Exploring the Challenges in Implementing New Assessment Procedure in Secondary School Level of Bangladesh: A Case Study

By

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of the requirements for the degree of

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Declaration

The submitted thesis is my own work, which I have completed while studying at Brac University. The thesis does not contain previously published or written by third-party content unless properly cited through comprehensive and correct referencing. There is no content in the thesis that has previously been approved or submitted for another degree or diploma at a university or other institution.

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Approval

The thesis titled "Exploring the Challenges in Implementing New Assessment Procedure in Secondary School Level of Bangladesh: A Case Study" submitted by Alia Rawshan Banu, 21163004 of Spring, 2023 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of MA in English (ELT & Applied Linguistics) on October 07 2023.

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Abstract

Assessment is a vital part in smooth progression of academic curriculum. It focuses the effectiveness of entire education system. In order to pursue effective learning, proper assessment and evaluation of the students is a matter of great concern. A systematic assessment process paves the path of successful learning. In our country, a new curriculum and assessment system has been introduced in January 2023. The first phase of the newly introduced curriculum started with the reformation of the textbooks, change in the entire learning procedure and the assessment system for the students of class VI and VII. This new assessment system is totally competency based assessment which includes knowledge, skills, values and the cognitive development of the learners through an overall reform of the existing assessment system moving away from the memorization-based examination system. This study explored the challenges and barriers that the teachers, students and parents are facing while implementing the new assessment procedure. Teachers and students of 12 High Schools from Mohammadpur, Dhanmondi, Bosila and Mirpur area have been interviewed and data were collected through qualitative research method by analyzing their experiences, opinions and viewpoints. Since this new curriculum has brought huge changes to the education system in Bangladesh, it has revolutionized the way the students are taught and evaluated in classroom teaching and learning. Moreover, the teachers are also new with this system and they need to be well trained in order to implement this new system in their classrooms. As the teachers' opinions and viewpoints are important to analyze the entire assessment procedure, the researcher utilized a qualitative survey to explore the beliefs and opinions of the teachers about effective teaching techniques and the obstacles they faced while implementing the newly reformed assessment system.

In order to collect genuine information, at first the participants of this study are made comfortable with the interviewer so that they can express themselves freely and authentically. The results of this study unveil the challenges of the new assessment system and show possible solutions to the problems. This study reveals that change is needed but it will be effective only if proper implementation is possible.

Key words: New Curriculum, Experiential Learning, Assessment System, High-Stakes Tests.

Acknowledgement

'In the name of the Almighty Allah, the most Gracious, the most Merciful'

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CHAPTER ONE

INTRODUCTION

1.1 Context of the Study

In Bangladesh, education system is categorized in three main phases such as primary, secondary, tertiary level. Secondary education is managed by nine boards of Intermediate and Secondary Education. Among them, seven general education boards, one madrasha board and one technical board are responsible for conducting, monitoring public exams and all the activities of secondary education.

Due to the rapid growth of science and technology, our life and livelihood is changing continuously. In this fourth industrial revolutionary era, the breakthrough of AI (Artificial Intelligence) has brought a vital change in our daily life and in employment opportunities also. As a result, traditional jobs are losing their demand and new job opportunities are being created day by day. In near future, many new job opportunities may be emerged which we never thought of. Considering the challenges, Bangladesh Govt. has taken the initiatives of not only changing the curriculum but also transforming the education system in primary, secondary and higher secondary level (National Curriculum Framework 2021, NCTB, Bangladesh).

Education Minister, Dipu Moni, declared this new curriculum and assessment in 2022 while speaking at a discussion marking the Victory Day at Anima Chowdhury Auditorium in Natore district town. She said, "The government formulated the new curriculum keeping in mind the labor market at home and abroad. Education from primary to higher secondary level will see a major transformation. As per the plan, the new curriculum will be introduced next year" (Dhaka Tribune, Published: December 20, 2022).

A report shows that about 38% of the students of class VI drop out of education before completing class X and 20% of the students at higher secondary level drop out before completing class XII (BANBEIS 2019 report). Most of these students, ultimately, enter the job market as inexperienced and unskilled workers. Moreover, the learners who cannot pursue tertiary level of education after completing HSC also enter job market without having any training, practical knowledge of job opportunities and skills.

In order to find out the problems and shortcomings of our education and its possible solution, National Curriculum and Textbook Board (NCTB) conducted a survey and research on the existing education system from 2017 to 2019. On the basis of the research, a national curriculum framework-2021 has been prepared with the help of renowned educators, specialists and teachers of different level of education from pre-primary to class XII. This education policy has been developed to transform the citizens of Bangladesh as global citizens. New textbooks were written following the revised education policy 2021. It has been designed in such a way that new curriculum and textbooks would encourage the experiential teaching and learning. In this system, assessment and evaluation is conducted through group work, project work, assignments. There are individual task and peer marking also. Examination system has also been revised since the previous scoring system was faulty and problematic. During the examination, it is mandatory for the students to give presentation on their project or group work in front of the audience which help the students become confident, self-reliant and autonomous learners.

1.2 Assessment in Secondary Education of Bangladesh

Assessment denotes the techniques, methods and procedures that the teachers and teaching staff use to evaluate students' learning progress, acquisition of skills and to meet the demand of the time. In our country, learners' learning is shaped by examination system (Al

Amin & Greenwood, 2018). Due to an unstable global perspective and COVID 19 pandemic, the educationists of our country believe that it is a time demanding issue to modify and change the national curriculum and assessment system. From the general practice, it has been noticed that the assessment system, not teaching, influences the students most in their learning. For this reason, Islam et al. (2021) mentioned that assessment is regarded as a crucial part in the learning and teaching process in any domain of the educational sector.

In the education system of Bangladesh, prescribed by the National Curriculum and Textbook Board (NCTB), assessment plays a significant role. In general, learners' learning progress is to be evaluated through both formative and summative types of assessment. Formative assessment includes students assessing themselves, peers through writing, quizzes and conversation or group discussion. It can occur throughout the class or a course. On the other hand, summative assessment evaluates students' learning, proficiency and achievement at the end of a course or program. However, this is a matter of investigation to what extent this new curriculum and assessment system would be successful in our education.

1.3 Existing Assessment System

In our country, class tests, monthly tests, quizzes, terminal examination and final examination are taken for assessing the students' academic progress. Most of the cases creative questions in their terminal or final examinations are added in all subjects. In selecting the question types, the schools mainly considered the CQs and MCQs in those examinations. But some subjects like Mathematics and English CQs were not used in the secondary schools. In Mathematics, all the questions were 'essay' type, whereas in English different types of questions like matching, fill in the blanks, and short questions were used. The schools arrange terminal or annual examinations allocating 100 marks and 3 hours

of duration. Theses exams are mostly based on memorization ability of a learner. The more a learner can memorise, the more he/she can be able to achieve better grade. Moreover, a slow writer cannot be able to write the answers fully. This type of assessment system is, chiefly, to assess the writing ability of the students. In fact, there is less scope to judge other skills of a learner in this system. Besides, some examinees face exam phobia, anxiety regarding answering the questions whether he/she would be able to finish in time. Furthermore, there are lots of confusions regarding scores given by the examiners.

