participating in the field level implementation. This was felt necessary for eliminating the subjective biases of the researchers that might be entering into the documentary study.

### **3.2: Sample Design**

All formal primary school teachers of Bangladesh are the population of the study. This population mainly covered two categories of schools' teachers:

- (A) The teachers of Government Primary School (GPS) and
- (B) The teachers of Registered Non-government Primary School (RNGPS)

For making the results representative, the sample design was constructed in a manner so as to cover the six administrative divisions. Thus following criteria were considered for the selection of sample:

### 3.2.1: Selection criteria of sample Area

The population of the study was all primary schools in Bangladesh. However, a total of six districts (one of each division) were selected purposively as sample. Following a similar strategy, a total of twelve upazila (two in each district) were selected. For comparison of urban and rural area, sadar upazila in each and another one upazila were selected. Both of the district and upazila were selected purposively in consideration of easy communication.

### 3.2.2: Selection criteria for School Teachers

A total of 96 teachers (two of each sample school) from 48 schools were purposively selected as sample. It was also decided purposively 24 GPS and 24 RNGPS (two GPS and RNGPS differently in each upazila) for this study as sample as follows:

Table 3.1 shows the definite sample size of school teachers by division and school category

**Table 3.1**

**The Sample Size of Schools Teachers by Division and School Category**

Division	District	Upazilla	GPS Teachers (two in each upazila)	RNGPS Teachers (two in each upazila)	Total Participants
Dhaka	Mymensingh	Sadar	04	04	08
		Muktagacha	04	04	08
Chittagong	Commilla	Sadar	04	04	08
		Chandina	04	04	08
Rajshahi	Sirajgong	Sadar	04	04	08
		Raigong	04	04	08
Khulna	Magura	Sadar	04	04	08
		Shalikka	04	04	08
Barisal	Barisal	Sadar	04	04	08
		Gournadi	04	04	08
Sylhet	Sylhet	Sadar	04	04	08
		Biswanath	04	04	08
Total participants					96

### 3.2.3: Selection criteria for UEO and AUEO

The eighteen Upazila Education Officers (UEO) and twenty four Assistant Upazila Education Officers (AUEO) were chosen purposively from the earlier selected upazila. All of the participants were selected in presence of researcher arrival. The figure of selected participants is given in table 3.2:

**Table 3.2**  
**Total Number of Respondents Covered in the Study**

Categories of Respondents	Number
Teacher	96
AUEOs	24
UEOs	18
Total	138

### 3.3: Development and description of the tools

#### 3.3.1: Development of the Questionnaires and Attitude Scale

The researcher organized two set of questionnaires and an attitude scale as tools for collection of data for the study. For development of tools, the following steps were taken:

At the beginning of developing the questionnaires and an attitude scale, a through study was made of the questionnaires used earlier for conducting several research studies at the Institute of Education and Research under the University of Dhaka which helped in designing the tools. Two sets of questionnaires and an attitude scale were tested for pilot study. The final questionnaires and an attitude scale were designed to collect data along with the valuable comments and suggestions from the research supervisor, the teachers, UEOs and AUEOs.

#### 3.3.2: Description of Tools

The object of the questionnaires is to find out the opinion of teachers, AUEOs and UEOs about the on-going educational evaluation. Two sets of questionnaires were directed to three categories of respondents namely, Teachers, AUEOs and UEOs as tools for collection of data for this study. A total of 138 respondents provided their precious opinion. An attitude scale was also directed through the teachers. The description of the constructed tools is given in next page:

### Questionnaires for Teachers

The questionnaire was designed with the purpose of findings information about teachers' academic qualification, professional training, their used evaluation process, involvement on question setting, Blooms' Taxonomy and its uses on evaluation process, students' performance, examination systems, learning competencies and also to identify the problems faced on evaluation, strength and weakness of evaluation aspects. The questionnaire has two parts. First part contained seventeen items on the above mentioned aspects and second part contained fourteen items for finding out the evaluation process of particular (four school subjects) subject. The items in the questionnaire were combination of open ended and close ended type (Annex-02).

### Questionnaire for UEO and AUEO

A set of seventeen question items was prepared for the UEOs and AUEOs with a view to find out some additional information about existing evaluation system of primary education. These kinds of information help to propose evaluation strategies. The question items were combination of open ended type and close ended type (Appendix 02)

### Attitude Scale for Teachers

An attitude scale was combination of 15 items. It was made for teachers. This attitude scale has been utilized to co-relate with the teachers' opinion on questionnaire. (Appendix 03)

### **3.4: Procedure of Data collection**

For the realization of objective one and two of this study, the following information was collected from the documents:

- Revised and renewed curriculum for primary education 2002-2003.
- Critical review of different education commission reports. These were Bangladesh Education Commission (Kudrat-e-khuda) Report, 1974; Bangladesh National Education Commission (Md. Mofiz Uddin) Report, 1988; National Education Committee (Prof. M Samsul Haq) Report, 1997; National Education Policy (Md. Bari) Report, 2000; Bangladesh Education Commission (Prof. Muniruzzaman Mia) Report, 2003; Curriculum for Primary Education, 2002-2003; Bangladesh Education.
- Government Circulars.
- Textbooks.

- Research report (IER library, NAPE library).
- URC training manual and resource books etc.

To realize the objective three of this study the information was collected by personal contact with teachers and UEOs and AUEOs.

### **3.5: Analysis and Interpretation of Data**

Both qualitative and quantitative methods were used for analysis of data. In case of quantitative analysis, descriptive statistics and frequency distributions were used. The processed data were tabulated in tables diagrams were drawn where found suitable. The main focus of the analysis is to achieve the objectives of the study.

#### **3.5.1: Quantitative Analysis**

The information collected through questionnaire and checklist. It was analyzed as follows:

There were two types of items in the tools, viz., closed ended type (such as yes/no) and open ended type. The answer of each item on closed ended type was analyzed in terms of number (frequency) with particular responses. The frequencies were further connected into percentages to describe the results of the item to arrive at the findings.

#### **3.5.2: Qualitative Analysis**

Techniques of critical analysis in context of competencies and existing evaluation system, Participants' own answers towards the issues, Researcher's self observations were the source of all qualitative data. Some secondary source also added some qualitative aspect.

Qualitative data were taken in to account for establishing the research objectives. Some other cases, data were used ensuring reliability and validity of the qualitative findings.

#### **3.5.3: Triangulation of data**

Triangulation was important that information from other sources was also collected so as to verify or validate the findings from the previous source. Triangulation of data had also been done due to ensuring reliability, validity as well as cross check. Another factor to take in to account is that, while using only one method, it is difficult to accurately measure the validity and reliability of

the method. It is therefore a useful safeguard to use a difficult technique for the purpose in order to establish adequate validity. The triangulation was as follows:

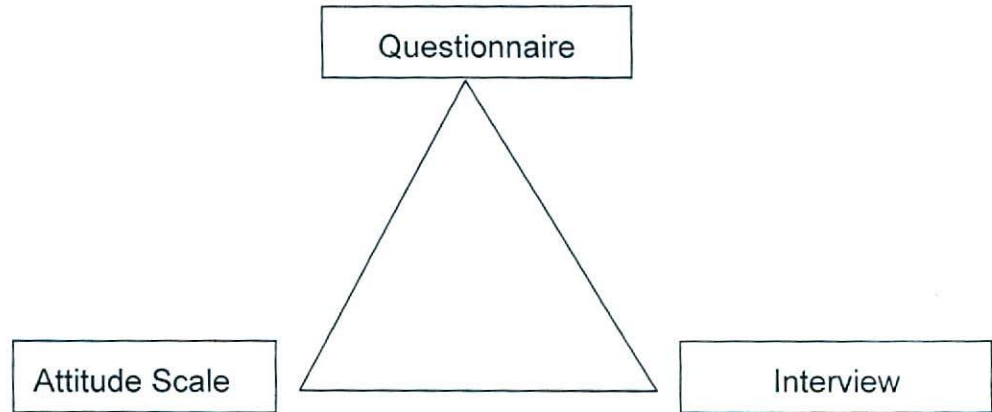
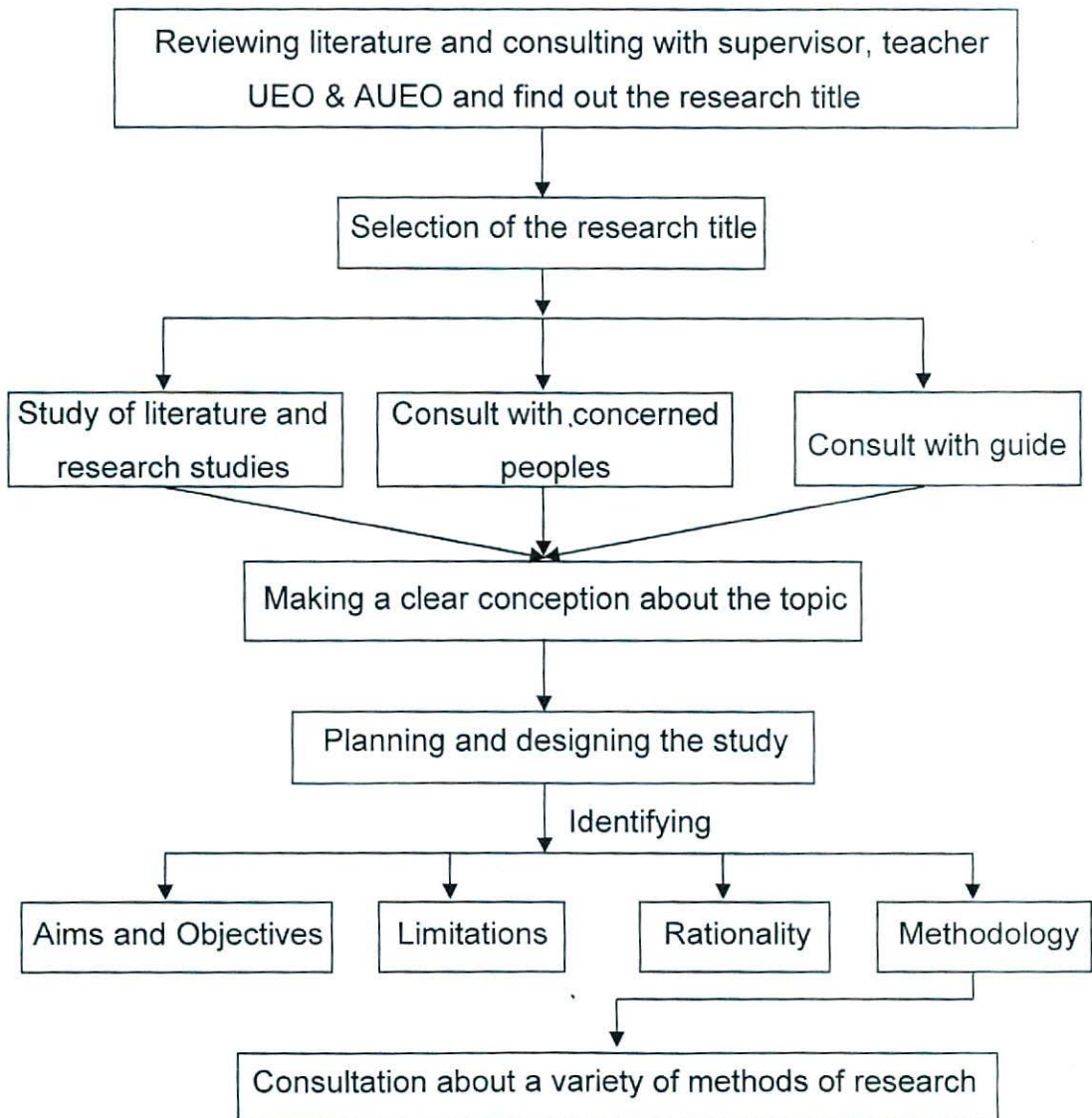


Figure: Triangulation of data

### 3.5.4: Flow chart showing steps of research activities



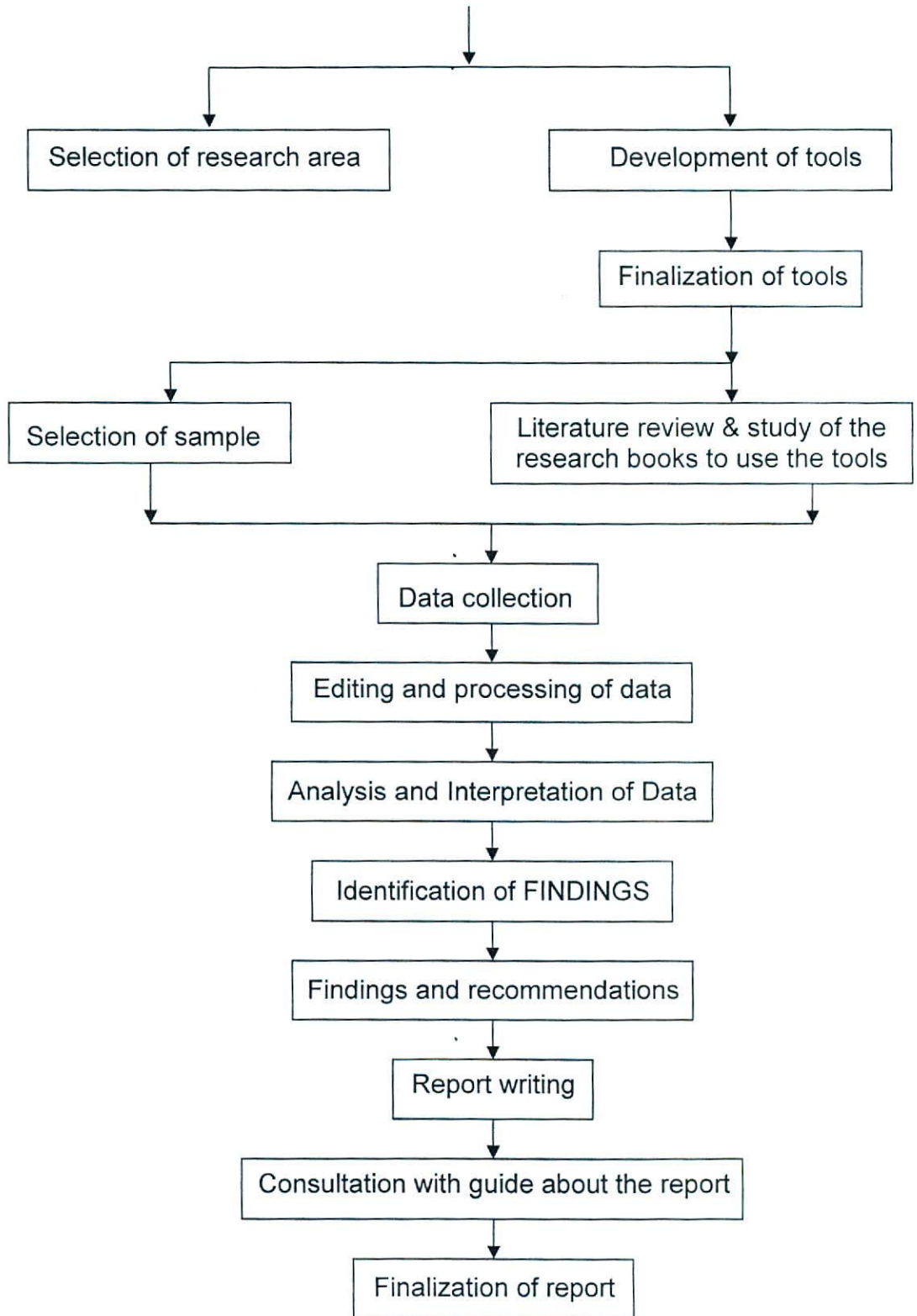


Figure: Flow chart of research activities

## Chapter-IV

### **Presentation, Analysis and Interpretation of Data**

#### **Introduction:**

Appropriate evaluation strategies can ensure the status of quality education. In this view the outcome of document analysis and the collected data from interview is presented in given bellow three major sections.

- The results of document analysis.
- The analysis and interpretation of collected data from interview.
- The analysis of opinion survey.

At the end of chapter a comparison between the prescribed evaluation system of NCTB and practiced in real situation through collected data is shown.

#### **4.1: The findings from Document Analysis**

This section has been organized by the documentation analysis of the Curriculum for Primary Education, 2002-2003; Bangladesh Education Commission (Kudrat-e-khuda) Report, 1974; Bangladesh National Education Commission (Mofiz Uddin Ahamad) Report, 1988; Education Policy Committee (Prof. Samsul Haq) Report, 1997; National Education Policy (Md. Bari) Report, 2000; Bangladesh Education Commission Prof. Moniruzzaman Mia) Report, 2003;. The above curriculum and reports have been thoroughly reviewed and the part of evaluation has been critically analyzed. The recommendations about the evaluation systems from the document analysis are given bellow:

##### **4.1.1: Evaluation Systems according to Renewed and Modified Curriculum of Primary Education (2002-2003)**

The National Curriculum and Textbook Board (NCTB) took initiative to prepare competency based curriculum in 1986 with a view to ensuring quality education and implementing universal primary education in the country. Following a definite work plan NCTB had developed competency based curriculum by 1990 and implemented it by phases in 1996. This competency based curriculum had included some components such as aim, objectives, terminal competency, class & subject wise attainable competency, learning outcomes, content, planned activities, evaluation etc. The curriculum has identified that the evaluation is an integral part of teaching learning process. It also provided the guideline about students' evaluation. The guideline discussed briefly the process of evaluation at the end of every subject.



The recommended process and system of evaluation is presented below (four school subjects):

**Bangla**, both oral and written techniques should be followed in classroom teaching-learning activities. The objectives about both kind of evaluation have been developed under the consideration of students' listening skill, reading skill, speaking skill and writing skill.

Oral: The type of questions should be short-answer type, loud reading, recitation, conversation, dialogue, story telling, role play, debating, descriptive type of answer, reading with sound pronunciation etc.

Written: Teachers should provide writing tasks such as word meaning, sentence making, poem writing, antonym, writing something using nasal sign, telling something from his own experience, apply of tick sign, rearrange sentence, connect the sentence, fill in the gap, matching, writing question-answer, writing compound word etc.

The types of questions are:

- Essay type or free-answer type;
- Short-answer type;
- Objective type;

**English**, NCTB has showed the evaluation system differently for grade I to II and III to V as. The evaluation systems of grades- III to V are mentioned bellow:

#### **Grade-III to V:**

Listening:

Listening skill should be measured through pre-listening question and post-listening question.

Speaking:

Speaking skill should be controlled oral practice, using a) textbook pictures; b) example dialogue; c) substitution tables; d) written questions

Reading:

Reading skill should be evaluated through pre-reading questions and comprehension

questions. The questions type should be

- i. open ended
- ii. true/false
- iii. multiple choice
- iv. Cloze passages with or without clues.

Writing:

Writing skill should be evaluated as follows:

- Copying words/phrases/sentences/ from the textbook.
- Fill in the gaps.
- Answering questions to form a paragraph.
- Writing from a model/an information table.
- Writing informal letters.

**Mathematics**, both oral and written techniques should be followed in classroom teaching-learning activities. NCTB has prescribed some strategies these are mentioned bellow:

- At the end of class, teachers should provide oral question, written task and home task.
- At the end of a chapter, teachers should arrange class test.
- Teacher should also take monthly/terminal, half yearly and yearly examination. During setting question, teachers should follow class-wise competency and should cover the syllabus. The sort of questions should be similar like structured question.
- Teachers should also evaluate the students' knowledge, eagerness and aptitude towards mathematics etc.
- Teacher should be sympathized to the students and they also should give remedial measures after finding out the weakness of students on lesson.
- The final result should be published in addition with the result of continuous evaluation and terminal evaluation.
- Teacher should encourage the students by giving letter grade in written task.
- Teacher should inform the result to the students and their guardian about the success and weakness.

**Science and Social Science**, NCTB has been suggested to evaluate the students in listed bellow process:

- Students should be evaluated through continuous evaluation along with two terminal and final examinations.
- The type of questions should be MCQ, short-answer type and essay type.
- The question should be prepared following learning outcomes and achievable learning competencies.
- Students' knowledge and skill should be evaluated through practical work.
- Teacher should observe the students' behavioral change, values and aesthetic change

**Common issues of evaluation process among subjects of renewed and modified Curriculum for Primary Education 2002-2003:**

There are some common issues on the evaluation process enduring in every subject. It should be written or oral. In practice teachers should abide by the following instructions:

- The questionnaire should be prepared on the basis of learning competency and learning outcomes.
- Reflection of learners' learning, power of drawing conclusion, pragmatic ability and intended work in practice should be considered when students' acquaintance and talent should be assessed.
- Behavioral change, norms, values and aesthetic development should be observed in the process of evaluation.
- The end of the lesson teacher should evaluate the students through oral test. The type of questions should be short-answer type, loud reading, reciting, conversation, discussion, story telling, role play, music, debate etc.
- Teacher should provide written work to evaluate in the classroom situation. The questions structure should be word meaning, sentence making by using the nasal sign, describing his/her own experience, poem writing, using tick sign, rearrange sentence, joining the sentence etc.
- Teacher should give home task.
- Teacher should give letter grade in written class test for increasing interest.
- The end of the chapter teacher should arrange class test. Objective and short-answer type questions are suitable for continuous evaluation.

- Teacher should prepare test items based on class-wise learning competency.
- Students should be evaluated through monthly/terminal and final examinations. During question setting teacher should follow the competency and entire syllabus of each subject.
- Teacher should evaluate the students' knowledge as well as they evaluate the learners' interest, attention towards the subjects. The teacher should also evaluate the students' relevant achieved knowledge to a new thing.
- Teacher should take remedial measures after identifying the weakness of the learners.
- Teacher should be sympathized to the students during evaluating the answer scripts. They should not impose heavy punishment for light offence. They should also take steps for remedial measures. Never the teacher should showing anonymity to the learners.
- Final result should be published through combination of formative and summative evaluation.
- Teacher should inform the results to the students and their guardians and should take necessary steps to awareness of students' successes and weakness. Teacher also should give instruction to the guardians to take special care where necessity.

#### **4.1.2: Evaluation Systems according to Bangladesh Education Commission Reports**

In order to maintain a modern, scientific and effective education system, Bangladesh Government attached highest priority to the improvement of education sector. With this objective, the Government of Peoples' Republic Bangladesh had formed several Education Commissions and committees since the independence of the country. The Commissions and Committees are:

- a) Bangladesh Education Commission (Kudrat-e-Khuda) Report, 1974
- b) Bangladesh National Education Commission (Mofiz Uddin Ahamad) Report, 1988
- c) National Education Committee (Prof. M Samsul Haq) Report, 1997
- d) National Education Policy (Md. Bari) Report, 2000
- e) Bangladesh Education Commission (Prof. Muniruzzaman Mia) Report, 2003

**a) Bangladesh Education Commission (Kudrat-e-Khuda) Report, 1974**

Bangladesh Education (Kudrat-e-Khuda) Commission was formed under the proposal of Bangladesh Government in 25 July 1972. The commission submitted its report to the Government in May 1974. The report reflected the fundamentals of the newly framed constitution of Bangladesh. They discussed in depth about the different stage of Education in Bangladesh. The proposed evaluation systems of primary education are as flows:

- Students should be evaluated through all the year on the basis of their behavior, classroom activities, their effort about study etc.
- Teacher should arrange class test within a short distance of time.
- Three terminal examinations should be arranged in a year as well as final examination should be conduct at the end of year.
- Learner's intelligence, aptitude and their others behavioral characteristics should be measured in time to time by administering test.
- The results should be recorded.
- The scholarship examination should be arranged at the end of grade-V.
- The district should set the question although the examination will be arranged particular school. A standard committee should be formed in combine with the teachers of relevant school, nearest school and educationists for conducting examination. They should showing neutrality to evaluate the answer script and will manage oral test.
- The main objectives of the examinations are to grow of students' self-confidence, self-assessment, hopeful and satisfactory.
- All the attempts should be directed in use of identifying the special intelligence of outstanding students and the weakness of the weaker students giving feedback for better quality of education.