However, after conducting surveys and keen observation on the lacks of the system, Bangladesh Govt. has decided to reform its curriculum and the assessment process.

1.4 New Assessment Procedure in Junior Secondary High Schools in Bangladesh

The new curriculum is based on the National Curriculum Framework 2021. It is, basically, a competency-based curriculum. The pedagogical approach for this newly designed curriculum has been prepared following the theory of experiential learning which mainly focuses on the concept of learning things by having experiences. In fact, experiential learning is a flexible teaching-learning approach that allows teachers to be innovative in teaching. Moreover, it focuses on assessing the process of learning. It questions stereotypes of the society. It facilitates learner's autonomy and independent learning. This curriculum, primarily, focuses on the assessment of learning and assessment as learning.

Assessment of learning refers to what students learn and do at a specific period of time. In other words, some criteria for assessment are needed to be used to evaluate overall learning process of the students that constitutes their knowledge of a particular theory or skills of critical thinking or problem solving along with four language skills such as reading, writing, listening, speaking and also clarifies the values related with democratic attitude in communication.

Assessment as learning indicates students' active involvement in assessing their learning. When students will be able to assess and monitor their learning through peer checking that will give them a sense of ownership of their learning. In the new assessment procedure, emphasis has been given to formative assessment (60%) in order to meet the objectives of the new curriculum. Both the teachers and students are to use a number of rubrics and an observation grid in order to evaluate the learning progress of the students throughout the year. This holistic evaluation method emphasizes four equal weights to all four modes of learning cycle such as experience, reflective observation, abstract conceptualization and active experimentation (Alice Y. Kolb and David A. Kolb, 2017).

1.5 High-Stakes Tests in Secondary Level of Bangladesh

In the existing curriculum, high-stakes tests have immense influence in society. Since its results impact on social status of a student's life. There are many intended and unintended, positive and negative impacts in all high stakes testing. Secondary School Certificate (S.S.C.) is one of the high-stake tests in our country. Assessment of the student is an important issue as it affects the decisions of grades, their learning outcome, instructional needs of the curriculum and also the future of the learners' career. Actually, in Bangladesh, almost all evaluation of student learning is determined by public examination system.

Moreover, while attending S.S.C exam, a number of students tend to be affected by test anxiety, a condition that is likely to lead to low test results. In a way, high-stakes tests can be regarded as unfair to students as they do not promote broad and equitable access to educational opportunity and advancement to all students. Besides, this type of high stake test is distorting since the results may not necessarily accurately reflect students' achievement, real quality and proficiency. Sometimes due to unexpected results, students may fall victim to suicidal case. Besides, standardised high stake tests should have the criteria to measure

critical thinking, problem solving, creativity of the students. But the nature of the high-stakes tests like S.S.C., H.S.C. make it difficult for the learners to achieve important curriculum goals.

In order to overcome these shortcomings and negative issues, National Curriculum and Textbook Board (NCTB) has reformed the traditional examination system and introduced a new assessment procedure which is a combination real-time and summative assessments. In this system, in early grades, real-time assessment is given more preferences and step by step in the upper level of education, emphasis is given on summative assessment. As per the National Curriculum Framework 2021, public examinations will be held at the end of grade 10 in Secondary level. This assessment is the combination of 50% real-time assessment and 50% summative assessment. Since public examinations play a vital part in the assessment system, it is very significant to fix an appropriate system for high-stakes tests.

1.6 Experiential Learning

Experiential learning is a powerful approach which enriches the curriculum and at the same time, flourishes a person's growth by emphasising hands-on experiences, active participation and real world application. NCTB has reformed the curriculum of secondary level into an experiential learning approach which helps bridge the gaps between theoretical knowledge and practical application and allows learners to apply what they have learnt in real world situation. For example, students are asked to cook rice, make potato mash and egg fry as their assignment. They will prepare a video of making those items and submit to their teacher.

In case of successful implementation of the newly introduced curriculum and its assessment system, a sufficient number of skilled and well-trained teachers are needed as per the demand of the new subjects and new teaching-learning methods. Since National Curriculum Framework 2021 introduces a number of significant changes in learning areas,

teachers play a vital role as the main driving force who will help the learners understand the change and reformation in education of Bangladesh.

1.7 Significance of the study

The significance of this study is that the students' struggles and needs related to the assessment has been discussed here thoroughly and meticulously. Since education system of our country is determined and controlled by the examination procedure, assessments have a powerful influence in shaping our teaching-learning environment.

The researcher tries to reveal the facts regarding the new assessment procedure, its problems, limitations which the students and teachers are facing while participating in and conducting the examination. Consequently, teachers and school management will get an opportunity to find out the actual problems. limitations and their possible solutions which will minimize the gaps between the policy and the practice.

1.8 Aim of the study

This study explores the challenges and shortcomings that the teachers are facing in implementing the new assessment system and find feasible solutions. The competency based assessment system was introduced in 2023 in class VI and VII for the first time. Since there is scarcity of remarkable researches on the new assessment procedure, the researcher focuses on the main features of the new assessment system, its limitations and possible solutions, teachers', students' and parents' perspective about the newly introduced system. The findings of this dissertation shed light into the problems regarding the new assessment system faced by the teachers and students of High School level of Dhaka city and the techniques, strategies they are using while assessing their students.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter discusses the scholarly works relevant with the topic and with the strategy of the assessment process along with its impact on the students, parents and other stakeholders.

The main focus of this study is to analyze the strategies while implementing the new assessment system prescribed by NCTB according to the National Curriculum Framework 2021. As the assessment cannot be possible without teaching-learning, therefore, literature related to those has also been mentioned in this section for the readers to get a better overview of all the aspects. Furthermore, this chapter also aims at locating gaps in the literature regarding the topic to show the significance of this study and the research gap.

2.2 Examination System in Bangladesh

In broader sense, examinations are considered as the criteria for assessing the learners' skills and knowledge. Al Amin & Greenwood (2018) mentioned that in some cases, the examinations have the power of their own that influence the curriculum and the attitude of teachers, students and parents towards teaching and learning procedure.

Education system in Bangladesh is, mainly, divided into three major stages: primary, secondary and tertiary (Ali et al., 2018). The National Curriculum and Textbook Board (NCTB) has been formed and entrusted with the responsibility of developing the curricula and textbooks of school and college level. The relationship between examinations and the development of the curriculum is an inseparable part of international research literature. The survey of Asian Development Bank (ADB) states that education system in Bangladesh is,

basically, a test-driven system and (Al Amin & Greenwood, 2018). Both external and internal examinations are administered by Education Board and by the institutions respectively.

In Bangladesh, class 6 to 8 has also been considered as junior secondary level. The students of 11 to 13 years old go to this level which is the most crucial stage of our education system as students gradually pass from primary to secondary level. At this point giving input with proper teaching is the main concern for a better output through assessments. During this phase, students' knowledge increase to the extent that after going through Class 6, 7, and 8, they can choose their preferred division such as Science, Arts and Business Studies. Furthermore, these stages not only develop students in terms of educational knowledge, but also make them grow mentally and physically fit for some of their future aspects of life. Thus, the junior secondary level is a transition period where the learners are evaluated through examinations designed by NCTB.