**b) Bangladesh National Education Commission (Mofiz Uddin Ahamad) Report, 1988**

The Government of the Peoples' Republic of Bangladesh formed Bangladesh National Education (Mofiz Uddin Ahamad) Commission under a circular of Education Ministry dated on 23 April 1987. The commission was formed to analysis the then running educational situation and requested to propose apposite suggestions all sector of education in Bangladesh (Ali Md. Ilius; 515). The commission has presented its report in February, 1988. They discussed in depth about the three

stages of Bangladesh Education systems. One and most important stage is primary education. The following recommendations for the evaluation of primary education got emphasized in this commission:

- Students should be evaluated through all the year. The result card of students should be preserved.
- Directorate of Primary Education (DPE) and National Curriculum and Textbook Board (NCTB) should make sample question-bank in all grades and subjects. Sample question-bank should be available for every school. During question setting they should set the questions following the question-bank.
- Essay type and short essay/objective type of question should be used. The ratio between two types of question should be 50:50.
- Internal committee should manage the examinations up to grade-V. The achieved marks of oral test should be added with terminal examinations. The committee of oral test should be formed with a teacher of nearest school and mother school respectively.
- The record card of Continuous Pupils Assessment (CPA) should be activated.
- Final examination should be managed in cluster wise at the end of grade-V.
- Scholarship examination should be continued at the end of grade-V. Minimum 10% students of grade-V in a school should participate in scholarship examination. This examination should be administered by district.

### **c) Education Policy Committee (Prof. M Samsul Haq) Report, 1997**

The Government of The Peoples' Republic of Bangladesh formed a committee in order to introduce a pragmatic education system in light of Bangladesh Education (Kudrat-e-Khuda) Commission, 1974. This committee was formed by chair of Professor M. Samsul Haque. The report of this commission was placed in the cabinet and to review this report a cabinet committee was formed. The report of this committee was sent to National Assembly. The major recommendations about the evaluation of primary education are listed bellow:

- Existing evaluation systems like terminal, final and CPA up to grade-V should be continued.
- Minimum 30% students of grade-V in every school should participate in scholarship examination.
- The particular District Education Office should set the question paper and respective school should collect it.

#### **d) Education Policy (Dr. M.A. Bari) Report, 2000**

An expert committee headed by Dr. M.A. Bari was formed in 2002 to identify immediate reforms of education sector. The committee suggested several interventions in the sector which were considered later by the Education Commission, 2003. This committee proposed the following assessment systems in primary education:

- The Continuous Assessment (CPA) for grade I and II as well as the terminal and final examinations should be continuing. The evaluation should be fruitful. Games and sports, physical exercise should be continued.
- A scholarship examination should be held at the end of grade-V.
- The question paper should be prepared by District Primary Education Office. The school should collect it from the above office.
- To develop the quality primary education, the final examination of grade-V should be managed involving teachers, educational administrators, local leaders as well as local government.
- The question paper should be uniformed for all of the districts.

#### **d) Bangladesh Education Commission (Prof. Muniruzzaman Mia) Report, 2003**

In order to improve the quality of Education and initiate a set of reforms to develop the sector, government undertook several actions of which the formation of Education Commission in January, 2003 was one of the major initiatives. The commission submitted its report to the government in March, 2004.

This commission Examination and Evaluation system: The policy of uniform and evaluation system at all stages of education, except for the S.S.C. Examination. From primary to secondary level the examination and evaluation is not for failing students but for measuring their attainment whether the poor performing students are progressing at attain a certain level of education. The other major recommendations for the evaluation system of primary education are stated below:

- Terminal examinations should be continued along CPA for grades I and II. Only oral test should be conducted for English and Religious study.

- Written/formal examinations should be conducted only for Bangla, English, Mathematics and Bangladesh affairs at the end of grades III, IV and V. Only oral test should be conducted on Environmental science and Religious study. There should be no examinations for Physical education, Music, Art and Crafts.
- Government should give economical support for the expenditure of examinations.
- The question booklet should be revised and ensured using it in school.
- Class-wise competencies should be focused on revised booklet.
- The particular school should set its own question paper.
- Head teacher should arrange a meeting with teachers, parents and SMC members for reviewing the published results on perspective of social accountability.
- Head teacher, teacher, parents, SMC members and AUEOs of related cluster and UEOs (if possible) should present on the reviewing day.
- The head teacher should arrange remedial measures for the weak students with the help of assistant teachers.
- The teacher should give especial attention to the students of grades IV and V so that they being achieved pre-specified terminal competencies.
- The all aspects of cognitive domain should be given emphasis on students' evaluation.
- There should no need to take examination on the subject of Physical education, Music, Art and Crafts. However, teachers should ensure of regular practice for above subjects.
- The students who will achieve minimum 60% number in every subject should select for scholarship examination.



## **4.2: The analysis and Interpretation of Data collected from Interview**

The section has been analyzed of collected data through interviewing of teachers, AUEOs and UEOs. The analysis and interpretation of data is shown in six sub-sections.

- 4.2.1 Respondent's educational qualifications and training
- 4.2.2 Using lesson plan during deliver lesson
- 4.2.3 The evaluation process usually used at the end of lesson
- 4.2.4 The involvement and process of question setting
- 4.2.5 The strength and weakness of present evaluation system
- 4.2.6 The process of evaluation about learning skill

### **4.2.1: Respondents' Educational Qualifications and Training**

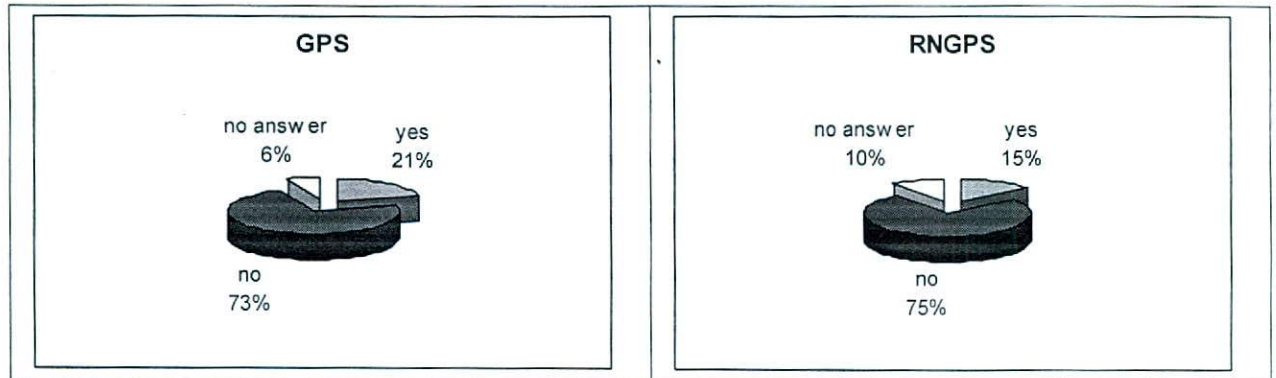
The educational qualification of teachers varies from S.S.C to Masters Degree. All teachers have had C-in-ed training. On the other hand the respondents' from AUEO and UEO have had Bachelor to Masters Degree. Most of the case AUEO (76%) and UEO (82%) completed foundation training. But many of them AUEO (83%) UEO (89%) have had no professional training.

#### Training Needs for Teachers and AUEO & UEO

In order to provide quality teaching, teachers need to follow a certain standard which are related to a number of trainings attained. Professional training is also must for AUEOs & UEOs as they have to give suggestions to the teachers to develop classroom teaching-learning activities as well as teachers should get regularly in-service and subject based training to develop teaching-learning skill.

### **4.2.2: Using lesson plan during deliver lesson**

The figure 4.1 shows that a highest number of teachers (73% GPS and 75% RNGPS) came to class without preparation. They had no concern about the delivering lesson. A minimal number of teachers (21% GPS and 15% RNGPS) provided answer in favor of having lesson plan during class; most of them did not follow the learning outcomes in lesson plan accordingly competencies and Essential Learning Continuum. However, they admitted that without lesson plan, lesson would not be succeeded.

**Figure 4.1: Use of pre-planned Lesson Plan during Lesson**

It is clear from figure 4.1 that maximum number of teachers both of GPS and RNGPS did not have lesson plan. None of the teachers were found to bring the teachers' copy of textbook during lesson; they usually borrowed a students' book.

On a similar statement; table no. 54 (Annex 05) shows that many of AUEOs (70%) and UEOs (77%) disagreed about pre-planned lesson plan using in lesson by teacher. A noticeable number of respondents (17%) in both categories were silent on above statement what shows in similar table.

#### Pre-planned lesson plan needs during teaching a lesson

Lesson plan is very important for teaching-learning situation. Teachers should have lesson plan during class. It affords guideline to the teachers about the learning outcomes and competencies as well as measurable targets for learning have been identified.

#### **4.2.3: The evaluation process usually used at the end of lesson**

The applied evaluation process usually used at the end of lesson by teachers is presented through given three subsequent sub-sections:

- The evaluation process usually administered through all the year
- Usually used evaluation process at the end of lesson
- Generally used evaluation strategies at the end of lesson by subject

#### **a) The evaluation process usually administered through all the year:**

A uniform system of evaluation is running in all GPS and RNGPS. The every school conducts two terminals and a final examination at the end of stage or an academic year. The essay type, short-answer type and objective type of question items were used in these examinations. The teachers habitually evaluate the students' knowledge instead of reflection of learners' learning, power of drawing conclusion, pragmatic ability.

### b) Usually used evaluation process at the end of lesson:

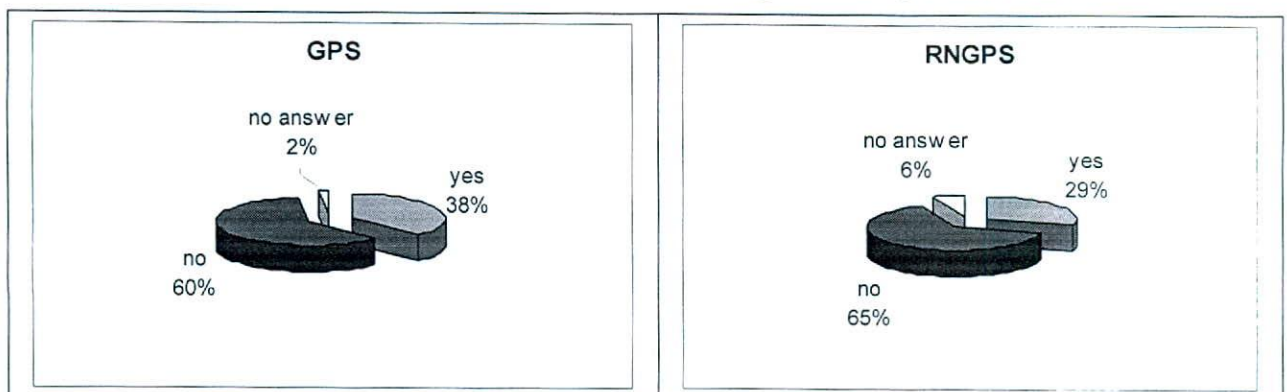
The figure 4.2 shows that the teachers (38% GPS and 29% RNGPS) evaluated the students at the end of lesson. The teachers who usually managed the class test, they frequently practiced written or oral test based on short-answer type question (83%), fill in the gap, matching, true-false, class work, group work etc. On written test, teachers usually applied the question from exercise for evaluating the knowledge of the students. Generally, they did not administer self made question where gave emphasis on higher order skill and students made answer using on ones intelligence. However, they admitted that existing evaluation process encouraged to the students' rote learning.

In another query, most of the teachers (91%) agreed that they arranged the co-curricular activities at least once upon a time in a year. But the evaluation of co-curricular activities was limited upon only giving rewards. It was noticed that a small number of students got scope to participate in such type of activities.

#### The Exercise of textbooks should prepare following Learning Competencies as well as Higher Order Skill

All the teachers both of rural and urban should arranged written or oral test at the end of pre-specified lesson or chapter by giving emphasis on concept learning based on competencies instead of knowledge. New questions booklet accordingly modified and renewed curriculum should be prepared by NCTB and made available to the classroom teachers. It helps the teachers who usually administered the class test using the question from exercise. NCTB should be careful so that the teachers can measure the competencies and students' intelligence effectively.

**Figure 4.2: Students' Evaluation during teaching a Lesson**



The above figure shows that a good number of teachers (60% GPS and 65% RNGPS) did not administer the written class test at the end of lesson. Most of them

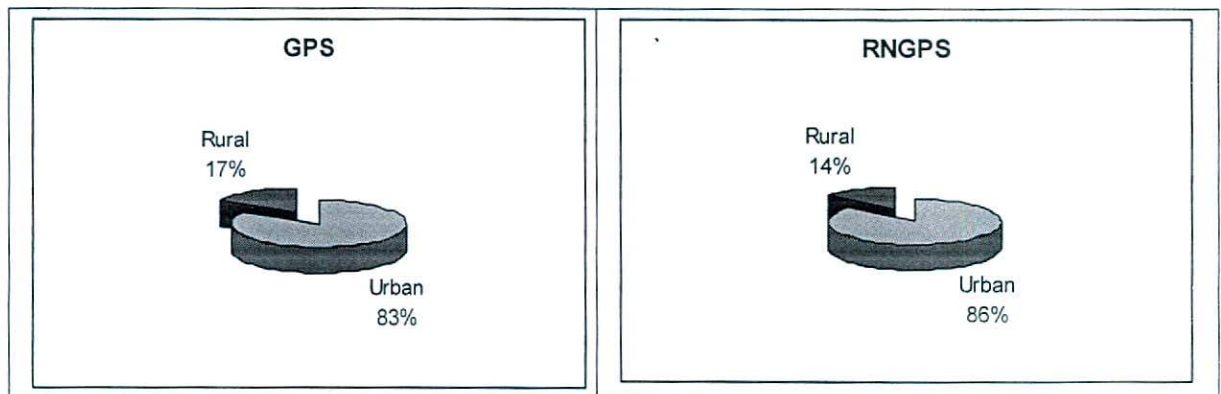
(58% in both categories) did not point out the reasons behind it. The noticeable number of teachers (42% in both categories) who did not take such type of test, they mentioned the following reasons:

- i. limitations of time.
- ii. class load.
- iii. scarcity of teacher & higher teacher students ratio.
- iv. uninterested to take part in class test of weak learners.
- v. irregularity of students in class.
- vi. extra class test might create panic to the students.
- vii. extra test would not be suitable of the soft-natured child.

Needs Increasing skilled and resource Teachers

Teacher-students ratio and class load should be reduced through increasing skilled and resource teachers.

**Figure 4.3: Students' Evaluation during Lesson on the basis of Area**



To a large extent, evaluation style of the teachers in various types of educational institutions was similar. The figure 4.3 demonstrates that maximum number of teachers (83% GPS and 86% RNGPS) from urban area responded that they received temporary, weekly or daily class test because the competition remaining in urban area with kindergarten or nongovernmental institutions whereas, a negligible number of rural teachers (17% GPS and 14% RNGPS) arranged such type of test. The reason behind it one of the teachers from Gournadi upazila under Barisal district explained that the importance of further examination was little to the students and guardians due to lack of add with final results. He also added that it was less important to the teachers because of class load, insufficient teachers, uninspired about teaching, surprising work load (census, birth registration, iodine test, arsenic test etc.). It was found variation in schools whereas added the results with final results.

On the same statement; it is clear from table no. 51 that UEOs (29%) and AUEOs (22%) provided answer in favor of teachers administering the test at the end of class. They also noted down that the teachers took both oral and written test. On the other hand the similar table shows that a good number of participants (67%) replied in disfavor of administering test at the end of lesson.

Needs of Oral and Written test at the end of the Lesson

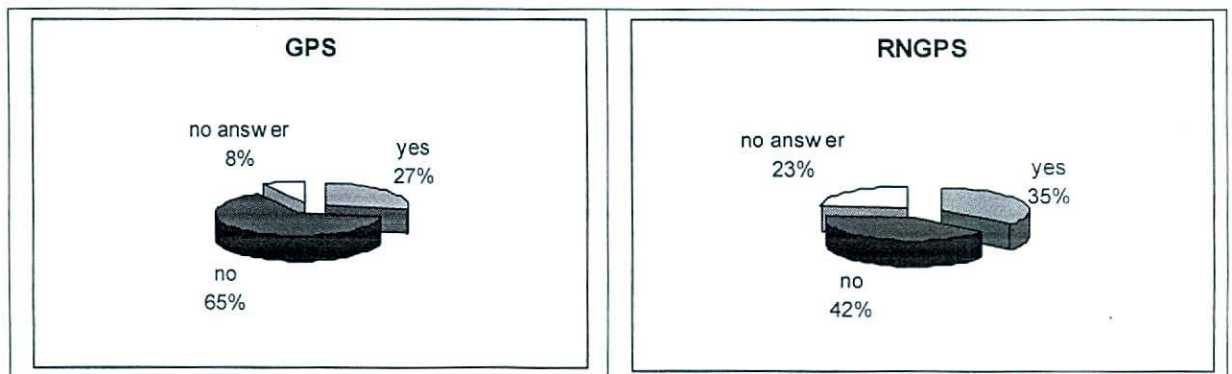
The participants recommended that the test should be administered regularly at the end of some pre-specified lesson or chapter. It may be oral and written in nature.

The recommendations are: **oral test**- teachers should ask students' short-answer type question, true-false; quiz on a particular lesson etc. **written test**- teachers should give pair work, group work, practical work, essay type answer, short essay type answer, quiz, problem solving, true-false, black board writing etc. All the test items should be based on class-wise learning competencies. Teacher should distribute work to the students in view of merit and capability. During arranged pair work or group work, group should be made considering strong and weak learner. Continuous Pupils Assessment should be another significant technique.

The rural teachers should more practice of students' evaluation at the end of lesson.

A teacher from Shalikhha upazila of Magura district told that the teachers habituated to justify the knowledge and comprehension of students during teaching a lesson what was least important part considered as evaluation. Whereas the higher order learning was completely neglected in evaluation during lesson. The question should be given emphasis to measure the higher order learning e.g. application, analysis, synthesis and evaluation. Teachers had a little idea about cognitive domain and its sub-domain. Therefore, they did not attain skill on questioning.

**Figure 4.4: Possibility through Existing Evaluation Systems to evaluate Exactly of Attainable Learning Competencies**



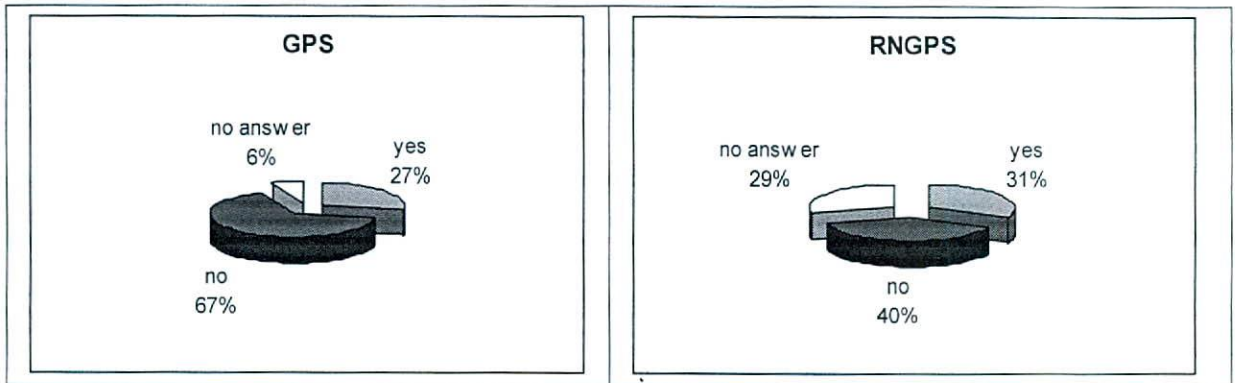
From the figure 4.4 shows that some of the teachers (27% GPS and 35% RNGPS) believed about accomplishment of the learning competencies through present evaluation system.

Figure 4.4 reflects that the teachers (65% GPS and 42% RNGPS) did not believe about accomplishment the learning competencies through present evaluation system. On the other hand teachers from GPS (8%) RNGPS (23%) avoided this item. The teachers, AUEOs and UEOs recommended some steps to be taken for achieving the learning competencies as follows:

- 1) The teachers should -
  - i. introduce lively, participatory and joyful teaching approach in lesson.
  - ii. arrange lesson in class coordination between teaching aids and life related examples.
  - iii. deliver pre-planned lesson by consideration of students' interest and capability.
  - iv. follow the learning outcome accordingly teachers guide.
  - v. arrange the remedial measures regarding the results at the end of lesson.
  - vi. make sure continuous evaluation and give more time to the weaker students.
  - vii. regularly conduct oral and written tests at the end of lesson or chapter, use of frequently MCQ (true-false, tick mark, matching, fill in the gap, rearrange sentence, word meaning and sentence making) and also undertake to facilitate of all students;
- 2) Training for teachers on learning outcome, class-wise competencies, subject-wise competencies and terminal competencies should be organized successively.
- 3) Reducing teacher student ratio.
- 4) On the basis of performance teacher should be awarded through training, workshop, seminar, symposium etc.
- 5) Training on competencies should be arranged for AUEOs so that they would assist suitably to the teachers.

Teachers' opinion on "opportunity of giving answer by using talent in existing evaluation system" is presented with figure 4.5:

**Figure 4.5 Students have Opportunity of giving answer through using Talent**

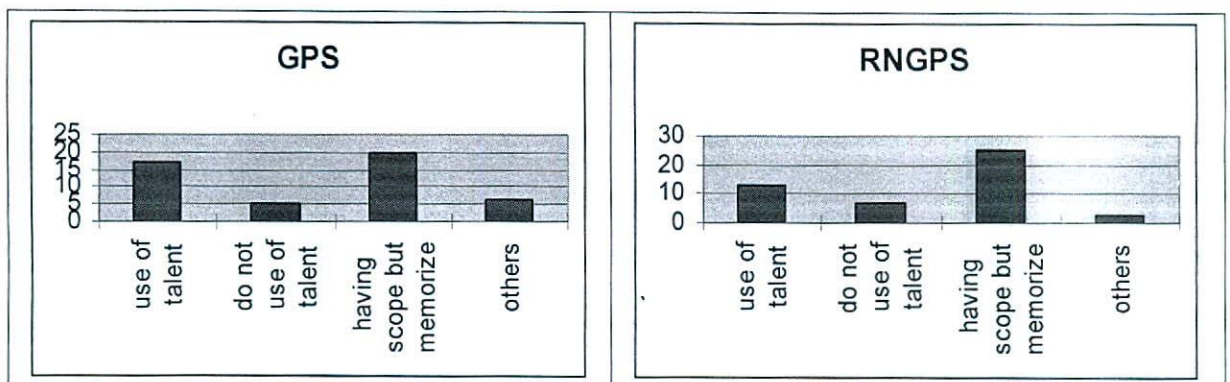


The above figure reveals that the teachers (27% GPS and 31% RNGPS) desired about blooming the creativity through present evaluation system. On the other hand, most of the teachers (67% GPS and 40% RNGPS) believed that it was not possible to bloom talent through practiced rote learning based evaluation system. It also shows that the teachers (29%) from RNGPS avoided this item.

The teachers were also asked about their expectations on the type of answers their students provide in the examinations. Majority of them said that it is the correct answer that they look for. A good proportion of the teachers reported that they expected the students reply to the questions in an innovative way. About a quarter expected that the students answered in the way they taught in the classroom.

Students' attitude using of talent on giving question-answer shows in figure 4.6 as the consideration of teachers (both GPS & RNGPS) view.

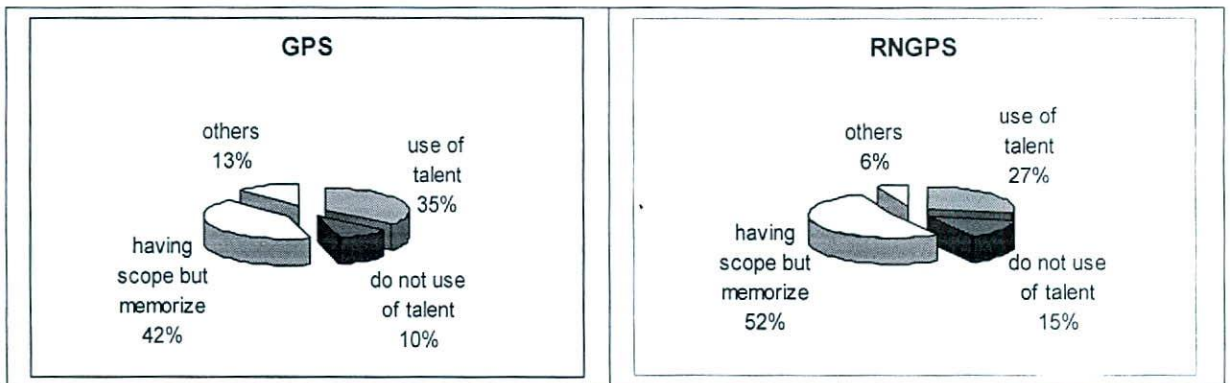
**Figure 4.6 Students' Attitude to of use Talent on giving answers**



It is clear from the figure 4.5 & 4.6 that the opportunity was exist but the students

(35% GPS and 27% RNGPS) used their talent on giving answers. On the other hand, students (42% GPS and 52% RNGPS) depended on rote learning. The teachers (10% GPS and 06% RNGPS) who paid their opinion in others category, mentioned the reasons such as very few students gave answer without rote learning, students some time wrote down from own thinking while they failed to give the answers using their memory etc.

**Figure 4.7: Students' Attitude to use of Talent on giving answers**



A teacher from sadar upazila under Mymensing district remarked that the behavioral change of students had not been happened because they did not realize the importance of learning issues somewhat rote learning. The attitude of rote learning should reduce from early childhood as it was not built the creative nation.

The following steps to be taken for growing of talent

Teacher should give up rote learning evaluation system. They should introduce more creative question where students will able to use their merit on giving answer. It also helps to build an artistic nation.



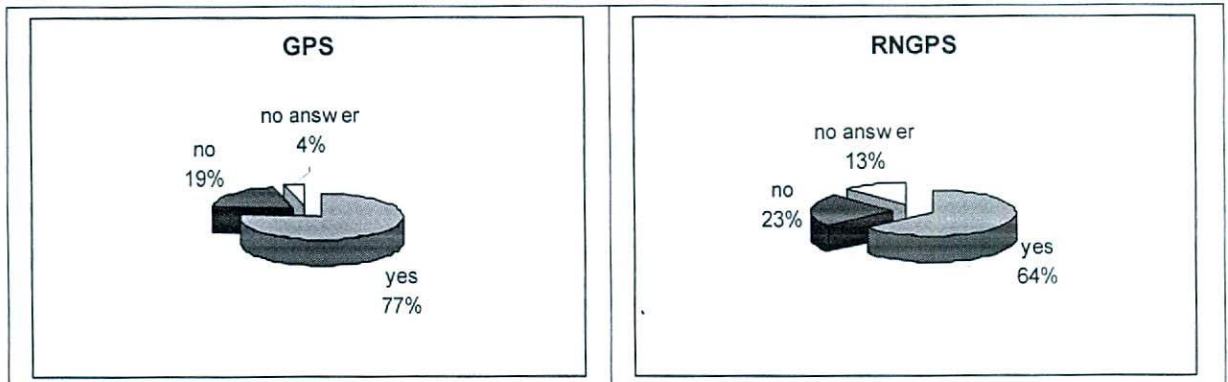
**c) Generally used evaluation strategies at the end of lesson by subject:**

The curriculum of primary education offered 12 subjects from grades- I to V (NCTB, 2002-2003, p-23). The sub-section is presented with the evaluation process of Bangla, Mathematics, English, Science and Social Science.

**Bangla**

- Necessity of oral test in Bangla class

**Figure 4.8 Necessity of Oral Test at the end of Bangla Class**



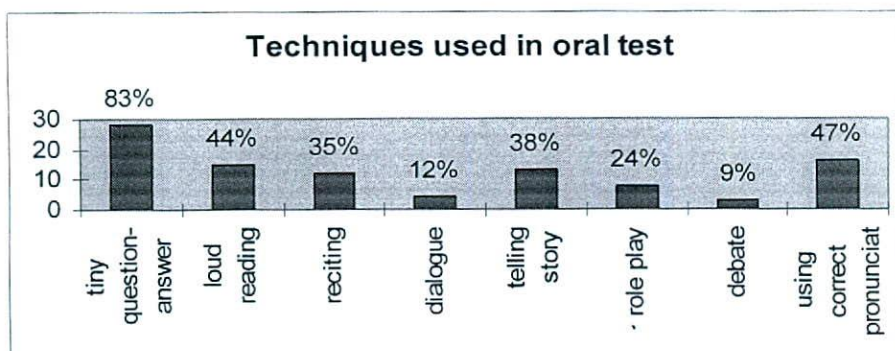
The figure 4.8 shows that the majority of teachers (77% GPS and 64% RNGPS) supported the oral type question-answer at the end of lesson. Some of the teachers (19% GPS and 23% RNGPS) thought that it had no need for similar subject.

The teachers who supported the importance of oral test, they provide some logic against their answer. The following reasons are:

- Oral test removes the students' shyness.
- It is applicable for students who are weak in writing skill.
- The abilities of students are quickly measured.
- Anxiety towards formal written test is to be removed.
- It is possible to assess the listening and speaking abilities of pupils.
- The pupils can get immediate feedback about progress of their lesson.

- Techniques used in oral test

**Figure 4.9: Techniques used in Oral Test**

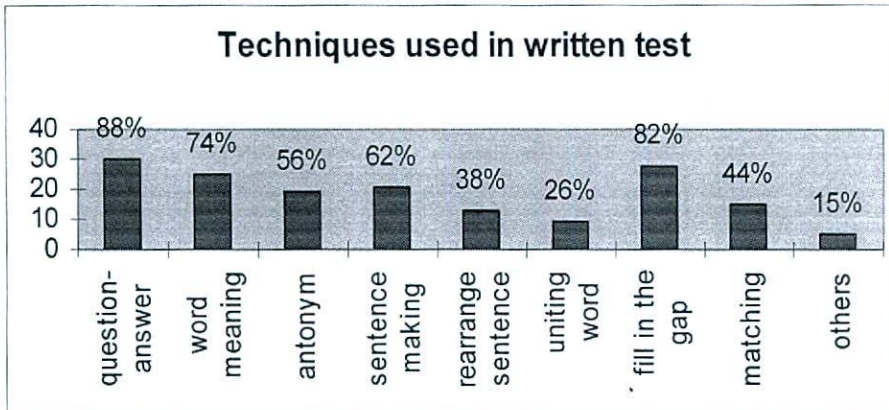


The teachers (in both categories) who usually administered the oral test in class used some

techniques what is shown above figure with limit of using.

- Techniques used in written test

**Figure 4.10 Techniques used in Written Test**

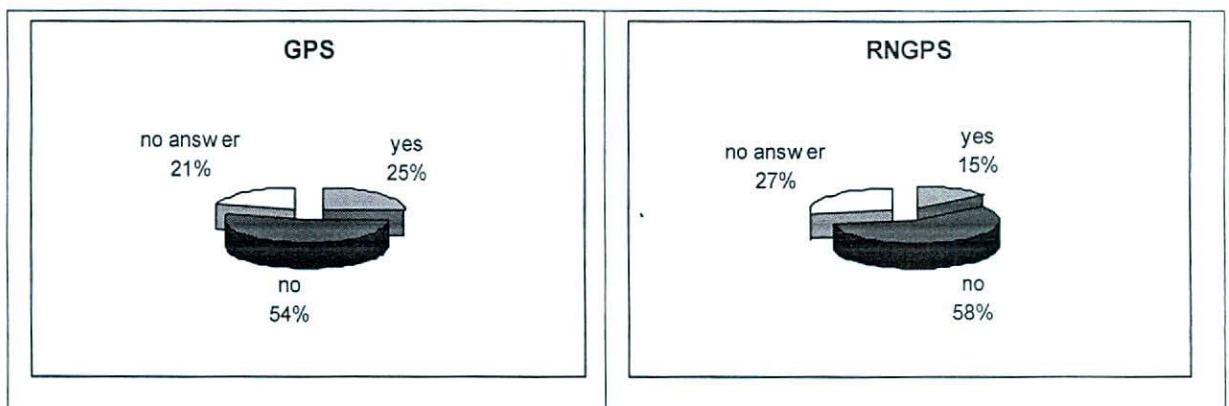


The figure 4.10 shows that the teachers usually more exercised of question-answer and fill in the gap item in written

evaluation. The teachers who provided answer in favor of others, they practiced the item of synonym, sentence making, poem writing, using punctuation mark, paragraph, explanation, noun etc.

- Requirement of practical test in Bangla class

**Figure 4.11: Requirement of Practical Test in Bangla Class**

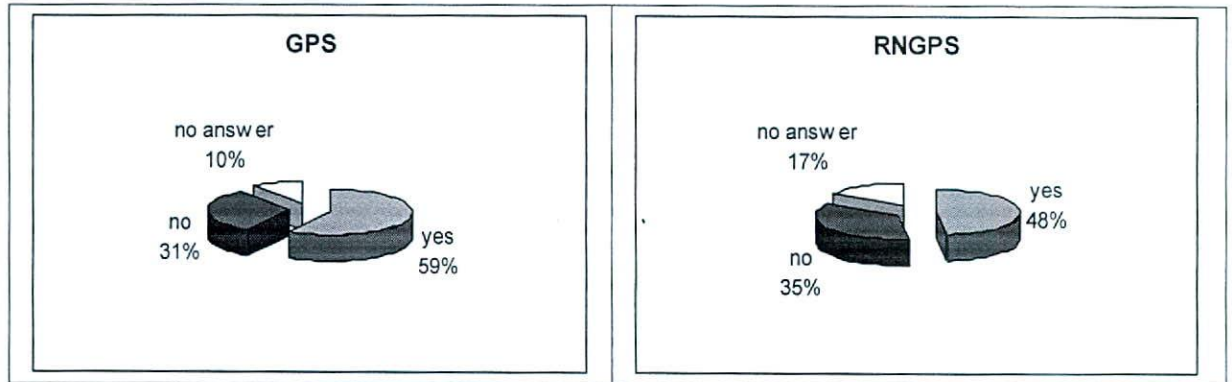


It comes out from the figure 4.11 that a good number of teachers (54% GPS and 58% RNGPS) did not feel necessity of practical test in Bangla class. On the contrary, some of the teachers (25% GPS and 15% RNGPS) required exercising practical test in Bangla class. Teachers (21% GPS and 27% RNGPS) did not answer against this statement.

## Mathematics

- Necessity of oral test at the end of Mathematics class

**Figure 4.12: Necessity of Oral Test at the end of Mathematics Class**

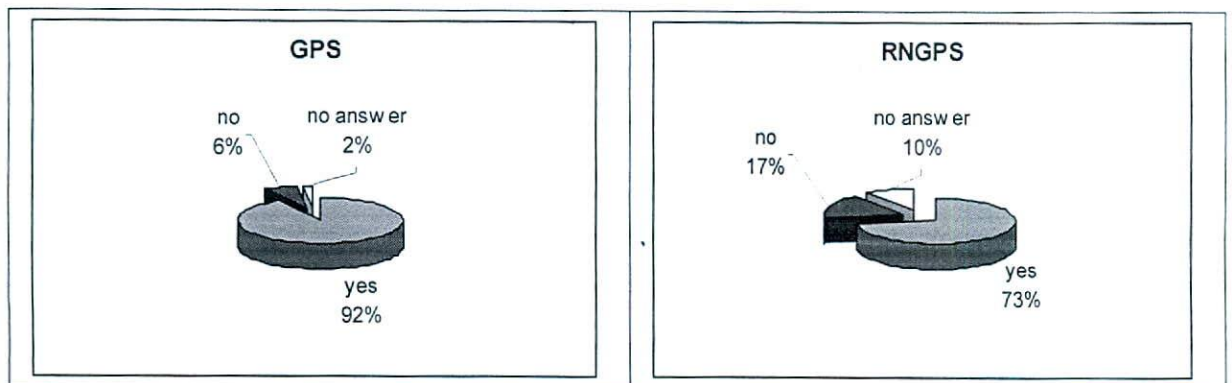


The above figure illustrates that the highest number of teachers (59% GPS and 48% RNGPS) agreed with the requirement of oral test in mathematics class whereas a noticeable number of teachers (31% GPS and 35% RNGPS) disagreed with the requirement of oral test. It shows that a minimal number of teachers (10% GPS and 17% RNGPS) did not comment on above statement. The teachers who supported the oral test on mathematics, the showed against their support as follows:

- Identify the students' ability of mathematics and take next initiative.
- Students may exercise achieved knowledge in real life.
- Such kinds of test grow eagerness and attention.
- It helps to split of students' shyness.

- Necessity of class test in Mathematics class

**Figure 4.13: Necessity of Class Test at the end of Mathematics Class**

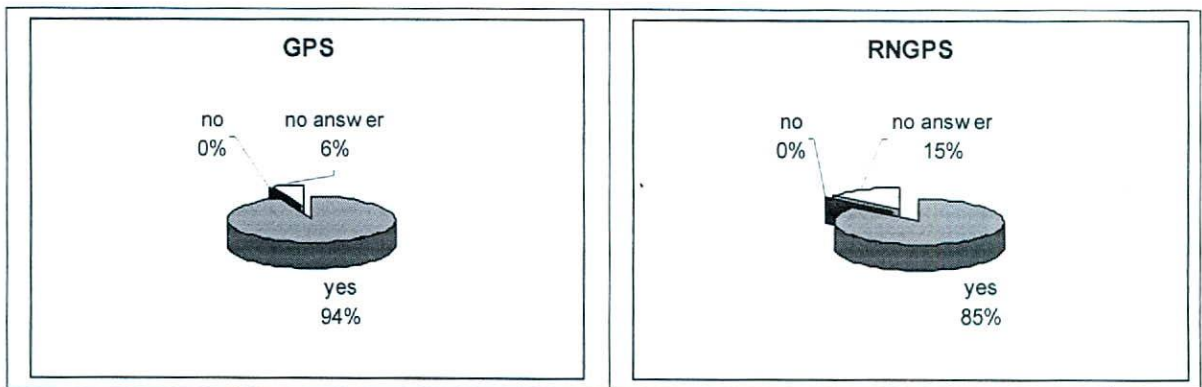


It is clear from the above figure that a maximum number of teachers (92% GPS and 73% RNGPS) felt the necessity of class test on math. The teachers (16% GPS and 27% RNGPS) offered answer in favor of class test but did not mention reason behind

their opinion. The teachers, who provided opinion in favor of taking class test, mentioned listed bellow reasons:

- i. It helps to grow the creativity of students.
  - ii. Teachers acquire knowledge about students' learning skill.
  - iii. Recognizes the students' intelligence and curiosity.
  - iv. The pupils can get immediate feedback about progress of their lesson.
  - v. Encourages to both teachers and students taking next initiative for making well.
- Give any written work in mathematics class

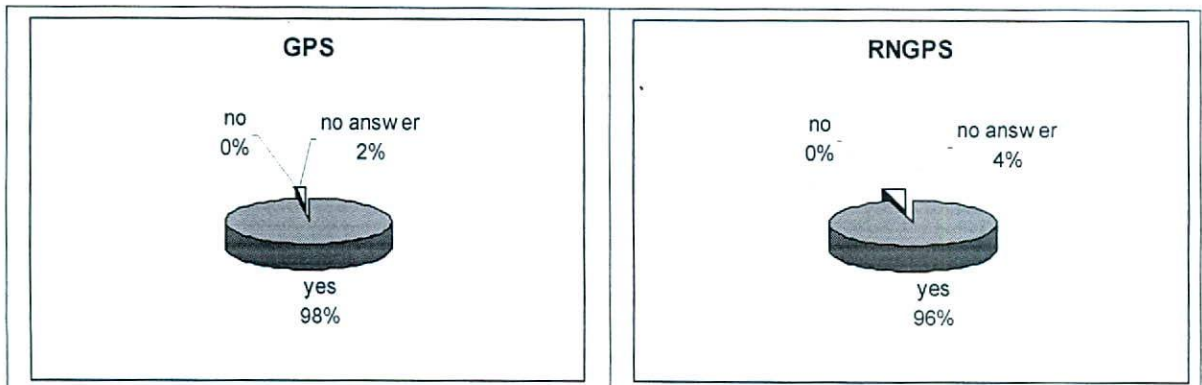
**Figure 4.14: Necessity of Written Work in Mathematics Class**



The figure 4.14 shows that all most all of the teachers provided written work in mathematics class. There was no one who did not answer in 'no' option.

- Given home work at the end of lesson

**Figure 4.15: Given Home Work at the end of Mathematics Class**



All most all of the teachers gave home work at the end of mathematics class. There were no one who did answer in 'no' option (figure 4.15).

- Encouraging the students given letter grade

**Figure 4.16: Encouraging the Students given Letter Grade**

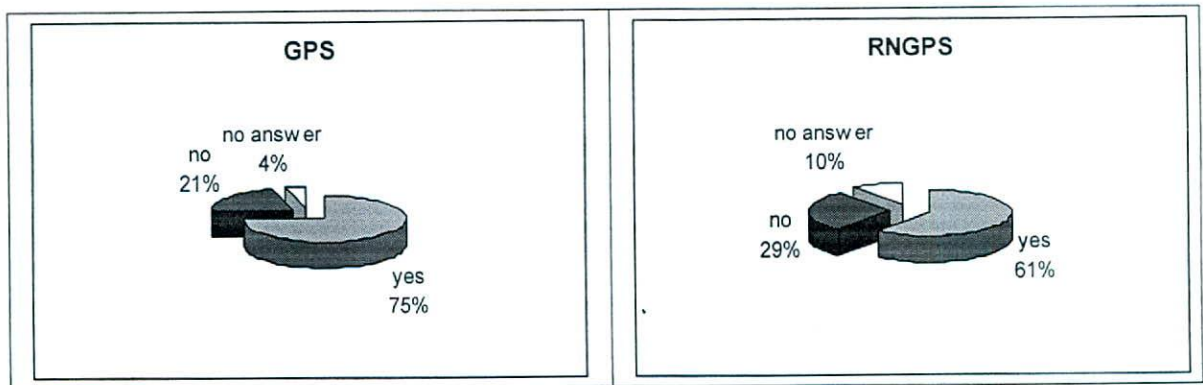


Figure 4.16 shows that an enormous number of teachers (90% GPS and 77% RNGPS) afforded answer in favor of encouraging the students given letter grade.

## English

- Necessity of oral test in English class

**Figure 4.17: Necessity of Oral Test at the end of English Class**

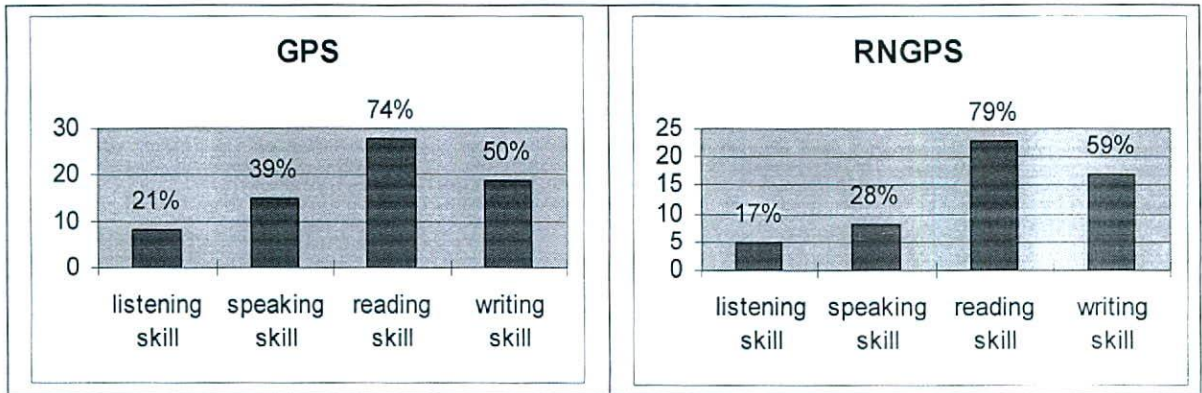


The figure 4.17 reflects that a highest number of teachers (75% GPS and 61% RNGPS) believed the necessity of oral test because it grows spoken skill. On the other hand some of the teachers (21% GPS and 29% RNGPS) denied the necessity of oral test in English. The teachers, who provided rationale behind taking oral test, offered the listed bellow reasons:

- Oral test removes students' fear to English as well as it develops in English.
- Recognize students' progress of listening and speaking skills and it grows interest for English.
- The pupils can get immediate feedback of their listening and speaking skill.
- Oral test encourages taking feedback about progress of their lesson.
- Such type of tests built up the ability of spoken English also.

- Velocity of used four skills in evaluation process

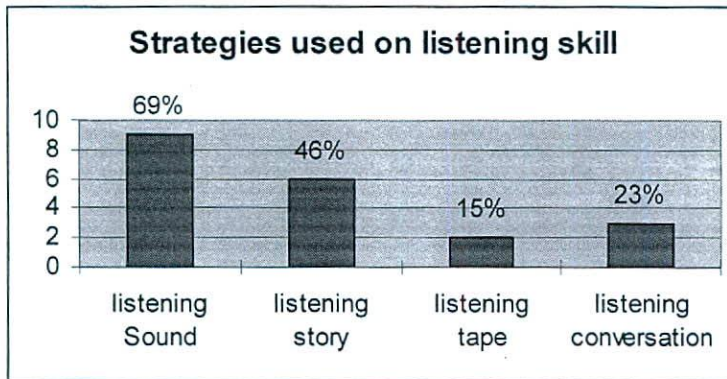
**Figure 4.18: Velocity of used Four Skills in Evaluation Process**



The above figure generates that there was no intent difference between the teachers of GPS & RNGPS on evaluation four basic skills. Both kind of teachers more exercised of reading skill during the class.