2.3 Significance of Assessment in Education System

Assessing students is the most essential part of a teacher's teaching profession. Successful implementation of the curriculum is based on the proper design, planning and outcome of an assessment procedure and the teachers are the main assessors of the students in classroom. The type or form of assessment has a great impact on the quality of teaching and learning. Hence assessment needs to cope up with the goals and objectives of the curriculum and classroom practices. In all educational systems, at all levels, assessment is considered as a measuring tool to identify the learners' learning progress. These measures are the means to gather evidence to best meet the learner's needs for skills and knowledge development (Coombe & Barlow, 2009).

Assessing students is the most essential part of an educator's teaching profession. "An essential element of assessment literacy is the ability to connect student assessment to the

learning and teaching process. An assessment-literate teacher is able to interpret data generated from a test to make useful modifications to teaching and to use assessments as a tool to improve student learning and he/she is able to discuss assessments with others in terms of key concepts in testing" (Rogier, 2014, P.3).

Assessment system consistent with the curriculum is the prerequisite of ensuring student learning. It is to be noted that almost all over the world, examination system has positive and negative washback effects on learning outcome, learning environment and teaching-learning methods. Because of the newly introduced curriculum, assessment system has also been reformed. In the previous examination system, we experienced a grim reality of exam anxiety among the learners and too much memorizing tendency. As a result, low level of cognitive development of a learner is assessed in the traditional examination systems. In general, in this new assessment system, grade is not allocated for students' performance rather three categories of performance indicators such as rectangle, circle and triangle are used to show student performance.

2.4 Strategies of Effective Assessment Procedure

Assessment is the most dominating factor for assessing students' improvement in the formal education system of Bangladesh. Teachers become able to measure the learners' learning and their progress through assessment. In general, it can be said that both classroom (formative) and terminal (summative) assessments are important for learners. Through classroom assessment, teachers teach them and also give possible suggestions based on their performance and additionally motivate them for further learning on their shortcomings. In Bangladesh, secondary education is one of the most significant sectors of education containing a huge number of institutions, teachers, students and stakeholders. Considering the significance, it is necessary to find out the real scenario of the new assessment system which

is, at present in practice in class VI and VII. This study tends to reveal the present situation of the assessment system which has been introduced in class VI and VII in 2023.

2.5 Effectiveness of Project Based Learning

This new curriculum provides the learners with experiential learning which is mostly project based group work, pair work etc. The assessments chiefly divided into formative and summative are essential part of the curriculum. Moreover, project based assessments help the students prepare better for future careers where practical skills are given more priority. Project based learning approach encourages students to engage in authentic work and tasks profoundly and actively (Lampert et al., 2013). According to Bilbao et al. (2018), in project based learning technique, learners have the scopes to formulate their own learning requirements and eventually become autonomous who can solve problems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter thoroughly discusses the methodology of this study which includes research design, participants, data collection and analyzing procedure. In the data collection procedure, I have briefly discussed the ethical considerations that I have taken into account.

3.2 Research Design

In this section, research methodology has been described with all bits and pieces that are adopted to conduct the research. The aim of the study is to analyze the process of new assessment in High School level, its limitations and possible solutions. Qualitative research method is used to explore the assessment procedures and what type of challenges teachers and students face during assessment. This research has been conducted based on qualitative research due to its great advantage of bringing out in-depth information. To begin with my research, I formed research questions that helped me to structure my thesis topic. The rationale behind selecting this topic is the recent circumstances in the educational sector reform of curriculum.

To conduct this research, data were collected through interviews, classroom observation and by analyzing the answers of the participants. The following research questions focus on the challenges taken by the teachers while implementing the new assessment system:

Research Questions:

1. What do the parents and students think about this experience based assessment system?

2. What are the challenges and limitations the teachers and students are facing in implementing the new assessment system?

3.3 Participants of the study

The participants were taken from different Secondary High Schools of Dhaka city. The study was conducted on teachers, students, parents of 12 schools from Dhanmondi, Bosila, Mohammadpur, and Mirpur area. This study adopts a qualitative multiple case study method that focuses on the actual information collected from the participants' interviews and their classroom performance and through the observation of the techniques of conducting assessment.

3.3.1 Participants' Profile

Sl.	Pseudonym	Gender	Status	Name of the Institution
1.	Mrs. Selina	Female	Teacher	Secondary High School
2.	Mr.Rajib	Male	Teacher	Secondary High School
3.	Mrs. Rebeca	Female	Teacher	Secondary High School
4.	Mr. Sajjad	Male	Teacher	Secondary High School
5.	Mrs. Taslima	Female	Teacher	Secondary High School
6.	Mr. Farhan	Male	Parent	Secondary High School
7.	Mrs. Tanjina	Female	Parent	Secondary High School
8.	Mrs. Rehana	Female	Parent	Secondary High School
9.	Md. Shovon	Male	Parent	Secondary High School
10	Rejina	Female	Student	Secondary High School
11.	Laila	Female	Student	Secondary High School

12.	Rabbani	Male	Student	Secondary High School
13.	Abu Sayeed	Male	Student	Secondary High School
14.	Nayeem	Male	Student	Secondary High School
15.	Tanisha	Female	Student	Secondary High School

3.4 Data Collection Procedure

I interviewed three teachers over the phone as they were unable to allocate time for face to-face sessions with me due to their scarcity of time. Moreover, I talked with two more teachers to get more information and I asked questions as precisely as possible to get the necessary data. I interviewed each participant separately. Interview sessions were started by asking about their educational background and then gradually moved further. Whenever I needed more information, I asked them follow-up questions. After that when I felt no new information was coming from the interview, I ended the interview and preserved the data. I used to write their answers on a note book for keeping a record.

The other participants were interviewed one by one and data were collected by using qualitative research method. During the interview, the researcher tried to find out the challenges that they encounter during assessment. During the interview, the questions were asked very frankly and comfortably so that the participants would feel easy to answer. In this way, the researcher tried to collect authentic data. Both Bengali and English were used during the interviews to keep the conversations comfortable and casual for the participants in order to extract as much information as possible while lowering the risk of losing their motivations throughout the end of the interview. All the interviews were recorded and transcribed to be analyzed and quoted from the finding. After analyzing the answers of the interview questions,

the basic problems and challenges that the students and teachers face regarding assessment in implementing the new system are going to be identified.

3.5 Data Analysis

The researcher followed the qualitative thematic analysis framework to compile and analyze the data collected in this study. The data collected from the interviews have been analyzed with the researcher's hypothesis and are also compared with the recent studies reviewed in the literature. The participants were informed about the purpose of the study, how the findings of the study will help them in implementing new assessment system more effectively, how they will be benefitted from the study. Since a framework is necessary for analyzing data which can help prepare a proper data analysis, I used the following steps:

Research Question	Sources of data collection	Data analysis		Findings a& Discussion
		Coding	Creating categories and themes	Analyzing collected data and interpreting the results in light of relevant literature
RQ1	Students and Parents' Interview	Analyzing the answers of interview questions	Generating categories and themes	
RQ2	Teachers and Students Interview	Interpreting their opinions and views		

Figure 1.1: A framework for data analysis

3.6 Ethical Considerations

The researcher ensures that all the factors of ethical issues were properly maintained while conducting the research and collecting information. Participants were not forced to give interviews and the researcher tried to have a rapport with the participants and made the environment so friendly and comfortable that the participants would share their authentic information and opinions. Moreover, the researcher was conscious of the privacy issues such as pseudonyms of the participants were used and the name of the institutions were not mentioned at all. Next, for the interview, I have taken the consent of all my participants and ensured that they are allowing me to interview them without any pressure.