- Techniques used in evaluation of lessening skill

**Figure 4.19: Techniques used in Evaluation of Lessening Skill**

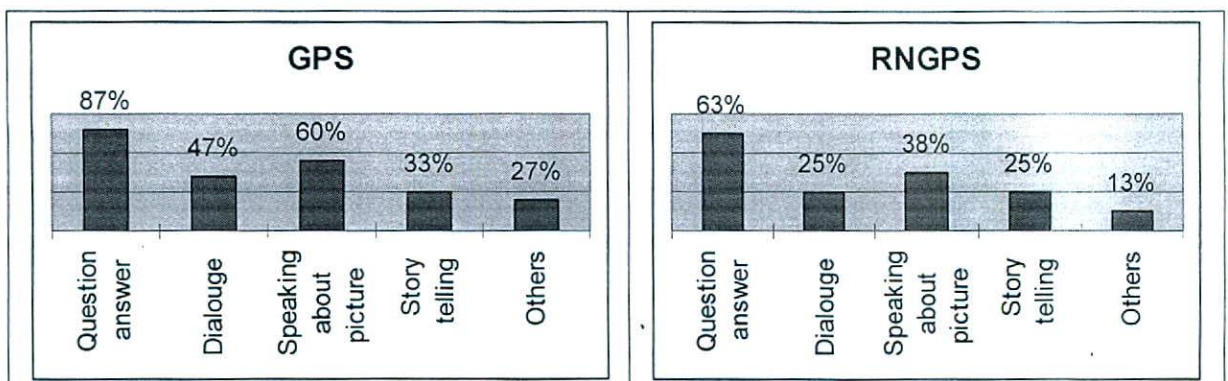


It is clear from the figure 4.19 that a small number of teachers (21% GPS and 17% RNGPS) used listening skill in the class. The teachers, who exercised above skill, most of them (69%) asked question through hearing sound. They

list used of audio visual instrument that was more effective for listening skill, they agreed.

- Techniques used in evaluation of speaking skill

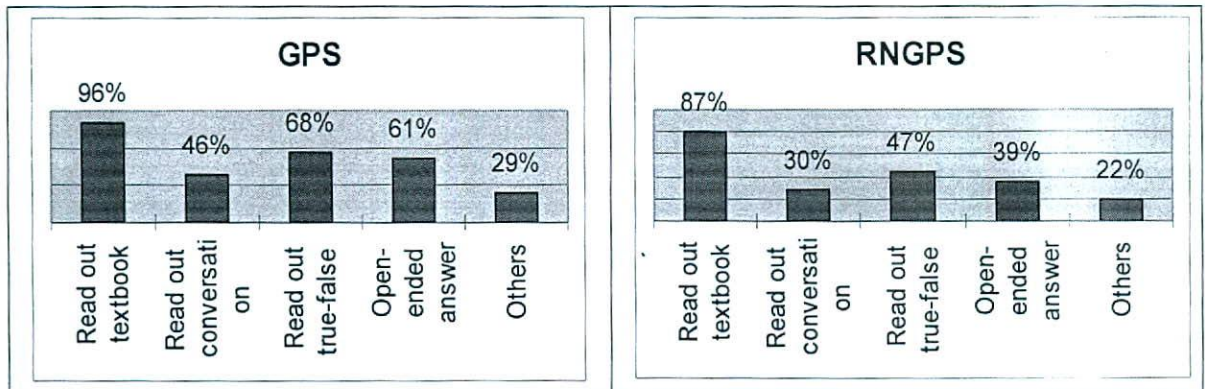
**Figure 4.20: Techniques used in Evaluation of Speaking Skill**



From the figure 4.20 reveals the teachers who exercised speaking skill in the class, highest of them (87% GPS and 63% RNGPS) used question answer. Both categories of teachers had similarity of using tools for evaluating of speaking skill. The teachers who had given answer in favor of others, most of them (66%) used read out from textbooks in evaluation of speaking skill.

- Techniques used in evaluation of reading skill

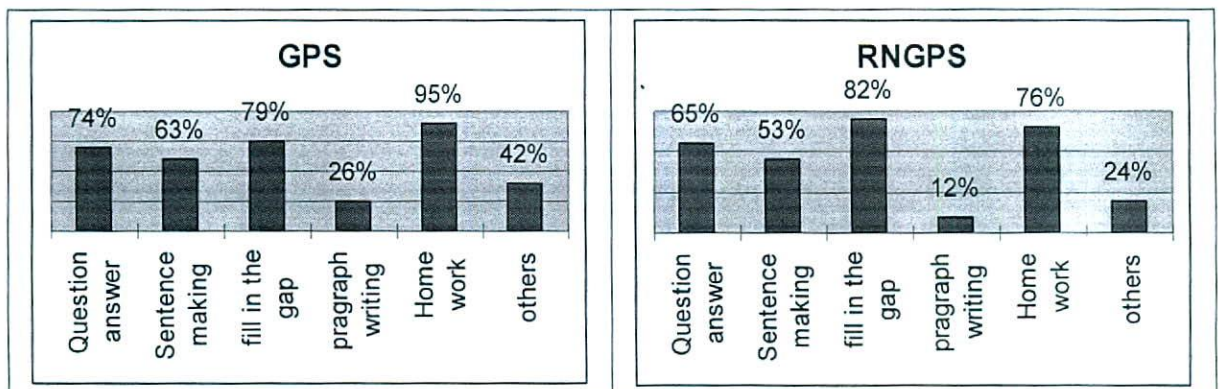
**Figure 4.21: Techniques used in Evaluation of Reading Skill**



From figure 4.21 reflects that a vast number of teachers (96% from GPS and 97% from RNGPS) used the techniques of read out the text in both categories. The teacher also used the techniques such as read out comprehension.

- Techniques used in evaluation of writing skill

**Figure 4.22: Techniques used in Evaluation of Writing Skill**

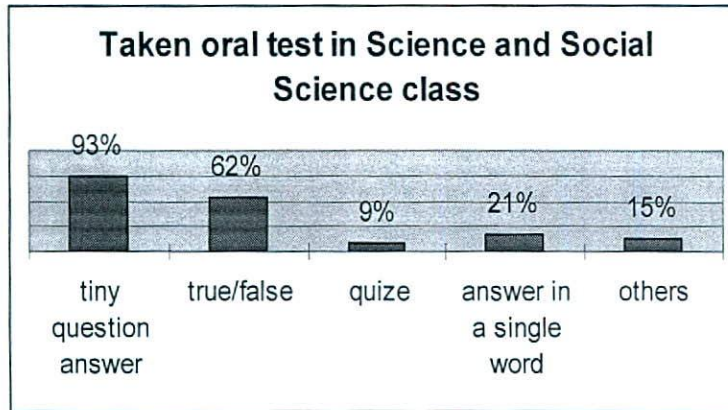


The figure 4.22 shows that home work got top most priority in evaluating writing skill, fill in the gap and question answer followed it in both categories of teachers.

## Science and Social Science

- Used techniques of oral question-answer in Science and Social Science

**Figure 4.23: Used Techniques of Oral Test in Science and Social Science Class**

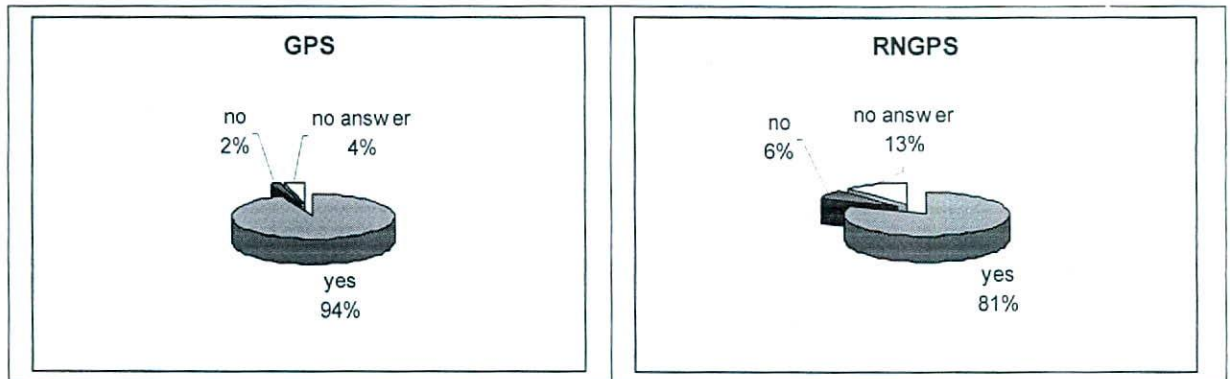


The figure 4.23 shows the teachers who administered class test, identified the area of questions' type. It shows a vast number of teachers (93%) of both categories more practiced short-answer type of question. The teachers who

provided answer in others categories, identified the area such as fill in the gap, matching, MCQ etc.

- Necessity written test in science and social science class

**Figure 4.24: Necessity of Written Test in Science and Social Science Class**



An enormous number of teachers (94% GPS and 81% RNGPS) paid their opinion that written test was necessary for science and social science. A negligible number of teachers (02% GPS and 06% RNGPS) paid their opinion in disfavor of written test and a few numbers of teachers (02% GPS and 06% RNGPS) did not response on the statement (figure 4.24).



- Techniques used in written test

**Figure 4.25: Used Techniques of Written Test in Science and Social Science Class**

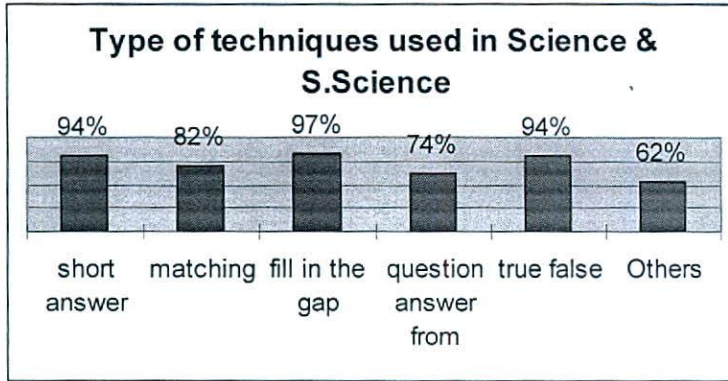
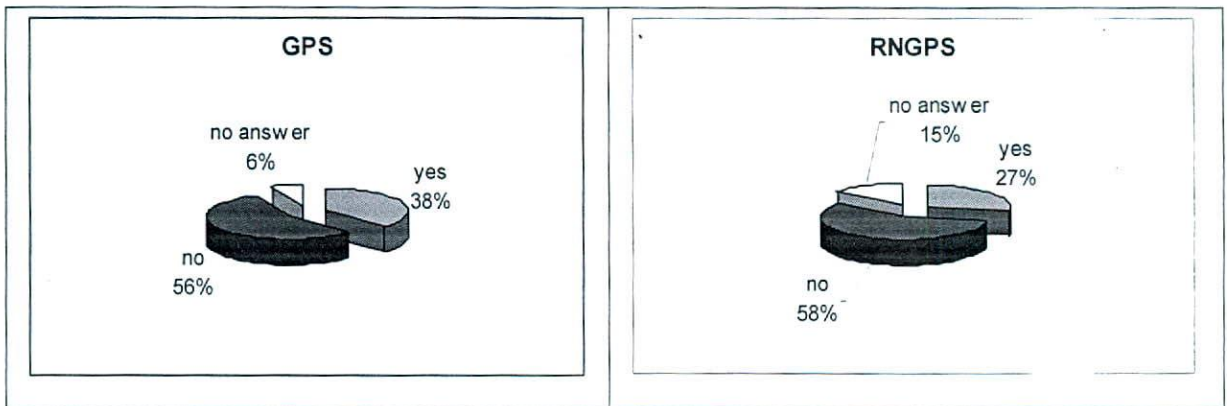


Figure 4.25 shows that the teachers were used to administer the several types of question for evaluation. Besides this, the teachers used the techniques as MCQ, quiz, drawing pictures and answer in a word.

answer in a word.

- Used of observation method in science and social science class

**Figure 4.26: Used of Observation Method in Science and Social Science Class**



It is clear from the figure 4.26 that a good number of teachers (56% GPS and 58% RNGPS) usually did not use the observation method during lesson. The teachers who used observation, they observed the students' attitude, behavior, patience, co-existence with class mates etc.

#### 4.2.4: The involvement and process of question setting

The involvement and process of question setting is presented through given six subsequent sub-sections:

- a) The involvement of question setting
- b) The collecting source of the question
- c) Availability of guideline for question setting accordingly renewed and modified curriculum
- d) Having felt any type of problem during question setting
- e) Teachers follow the class-wise learning competencies during question setting
- f) Teachers follow the entire syllabus with upholding the learning competencies during question setting

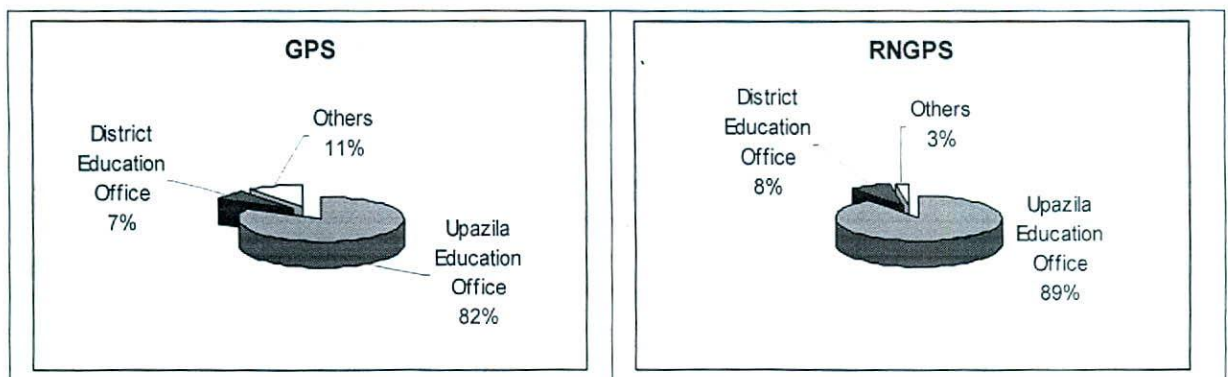
##### a) The involvement of question setting

The teachers were divided into two parts in consideration of given answer in relation with question setting (table 04; Annex 05). Some of teachers (44% GPS and 24% RNGPS) replied that they exercised self made question on examination, whereas highest number of teachers (56% GPS and 76% RNGPS) replied that they had no involvement with question setting. It is noticed that some teachers and AUEOs provided opinion that the question papers of terminal and final examinations is prepared through two steps. Firstly, all sets of question paper are prepared in cluster-wise through a committee of teachers. The member of committee is varied from one another. Secondly, collected questions from different clusters are moderated by a committee headed by Upazila Education Officer. The others member of moderate committee are all AUEO and four head teachers (two in each GPS and RNGPS).

##### b) The collecting source of the question

The listed bellow figure 4.27 shows that the teachers, who were not involved in question setting, provided their opinion about question collection.

**Figure 4.27: Supply Authority of Question from Teachers' Opinion**



It is clear from the figure 4.27 that the most of the teachers (82% GPS and 89% RNGPS) collected the question from Upazila Education Office. On the other hand a few number of teachers (07% GPS and 08% RNGPS) responded that they collected the question from District Education Office. Moreover, some of the teachers (11% GPS and 03% RNGPS) provided their different opinions. The teachers who provided their opinion in others category, mentioned that some teachers were involved with question setting. They set the question at first and submitted to the Upazila Education Office. After collecting the question from different source it was rearranged and finalization. The schools collected the final question from Upazila Education Office. A few of teachers provided answer that the final questions collected from upazila teachers' association. Moreover, a good number of teachers (61% in both categories) required that the classroom teachers should involve with the process of question setting.

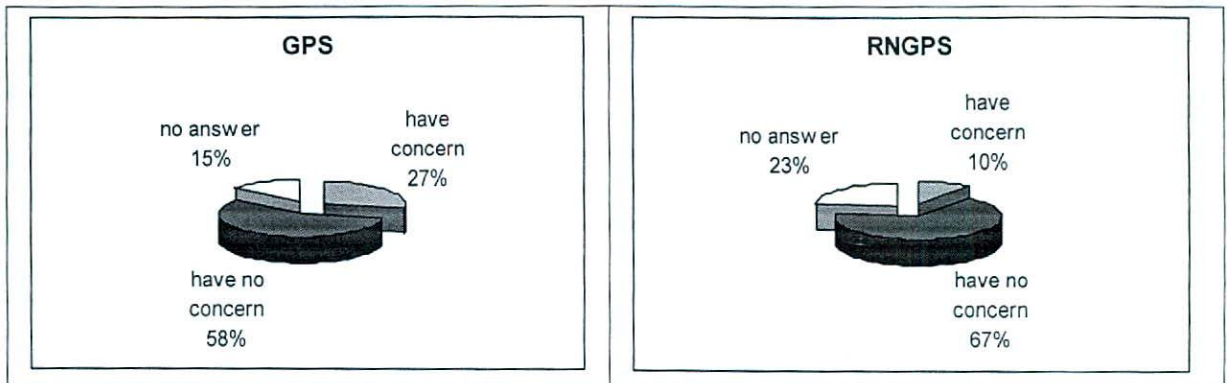
On the same query UEOs and AUEOs responded that most of the time trained teachers were selected in question setting. From their different comments it was found that the teachers irrespective of trained or untrained at first prepared the question at cluster wise under the supervision of AUEOs and submitted it to Upazila Education Office. Collected questions from different clusters had been rearranged by trained and expert teachers for finalization. Some of the UEOs (37%) and AUEOs (44%) required that the classroom teachers should involve with the process of question setting.

#### Needs employing the school teachers in question setting

From the above discussion, it appears that the classroom teachers should participate in question setting. The teachers, who deliver the lesson in class, know better about their students' capability. They may get option to prepare and administer the question considering their merit. Therefore, teachers should be trained up in order to get expansion of knowledge in question setting.

#### **c) Availability of guideline for question setting accordingly renewed and modified curriculum**

Necessity of guideline and having concern of teachers' opinion on above statement is presented here with the figure of 4.28:

**Figure 4.28: Teachers' Concern about having availability any type of Guideline**

Maximum number of teachers felt necessity of guideline for question setting. However, the above figure shows that some of the teachers (27% GPS and 10% RNGPS) provided answer in favor of having guideline. Highest number of teachers (58% GPS and 67% RNGPS) had no concern about it. The teachers who provided their opinion in favor of having guideline for question setting, nobody witnessed it.

From the similar figure the teachers (58% GPS and 67% RNGPS) who had no concern about the guideline they recommended as follows:

- i. it should be recognized and specified as it had requisite to make attainable competency based question.
- ii. the adequate copy of guideline should supply to the schools.
- iii. sufficient training on competencies and guideline also provide to the teachers.

Most of the participants irrespective of teachers, AUEOs and UEOs felt necessity of a specific guideline accordingly renewed and modified curriculum. NCTB should prepare and supply it in each and every school. It will afford quality questions apposite with class and the strategies of evaluation. It also given similarity and quality question of all over Bangladesh. Teachers also required arranging the questions with following the ratio among knowledge, comprehension, application as well as higher order skills.

On the similar statement the table no. 53 reveals that the AUEOs (49%) agreed with having guideline for question setting while a majority of UEOs (72%) disagreed with having any type of guideline.

From the opinions of teachers and AUEOs (31%), it is clear that they had no definite idea about the organizing authority of guide line. The teachers and AUEOs provided

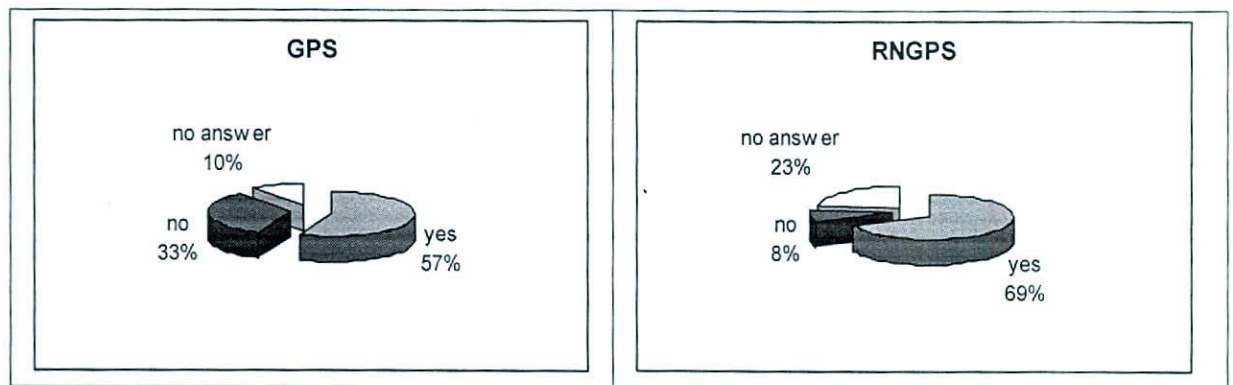
the listed below answer in favor of having organizing authority of guideline as follows:

- i. National Curriculum and Text Book Board (NCTB);
- ii. Directorate of Primary and Mass Education (DPE);
- iii. National Academy for Primary Education (NAPE);
- iv. District and Upazila Education Office;

**d) Having felt any type of problem during question setting**

The given answer by teachers above statement is presented bellow:

**Figure 4.29: Teachers feel any type of Problems during Question Setting**

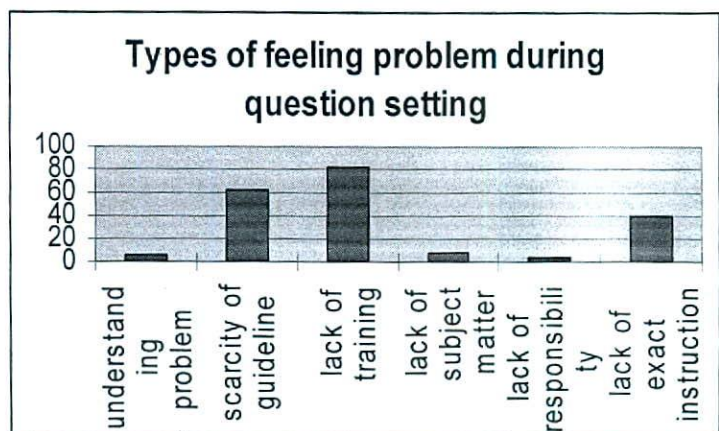


It is clear from figure 4.29 that the largest part of teachers (57% GPS and 69% RNGPS) felt problem during question setting. On the other hand some of the teachers (33% GPS and 08% RNGPS) did not feel problem and teachers (10% GPS and 23% RNGPS) did not response against this statement.

Those teachers who felt problem they had identified the problem on a close ended question where had six option. The opinion of the teachers was exposed bellow-

**Figure 4.30: Types of felling Problem during Question Setting**

The figure 4.30 shows that the lack of training was the major problem in question setting. Scarcity of guideline for question setting followed it. Teachers' responsibility made the least problem in question setting.



The table no. 56 (Annex-05) is exposed on a similar statement. The maximum number of AUEOs (71%) thought that the teachers felt problem during question setting whereas a noticeable number of UEOs (33%) believed that teachers felt problem. On the other hand AUEOs (25%) thought that the teachers did not feel any type of problem during question setting on the contrary a good number of UEOs (50%) delivered similar opinion.

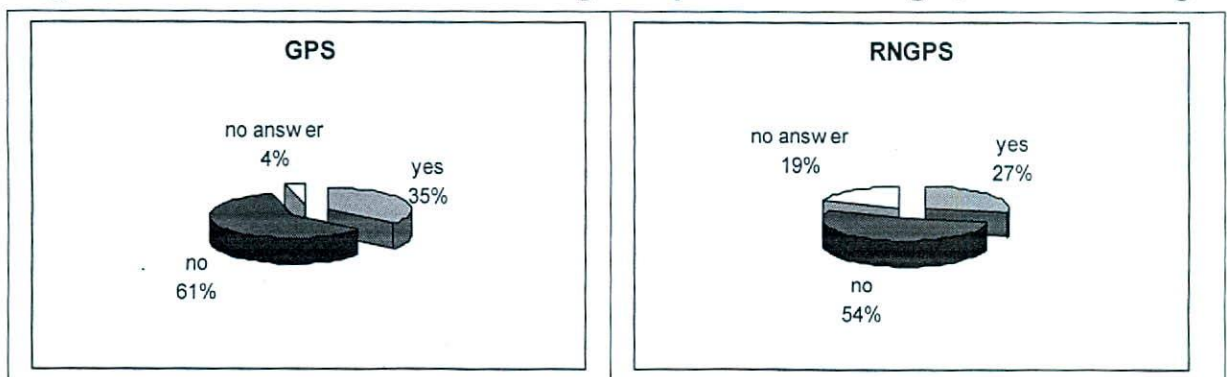
The opinion of AUEOs and UEOs is presented here in order of ranking what was felt by teachers: lack of training on question setting (73%) scarcity of guideline for question setting (57%); lack of exact instruction (50%); lack of subject matter (26%); lack of understanding problem about guideline (23%).