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CHAPTER FOUR

FINDINGS OF THE STUDY

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4.1 Introduction

This chapter highlights the experiences of the participants - teachers, students, parents and the problems they encountered while conducting, analyzing and evaluating the students. Students and parents are also confused regarding the assessment procedure introduced by Bangladesh Education Ministry in 2023.

Three core themes were found after analyzing the interviews of the participants, the records of their opinions and observing the assessment procedure. The themes are: i) Teachers' Perspective ii) Students' Experience iii) Parents' Opinion. There are some sub divisions under each theme. All these have been discussed below thoroughly and elaborately.

4.2 Understanding the new Assessment system

At the onset of 2023, teachers, students and parents of class VI & VII were in much confusion regarding the new system. Parents were also worried of the project work, group work given by the teachers as the assignment. Many parents complained about purchasing the poster papers for the project which caused huge amount of money and it became a burden for them. One participant, parent of Rabbani, said, "at the beginning of the year, my son received new books from the school and I got shocked to see that my son had received two books for each subject. One book is named as inquisitive lesson and another is exercise book. The books are very colorful, easy to understand and full of stories but there is no sufficient exercise to solve. My son is always in relax mood saying that he doesn't need to practice

more because his books don't have much exercise to do. When he is at home, most of the time he remains connected with his friends and groupmates through mobile internet and says that they are doing group work and discussing about their project. In my view the most alarming thing is that I had to allow my son to use mobile phone, laptop and internet which I can't resist him to use. Because he has to collect data, information of their project using internet and need to communicate with his groupmates."

In order to solve the confusions, Principal of Govt. Mohammadpur Model School, arranged a parents' meeting and called the parents to remove their confusions about the new curriculum and answered all the questions which parents made. To minimize the difficulties faced by the students and guardians, Principal of the school said that project work is not homework. It must be done within class hour even if it takes 3-4 classes but the project has to be finished in the class. He also emphasized that each and every student must be present in class every day. If he/she is absent 1/2 days from school, he/she will miss the important part of the project.

The headmistress of RayerBazar High School is very much active and cautious about her students' performance. She has a keen observation on the new curriculum and assessment system. She always takes care of the students and encourages them to cope with new curriculum and assessments. She thinks this curriculum will bring a revolutionary change in a student's physical and mental growth. When she was asked about the students' performance in the exam, she said, "in the new curriculum, students are getting ample opportunity to flourish their latent talents. Students are giving presentations of their project work/ group work. I got amazed to see a student of class VI delivering his/her speech in front of the audience."

4.3 Students' Perspective regarding the New Assessment Procedure

At the beginning of the academic year, students faced chaos and clutter about the new curriculum and new assessment system. First of all, they thought that there would be no formal exam and for this reason they were reluctant to study and they didn't feel interest in regular learning or study at home. In this regard, I want to state the experiences of two students of two different renowned schools in Dhaka city.

4.3.1 Experience shared by Nayeem

Nayeem is a student of class VI of a renowned Govt. High School situated at Mohammadpur, Dhaka. He is serious about his study and always stands 1st or 2nd position in the class. He is the only son of his parents. Though they are working parents, they keep a conscious eye on him regarding his academic progress and the examinations he attends. Each and every day he goes to school and follows the instructions of his teachers sincerely. Besides, he goes to coaching centers regularly and never misses classes unless he is sick. In the group work, he always remains active and sometimes he is one of the leaders of his team. Before scheduling the interview, I contacted with his mother and decided to meet him and his mother at the restaurant so that he could feel free and comfortable during the interview.

First of all, I inquired about the newly introduced curriculum and asked about whether he liked or not. He informed me, "at the beginning of the year, when I heard that no formal exam would be held in this system, I felt relaxed thinking there is no pressure and obligation of syllabus completion and revision. My teacher divided us in different groups and each group consists of 6-7 members. When I was in class V, I had to go through series of examinations, tests which were entirely written and I studied more and practiced rigorously. But in class VII, I don't have such study pressure."

When I asked him about the performance of his team mates, he said "there are six persons in his group but everybody is not active. One or two members remain idle while doing project work. The inactive person is selected for presenting the project in front of the audience." Moreover, he mentioned "one or two persons in the group take more responsibility than the others and they are to work hard and have more pressure while completing project work".

However, in the Half Yearly examination, Nayeem sat for 10 exams on 10 subjects such as Bangla, English, Math, Science, Digital Technology, History and Social Science, Life and Livelihood, Religion Studies, Wellbeing, Arts and Culture.

In the first exam, there was huge chaos since the students were not well organized for the evaluation test of this new assessment system. At first, the teacher made them understand how the exam would be taken. There were individual task and group tasks.

The 1st exam took 4.30 hours, after that students got the idea of individual work and group work. However, the next exam took 3.00 hours. There was peer marking also.

4.3.2 Experience shared by Rejina

I went to Rejina's home to talk to her. She is a student of class VII and lives at Bosila, Dhaka. At first, she was reluctant to talk to me. But I made her easy and relaxed by sharing my opinion about the new curriculum and telling the experiences of other students of different schools. After some time when she felt normal and comfortable, I asked her about the experience of the half Yearly exam. She mentioned, "In ICT exam, we were asked to prepare a graph on the achievement of the alumni of their school. We took the help of Google and while preparing the project for the ICT exam, we faced the shortage of computer

facilities. In my group, there were six members but we got only one desktop. Moreover, there were no sufficient sitting arrangements for the examinees.

She also stated "during examinations, we got the opportunity to use google for searching information and for this, we had to use mobile or laptop and internet facilities. We were given one desktop for one group which consists of six members and it was insufficient because only one chair was there and we were standing and moving around. The fact is that at least in my school, we have an ICT lab but in our country, ICT labs are not available in all schools. School management do not have the capability to provide mobile, laptop or internet to all the students.

4.4 Findings of the Study

Every system has positive and negative impact on the society and its stakeholders. Historically, education reform is a continuous process. In almost all country of the world, change and reformation in education system is going on in order to meet the global challenges of 4th industrial revolution. In general, this newly reformed system will be implemented in phases between 2023 to 2027 and two major changes in student's learning assessment procedure have been declared by the education ministry: i) no public examination before grade 10 and ii) no final examination up to grade 3. In this system, two components have been revised such as new assessment tools and huge changes in course curriculum. However, the researcher tries to interpret the finding of the study as follows:

4.4.1 Previous vs New Assessment System

There were lots of complaints regarding the previous assessment system of examinations since educators have long been complaining about the faulty exam scores of many students due to their ability to memorize and regurgitate answers rather than learning

and comprehending the lessons. This new curriculum aims to address the memorization issues by giving less emphasis on exams more on creative work and critical thinking.

While talking with Rabbani, he mentions, "in the previous system, there were lots of scope for memorizing and writing. The examination was totally pen and paper based. But in this curriculum, we don't have to write much. Only writing on poster paper, conversation and dialogue is enough. In the earlier system, we had to complete a specific number of answers in the exam hall. For this, we needed to practise writing which helped develop our writing skills a lot. But nowadays we don't need to write that much, Consequently, our handwriting is getting worse and slow."

4.4.2 Presentation on the Project Work

Since this new curriculum is based on experience, the project work is given related with their experience and surrounding materials or persons. Abu Sayeed, a student of class VII, informed me about their project, "we were asked by our teacher to find out a person who was a fighter in our Liberation war in 1971. We searched for a freedom fighter and found one who was one of my friends' grandfather. We went to his house and heard the story of the liberation war from his mouth. We asked questions and took notes of his experiences. After that we captured some photos with him. Next day we submitted our presentation. Everybody in my group was not active and the person who is less active, is supposed to give the presentation in front of the audience. But the situation is not the same always. Sometimes my groupmates are not interested to communicate with each other. At that time, it becomes difficult for me to retain interest on my part."

4.4.3 Pair Work

Besides group work, there exists a peer marking system. The students are instructed to work in pair and after completing the task, a peer assessment will be done. During the interview, when I asked about peer marking, Abu Sayeed answered, "In case of individual work, we were instructed to prepare a conversation about my friend's thoughts regarding the new Bangla book and his/ her choice of Bangla poetry. I have already prepared some questions to ask my peer to know about his understanding of the poem. We both listened to each other's answers and took notes, the questions were mainly about the features of the poem. Our answers were different from each other."

4.4.4 Assignment

Tanisha, a student of class VI, is very active and sincere in her studies. She always tries to accomplish her assigned task in time. During the interview, when she was asked about the type of materials she used in her assignment. She answered, "I always try to use simple and cheap materials for my assignment so that my parents do not get burdened. My teachers also tell us to use less costly materials for the assignment and the project also. Though it becomes a competition among the classmates to make the assignment beautiful and decorative, our teachers encourage us to use very common and less expensive materials."

As a researcher, I am also a keen observer of real life scenario. During the interview, I asked Tanisha about her real life assignment which was a part of the formative assessment. She tells me, "I have been assigned to talk with 10 professional persons around me. I have to ask them about their job satisfaction whether they are satisfied in their position or not. So I talked with rickshawala, shopkeeper, cobbler, my mother and father as they are service holders, banker, a teacher, a business man, a beggar whose profession is begging, a security guard. I took notes while I was talking with them. I came to know about lots of

unknown facts of human life." These kind of real world application is a part of this new curriculum which is competency based learning.

4.4.5 No Tendency of Copying in Exam Hall

Teaching and learning methods can be shaped by the process of assessments. For instance, if an assessment heavily emphasizes memorization and rote learning, teachers and students may prioritize these methods over more interactive or creative teaching approaches. In the previous examination system, there was huge opportunity to copy from others' answer scripts. For example, one of the participants, Rabbani studying in class VII, said, "when I was in class VI in previous curriculum, examinations were held written entirely and students tried to copy from others. There was a tendency to see others' answers in the exam hall and copy those answers despite knowing it was a grievous offence. But in the new curriculum, students don't feel to copy from others due to the process of assessment. Now I and my friends don't think to see and copy others' answer sheets."

4.4.6 No Anxiety during Exam

High-stakes assessments can create stress and anxiety among students, teachers, and even parents. This stress may not always contribute positively to the learning environment. In this new assessment system, students and other stakeholders don't feel anxiety because the system gives the students a tension free environment. Because of the project work, group work, students don't feel stress and anxiety. As a researcher, I would like to mention that one of my relative's son, Emon, is very much tensed and feels anxiety regarding exam. He is a student of class IX and studies according to the creative method. But the fact is that due to the excessive pressure of exam result by his parents and friends he has

got exam phobia and is under the supervision of a psychiatrist. Before the exam, he feels too much stressed and he can't sleep at night.

From the above real incident, it can be said that in the new curriculum, students don't have the mental pressure and anxiety. Parents also don't need to give pressure on the students to increase grades as there is no grading system in this assessment procedure. Result will be prepared in three categories: beginner, average and expert which are symbolized by rectangle, circle, triangle respectively. Parents and students are free from anxiety. Teachers are also tension free since there is no pressure from school management to increase grade point.

One of the participants, Laila studying in class VII, stated that "from my childhood I used to feel extra tension when examinations were held. Examinations were like nightmares to me and it was very painful for me to write 03 hours which was very stressful. But in the new system, I don't feel any tension regarding assessments because during exam we have to present our group work in front of the audience and the teacher. In case of individual task, it is not too much tough and is related with the project or previous assignment.

4.5 Teachers' Perspective

4.5.1 Difficult to Manage Classes

When I went to meet Mrs. Selina (a teacher of a renowned High School of Dhaka), first of all I took her consent about the interview and ensured her privacy of her opinions. During the interview, she expressed "students are not aware of the new assessment system, they only understand that as there is no traditional examination, they need not study anymore. As a result, it becomes difficult for the teachers to manage the students at classroom since they are not interested in studying at all."

She also opines "it happens due to our previous education system. In the previous system, we find that teachers, students and parents are always concerned about the exam and

the result or the grade point. For this reason, each and everybody is hankering after the result. Everyone wants higher GPA either by memorizing, copying from others or writing by own self. It doesn't matter whether they understand the subject or not, they only want marks and grades." Furthermore, she pointed out many schools in rural areas do not have the same facilities to use online materials as schools in the cities such as computer labs, internet facility, even electricity is not available all the time. From this interview, the researcher gleaned some limitations and challenges regarding the implementation of the newly prescribed assessment procedure by NCTB (National Curriculum and Textbook Board).

4.5.2 Scarcity of Exercise in Textbooks

Another teacher, Mrs. Rebeca, of YWCA High School highlighted the less exercise in the textbook. She states, "the new books are easy and full of stories but there are less scopes of practicing mathematics. In the previous book, students have lots of math for practice. I am astonished to see the exercise book. In my view, there is no alternative to grow a habit of practice. I think without adequate practice, it is not possible for the learners to learn the solutions of the mathematical problems."

4.5.3 Problems and Confusions in Preparing Projects

Mr. Sajjad, a science teacher, provides students with projects related with the science topic. He also stressed the need to maintain the security of students on field trips. He told that as in some subjects, students need to go outside of the classroom in order to work for the project.

Another teacher, Mrs. Taslima said, "sometimes parents and students don't understand what to do and how to prepare a project. In some cases, teachers are also confused regarding the materials of the project. Some parents and students think that using expensive

materials for projects will have more score and they take the help of others to prepare the project which is not accepted at all.

4.6 Parents' Opinion

I met Mrs. Rehana, mother of Rabbani (pseudonym). He studies in class VI in Residential Model College, Dhaka. While talking to his parents, his mother said that besides projects, students are taking part in sudden/ surprise tests during class hours. ICT teacher asked the students to do a survey on whatever they like. They did the survey on SSC result of their school for the previous five years but it was evaluated in the class as a surprise test. The mother opines that the students who are serious, sincere, will do better in this kind of assessment.