It is found (table no. 57; Annex-05) from similar group that the teachers came up to to receive help if they felt problem during question setting. Maximum number of AUEOs (63%) replied that the teachers also came up to to discuss about problem whereas a small number of UEOs (11%) expressed similar opinion. The teachers mostly wanted consultation with AUEOs and UEOs about the type of question; principle of question setting; techniques of setting quality question; upgrading of prepared question etc.

**e) Teachers follow the class-wise learning competencies during question setting**

It is revealed from figure 4.31 that teachers provided their opinion on above statement. They (35% GPS and 27% RNGPS) thought that the question was set based on class wise competencies. Most of them agreed during question setting, they followed the exercise of related chapter. They seldom set innovative question from their own thinking. Highest number of teachers (61% GPS and 54% RNGPS) thought that they did not follow the competencies during question setting. Teachers (19%) from RNGPS did not feel interest on this statement. On contrary that the minimal number of AUEOs (33%) and a great majority of UEOs (72%) believed that the learning competencies did not get emphasized during question setting however all most all of AUEOs and UEOs expected that the question should be based on competency (table: 56 & 55; annex 05).

**Figure 4.31: Teachers follow Learning Competencies during Question Setting**



Both of teachers, AUEOs and UEOs had noticed that attainable learning competencies were not followed during question setting for following reasons:

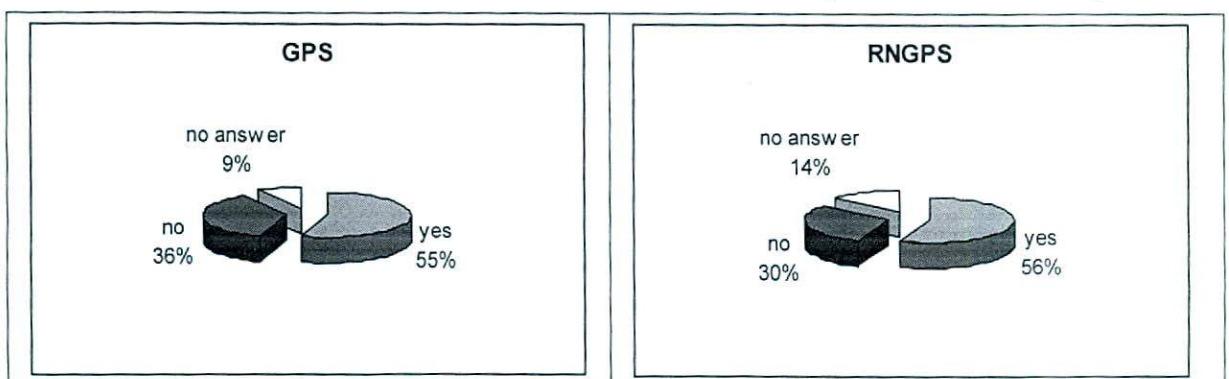
- i. lack of adequate training on competencies and the process of question setting.
- ii. scarcity of specific guideline for question setting.
- iii. lack of adequate knowledge about learning outcomes, attainable class-wise learning competencies and ignorance about importance of competencies.
- iv. time scarcity and
- v. lack of efficient teachers, etc.

A teacher of sadar upazila under Maymansingh district told that a very few teachers had administrated class test (written or oral), moreover, they usually used the question from exercise. Those who had used self made question did not follow the class-wise learning competencies due to unconsciousness about it. He believed that it was easy to evaluate the achieved learning competencies if the exercise of chapter would feasible to arrange by class-wise learning competencies. It is noticed that exercise should be organized through class-wise learning competencies as well as have keen interest to arrange with co-ordination between knowledge, comprehension, application, analysis, synthesis and evaluation upholding ratio.

**f) Teachers follow the entire syllabus with upholding the learning competencies during question setting**

The listed bellow figure shows about the entire syllabus with upholding the learning competency during question setting.

**Figure 4.32: Entire Syllabus were covered during Question Setting**



The majority of teachers (55% GPS and 56% RNGPS) AUEOs (70%) and UEOs (61%) thought that the entire syllabus were tried to emphasize during question setting (table: 09; Annex-05). The teachers AUEOs and UEOs noticed that the entire syllabus was not covered during question setting because of following reasons:

- i. The conventional system of evaluation allocated more marks in essay type and short essay type question. Therefore whole syllabus was not covered with such type of items.
- ii. In many aspects, the class teacher had no involvement with question setting the teachers who involved many of them had a little idea about class-wise learning competencies. Moreover, many of them had no training on evaluation as well as terminal competencies.
- iii. Lack of exact guideline was another problem of question setting.

#### Need of steps to cover entire syllabus in question setting

- i. MCQ types of items such as fill in the gap, matching question, word meaning, sentence making should get top most priority in question setting.
- ii. Class teachers should be involved in question setting and arrange the training for teachers on evaluation as well as terminal and class-wise learning competencies.
- iii. NCTB should provide a clear and definite guideline for question setting and it should be available to the teachers.

#### **4.2.5: The strength and weakness of present evaluation systems**

The strength and weakness of present evaluation system is presented through given two subsequent sub-sections.

- a) The merits of present evaluation system
- b) The demerits of present evaluation system

##### **a) The merits of present evaluation system**

The table no. 16 (Annex-05) reveals that the majority of teachers (77% GPS and 54% RNGPS), AUEOs and UEOs provided their precious opinion about the merits of present evaluation system that is offered in order of ranking:

- i. Students' knowledge evaluates easily within a short time through provisional and annual examination (76%).
- ii. Present evaluation systems direct low costs (33%).



- iii. It is easy to keep current record (22%).
- iv. It evaluates the uses of language skill as well as writing skill (19%).
- v. The additional significant statements are: students get ready themselves in existing system; students have sufficient scope to make answer; students' knowledge, skill and attitude reach from simple to compound; question setting is easy etc.

#### **b) The demerits of present evaluation system**

It is found from table no. 17 (Annex-05) that the teachers (69% GPS and 38% RNGPS) provided their opinion about the demerits of present evaluation system what is arranged in order of ranking:

- i. Existing evaluation system creates interest of rote learning that is a barrier to bloom of talent; (43%).
- ii. The questions are not selected for justifying class-wise learning competencies (41%).
- iii. Teachers do not provide remedial measures after find out the weakness and strength of learners. They also do not modify in their teaching strategies (35%).
- iv. Present evaluation system decreases of students' thinking ability (28%).
- v. Existing evaluation systems do not give overall progress of students (25%).
- vi. Students do not achieve the learning competencies because of being interested of their selected question-answer (23%).
- vii. These systems grow-up ill competition to achieve more marks.
- viii. Students, who are irregular in class and lesson oriented activities, may be considered as good students through achieved only more marks in examinations.
- ix. It is not possible to grow awareness to the guardians about students' weakness as well as students do not get idea about their weakness and they do not get ready taking initiative to remove from it.
- x. It creates boring to the students about their study. Moreover, this system fails to make learning friendly environment.
- xi. Some of teachers had a little idea about learning competencies. Moreover, all of competencies do not justify through present evaluation system.
- xii. The scope of self realization is absent in present evaluation system.

#### **4.2.6: The process of evaluation about different learning skills**

The proposals of participants on the process of evaluation about different learning skills are presented through given three subsequent sub-sections:

- a) Proposals about the attainment of class-wise learning competencies
- b) Proposals about ensuring the students' achieved competencies
- c) Proposals about ensuring the students' social and interpersonal skills

##### **a) Proposals about the attainment of class-wise learning competencies**

Several numbers of significant recommendations found from the opinion of teachers, AUEOs and UEOs about above statement. The important recommendations are given bellow:

- 1) The teachers should-
  - i. have clear idea about certain class and class-wise learning competencies.
  - ii. deliver lesson following the learning outcomes in view with teachers guide.
  - iii. prepare lesson plan following with attainable learning competencies.
  - iv. provide remedial measures after finding out the weakness and strength of learners.
  - v. emphasize class-wise learning competencies during setting question.
  - vi. arrange the class with pre-planned lesson plan and create learning friendly environment during lesson.
- 2) Both of teachers and guardian should assure of daily attendance of students.
- 3) Teachers should be removed from extra activities except teaching.
- 4) The number of skilled and resource teachers should be increased.
- 5) Arrange training for teachers on class wise learning competency and appropriate utilize of teaching aids.
- 6) Encouraging the teachers about following attainable learning competencies and it's important through radio, television, leaflet, poster etc.
- 7) Teacher student ratio should be 01:25 etc.

**b) Proposals about ensuring the students' achieved competencies**

The table no. 14 (Annex-05) shows that the majority of teachers (83% GPS and 56% RNGPS) expressed their opinion about the evaluation strategies of achieved competencies. The listed below recommendations are found from the opinion of teachers, AUEOs and UEOs on above issue:

- i. Teacher should arrange both written and oral test after a certain time following learning outcomes and learning competencies. They also should manage the monthly class test. The test items should cover short-answer type, fill in the gap, answer in a word, true-false, matching and tick mark etc. in light of School Based Assessment (SBA) of secondary school.
- ii. Teacher should arrange the test of listening and speaking skill based on competencies. They also should administer observation, interviewing on current topic during class.
- iii. Teacher should administer homework, group work and co-curricular activities.
- iv. The ratio among several domains should be maintained during question setting.
- v. Authorities should arrange workshop or training collaboration with teachers and related officers on evaluation systems and setting quality question.
- vi. Subject teachers of concern school should prepare question.

On this issue, the observation of researcher is that the dissimilarity is to be present of publishing the final result in different schools. Some of schools publish their result in combination with terminal and final examinations whereas some of schools finalization their result only on final examination. However, the final result should be published through harmonization of terminals and final examinations and all evaluation process should be formative in nature.

### c) Proposals about ensuring the students' social and interpersonal skills

It is clear from table no. 15 (Annex-05) that the teachers (75% GPS and 48% RNGPS), AUEOs and UEOs provided some important techniques in favor of the evaluation strategies of students' achieved social and inter-personal skills. The opinions of the participants have been arranged as follows:

The teachers should-

- i. observe the students' involvement in different co-curricular activities.
- ii. analyze the interest of students' group work and pair work as well as observe their attitude to learning, responsibility, honesty, obedience and patience.
- iii. display a chart of social phenomenon ahead of students and provide some query to them and observed their opinion.
- iv. identify the students' attitude to the rules and regulations of school and their affectionate about norms, values, ethics along with their participation in development work in school area.
- v. make sure to attachment of students in social and cultural work and observed their activities.
- vi. analyze the relation between teachers and students etc.

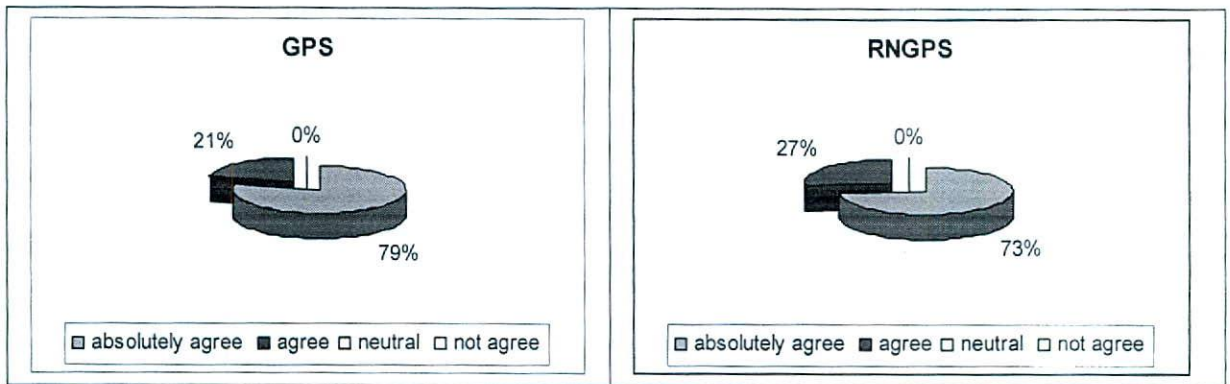
The participants proposed some important proposals about the evaluation of students' social and inter-personal skill. Accordingly their suggestions the students should be evaluated through reflection of their class room activities, attitude and performed duty to school and society through all the year in light of SBA in secondary schools. The students may write on note page after page by rote learning on above topics but their behavioral change would not be evaluated throughout the examinations. Students may write excellent about patriotism but its significance was not being clear to them. It was not possible to evaluate the students' executed duty on national day and other social work through only examinations. Thus it is required to intensively observation to them.

### 4.3: Opinion Survey from teachers

A five scale opinion survey has been administered for contrasting between teachers' comments against questionnaire and opinion survey. Some significant issues have been kept out from questionnaire for reducing extent of question what is also important for this study. The opinion survey has been organized of fifteen items. Fourteen items are described differently.

- Necessity of following competencies during question setting

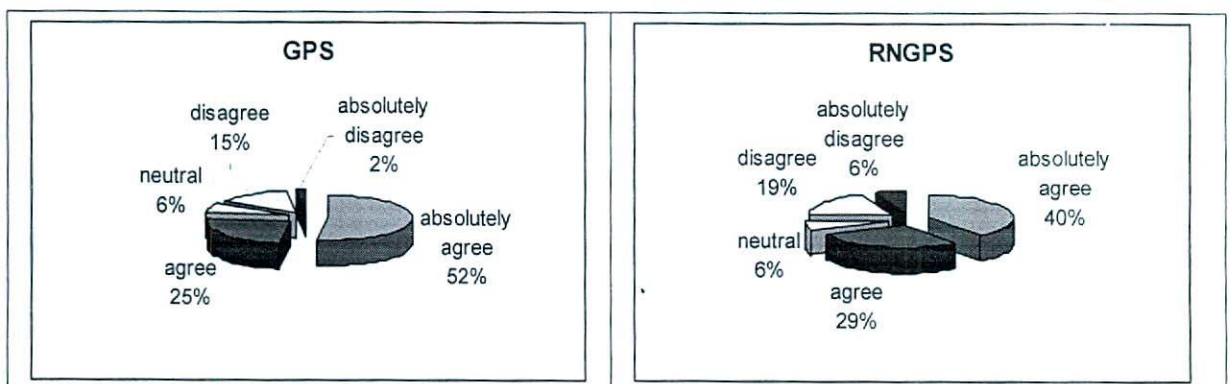
**Figure 4.33: Necessity of following Competencies during Question Setting**



The figure 4.33 shows that all the teachers wanted class wise learning competency based question. No one found who differed on this statement. So it should be kept keen interest on above statement.

- Practiced Evaluation System inspired to rote learning

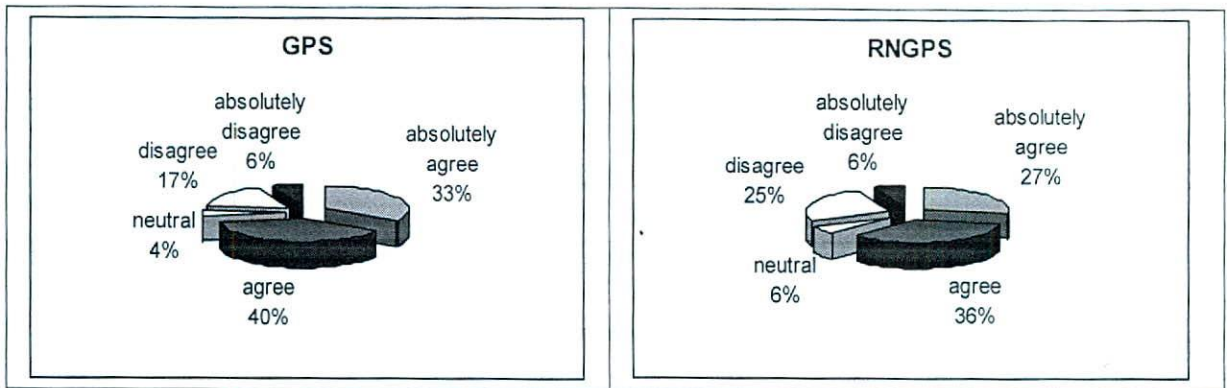
**Figure 4.34: Practiced Evaluation System inspired to Rote Learning**



It is reflected from figure 4.34 that a large number of teachers (52% GPS and 40% RNGPS) absolutely agreed about used evaluation system inspiring about rote learning. The teachers (25% GPS and 29% RNGPS) also agreed on this statement. On the other hand the teachers (15% GPS and 19% RNGPS) showed their opinion differently on similar issue and the teachers (02% GPS and 06% RNGPS) demonstrated their opinion absolutely different.

- Existing Evaluation System is considered as a barrier in blooming talent

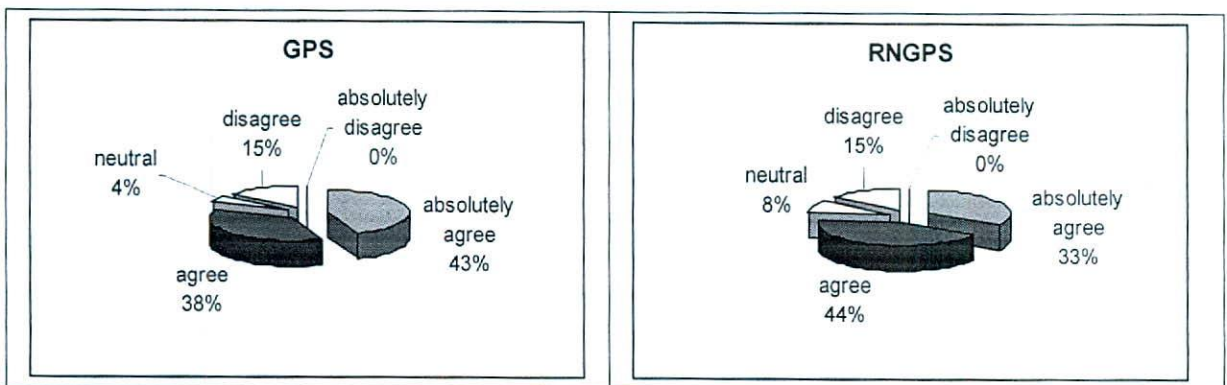
**Figure 4.35: Existing Evaluation System is considered as a barrier in blooming talent**



The analysis of figure 4.35 shows that existing evaluation system considered as barrier in blooming talent. It was believed by the teachers (40% GPS and 36% RNGPS). It was also absolutely agreed by the teachers (33% GPS and 27% RNGPS). In contrary with the teachers (17% GPS and 25% RNGPS) believed that existing evaluation system helped blooming the talent whereas the teachers (06% in both categories) absolutely disagreed on the similar statement. It is noticed that teachers' opinion and their comments on above statement has been harmonized.

- Rote learning is considered as a barrier in blooming talent

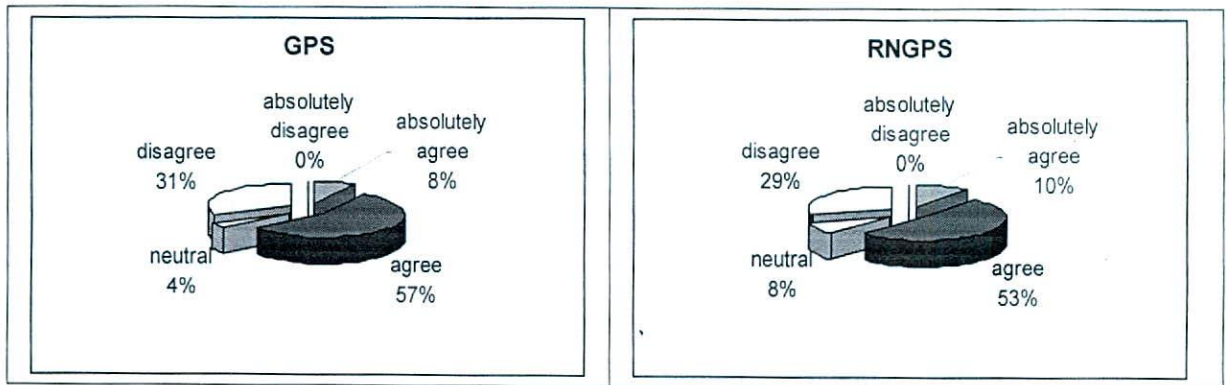
**Figure 4.36: Rote Learning is considered as an Obstacle in Blooming Talent**



It reveals from figure 4.36 that practiced evaluation system absolutely considered the barrier of blooming talent from the opinion of teachers (43% GPS and 33% RNGPS). The teachers (38% GPS and 44% RNGPS) also agreed on similar statement. In contrary with 15% teachers in both categories believed that rote learning was not barrier in blooming talent. It is noticed that the teachers (04% GPS and 08% RNGPS) did not pay their opinion.

- Teachers have absolutely perception on existing evaluation strategies

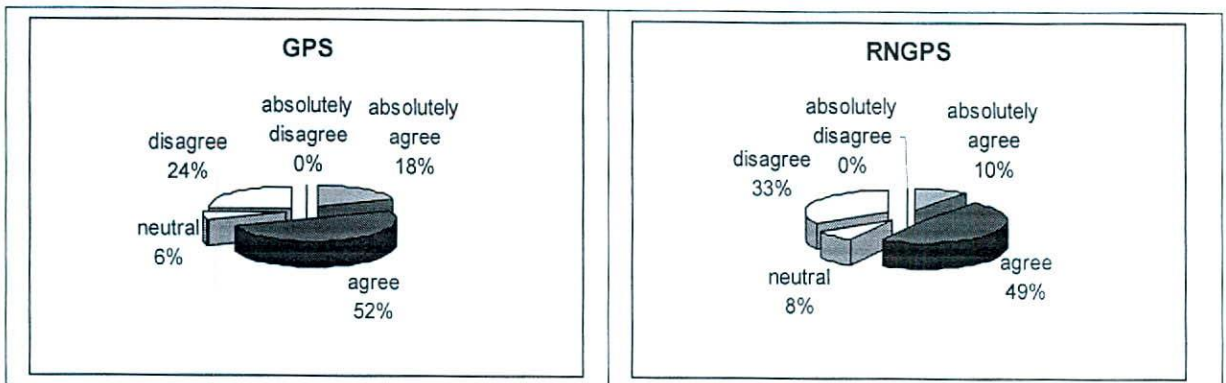
**Figure 4.37: Teachers have absolutely Perception on Existing Evaluation Strategies**



The figure 4.37 shows that the teachers' opinion was close to similar in each scale. Teachers (57% GPS and 53% RNGPS) believed that they had sufficient concept on existing evaluation process while teachers (08% GPS and 10% RNGPS) in favor of absolutely agreed on similar statement. On the other hand teachers (31% GPS and 29% RNGPS) assumed that they had a little idea about existing evaluation process. It is noticed that 05% teacher did not pay their opinion.

- Existing evaluation process generate panic to the students

**Figure 4.38: Existing Evaluation Process generate Fear to the Students**



It reflects from figure 4.38 that the existing evaluation process generated fear to the students. It was believed by the teachers (52% GPS and 49% RNGPS), while the teachers (18% GPS and 10% RNGPS) completely followed them. On the contrary the teachers (24% GPS and 33% RNGPS) disagreed that this system generated fear to the students.