In another subject, Arts and Culture (whose previous name was Arts and Crafts), students have a 'bondhu Khata' where they have to do crafting which are supposed to make by their own. But Nayeem's mother said that he always prepares those craftworks with his mother's help. Moreover, she comments that though these are creative works, these are expensive for some parents also. But students have to do those crafting as they are given as assignments.

4.6.1 Positive Impact

Mrs. Tanjina, mother of Laila who studies in class VII in Mohammadpur Preparatory School, expressed her opinion regarding this new system. Her daughter is very much fond of crafting and project based work and she enjoys doing the projects. She shares some photos of the group work monitored by the teacher, the drama they have arranged and the project work. Laila is an active member of her team and always loves to lead her groupmates. Mrs. Tanjina is positive about this experiential learning system. Because in her view, this technique actively engages learners in the learning process. She asserts that her

daughter is active in group work and pair work and this active involvement enhances her understanding of the topic.

When I talked to Laila and asked about the evaluation process, she mentioned, "performing in a drama is very much enjoyable and when we practiced, we went to one my friend's house which seemed to me an outing. Moreover, I am eager to work in the team and feel excited while delivering my speech during presentation. At the beginning of the year, I was afraid of the presentation and didn't know how to deliver the speech. I was nervous in front of the audience and sometimes got puzzled and stuck in the middle of the speech. To overcome this shortcoming, one of my teachers encouraged me and said, "you just focus on one point in the audience. Don't look at anybody or any friend, they will distract you and you will forget everything what you have to say about your project work." Laila always maintains this and thus she becomes one of the best presenters in the class.

4.6.2 Negative Impact

Every system has positive and negative impact but it varies from person to person depending on social status of the learners, learning environment and teaching method. Md Shovon, father of Rabbani, stated that "my son is an average student. He is not serious about his studies. He always depends on the private tutors and guidebooks. Since this curriculum doesn't follow the traditional examination system, my son, Rabbani, doesn't show any interest in study. Moreover, my son says that as there is no regular examination, I don't need to study like the previous year. In our country, it is a general tendency of most of the students to read only thinking about the exam syllabus. Our education system is, mainly, controlled by the examination system. This new curriculum may have other positive sides but for my son this system doesn't bring any positive signs. Nowadays he is not studying sincerely saying that everything is project based and experience based learning, so there is no need to study

books. But I feel this scenario is alarming because my son is passing a transitional period which is very important for physical, mental and academic growth. If the students think like Rabbani and don't read seriously, they will suffer in the long run. But in the previous system, students at least read, memorized and practiced again and again and thus they become expert in a subject. Moreover, in the new textbooks, there are less exercise than the previous books."

4.6.3 Expensive Learning Materials

We know that the value of learning materials depends on various factors, such as the specific subject-matter, individual learning preferences and available r resources. To prepare a project, expensive materials are not effective at all. Group work, project work is a part of experiential learning. Everyone has a different learning style. Some students may think that if the materials of the project are expensive, they will be more attractive and teachers will give more marks. Actually, this type of costly learning materials can create barriers for many learners.

Md. Shovon, father of a student of class VI, says that my son always uses costly learning materials for his assignment and project work. But buying this expensive items gives extra pain on the parents.: For this reason, learners are encouraged to work with cheap and very common materials so that parents may not be burdened at all.

4.6.4 No regular Study at home

Some parents expressed their tension saying that my son/ daughter is not studying at home on regular basis as we saw it earlier. One of the parents, asserts that "my son, a student of class VII, doesn't sit to read. He has no homework rather he has project work, group work. But I'm worried of my son's future. If he doesn't practice a lot, he will suffer later. Because class VI, VII, VIII is the transitional period of human life. In this period, students face huge changes in academic life and in their personal life also. So in order to cope

up with this change, students need to be well equipped and know all subjects and practice

rigorously. But as a mother, I got shocked when my son said that nothing to study today."

Mrs. Rehana, mother of a student of Munshi Abdur Rouf School and College regrets

the fact that, "her son is not studying at all at home which gives her much pain. She opines

that students think only for their presentation. They usually create a WhatsApp or messenger

group in order to communicate with their groupmates. Sometimes they go to one friend's

house to prepare the project work on week end and spend the whole day in gossiping. But it

is sheer wastage of time."

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter elaborates the findings of the study. The findings show that if the new strategies of assessment are implemented without taking proper measures by the management, the students will suffer and the outcome will be negative. At the beginning of 2023, the reformation of education in our country has been started initially from class VI & VII and students, teachers and parents are facing various types of problems and obstacles regarding the curriculum and the new assessment system.

5.2 Parents' and Students' Perspective about the New Assessment System

RQ 01. What do the parents and students think about this experience based assessment system?

This study discovered that as there is no traditional examination or grading system, students are not interested to study at all. Generally, in Bangladeshi context, academic curriculum was mostly a test driven system (Amin A. & Greenwood, 2018), our students were habituated to read as per the syllabus of the examination and they only tended to memorize the answers which were provided in classroom or in the coaching. It is the tradition of our students only to give emphasis on national or public examination (Amin A, 2017).

The researcher of this study found that parents are worried of this new system. In some cases, they feel confused and disappointed about their offspring's learning progress. After analyzing one of the parents' (Mrs. Rehana) statement, it has been pointed out that there is no traditional English grammar in the curriculum and she is worried of how her daughter will learn tense and other grammatical items. As a result, she becomes weak in English grammar. Furthermore, she is not satisfied with the new result system which has been published in symbolic form such as rectangle, circle and triangle. She said, "these symbols

are meaningless and how can a student be judged by these symbols. Previous examination system was better because at least I used to see my son studying at home regularly."

In the new assessment system, there is no grading system like the previous curriculum. Students have been assessed by PI (Performance Indicator) and BI (Behavioural Indicator). One of the participants, Abu Sayeed, from a renowned school of Dhaka city mentioned, "During class and exam, our teachers are always moving with a sheet of BI (Behavioural Indicator) and marking the students' behavior. As a result, we are getting aware of their manner, behavior, attentiveness etc." Another participant, from Nayeem's interview, it has been discovered that students don't feel any competition regarding the assessments and it would have been better if the assessments were more competitive. Moreover, as there is no scoring system, the learners don't have any pressure on academic learning. He still goes to coaching and studies Mathematics and English as per the previous curriculum.

The researcher also explored that nowadays learners don't practice their handwriting which they used to do earlier. As a result, students' handwriting is getting worse day by day. This fact can be examined by analysing Rabbani's statement. He, a student of class VII said "in this new system, we don't need to write much. Since previous examinations were mainly written exams including class tests, monthly tests, we had to write a lot. Which is why I had a practice of writing and I practiced writing to finish the answers within the fixed timeframe. For this reason, my handwriting was very nice and fast but nowadays my handwriting is getting slower due to lack of writing practice." So it can be proved that the mode of examination determines learners' attitudes and the progress of their learning.

In order to implement the curriculum and the assessments properly, it is mandatory to ensure proper understanding, practice, close observation of students' performance at different stages of education. Otherwise, many notable reforms may fall. In Bangladeshi context,

infrastructure development of the institutions and other facilities are mandatory to ensure the learning outcome properly. Instead of giving priority on pen and pencil tests, teachers should prefer observation, record keeping, portfolio preservation, continuous assessment, peer assessment and project based assessment etc.

5.3 Challenges Faced by the Teachers and Students in Implementing New Assessments

RQ 02: What are the challenges and limitations the teachers and students are facing in implementing the new assessment system?

This study found that Bangladesh Education Ministry has introduced a new curriculum which brings a massive change in assessments along with entire education policy and practice in Secondary Level. Teacher faced the challenges when at the very beginning of the session, it was declared that there would be no traditional written exam. This declaration made the students, their parents and teachers confused and parents were worried of their children's learning outcome.

From the interview of Mr. Sajjad, an English teacher of Dhanmondi Govt. High School, this study discovered that the students became unmanageable in the as they came to know about the new assessment. The students thought, as there is no exam, they will be auto promoted and as a result they don't need to study more. He also states that "the previous assessment system had some strict rules and the students used to take it seriously but at present, students are not serious about their exams. Moreover, the student's quality cannot be exactly evaluated while assessing the group work because it is very usual that in the group work one or two persons are active and others remain idle or copy or imitate the work of the active friends." So it is a great challenge for a teacher to assess a student properly.

Another obstacle has been found that school management have insufficient resources and educational materials for the learners and the teachers. For instance, in many schools, ICT labs are not available and students are to search google for the information of their group work. Internet is not available in all schools of Dhaka city let alone in the schools of rural areas. It is another challenge for the students and the teachers to have internet and lab facility. One of the participants, Laila, said, "our teachers never took us to the computer lab. What we did during exam only in the classroom. School management doesn't provide us lab facility."

Mrs. Taslima, a teacher of Govt. School at Mohammadpur, talked about the discipline of the students while assessments were going on. She mentioned, "there were huge chaos when the students were doing their group work and it was very tough for a teacher to keep them silent. I think this shouldn't be an environment of an exam hall."

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In Bangladesh, assessment is a significant tool for evaluating the learners' academic progress and their physical and mental growth. This study mainly investigates the challenges the teachers and the students encounter while implementing the competency based testing system to assess students' performance. The success of assessment depends on proper implementation and understanding of the curriculum. This study reveals some significant facts about students' and teachers' perspective regarding National Curriculum Framework 2021 and its assessment system.

6.2 Strategies for Assessing the Learners' Learning Progress

In Bangladesh, students' assessment system is based on class tests, monthly tests, oral presentation, year-end examination. Students' progress reports and decisions about their promotion to next class level are based only on their performance in examination conducted at the end of each year. However, reformation in education is a time demanding factor. And to meet the challenges of 4th industrial revolution, Bangladesh Govt. has introduced new curriculum and assessment system to assess the learners' progress. Besides examinations, a student can be assessed throughout the year in each subject by following the below criteria:

1. Performance in games and sports

2. Participation in co-curricular activities

3. Manner, behaviour and discipline

4.. Showing interest to understand and participate

Teachers are requested to prepare their plan in new assessment procedure and to keep their record properly so that students' achievement, their good and bad reports are not lost at any cost. At the same time, management and the teachers of the institution must be neutral in assessing the learners' progress.

6.3 Limitation of the Research

This study, basically, was conducted only on 12 high schools in Dhaka city, both govt. and non-govt. high schools. In this study, qualitative method was utilised to collect data but the researcher found confusions and dilemma during interviewing the teachers and the parents. Some teachers do not have clear conception about how they will assess the students. They need to have more training on this. At the same time, they must have positive mentality regarding this new assessment system. Without the teachers' positive motivation and guidelines, an educational system cannot be sustainable.

Moreover, some parents are also feeling confusions regarding the new assessments. They are still in great dilemma whether their children will acquire expected knowledge through this system. Moreover, this study doesn't have the survey on rural schools, what they are doing, what are their activities with this new curriculum and assessments. Further research is necessary to identify the learners' socio-economic status and learning outcome, parents' motivation, teachers' need and satisfaction.

6.4 Steps to be Taken to Overcome the Barriers

In order to implement the strategies, we have to ensure proper evaluation of a student's performance. Teachers and students are still struggling with this new system. For this, some recommendations have been suggested below:

1. For effective and successful implementation of the assessment, a sufficient number of skilled and trained teachers are needed to overcome the challenges while evaluation process is going on.

2. Infrastructure development is required for successful integration of the new assessment system.

3. Proper learning environment is to be ensured irrespective of learners' socio-economic status.

4. Heads of the institutions have to call a meeting and check all teachers' record keeping in each term.

5. Further research is necessary on how parents' motivation, learners' socio-economic status and the test results affect the young learners' learning process.

In conclusion, the implementation of our new assessment system represents a significant step forward. Teachers are the main driving force for integrating any reform in education of all time. National Curriculum Framework 2021 introduces a number of significant changes in the learning areas. Meaningful integration can only be possible only if there are careful planning, continuous monitoring and ongoing feedback from the students, parents and teachers. The effectiveness of this system will depend on the collaboration and engagement of all stakeholders. All concerned must work together to monitor its progress, make necessary adjustments, and ultimately achieve the goals of fair and meaningful assessments.

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Appendix A

Questionnaire for Teachers

1. Have you got any training on the new curriculum and new assessment system? If yes, for how many days?

2. What idea do you possess about the curriculum and the assessment procedure?

3. What type of activities do you engage your students in group work or project work?

4. Do you assign them any project work? If yes, what kind of project work do you assign them?

5. How do you assess each student's activity in a group?

6. Could you please give one example of assignment that you used for your students?

7. Do you keep a regular record of your students' performance?

8. Do you use any other material out of the textbook? If yes, name them.

9. Do you discuss with your colleagues before assessing your students? If yes, how often?

10. Are you engaged in private tuition?

11. Do you get help from your head teacher while preparing the report? If no. where do you get support?

Appendix B

Questionnaire for Students

1. Can you please tell me about the new system you are going through in your school?

2. Do you feel easy and comfortable with new assessment system? How are you coping with it?

3. How do you get assessed in previous year?

4. What type of project work or group work do you have during exam?

5. Are you an active or inactive person in your project work?

6. Are your teammates helpful or unwilling to work?

7. Did you use creativity while doing a project work?

8. Are you happy with the new assessment system? Why or why not?

9. Could you please give one example of assignment/ project?

10. Is there any continuous assessment on your class performance?

11. Do you keep a record of your performance of your group work?

12. Do you use any other material out of the textbook? If yes, name them.

13. Do you discuss with your groupmates before working in the project work? If yes, how often?

14. Do you get feedback from your teacher regarding the project?

15. Do you think that these assessments and curriculum bring change?

16. What are the good and bad sides of this new assessment system?

17. What challenges have you faced during the exam? How did you solve the problem?

Appendix C

Notational Conventions of the Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	Interviewer
3.	[ ]	For showing action
		[Laughs]
4.	,	Small pause
5.	…	Long pause (if in the middle of the sentence)
		Incomplete sentence (if at the end of sentence)
6.	Umm/uh	Hedging in speech
7.	DU SEL 20	DU <space> teacher's name's first three alphabets <space> DU number
		DU SEL 20 refers to Mrs. Selina's DU number 20.