- Class test discourages the learning

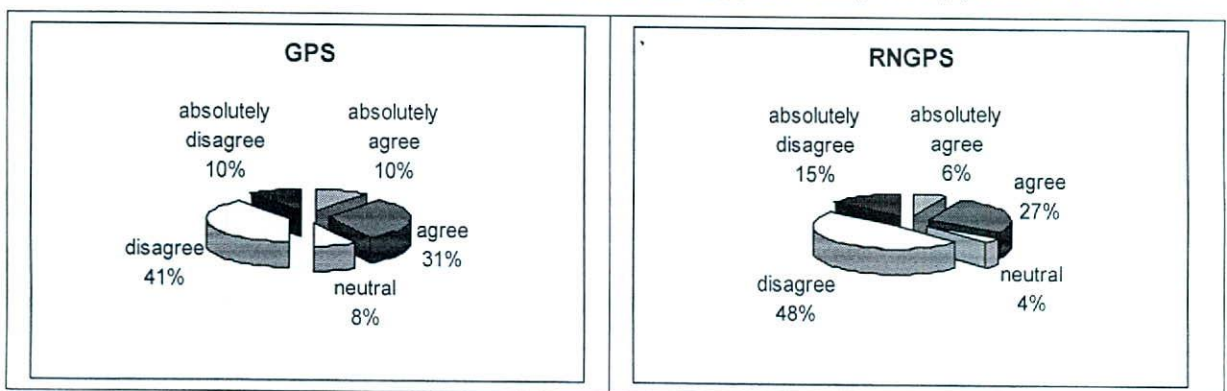
**Figure 4.39: Class Test discourages the Learning**



“Class test discourage the learning” statement was not valid in view of teachers’ comments that have been shown in figure 4.39. A highest number of teachers (65% GPS and 61% RNGPS) disagreed with this statement whereas teachers (27% GPS and 23% RNGPS) absolutely disagreed. It is noticed that small number of teachers (06% GPS and 10% RNGPS) paid their opinion in favor of above statement.

- Existing systems has adequate opportunity to appraise of talent

**Figure 4.40: Existing Systems had adequate Opportunity to appraise of Talent**



The figure 4.40 reveals that the teachers (31% GPS and 27% RNGPS) believed existing evaluation system having adequate opportunity to appraise of talent whereas teachers (41% GPS and 48% RNGPS) opposed against above statements.



- Entire evaluations of students through existing evaluation system are doable

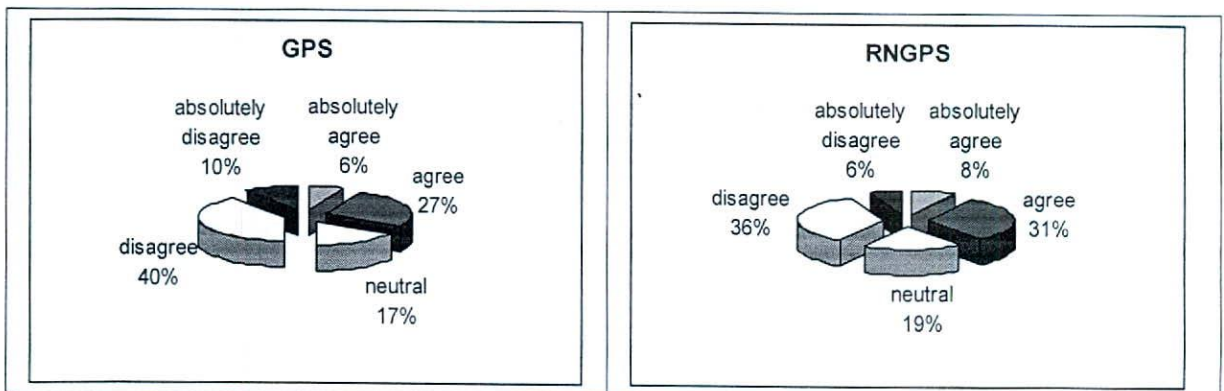
**Figure 4.41: Entire Evaluations of Students through Existing Evaluation Systems are doable**



The figure 4.41 shows that the teachers (23% GPS and 31% RNGPS) supported with above statement. Contrary on this similar statement a good number of teachers (59% GPS and 53% RNGPS) believed that existing system did not able to justify the students' entire evaluation.

- Aims and objectives of competency based curriculum achieve through existing evaluation system

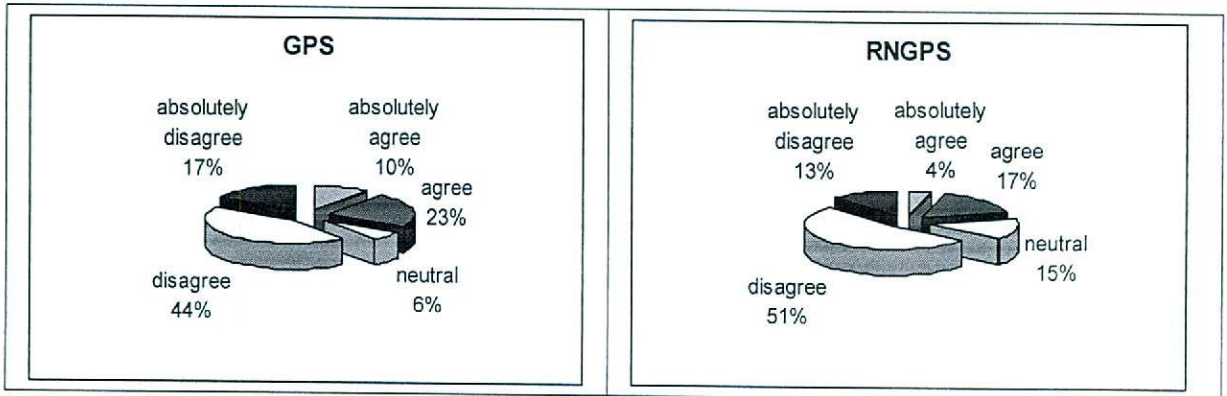
**Figure 4.42: Aims and Objectives of Competency based Curriculum achieve through Existing Evaluation Systems**



The figure 4.42 reflects that the teachers (17% GPS and 19% RNGPS) did not take decision about "the aims and objectives of competency based curriculum achieve through existing system". Teachers (27% GPS and 31% RNGPS) agreed on this statement whereas teachers (40% GPS and 36% RNGPS) believed that the statement was not fulfilled through existing evaluation system.

- Teachers provide remedial task at the end of class

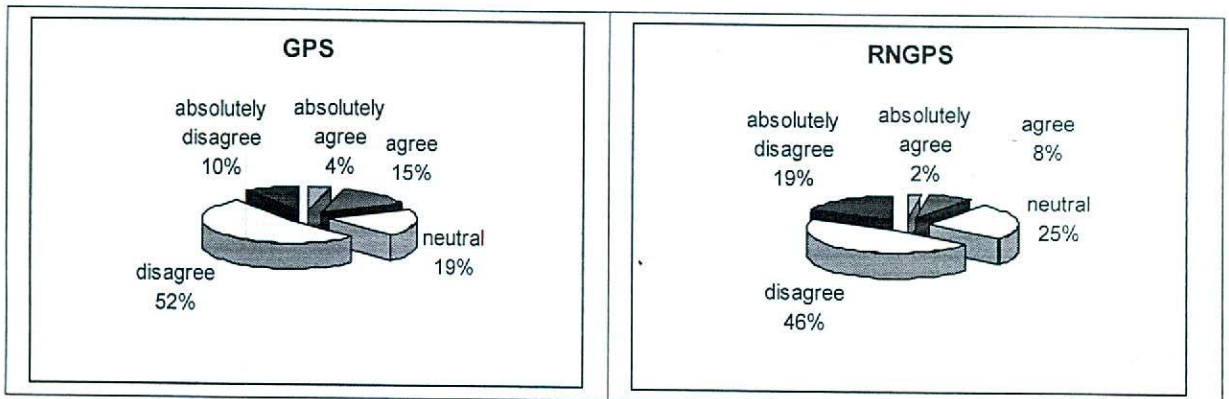
**Figure 4.43: Teachers provide Remedial Measures at the end of Class**



The figure 4.43 shows that the teachers (23% GPS and 17% RNGPS) provided remedial measures at the end of class. On the other hand teachers (44% GPS and 51% RNGPS) did not provide remedial measures at the end of class along with (17% GPS and 13% RNGPS) absolutely did not provide remedial measures after justifying the achievement of lesson.

- Teachers inform the guardian about students' result

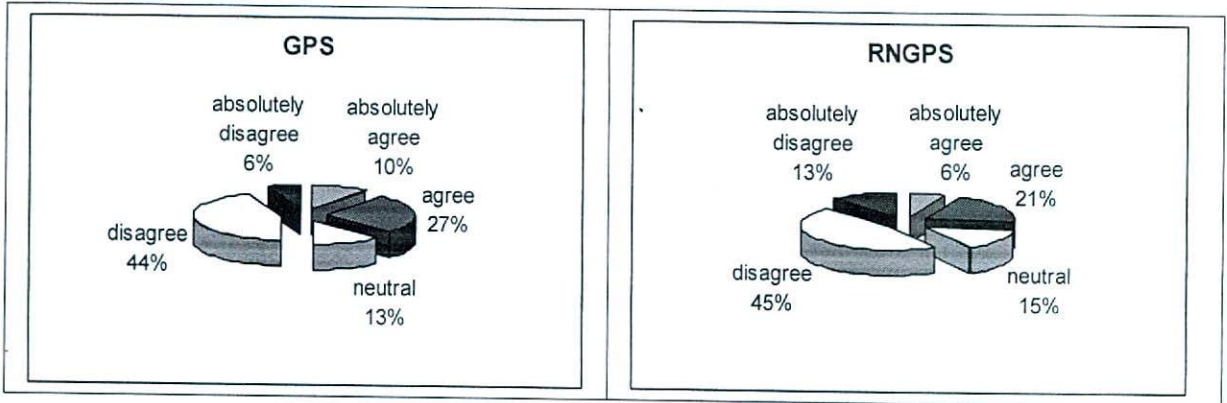
**Figure 4.44: Teachers inform the Guardian about Students' Results**



From the figure 4.44 shows that the teachers (15% GPS and 08% RNGPS) informed the result to the students' guardian whereas the teachers (52% GPS and 46% RNGPS) did not inform. On the other hand the teachers (10% GPS and 19% RNGPS) absolutely did not update the result to the guardian of children.

- Teachers encourage the students during giving correct answer

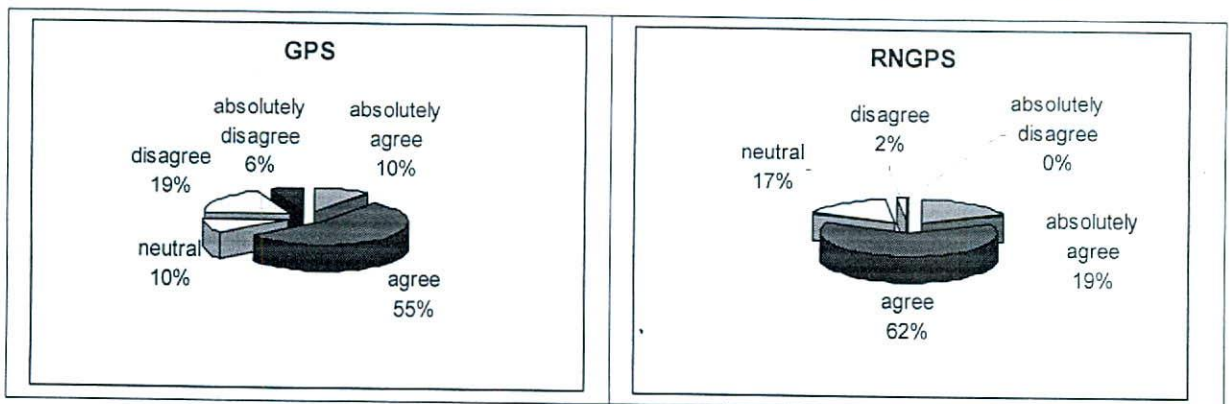
**Figure 4.45: Teachers encourage the Students during giving Correct Answers**



It reveals from the figure 4.45 that the teachers (27% GPS and 21% RNGPS) encouraged the students during giving correct answer whereas the teachers (44% GPS and 45% RNGPS) did not encourage the students during giving correct answer. On the other hand a small number of teachers (06% GPS and 13% RNGPS) absolutely agreed that they did not encourage the students during giving correct answer.

- Teachers emphasize on knowledge based question

**Figure 4.46: Teachers emphasize on Knowledge based Questions**



The figure shows that the teachers (10% GPS and 19% RNGPS) absolutely emphasized on knowledge based question. The teachers (55% GPS and 62% RNGPS) agreed that they emphasized on knowledge based question. On the other hand the teachers (19% GPS and 02% RNGPS) disagreed that they did not emphasize on knowledge based question. It is noticed that the teachers (10% GPS and 17% RNGPS) did not pay their opinion in either side.

#### **4.4: Comparison between the recommended evaluation systems of NCTB and actual situation in the classroom**

This section is presented in two sub-sections. First sub-section is organized comparison between the overall recommended evaluation systems of NCTB and actual situation in the classroom; the other sub-section is arranged between the recommended evaluation systems of NCTB and actual situation in the classroom by subject.

##### **4.4.1 Overall comparison**

- NCTB prescribed some guidelines for evaluation to the students. The most part of evaluation techniques were similar in each subject and class. On the other hand there were some differences on evaluation strategies among the subjects. They suggested that the evaluation should be daily at the end of some pre-specified lesson or the end of chapter, monthly, terminal and final examinations.
- All primary schools took two terminals and a final examination. But it was seldom administered weekly or monthly examination at the end of some pre-specified lessons or chapter.
- NCTB prescribed that the end of lesson students should be evaluated with oral through question-answer. Teachers rarely evaluated the students during lesson. Most of the time the teachers had no preparation. Many teachers were not certain about the lessons to be taught and did not know what they should achieve in the class.
- NCTB recommended that the teachers should following the learning competencies during question setting. But a great majority of the teachers did not follow specified competencies in presenting lesson and it was not reflected in questions.
- If the teachers should follow the prescribed suggestions of evaluation from NCTB, they should have sufficient idea about learning competencies. Most of the cases the teachers have a little idea about learning competencies.
- The teachers who were involved in question setting they had scarcity of guideline accordingly renewed and modified curriculum from NCTB. The previous year questions got top most priority during question setting. They

seldom used the exercise of related textbooks during question setting. They did not apply their idea about setting innovative question.

- The aims of evaluation from NCTB was to bloom talent along with behavioral change, values, aesthetic development to the students but the used evaluation strategies in school especially in the rural areas grow interest of rote learning to the students. The teacher seldom asked reflective questions to evaluate the students' creativity.
- The teachers habituated to identify the knowledge of students during class what is least important part considered as evaluation. Whereas the higher order skill is neglected in evaluation during teaching a lesson.
- NCTB recommended that the teacher should inform the students and their guardians about the results. Most of the cases teachers informed the students other than they did not inform the guardians.
- According to curriculum the teacher should check the progress during lesson to find out the learning difficulties and should give remedial measures. But in the most of the cases teachers did not follow these instructions.
- NCTB prescribed that the teacher should appreciate the students if they provide correct answer and do not show anonymity to the students. Most of the cases teachers do not practice it. Moreover the teacher grant punishment if the students did not give correct answer

#### 4.4.2 Subject based comparison regarding evaluation of four school subjects

##### Bangla:

- NCTB prescribed to evaluate the students through oral and written. Some of the teachers practiced during class both oral and written techniques.
- NCTB prescribed that the teachers should evaluate the **oral** techniques through short-answer type question, loud reading, recitation of poem, conversation, discussion, story telling, role play, singing, debating and loud reading with care of pronunciation etc. The teachers who exercised the oral techniques, most of them were limited into using question-answer, loud reading and reciting with care of pronunciation.
- In **written** test, the type of question should be: essay type or free-answer, short-answer and objective type. The techniques should be such as word

meaning, antonym, sentence making, rearrange sentence, matching, fill in the gap, question-answer, poem writing. The teacher should identify the students capacity through using nasal sign, tick sign, describing capacity based on own experience etc. The teachers who practiced written test in class used more or less every item.

- NCTB prescribed that the teachers should evaluate the students through dictation, writing from observation etc. Besides this the teachers should evaluate the students during deliver lesson as well as at the end of lesson. Continuous evaluation should arrange. The teachers did not practiced dictating and writing from researcher's observation.
- NCTB also prescribed that the teacher should find out the progress, learning difficulties and provide the remedial measures. But in the most of the cases teachers did not follow these instructions.

#### **Mathematics:**

- NCTB prescribed both oral and written techniques should be administered in the class. Most of the teachers agreed with the requirement of oral and written test but many of them practiced written techniques to evaluate the students. Very few teachers used both oral and written techniques at a time.
- NCTB prescribed that the students should be encouraged with letter grade. An enormous number of teachers were in favor of encouraging the students given letter grade.
- NCTB prescribed that the teacher should evaluate the students at the end of chapter, month, terminal and final examinations. Teachers provide class work, arrange terminal and final examination.
- NCTB prescribed that the teacher should evaluate the students in view with competency. The teachers followed it occasionally.
- NCTB prescribed that the teacher should give home work. In most of the cases teachers did it.
- NCTB also prescribed that the teacher would find out the progress, learning difficulties and provide the remedial. But in the most of the cases teachers did not follow these instructions.

### English:

- NCTB prescribed that the teacher should evaluate the students of four skills. Some of teachers practiced a little bit of four skill in the class.
- In **listening** skill NCTB prescribed that the students should be evaluated through pre-listening question and post listening question. They also suggested where the passage have not in the students' textbook it has to be read out to them. Some of teachers used listening sound, telling story, listening tape, listening conversation etc.
- In **speaking** skill NCTB prescribed that the teachers should practice in the class using textbook picture, example dialogue, substitution tables written questions etc. The teachers who exercised speaking skill in the class used question-answer, dialogue, telling story etc.
- In **reading** skill NCTB prescribed that the teachers should practice in the class using comprehension, open-ended, true-false, multi-choice and close passages with or without clues. Some of the teachers exercised reading skill in the class. Most of the cases the students read out the textbook, question answer, true false etc.
- In **writing** skill NCTB prescribed that the teachers should practice in the class using copying words/phrases/sentence from the textbook, fill in the gap, answering questions from a paragraph, writing informal letters etc. Some of the teachers who exercised writing skill in the class, most of the cases used writing questions-answer, sentence making, fill in the gap, paragraph writing etc. Home work got top most priority in evaluating writing skill.

### Science and Social Science:

- According to NCTB the teachers should set the questions following learning competencies and learning outcome. But most of the cases teacher did not follow it. Moreover, the teachers had uncertainty about learning outcomes and learning competencies
- NCTB have emphasized on blooming talent along with physical, mental and aesthetic development. But the teacher emphasized to evaluate the knowledge and comprehension based question.
- NCTB prescribed that the teacher should find out the students' learning, their weakness and should provide remedial measures. Most of the cases teachers did not follow this instruction.
- According to NCTB teacher should administer the two terminals and a final examination. The type of questions such kind of test should MCQ, short-answer type, essay type. All of the teachers used it.

## Chapter-V

### Findings and Recommendations

#### Introduction

This chapter presents a summary of major findings and conclusions along with some recommendations for overall improvement of Primary school evaluation system. The two types of findings such as General findings and Findings of four school subjects are stated in separate sub-headings. The findings and recommendations are prepared on the basis of researcher's document analysis and the opinion of teachers, AUEOs and UEOs.

#### 5.1: General findings

The general findings were drawn upon teachers', AUEOs and UEOs opinion on similar issues among the subjects as follows:

- Three examinations (two terminals and a final) are held in a year for each class in primary schools. In these examinations, essay type, short-answer type, MCQ, word meaning, fill in the gap, matching and true-false questions are used. Generally such kind of tests gave emphasis on assessing the learners' knowledge. It was reflected from teachers' interviews that the existing evaluation system was not enough for assessing the competencies of the learners of primary schools.
- Existing evaluation process of primary schools mainly emphasized rote learning instead of concept learning. As a result, students' higher abilities e.g. comprehension, application, analysis and synthesis were not reflected in existing evaluation process. The teachers and administrators urged to reform the existing examination process emphasis on concept learning rather than rote learning.
- Majority teachers of both GPS (60%) and RNGPS (65%) in urban areas seldom evaluated the students at the end of lesson whereas the teachers of rural areas of both categories usually did never assess their students.

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- In class test, teachers usually used short-question answer (83%), fill in the gap, matching, true-false, class work, group work etc. Unexpectedly, most of the cases teachers evaluate the capacity of rote learning instead of concept learning. The UEOs and AUEOs opined that they were actually not familiar with this process. Even most of the UEOs and AUEOs did not know that any class test is taken in the primary school except the terminal examinations.
- The teachers thought that existing evaluation strategies generated fear to the students.
- The teachers believed that the existing evaluation system could not measure appropriately the learning competencies of students rather it measured the memorization of students in the examination. But it was not the aim of competency-based curriculum.
- The results of the class test/monthly test are not added with the scores of final examination. So, students and their guardians are not interested with formative evaluation.
- A good number of teachers believed that the existing evaluation system was not able to justify the students' merit as a whole.
- The teacher felt that it was not possible to enhance creativity through existing memory-based evaluation system. So, this system should be reformed so that assessment of learners' creativity is taken care of.
- Most of the school teachers (56% GPS and 76% RNGPS) were not involved in question setting for their school examinations though school based assessment is ideal for evaluating the students, steel question paper were prepared centrally (upazila level, district level). A large number of teachers (90%) opined to alter the system.
- The teachers and AUEOs provided opinion that the question papers of terminal and final examinations is prepared through two steps. Firstly, all sets of question paper are prepared in cluster-wise through a committee of teachers. Secondly, collected questions from different clusters are moderated by a committee headed by Upazila Education Officer.

- Those teachers who were involvement in the process of question setting had faced the following problems:
  - lack of training on question setting (73%)
  - lack of guidelines for question setting (57%)
  - lack of exact instruction (50%)
- The teachers did not usually follow the attainable learning competencies during question setting.
- In response to the question whether teacher prepares questions according to learning outcomes or not, most of the teachers indicated that they usually do not consider learning outcomes during question setting.
- The previous year questions got top most priority during question setting.
- It appears from the analysis of data that the teachers had a little idea about the learning outcomes, class-wise learning competencies and terminal competencies.
- Majority teachers usually (73% GPŞ and 75% RNGPS) did not follow the lesson plan during teaching a lesson. And along with, they did not follow the learning outcomes and specified competencies during classroom teaching-learning process.
- The data indicated that most of the teachers did not have any good idea about Taxonomy of educational objectives (cognitive, affective and psychomotor). As a result, they were not capable of preparing questions according to different levels of cognitive domain (knowledge, comprehension, application, analysis, synthesis and evaluation).
- Teachers did not provide remedial measures to the students. Generally, they used to end the class without finding out the process of progress their learning techniques. Most of the cases, teachers did not encourage the learners rather than showed anonymity only.
- For question setting, the head teachers of school do not guide the assistant teacher because question papers are collected from other sources under the guidance of AUEO.
- Majority of the teachers could not say whether the aims and objectives of primary curriculum could not be achieved through existing evaluation system.

- Most of the UEOs (89%) and AUEOs (83%) do not have any professional training. However, the professional training is important for field level administrator because they have to suggest sometime train teachers for developing classroom teaching-learning activities.

## **5.2: Findings from teachers' opinion regarding evaluation of four school subjects**

### **5.2.1: Bangla**

- Most of the teachers (77% GPS and 64% RNGPS) thought that the oral question-answer was important at the end of a lesson. The advantages of oral test during Bangla class are as follows:
  - i. Oral test removes the students' shyness.
  - ii. It is applicable for students who are weak in writing skill.
  - iii. The abilities of students are quickly measured.
  - iv. Anxiety towards formal written test is to be removed.
  - v. It is possible to assess the listening and speaking abilities of pupils.
  - vi. The pupils can get immediate feedback about progress of their lesson.
- Majority sample teachers usually used short question-answer during oral test.
- In written test, the teachers usually set different types of questions such as question-answer, fill in the gap, word meaning, sentence making, antonym etc.

### **5.2.2: Mathematics**

- A vast number of the teachers (92% GPS and 73% RNGPS) believed that the written test is necessary at the end of mathematics class. The advantages of oral test during Mathematics class are as follows:
  - i. It helps to grow the creativity of students.
  - ii. Teachers acquire knowledge about students' learning skill.
  - iii. Recognizes the students' intelligence and curiosity.

- iv. The pupils can get immediate feedback about progress of their lesson.
- v. Encourages to both teachers and students taking next initiative for making well.
- Some of the teachers agreed about the requirement of oral test. However, a noticeable number of teachers did not agree with the requirement of oral test during mathematics.
- A huge number of teachers (94% GPS and 85% RNGPS) provided their opinion in favor of encouraging the students by giving letter grade.

### 5.2.3: English

- A large number of teachers (75% GPS and 61% RNGPS) believed that oral test should be administered at the end of a lesson. They provided the following logic behind their support:
  - i. Oral test removes students' fear to English as well as it develops in English.
  - ii. Recognize students' progress of listening and speaking skills and it grows interest for English.
  - iii. The pupils can get immediate feedback of their listening and speaking skill.
  - iv. Oral test encourages taking feedback about progress of their lesson.
  - v. Such type of tests built up the ability of spoken English also.
- On the question of assessment of four language skills at the end of a lesson in English both GPS and RNGPS told that they did not assess students' listening and speaking skills. However, they usually evaluated writing and reading skills of students.
- To evaluate speaking skill, teachers use question-answer, dialogue, drawing conclusion on picture from textbook, story telling etc.

- For measuring speaking skill, the teachers (GPS 39%, RNGPS 28%) frequently used the techniques of question-answer (87% GPS and 63% RNGPS) reading from the textbook.
- Teachers usually evaluated the writing skill of students using question like word meaning, sentence making, fill in the gap, matching, matching between picture and word, locate small and capital letter, rearrange letter, identifying synonym, etc. A great majority of GPS (95%) and RNGPS (82%) favored homework.

#### **5.2.4: Science and Social Science**

- The majority of the teachers arranged oral test through tiny question-answer, true-false, answer in a single word, quiz etc. at the end of lesson.
- It appears from the teachers (94% GPS and 81% RNGPS) that written test was necessary for evaluating the students at the end of science and social science class.
- Fill in the gap (97%), short answer (94%), true-false (94%), matching, MCQ, quiz, drawing conclusion on pictures and question-answer from given exercise in textbook were used as tools of written assessment.
- Some teachers seldom used observation of students' attitude and behavior during class teaching.

### 5.3: Recommendations

The following recommendations may be considered as guidelines in order to improve the Evaluation System of Primary Education in Bangladesh based on the opinions of teachers' AUEOs and UEOs.

- It is not wise to finalize results of primary school students taking only three examinations in a year, rather a number of class tests should regularly be held to assess the students' learning achievements. This evaluation should be formative in nature and there should have a reflection of this formative tests for calculating final results of students.
- Although the primary schools teachers used essay type, short-answer type and objective type of questions for evaluate the students through terminals and final examination but through these tests teachers usually measure of students' knowledge and comprehension. However, more emphasis should be given on higher order learning e.g. application, analysis, synthesis and evaluation during question setting so that the teachers measure the learners appropriately.
- In class test, teachers usually used short-answer type question (83%), fill in the gap, matching, true-false, class work, group work etc. Unexpectedly, most of the cases teachers evaluate the capacity of rote learning instead of concept learning. However, reflection of learners' learning, power of drawing conclusion, pragmatic ability and intended work in practice should be considered when students' acquaintance and merit will be assessed.
- At least five minutes will be allotted for assessing students progress at the end of lesson and proper measure should be taken to implement of both GPS and RNGPS teachers especially rural teachers.
- The teachers frequently used questions given in the exercise of textbooks during question setting. Therefore, given exercise in textbooks should be organized with maintaining the learning outcomes and class wise learning competencies as well as the example of higher order question should also be given in exercise.
- The teachers should deliver lesson using pre-planned lesson plan. The specified learning outcomes in light of subject based competencies and terminal competencies accordingly curriculum should get top most priority in lesson plan.

- The test items should be so selected that they will be relevant with the curriculum and can measure the competencies appropriately. The teachers should set their keen interest about intellectual and innovative type of items during question setting rather than book based question so that the students' creativity is being developed. As well as the teachers should achieve the idea about physical, mental, behavioral and aesthetic development of students. At the same time, the teachers should prepare the test items regarding of learners' merit.
- Teachers should have clear idea about the lesson plan, learning outcome, class wise learning competencies and terminal competencies given in the curriculum.
- The question paper should be set by the classroom teachers instead of question from other sources because they know better about their students' competence. They should take decision on selecting test items accordingly their learners' capability.
- During question setting the teachers should reviewing and following the attainable learning competencies given in the curriculum.
- The existing evaluation procedure creates panic to the students so that the teachers should arrange lively, participatory and learning friendly teaching approach in class where students should comfortable and felt free from all kinds of panic and they would take seat in examination with any kind of anxiety.
- Teachers should find out the progress and learning difficulties of learners and should provide remedial measures to the slow learners at the end of lesson. Minimum five minutes should be allocated for such type of measures at the end of lesson. Teachers should organize different classes for providing remedial measures in consideration of students' capabilities within the schooling hours. Although it will be difficult to the teachers, more effective for slow learners. Both advanced and slow learners should be encouraged. Teachers must prevent showing anonymity to the students.
- New questions booklet accordingly modified and renewed curriculum should be prepared by NCTB and made available to the classroom teachers.
- It is necessary to evaluate co-curricular activities and other activities of the students in the schools and for this a system like School Based Assessment

(SBA) of secondary school should also be implemented in the primary school evaluation system.

- Regular training only for preparation of questions setting should be arranged by URC and NCTB. The duration of this training should be 5-7 days. The training for supervisors on above thing should also be arranged.
- All the teachers both of rural and urban should arranged written or oral test at the end of pre-specified lesson or chapter by giving emphasis on concept learning based on competencies instead of knowledge. New questions booklet accordingly modified and renewed curriculum should be prepared by NCTB and made available to the classroom teachers. It helps the teachers who usually administered the class test using the question from exercise. NCTB should be careful so that the teachers can measure the competencies and students' intelligence effectively.

#### **5.4: Suggestions for further study**

The future researchers may consider the following topic for further study:

- An exploratory study on the use of structured question in primary schools.
- A study of usefulness of co-curricular activities in the evaluation process of primary school children.
- An investigation on formative evaluation for introducing in primary schools.
- Continuous Pupils' Assessment (CPA) for grades I to II: Existing situation and future prospects.
- Introduction of SBA in the primary schools.
- Principles and policies of question setting for final exam in the primary schools.
- A study on the attitude of teachers for evaluation during classroom teaching.
- A study on the effects of teaching load in assessment procedure of primary school teachers.
- A comparative study on teaching load and proper evaluation in primary schools in Bangladesh.
- A study on teaching learning progress in large classroom situation in primary schools.



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শিক্ষা ও গবেষণা ইন্সটিটিউট  
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ঢাকা-১০০০, বাংলাদেশ  
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ই-মেইল :

**Annex-01**

Dhaka University Institutional Repository



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To

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Date: .....

Dear Sir,

I am glad to introduce Mr. Biplob Mallick student of M. Phil. of the Institute of Education and Research, under University of Dhaka. As a partial fulfillment of his M. Phil. degree he has under taken a research work on primary education entitled "A Qualitative Study about the Evaluation System of Primary Education in Bangladesh".

It would be highly appreciated if you would kindly extend all possible co-operation and support to him. Your co-operation would help him to complete his study smoothly with in the stipulated time.

Thanking you,

With regards

Yours Sincerely

Dr. Md. Abul Ehsan

Professor of Education

# A Qualitative Study about the Evaluation System of Primary Education in Bangladesh

## শিক্ষকদের জন্য প্রশ্নোত্তরিকা

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে)

প্রশ্নোত্তরিকার তিনটি অংশ রয়েছে। প্রথম অংশে উত্তরদাতার সাধারণ তথ্য, দ্বিতীয় অংশে প্রাথমিক বিদ্যালয়ের মূল্যায়ন সম্পর্কিত সাধারণ তথ্য এবং তৃতীয় অংশে রয়েছে বিষয়ভিত্তিক মূল্যায়ন সংক্রান্ত অন্যান্য তথ্যাবলী।

### উত্তরদাতার সাধারণ তথ্য

উত্তরদাতার নাম : .....

প্রতিষ্ঠানের নাম : .....

উপজেলা : ..... জেলা : .....

বয়স : ..... চাকুরিতে যোগদানের সন : .....

শিক্ষাগত যোগ্যতা : .....

পেশাগত যোগ্যতা : .....

### মূল্যায়ন সংক্রান্ত তথ্যাবলী

১. শ্রেণীকক্ষে পাঠদানের সময় পূর্ব পরিকল্পিত পাঠপরিকল্পনা ব্যবহার করেন কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, পাঠপরিকল্পনায় প্রান্তিক যোগ্যতার প্রতি খেয়াল রাখা হয় কিনা?

হ্যাঁ  না

২. শ্রেণীকক্ষে পাঠদানের সময় শিক্ষার্থীদের কিভাবে মূল্যায়ন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

ক) হ্যাঁ হলে, সাময়িক ও বার্ষিক পরীক্ষায় কী কৌশল অবলম্বন করা হয়? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

৩. পাঠশেষে শিক্ষার্থীদের মূল্যায়ন করেন কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, কী ধরনের কৌশল অবলম্বন করে পাঠশেষে শিক্ষার্থীদের মূল্যায়ন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

খ) এ ধরনের মূল্যায়নের সুবিধাগুলো উল্লেখ করুন? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

গ) শ্রেণী পরীক্ষার সময় কী ধরনের কৌশল অবলম্বন করে থাকেন? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

ঘ) যদি না হয়, তাহলে এর কারণ কী? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

ঙ) শিক্ষার্থীদের সহপাঠ্যক্রমিক কার্যাবলীর মূল্যায়ন করেন কিনা?

হ্যাঁ  না

চ) সহপাঠ্যক্রমিক কার্যাবলী মূল্যায়নের প্রয়োজন রয়েছে কিনা?

হ্যাঁ  না

৪. বিদ্যালয়ের প্রশ্নপত্র আপনারা প্রণয়ন করেন কিনা?

হ্যাঁ  না

ক) যদি না হয়, তাহলে প্রশ্নপত্র কোথা থেকে সংগ্রহ করেন?

উপজেলা শিক্ষা অফিস থেকে

জেলা শিক্ষা অফিস থেকে

অন্যান্য (উল্লেখ করুন) .....

খ) প্রশ্নপত্র প্রস্তুত করার জন্য শ্রেণী শিক্ষকগণের অংশগ্রহণের প্রয়োজন রয়েছে কিনা?

হ্যাঁ  না

৫. আপনার জানা মতে, পরিবর্তিত ও পরিমার্জিত শিক্ষাক্রম অনুযায়ী প্রশ্নপত্র প্রণয়নের কোন নীতিমালা রয়েছে কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, নীতিমালা কে বা কারা তৈরী করেছেন? (সুনির্দিষ্ট উত্তর দিন)

.....

খ) না হলে, কোন নীতিমালার প্রয়োজন রয়েছে কিনা?

হ্যাঁ  না

৬. প্রশ্নপত্র তৈরীর সময় শিক্ষকগণ কোন ধরনের সমস্যার সম্মুখীন হন কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, শিক্ষকগণ নিম্নোক্ত কোন ধরনের সমস্যার সম্মুখীন হন?

প্রশ্নপত্র তৈরীর নীতিমালা অপ্রতুলতা

প্রশ্নপত্র তৈরীর নীতিমালা বুঝতে অসুবিধা

প্রশিক্ষণের অভাব

বিষয়জ্ঞানের স্বল্পতা

দায়িত্বশীলতার অভাব

সঠিক নির্দেশনার অভাব

অন্যান্য (উল্লেখ করুন) .....

৭. শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতার পদ্ধতি খোলা রেখে পাঠ্যপত্র প্রণয়ন করা হয় কিনা?

হ্যাঁ  না

ক) না হলে, কেন করা হয় না? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

৮. প্রশ্নপত্র তৈরীর সময় যোগ্যতার সাথে মিল রেখে সংশ্লিষ্ট সমগ্র পাঠ্যসূচি হতে প্রশ্ন প্রণয়ন করা হয় কিনা?

হ্যাঁ  না

ক) না হলে, কী ধরনের পদক্ষেপ নেয়া হলে সংশ্লিষ্ট সমগ্র পাঠ্যসূচি হতে প্রশ্ন প্রণয়ন করা সম্ভব? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

৯. কোন একটি শ্রেণীতে শিক্ষার্থীদের যে সমস্ত শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জন করার কথা সেগুলো নিশ্চিতকরনে কী ধরনের পদক্ষেপ নেয়া যুক্তিযুক্ত বলে আপনি মনে করেন?

.....  
.....

১০. প্রচলিত মূল্যায়ন ব্যবস্থার মাধ্যমে প্রাস্তিক যোগ্যতা ভিত্তিক শিক্ষাক্রমে শিক্ষার্থীদের শিখন অভিজ্ঞতা সঠিকভাবে মূল্যায়ন করা সম্ভব কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, প্রাস্তিক যোগ্যতাগুলো যে সঠিকভাবে অর্জিত হয়েছে কিভাবে নিরূপন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

খ) না হলে, কী ধরনের পদক্ষেপ/কৌশল নেয়া হলে প্রাস্তিক যোগ্যতা অর্জন করা সম্ভব? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১১. প্রচলিত মূল্যায়ন ব্যবস্থায় এমন সুযোগ রয়েছে কিনা যেখানে শিক্ষার্থীরা তাদের সৃজনশীলতাকে কাজে লাগিয়ে উত্তর করতে পারে?

হ্যাঁ  না

ক) হ্যাঁ হয়ে থাকলে, শিক্ষার্থীরা তাদের সৃজনশীলতাকে—

- কাজে লাগায়
- কাজে লাগায় না
- সুযোগ রয়েছে তবে মুখস্ত করে লিখে
- অন্যান্য (উল্লেখ করুন).....

১২. আপনার মতে শিক্ষার্থীদের অর্জিত জ্ঞান কী কী ভাবে মূল্যায়ন করা যায়? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১৩. শিক্ষার্থীদের সামাজিক ও ব্যক্তিক দক্ষতার মূল্যায়ন কিভাবে করা যায় বলে আপনি মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১৪. আপনার মতে প্রাথমিক স্তরে শিক্ষার্থীদের দক্ষতা (skill) কী কী ভাবে মূল্যায়ন করা যায়? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১৫. আপনার মতে প্রচলিত মূল্যায়ন ব্যবস্থার সুবিধাসমূহ কী কী? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১৬. আপনার মতে প্রচলিত মূল্যায়ন ব্যবস্থার অসুবিধাসমূহ কী কী? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

১৭. একটি বিজ্ঞানসম্মত আধুনিক মূল্যায়ন ব্যবস্থা তৈরীতে কী ধরনের পদক্ষেপ নেওয়া যেতে পারে বলে মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....



বিষয়ভিত্তিক মূল্যায়ন সংক্রান্ত তথ্যাবলী

বাংলা :

১) বাংলা বিষয়ে মৌখিক পরীক্ষার প্রয়োজনীয়তা রয়েছে কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, যুক্তি দিন (সুনির্দিষ্ট উত্তর দিন)

২) মৌখিক পরীক্ষা নিয়ে থাকলে কিভাবে নিয়ে থাকেন?

- ছোট ছোট প্রশ্নোত্তর
- সরবে পড়া
- আবৃত্তি করা
- উপস্থিত বক্তৃতা
- বর্ণনা বা আলোচনা
- গল্প বলা
- অভিনয়
- গান
- বিতর্ক
- স্পস্ট ও শুদ্ধ উচ্চারণে পড়া
- অন্যান্য (উল্লেখ করুন).....

২) লিখিত পরীক্ষায় কী ধরনের প্রশ্ন করে থাকেন?

- প্রশ্নোত্তর লেখা
- শব্দার্থ লেখা
- বিপরীত শব্দ লেখা
- চন্দ্রবিন্দু ব্যবহার করে শব্দ লেখা
- বাক্য তৈরী লেখা
- বাক্য সাজিয়ে লেখা
- যুক্তবর্ণ ভেঙ্গে লেখা
- অভিজ্ঞতা বর্ণনা করে লেখা
- গল্প বলা
- নীরবে পড়ে ছোট প্রশ্ন লেখা
- শূণ্যস্থান পূরণ করা
- দু পাশের কথা মিলিয়ে লেখা
- বইয়ে উল্লিখিত প্রশ্নোত্তর লেখা
- অন্যান্য (উল্লেখ করুন).....

হ্যাঁ

না

### ইংরেজি বিষয়েঃ

১) ইংরেজি বিষয়ে মৌখিক পরীক্ষার প্রয়োজনীয়তা রয়েছে কিনা?

হ্যাঁ

না

ক) হ্যাঁ হলে, যুক্তি দিন (সুনির্দিষ্ট উত্তর দিন)

২) ১ম ও ২য় শ্রেণীতে শিক্ষার্থীদের কিভাবে মূল্যায়ন করেন?

শ্রেণীর কাজ

শ্রেণী পরীক্ষা

বাড়ীর কাজ

অন্যান্য (উল্লেখ করুন).....

ক) শ্রেণীর কাজ ও শ্রেণী পরীক্ষার ক্ষেত্রে শিক্ষার্থীদের কি ধরনের কাজ দিয়ে থাকেন?

মিলকরণ অনুশীলন (দুই কলামের বিভিন্ন আকৃতির ছবি)

একই ধরনের উচ্চারণগত শব্দসমূহ বাছাই

শব্দের সাথে ছবির মিলকরণ (দুই কলামের বিভিন্ন শব্দ ও ছবি)

বিন্দু আকৃতিতে আঁকা বর্ণগুলোকে একত্রিত করা

বড় ও ছোট হাতের বর্ণ লিখতে দেওয়া

বড় ও ছোট হাতের বর্ণ সনাক্ত করতে দেওয়া

বর্ণ সাজিয়ে লেখা

অন্যান্য (উল্লেখ করুন).....

৩) ৩য় থেকে ৫ম শ্রেণী পর্যন্ত শিক্ষার্থীদের নিম্নোক্ত কী কী দক্ষতা মূল্যায়ন করেন?

শোনার দক্ষতা

বলার দক্ষতা

পড়ার দক্ষতা

লেখার দক্ষতা

অন্যান্য (উল্লেখ করুন).....

ক) শোনার দক্ষতা মূল্যায়নের ক্ষেত্রে শিক্ষার্থীদের কী ধরনের কাজ দিয়ে থাকেন?

বর্ণমালার ধ্বনি ও যুক্ত ধ্বনি শুনতে দিয়ে

গল্প/গল্পাংশ শুনিয়ে প্রশ্ন করে

সংক্ষিপ্ত বিবরণ থেকে প্রশ্ন করে

ছবি দেখিয়ে প্রশ্ন করে

রেডিও/টিভি/ক্যাসেট শুনিয়ে প্রশ্ন করে

কথোপকথন/বক্তৃতা শুনিয়ে প্রশ্ন করে

অন্যান্য (উল্লেখ করুন).....

খ) বলার দক্ষতা মূল্যায়নের ক্ষেত্রে শিক্ষার্থীদের কী ধরনের কাজ দিয়ে থাকেন?

পাঠ্যবইয়ের ছবি সম্পর্কে বর্ণনা করতে দিয়ে

- ছবি দেখানোর মাধ্যমে
- প্রশ্নোত্তর বলতে দেয়ার মাধ্যমে
- ছবি সাজিয়ে গল্প বলতে দেয়ার মাধ্যমে
- অন্যান্য (উল্লেখ করুন).....

গ) পড়ার দক্ষতা মূল্যায়নের ক্ষেত্রে শিক্ষার্থীদের কী ধরনের কাজ দিয়ে থাকেন?

- পাঠ্যাংশ পড়তে দিয়ে
- সংলাপ পড়তে দিয়ে
- পোস্টার, সাইন বোর্ড, বিজ্ঞপ্তি পড়তে দিয়ে
- চিঠি পড়তে দেয়ার মাধ্যমে
- আবেদনপত্র পড়তে দিয়ে
- বই/ম্যাগাজিন/দেয়াল পত্রিকা পড়তে দিয়ে
- সহজ ভাষায় লেখা যে কোন বিষয় পড়তে দিয়ে
- অন্যান্য (উল্লেখ করুন).....

ঘ) লেখার দক্ষতা মূল্যায়নের ক্ষেত্রে শিক্ষার্থীদের কী ধরনের কাজ দিয়ে থাকেন?

- পাঠ্যবইয়ের শব্দ, বাক্য, বাগধারা লিখতে দিয়ে
- শূণ্যস্থান পূরণ করতে দিয়ে
- কোন অনুচ্ছেদ হতে প্রশ্নোত্তর লিখতে দিয়ে
- কোন একটি মডেল বা তথ্য ছক হতে লিখতে দিয়ে
- অনানুষ্ঠানিক চিঠি লিখতে দিয়ে
- অন্যান্য (উল্লেখ করুন).....

## গণিত বিষয়েঃ

১) গণিত বিষয়ে মৌখিক পরীক্ষার প্রয়োজনীয়তা রয়েছে কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, যুক্তি দিন (সুনির্দিষ্ট উত্তর দিন)

.....

.....

২) শ্রেণীকক্ষ ভিত্তিক মূল্যায়নের প্রয়োজনীয়তা রয়েছে কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, যুক্তি দিন (সুনির্দিষ্ট উত্তর দিন)

.....

.....

২) শিক্ষার্থীদের লিখিত মূল্যায়নে নম্বর বা লেটার গ্রেড দিয়ে উৎসাহিত করেন কিনা?

হ্যাঁ  না

ক) না করে থাকলে, যুক্তিসংগত কারণগুলো কী? (সুনির্দিষ্ট উত্তর দিন)

.....

.....

## বিজ্ঞান ও সমাজ বিষয়েঃ

১) যদি মৌখিক পরীক্ষা নিয়ে থাকেন তবে কী ধরনের প্রশ্ন করেন?

ছোট ছোট প্রশ্নোত্তর

সত্য/মিথ্যা

কুইজ

এক কথায় উত্তর

অন্যান্য (উল্লেখ করুন).....

২) শ্রেণীকক্ষে শিক্ষার্থীদের লিখিত কাজ প্রদানের মাধ্যমে মূল্যায়ন করেন কিনা?

হ্যাঁ

না

ক) যদি লিখিত মূল্যায়ন করে থাকেন তবে কী ধরনের প্রশ্ন করেন?

সংক্ষিপ্ত-উত্তর প্রশ্ন

নৈব্যক্তিক প্রশ্নোত্তর

বিজ্ঞানের বিভিন্ন বিষয়ের ছবি আঁকতে দিয়ে

ছবির বিভিন্ন অঙ্গপ্রত্যঙ্গ নির্দেশ করতে দিয়ে

কুইজ

দু'পাশের কথা মিলিয়ে লেখা

শূণ্যস্থান পূরণ করা

বইয়ে উল্লিখিত প্রশ্নোত্তর লেখা

সত্য/মিথ্যা

অন্যান্য (উল্লেখ করুন).....