Appendix D

Sample Interview of Participant

Name of the Participant: Mrs. Selina (Teacher)

Date: 23 June 2023

Time: 4.00 pm – 5.00 pm

DU	Participant	Questions and Answers
1.	I	Hello, how are you? Thanks for cooperating me in this research. Could you please tell me about the new system you are going through in your school.
2.	SEL	I'm fine.
3.	I	Have you got any training on the new curriculum and new assessment system? If yes, for how many days?
4.	SEL	Yes. For seven days.
5.	I	What idea do you possess about the curriculum and the assessment procedure?
6.	SEL	I am still confused about the curriculum and the assessment procedure. Because we have lots of limitations in implementing the system. Since our students are habituated with creative system for a long time which was mostly memorization based, they are feeling uneasy and uncomfortable with this system.
7.	I	What type of activities do you engage your students in group work or project work?
8.	SEL	About the topic related. Govt. has given some sample of the assignment and projects. We follow those.
9.	I	How do you assess each student's activity in a group?
10.	SEL	Well, It's a good question. I assess them by observing their project, their presentation and by analysing individual task.
11.	I	What kind of project work do you assign them?

12.	SEL	I assign them subject related project. Sometimes the sample projects given by NCTB.
13.	I	Could you please give one example of assignment that you used for your students?
14.	SEL	Umm…. Assignment was on describing the characteristics and importance of birds (most familiar in our daily life).
15.	I	Is there any continuous assessment on your students' class performance?
16.	SEL	Yes. Continuous or formative assessment is a ongoing process to evaluate students' performance.
17.	I	Do you keep a regular record of your students' performance?
18.	SEL	Yes. It is mandatory.
19.	I	Do you use any other material out of the textbook? If yes, name them.
20.	SEL	Yes, I have to search google to gather ideas about the projects.
21.	I	Do you discuss with your colleagues before assessing your students? If yes, how often?
22.	SEL	Yes, in most of the cases.
23.	I	Are you engaged in private tuition?
24.	SEL	Yes, in private tuition, I follow the previous textbooks for practice. In the new book, there are very few exercises and students are reluctant to practice more. For this, they become
25.	I	Do you get help from your head teacher while preparing the report? If no, where do you get support?
26.	SEL	Sometimes Head teacher helped to prepare the report. When she is busy, I take help from my seniors.
27.	I	It's Okay for today. Thank you so much for sharing your idea with me. If it is necessary I will contact with you later.

Appendix E

Sample Interview of Participant

Name of the Participant: Nayeem (Student)

Date: 10 July 2023

Time: 2.00 pm – 3.30 pm

DU	Participant	Questions and Answers
1.	I	Hello, how are you? Thanks for your cooperation in this research. Can you please tell me about the new system you are going through in your school?
2.	NAY	I'm fine. At the beginning, we were confused about the assessment and thought no exam will be held.
3.	I	Do you feel easy and comfortable with new assessment system? How are you coping with it?
4.	NAY	Umm…… At first, I couldn't understand how to do the project. Slowly I got accustomed to it and with the help of my mother and friends I managed to complete the group work which was assessed during the exam.
5.	I	How do you get assessed in previous year?
6.	NAY	In previous year, exam was entirely written. There were class tests, monthly tests and terminal exams.
7.	I	What type of project work or group work do you have during exam?
8.	NAY	During exam we were given a group work. For example, acting a conversation among a beggar and two passersby. Um.. as the individual task, we had been asked to write about our experience about the conversation.
9.	I	Are you an active person in your project work?
10.	NAY	Uh….. most of the time.
11.	I	Did you use creativity while doing a project work?
12.	NAY	Sometimes…… but most of the I took the help of google.
13.	I	Are you happy with the new assessment system? Why or why not?
14.	NAY	There is no competition in this system. It would be better if there were more categories in evaluation type.
15.	I	Can you please give one example of individual assignment?
16.	NAY	Yes, obviously. A few days ago, I was given an assignment on preparing potato mash and egg fry. Teacher instructed me to make a video of the preparation and submit it to the subject teacher.
17.	I	Is there any continuous assessment on your class performance?
18.	NAY	Yes. Teachers keep the record of continuous assessment.
19.	I	Do you use any other material out of the textbook? If yes, name them.
20.	NAY	Yes. I use poster paper, colour, white paper in order to do crafting.
21.	I	Do you discuss with your groupmates before working in the project work? If yes, how often?
22.	NAY	Yes, almost all time. But sometimes if they don't respond, I start working alone.
23.	I	Do you get feedback from your teacher regarding the project?
24.	NAY	Sometimes teachers give feedback sometimes not. It depends on the project presentation, submission etc.

25.	I	What are the good and bad sides of this new assessment system?
26.	NAY	So far as I can understand that good sides are having no tension or pressure about completing all the answers in exam hour which I felt in previous years. And bad sides are as there is no formal examination, students are very much relaxed and they don't read regularly.
27.	I	What problems have you faced during the exam?
28.	NAY	In the 1st exam, I didn't understand how to start and finish the presentation. I was too puzzled, there was huge noise in the exam. In ICT exam, I felt the shortage of PC and the seating arrangement. There was only one chair for six persons.
29.	I	It's Okay for today. Thank you so much for sharing your idea with me. If it is necessary I will contact with you later.

Appendix F

Sample Interview of Participant (Parent)

Name of the Participant: Mrs. Rehana

Date: 12 June 2023

Time: 10.00 am – 11.00 am

Interviewer	Hello, nice to meet you. Frist of all, I would like to thank you to assist me and to become a part of this study.
Parent	Nice to meet you too.
Interviewer	Could you please tell me which class your child is studying this year.
Parent	In class VII
Interviewer	Did he get books of new curriculum from Govt.?
Parent	Yes, he got. There are two books for each subject. One is the main book another is exercise book.
Interviewer	Do you think it is easy to read those books?
Parent	Since the books are full of stories and colorful pictures, it is easy to read. But my son is not studying at all. He is saying that since my friends will prepare the project, I need not do anything. As a result, he is getting idle day by day and is not taking the responsibility of the group work. In fact, 1-2 interested and hardworking students are doing the whole project and others are passing time idly.
Interviewer	Did your child face any examination in new system?
Parent	No, their examinations are not like previous exam. Only assignments, project works, group works are given by the teachers. During exam they have project work and individual work. He was given a poem to recite and asked to describe his feelings about the poem.
Interviewer	Do you think the project works are helpful for them?
Parent	Um… I think the project works are helpful for the students who are sincere and industrious. But in a group there are 6-8 persons and they are not equally serious about the project work. 1/2 students work for the project but others

	remain idle thinking that their friends will work for them. So all are not getting the same benefits.
Interviewer	How the students are evaluated since there is no such written exam as they were habituated in previous system?
Parent	The students are being evaluated through the group works, assignments, sudden tests etc. But they are encountering lots of confusions regarding the materials such as papers, colors, the way of presentation. Sometimes it happens that students bring the papers, colors but the teachers are saying that these are wrong papers and materials. So all goes in vain and total wastage of money. I think previous system was better because in that system we could make our children memorized any topic and have some evidences of memorization. We could force them to write a fixed item such as a question answer, paragraph or composition or any mathematical topic.