৩) পর্যবেক্ষণের মাধ্যমে শিক্ষার্থীদের মূল্যায়ন করে থাকেন কিনা?

হ্যাঁ

না

৪) পর্যবেক্ষণের মাধ্যমে নিম্নোক্ত কোন বিষয়ের জ্ঞান যাচাই করা হয়?

আচরনিক পরিবর্তন

মূল্যবোধ

নান্দনিক বিকাশ

অন্যান্য (উল্লেখ করুন).....

**Annex-03****A Qualitative Study about the Evaluation System  
of Primary Education in Bangladesh****মূল্যায়ন সম্পর্কে শিক্ষকগণের মনোভাব যাচাই স্কেল**

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে।)

মনোভাব যাচাই স্কেলের দুইটি অংশ রয়েছে। প্রথম অংশে উত্তরদাতার সাধারণ তথ্য, দ্বিতীয় অংশে প্রাথমিক স্তরের শিক্ষার্থীদের মূল্যায়ন কৌশল সম্পর্কে শিক্ষকগণের মনোভাব যাচাইয়ের জন্য পাঁচটি স্কেল রয়েছে। আপনি আপনার মন্তব্যের পক্ষে যে কোন একটি স্কেলে “টিক” (✓) চিহ্ন দিন

**উত্তরদাতার সাধারণ তথ্য**

উত্তরদাতার নাম : .....

প্রতিষ্ঠানের নাম : .....

উপজেলা : ..... জেলা : .....

বয়স : ..... চাকুরিতে যোগদানের সন : .....

শিক্ষাগত যোগ্যতা : .....

পেশাগত যোগ্যতা : .....

আই টেম নং	বিবৃতি	পুরোপুরি একমত	একমত	নিরপেক্ষ	একমত নই	একেবারে ই একমত নই
০১	শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতার প্রতি খেয়াল রেখে প্রশ্নপত্র তৈরী করা দরকার					
০২	প্রচলিত মূল্যায়ন ব্যবস্থা শিক্ষার্থীদের মুখস্তবিদ্যায় উৎসাহিত করে					
০৩	প্রচলিত মূল্যায়ন ব্যবস্থা শিক্ষার্থীদের সৃজনশীলতা বিকাশের পক্ষে অন্তরায়					
০৪	মুখস্তবিদ্যা শিক্ষার্থীদের মেধা বিকাশের পক্ষে অন্তরায়					
০৫	প্রত্যেক শিক্ষকের প্রচলিত মূল্যায়ন কৌশল সম্পর্কে সার্বিক ধারণা রয়েছে					
০৬	প্রচলিত মূল্যায়ন ব্যবস্থা শিক্ষার্থীদের মধ্যে ভীতির সঞ্চার করে					
০৭	শ্রেণী পরীক্ষা শিক্ষার্থীদের দৈনন্দিন শিখনকে নিরুৎসাহিত করে					

আই টেম নং	বিবৃতি	পুরোপুরি একমত	একমত	নিরপেক্ষ	একমত নই	একেবারে ই একমত নই
০৮	প্রচলিত মূল্যায়ন ব্যবস্থায় শিক্ষার্থীদের মেধা যাচাইয়ের যথেষ্ট সুযোগ রয়েছে					
০৯	প্রচলিত প্রশ্নপত্রের মাধ্যমে শিক্ষার্থীর সার্বিক মূল্যায়ন সম্ভব					
১০	প্রচলিত মূল্যায়ন ব্যবস্থার মাধ্যমে প্রাথমিক শিক্ষার লক্ষ্য ও উদ্দেশ্য অর্জন সম্ভব					
১১	পাঠশেষে শিক্ষকগণ সংশোধনী পাঠের আয়োজন করেন					
১২	শিক্ষকগণ শিক্ষার্থীদের ফলাফল সম্পর্কে অভিভাবকদের অবহিত করেন					
১৩	শিক্ষার্থীরা সঠিক উত্তর করলে শিক্ষকগণ তাদের উৎসাহিত করেন					
১৪	শিক্ষকগণের কগনিটিভ নলেজ সম্পর্কে যথেষ্ট ধারণা রয়েছে					
১৫	প্রশ্ন করার সময় শিক্ষকগণ জ্ঞানগত ক্ষেত্রের উপর বেশী জোর দিয়ে থাকেন					

# A Qualitative Study about the Evaluation System of Primary Education in Bangladesh

## ইউ ই ও এবং এ ইউ ই ও গণের জন্য প্রশ্নোত্তরিকা

(সংগৃহীত তথ্যাবলী শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে)

প্রশ্নোত্তরিকার দুইটি অংশ রয়েছে। প্রথম অংশে উত্তরদাতার সাধারণ তথ্য এবং দ্বিতীয় অংশে প্রাথমিক বিদ্যালয়ের মূল্যায়ন সম্পর্কিত সাধারণ তথ্যাবলী।

### উত্তরদাতার সাধারণ তথ্য

উত্তরদাতার নাম : .....

প্রতিষ্ঠানের নাম : .....

উপজেলা : ..... জেলা : .....

বয়স : ..... চাকুরিতে যোগদানের সন : .....

শিক্ষাগত যোগ্যতা : .....

পেশাগত যোগ্যতা : .....

### মূল্যায়ন সংক্রান্ত প্রশ্নাবলী :

১. শিক্ষকগণ শ্রেণীকক্ষে পাঠদানের সময় শিক্ষার্থীদের মূল্যায়ন করেন কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, শিক্ষকগণ শ্রেণীকক্ষে কীভাবে শিক্ষার্থীদের মূল্যায়ন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

খ) না হলে, এর কারণ কী? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

গ) আপনার মতে, শিক্ষকগণ কী কী উপায়ে শিক্ষার্থীদের যথাযথভাবে মূল্যায়ন করতে পারেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

ঘ) প্রাথমিক বিদ্যালয়ের শিক্ষার্থীদের প্রচলিত মূল্যায়নে নিম্নোক্ত কোন বিষয়ের উপর অধিক জোর দেওয়া হয় বলে মনে করেন?

মৌখিক পরীক্ষা

লিখিত পরীক্ষা

উভয় পরীক্ষা

অন্যান্য (সুনির্দিষ্ট উত্তর দিন) .....

ঙ) মৌখিক মূল্যায়নে শিক্ষকগণ কী ধরনের প্রশ্ন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

চ) লিখিত মূল্যায়নে শিক্ষকগণ কী ধরনের প্রশ্ন করেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

২. শিক্ষকগণ শ্রেণীকক্ষে পাঠদানের সময় পূর্ব পরিকল্পিত পাঠপরিকল্পনা ব্যবহার করে?

হ্যাঁ  না

৩. ক) সাময়িক ও বার্ষিক পরীক্ষার প্রশ্নপত্র তৈরীতে কে বা কারা জড়িত থাকেন?

- প্রশিক্ষণ প্রাপ্ত শিক্ষক  
 অপ্রশিক্ষণ প্রাপ্ত শিক্ষক  
 প্রশিক্ষণ ও অপ্রশিক্ষণ উভয় শিক্ষক  
 কমপক্ষে ডিগ্রী পাশ শিক্ষক  
 উপজেলা শিক্ষক সমিতি  
 উপজেলা শিক্ষা অফিস  
 অন্যান্য (সুনির্দিষ্ট উত্তর দিন) .....

খ) প্রশ্নপত্র প্রস্তুত করার জন্য শ্রেণী শিক্ষকগণের অংশগ্রহণের প্রয়োজন রয়েছে কিনা?

হ্যাঁ  না

৪. আপনার মতে, প্রশ্নপত্র তৈরীর সময় শিক্ষকগণ কোন সমস্যার সম্মুখীন হন কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, শিক্ষকগণ নিম্নোক্ত কোন ধরনের সমস্যার সম্মুখীন হন?

- প্রশ্নপত্র তৈরীর নীতিমালা অপ্রতুলতা  
 প্রশ্নপত্র তৈরীর নীতিমালা বুঝতে অসুবিধা  
 প্রশিক্ষণের অভাব  
 বিষয়জ্ঞানের স্বল্পতা  
 দায়িত্বশীলতার অভাব  
 সঠিক নির্দেশনার অভাব  
 অন্যান্য (সুনির্দিষ্ট উত্তর দিন) .....

খ) প্রশ্নপত্র তৈরী করতে গিয়ে শিক্ষকগণ/প্রশ্নপ্রণেতাগণ আপনাদের নিকট কোন পরামর্শের জন্য আসেন কিনা?

হ্যাঁ  না

গ) মূল্যায়নের জন্য কোন ধরনের কৌশল ব্যবহার হয়? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

৫. আপনার জানা মতে, প্রাথমিক বিদ্যালয়ের প্রশ্নপত্র তৈরীর কোন নীতিমালা রয়েছে কিনা?

হ্যাঁ  না

ক) হ্যাঁ হলে, নীতিমালা কে বা কারা তৈরী করেছেন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

খ) না হলে, কোন নীতিমালার প্রয়োজন রয়েছে কিনা?

হ্যাঁ  না

খ) হ্যাঁ হলে, উত্তরের স্বপক্ষে যুক্তি দিন? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....



৬. আপনার মতে, শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতার প্রতি খেয়াল রেখে প্রশ্নপত্র তৈরী করা প্রয়োজন কিনা?

হ্যাঁ  না

৭. শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতার প্রতি খেয়াল রেখে শিক্ষকগণ প্রশ্নপত্র তৈরী করেন?

হ্যাঁ  না

ক) না হয়ে থাকলে, কী ধরনের পদক্ষেপ নেওয়া হলে অর্জন উপযোগী যোগ্যতার প্রতি খেয়াল রেখে প্রশ্নপত্র তৈরী করা সম্ভব? (সুনির্দিষ্ট উত্তর দিন)

.....  
.....

৮. প্রশ্নপত্র তৈরীর সময় সমগ্র পাঠ্যসূচি হতে প্রান্তিক যোগ্যতা অনুপাত অনুসরণ করে প্রশ্ন প্রণয়ন করা হয়?

হ্যাঁ  না

ক) না হয়ে থাকলে, কী ধরনের পদক্ষেপ নেয়া যেতে পারে বলে মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

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৯. কোন একটি শ্রেণীতে শিক্ষার্থীদের যে সমস্ত শ্রেণী ভিত্তিক অর্জন উপযোগী যোগ্যতা অর্জন করার কথা সেগুলো নিশ্চিতকরনে কী ধরনের পদক্ষেপ নেয়া যুক্তিযুক্ত বলে আপনি মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

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১০. প্রচলিত মূল্যায়ন ব্যবস্থার মাধ্যমে প্রান্তিক যোগ্যতা ভিত্তিক শিক্ষাক্রমে শিক্ষার্থীদের শিখন অভিজ্ঞতা সঠিকভাবে মূল্যায়ন করার জন্য কী কী পদক্ষেপ/ কৌশল গ্রহণ করা যেতে পারে? (সুনির্দিষ্ট উত্তর দিন)

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১১. আপনার মতে, শিক্ষার্থীদের অর্জিত জ্ঞানমূলক দক্ষতা কী কী ভাবে মূল্যায়ন করা যায়? (সুনির্দিষ্ট উত্তর দিন)

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১২. শিক্ষার্থীদের সামাজিক ও ব্যক্তিক দক্ষতার মূল্যায়ন কী কী ভাবে করা যায় বলে আপনি মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

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১৩. আপনার মতে, প্রাথমিক স্তরে শিক্ষার্থীদের দক্ষতা (skill) কী কী ভাবে মূল্যায়ন করা যায়? (সুনির্দিষ্ট উত্তর দিন)

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১৪. আপনার মতে, প্রাথমিক বিদ্যালয়ে প্রচলিত মূল্যায়ন ব্যবস্থার সবল দিকসমূহ কী কী? (সুনির্দিষ্ট উত্তর দিন)

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১৫. আপনার মতে, প্রাথমিক বিদ্যালয়ে প্রচলিত মূল্যায়ন ব্যবস্থার দুর্বল দিকসমূহ কী কী? (সুনির্দিষ্ট উত্তর দিন)

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১৬. একটি বিজ্ঞানসন্মত আধুনিক মূল্যায়ন ব্যবস্থা তৈরীতে কী ধরনের পদক্ষেপ নেওয়া যেতে পারে বলে মনে করেন? (সুনির্দিষ্ট উত্তর দিন)

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## ANNEX-05

**From the Questionnaire of teachers**

Table: 01

**Use of pre-planned lesson plan during lesson**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
11	21%	34	73%	3	6%	7	15%	36	75%	5	10%

Table: 02

**Students' Evaluation during Class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
18	38%	29	60%	1	2%	14	29%	31	65%	3	6%

Table: 03

**Students' Evaluation during Class on the basis of Area**

GPS				RNGPS			
Urban		Rural		Urban		Rural	
15	83%	3	17%	12	86%	2	14%

Table: 04

**The involvement of the teachers in question setting**

GPS				RNGPS			
Involvement		No Involvement		Involvement		No Involvement	
21	44%	27	56%	12	24%	38	76%

Table: 05

**Supply Authority of Question from Teachers' Opinion**

GPS						RNGPS					
UEO Office		DEO Office		Others		UEO Office		DEO Office		Others	
22	82%	2	7%	3	11%	34	89%	3	8%	1	3%

Table: 06

**Teachers' concern about having availability any type of Guideline for question setting**

GPS						RNGPS					
Have concern		Have no concern		Others		Have concern		Have no concern		Others	
13	27%	28	58%	7	15%	5	10%	32	67%	11	23%

Table: 07

**Teachers feel any type of problem during question setting**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
27	57%	16	33%	5	10%	33	69%	4	8%	11	23%

Table: 08

**Types of feeling problems during question setting**

Understanding Problem of guideline	Scarcity of guideline	Lack of training	Lack of subject matter	Lack of responsibility	Lack of exact instruction
4	63	83	3	2	41

Table: 09

**Teachers follow learning competencies during question setting**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
17	36%	29	61%	2	4%	13	27%	26	54%	9	19%

Table: 10

**Entire syllabus were covered during question setting**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
26	55%	17	36%	4	9%	28	56%	15	30%	7	14%

Table: 11

**Possibility through existing evaluation system to evaluate exactly of attainable learning competencies**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
13	27%	31	65%	4	8%	17	35%	20	42%	11	23%

Table: 12

**Students have opportunity of giving answer through using talent**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
13	27%	32	67%	3	6%	15	31%	19	40%	14	29%

Table: 13

**Students' attitude to use talent on giving answers**

GPS				RNGPS			
Use of talent	Do not use of talent	Having scope but memorize	Others	Use of talent	Do not use of talent	Having scope but memorize	Others
17	5	20	6	13	7	25	3

Table: 14

**Way of evaluation of students' achieved competencies**

GPS				RNGPS			
Given answer		Did not give answer		Given answer		Did not give answer	
40	83%	8	17%	27	56%	21	44%

Table: 15

**Way of evaluation the students' social and interpersonal skills**

GPS				RNGPS			
Given answer		Did not give answer		Given answer		Did not give answer	
36	75%	12	25%	23	48%	25	52%

Table: 16

**The merits of present evaluation system**

GPS				RNGPS			
Given answer		Did not give answer		Given answer		Did not give answer	
37	77%	11	23%	26	54%	22	46%

Table: 17

**The demerits of present evaluation system**

GPS				RNGPS			
Given answer		Did not give answer		Given answer		Did not give answer	
33	69%	15	31%	19	38%	31	62%

Table: 18

**The strategies of taking to ensure achieving terminal competencies**

GPS				RNGPS			
Given answer		Did not give answer		Given answer		Did not give answer	
30	62%	18	38%	21	44%	27	56%

**Attitude Scale of Teachers**

Table: 19

**Necessity of following competencies during question setting**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
38	10	-	-	-	35	13	-	-	-

Table: 20

**Existing Evaluation System inspired to rote learning**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
25	12	3	7	1	19	14	3	9	3

Table: 21

**Existing Evaluation System is considered as an obstacle in blooming talent**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
16	19	2	8	3	13	17	3	12	3

Table: 22

**Rote learning is considered as an obstacle in blooming talent**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
21	18	2	7	-	16	21	4	7	-

Table: 23

**Teachers have absolutely perception on existing evaluation strategies**

GPS					RNGPS				
absolutely agree	agree	neutr al	disagre e	absolutely not agree	absolutel y agree	agree	neutr al	disagre e	absolutely not agree
4	27	2	15	-	5	25	4	14	-

Table: 24

**Existing evaluation strategies generate fear to the students**

GPS					RNGPS				
absolutely agree	agree	neutr al	disagre e	absolutely not agree	absolutel y agree	agree	neutr al	disagre e	absolutely not agree
9	25	3	12	-	5	23	4	16	

Table: 25

**Class test discourages the learning**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
-	3	1	31	13	-	5	3	29	11

Table: 26

**Existing systems has adequate opportunity to appraise of talent**

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
5	15	4	19	6	3	13	2	23	7

Table: 27

Entire evaluations of students through existing evaluation system are doable

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
2	11	3	28	4	3	15	2	25	3

Table: 28

Aims and objectives of competency based curriculum would achieve through existing evaluation system

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
3	13	8	19	5	4	15	9	17	3

Table: 29

Teachers provide remedial measures at the end of class

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
5	11	3	21	8	2	8	7	25	6

Table: 30

Teachers inform the guardian about students' results

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
2	7	9	25	5	1	4	12	22	9

Table: 31

Teachers encourage the students during giving correct answers

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
5	13	6	21	3	3	10	7	22	6

Table: 32

Teachers emphasize on knowledge based questions

GPS					RNGPS				
absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree	absolutel y agree	agre e	neutr al	disagre e	absolutel y not agree
5	26	5	9	3	9	30	8	1	-

### Opinion on Subject from Teachers

Table: 33

#### **Necessity of oral test at the end of Bangla class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
37	77%	9	19%	2	4%	31	64%	11	23%	6	13%

Table: 34

#### **Techniques used in oral test**

GPS & RNGPS									
Tiny-question answer	Loud reading	Reciting	dialogue	Telling story	Role play	Debate	Using correct pronunciation	Others	
28	14	10	3	12	8	2	15	6	

Table: 35

#### **Techniques used in written test**

GPS & RNGPS									
Tiny-question answer	Loud reading	Reciting	dialogue	Telling story	Role play	Debate	Using correct pronunciation	Others	
30	26	19	21	12	9	28	4	3	

Table: 36

#### **Requirement of practical test in Bangla class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
12	25%	26	54%	10	21%	7	15%	28	58%	13	27%

Table: 37

#### **Necessity of oral test in Mathematics class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
28	59%	15	31%	5	10%	23	48%	17	35%	8	17%

Table: 38

#### **Necessity of class test in Mathematics class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
44	92%	3	6%	1	2%	35	73%	8	17%	6	10%

Table: 39

**Necessity of written work in Mathematics class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
45	94%	-	-	3	6%	41	85%	-	-	7	15%

Table: 40

**Given home work in Mathematics class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
47	96%	-	-	1	2%	46	96%	-	-	2	4%

Table: 41

**Encouraging the students given letter grade**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
43	90%	3	6%	2	4%	37	77%	4	8%	7	15%

Table: 42

**Necessity of oral test in English class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
36	75%	10	21%	2	4%	29	61%	14	29%	5	10%

Table: 43

**Velocity of used four skills in evaluation**

GPS				RNGPS			
Listening Skill	Speaking Skill	Reading Skill	Writing Skill	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
9	15	28	19	5	8	23	17

Table: 44

**Techniques used in evaluation of lessening skill**

Listening Sound	Listening story	Listening tape	Listening conversation
9	6	2	3

Table: 45

**Techniques used in evaluation of speaking skill**

GPS					RNGPS				
Question answer	Dialogue	Speaking about picture	Story telling	Others	Question answer	Dialogue	Speaking about picture	Story telling	Others
14	6	9	5	4	5	2	3	2	1



Table: 46

**Techniques used in evaluation of reading skill**

GPS					RNGPS				
Read out text book	Read out conversation	Read out true/false	open ended answer	Others	Read out text book	Read out conversation	Read out true/false	open ended answer	Others
28	12	19	18	9	20	8	11	9	5

Table: 47

**Techniques used in evaluation of writing skill**

GPS						RNGPS					
Question answer	Sentence making	Fill in the gap	Paragraph writing	Home work	Others	Question answer	Sentence making	Fill in the gap	Paragraph writing	Home work	Others
14	13	15	5	18	8	11	9	14	2	13	4

Table: 48

**Used techniques taken through oral test in science and social science class**

GPS & RNGPS				
Tiny question answer	True/false	Quiz	Answer in a single word	Others
20	16	4	8	5

Table: 49

**Necessity of written test in science and social science class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
45	94%	1	2%	2	4%	39	81%	3	6%	6	13%

Table: 50

**Used techniques taken through written test in science and social science class**

GPS & RNGPS					
Short answer	Matching	Fill in the gap	Question Answer from text book	True/false	Others
21	19	22	17	21	11

Table: 51

**Have used of observation method in science and social science class**

GPS						RNGPS					
Yes		No		No Answer		Yes		No		No Answer	
18	38%	27	56%	3	6%	13	27%	28	58%	7	15%

**Questionnaire from UEO and AUEO**

Table: 52  
Having professional Degree of AUEO & UEO

AUEO			UEO		
Total	Having Professional Degree	Percentage	Total	Having Professional Degree	Percentage
24	20	80	18	16	89

Table: 53  
Students' Evaluation during Class

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
4	29%	12	67%	2	11%
7	22%	16	67%	1	4%

Table: 54  
Use of pre-planned lesson plan during lesson

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
1	6%	14	77%	3	17%
3	13%	17	70%	4	17%

Table: 55  
Having any type of Guideline for question setting

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
3	17%	13	72%	2	11%
12	49%	9	38%	3	13%

Table: 56  
Teachers feel any type of problems during question setting

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
6	33%	9	50%	3	17%
17	71%	6	25%	1	4%

Table: 57  
Teachers came to take suggestion if they feel what type of problem while question setting

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
2	11%	11	61%	5	28%
15	63%	7	29%	2	8%

Table: 58  
Teachers should follow the learning competencies during question setting

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
16	89%	-	-	2	11%
23	96%	-	-	1	4%

Table: 59  
Teachers follow learning competencies during question setting

UEO			AUEO		
Yes	No	No answer	Yes	No	No answer
3	17%	13	72%	2	11%
15	63%	8	33%	1	4%

Table: 60

**Entire syllabus were covered during question setting**

UEO						AUEO					
Yes		No		No answer		Yes		No		No answer	
11	61%	3	17%	4	22%	17	70%	4	17%	3	13%

Table: 61

**The strategies would be taken to ensure achieving the class wise learning competency to the students**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
12	67%	6	33%	20	83%	3	17%

Table: 62

**Possibility through existing evaluation system to evaluate exactly of attainable learning competencies**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
13	72%	5	28%	18	75%	6	25%

Table: 63

**Way of evaluation of students' achieved competency**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
12	67%	6	33%	19	79%	5	21%

Table: 64

**Way of evaluation the students' social and interpersonal skill**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
10	56%	8	44%	17	71%	8	29%

Table: 65

**The merits of present evaluation system**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
14	78%	4	22%	21	87%	3	13%

Table: 66

**The demerits of present evaluation system**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
13	72%	5	22%	19	79%	5	21%

Table: 67

**The demerits of present evaluation system**

UEO				AUEO			
Given answer		Did not give answer		Given answer		Did not give answer	
9	50%	9	50%	15	62%	9	38%