

An Exploration of the Assessment for English (compulsory) at the  
Secondary School Certificate Examination of Dhaka Board

A dissertation submitted  
by  
Mohammad Aminul Islam  
MDS, BRAC University  
Student I.D-04262008

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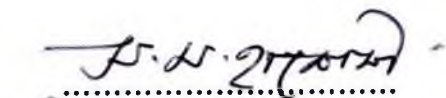
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Approved by



.....  
**Samir Ranjan Nath**  
**Research Coordinator**  
**Education Research Unit**  
**Research and Evaluation Division**  
**BRAC**



.....  
**Dr. Imran Matin**  
**Director**  
**Development Studies Programme**  
**BRAC University**

## Abstract

This dissertation examines some imbedded problems of our assessment procedures at the secondary level education. The whole study was based on the English teachers who examined the answer script of the SSC English papers under Dhaka Board in 2006. This research reflects some assertion like marking variations among the examiners, the examiners quality, their education, recruitment, training and teachers' satisfaction of present assessment. Based on the teachers' opinion it highlights some important issues by which the assessment procedures could be built with less controversy and be accepted as a rigorous one. Thus, it goes on to consider the current situation of the secondary education assessment procedures and to suggest ways in which sustainable change can be effected by building on what teachers already do.

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*Mohammad Aminul Islam  
MDS. BRAC University  
Student I.D- 04262008*

## **Table of Contents**

| <b><u>Contents</u></b>                                                                                 | <b><u>Page no.</u></b> |
|--------------------------------------------------------------------------------------------------------|------------------------|
| <b>Abstract:</b> .....                                                                                 | <b>01</b>              |
| <b>Acknowledgement</b> .....                                                                           | <b>02</b>              |
| <b>Table of Contents</b> .....                                                                         | <b>03</b>              |
| <b>List of Tables</b> .....                                                                            | <b>05</b>              |
| <b>List of Abbreviations</b> .....                                                                     | <b>06</b>              |
| <b>Chapter-1. Introduction</b> .....                                                                   | <b>07</b>              |
| 1.1 Background of the study.....                                                                       | <b>07</b>              |
| 1.2 Secondary Education in Bangladesh.....                                                             | <b>08</b>              |
| 1.3 Defining Assessment.....                                                                           | <b>09</b>              |
| 1.4 Importance of assessment.....                                                                      | <b>09</b>              |
| 1.5 Policy for the Assessment in the Education sector of Bangladesh.....                               | <b>10</b>              |
| 1.6 Assessment for “Education and Development”.....                                                    | <b>11</b>              |
| 1.7 Assessment of English (compulsory) in Bangladeshi Education.....                                   | <b>13</b>              |
| 1.8 Aim of the Study .....                                                                             | <b>13</b>              |
| <b>Chapter--2 Research Methodology</b> .....                                                           | <b>15</b>              |
| 2.1 Interviewing:.....                                                                                 | <b>15</b>              |
| 2.2 Developing sample answer scripts to understand the level of<br>discrepancy in between markers..... | <b>15</b>              |
| 2.3 The Sample.....                                                                                    | <b>16</b>              |
| <b>Chapter- 3 Major Findings of this study:</b>                                                        |                        |
| 3.1 Recruitment Procedures of teachers and examiners at Secondary level.....                           | <b>18</b>              |
| 3.2 Characteristic of the English examiners.....                                                       | <b>20</b>              |

|                                                                                               |           |
|-----------------------------------------------------------------------------------------------|-----------|
| 3.3 Teacher's have a few ideas about "Test Specification" and the "level of difficulty":..... | 22        |
| 3.4 Instructions, Guidelines and training of examiners:.....                                  | 24        |
| 3.4.1 Instructions & Guidelines for assessment.....                                           | 24        |
| 3.4.2 Training for the examiners .....                                                        | 25        |
| 3.5 Allotted times for assessment .....                                                       | 27        |
| 3.6 Differences of ideas and practices in between English examiners.....                      | 29        |
| <b>Chapter- 4: Discussion and Conclusion:.....</b>                                            | <b>34</b> |
| 4.1 Discussion.....                                                                           | 34        |
| 4.2 Conclusion.....                                                                           | 38        |

## **List of Tables**

*Table: 1. Number of schools increased over the years*

*Table:2. Total examiner (English) of Dhaka Board in 2006 for English 1 & 2*

*Table:3. Percentage of the subject based teachers who study English at their graduation level both at non govt and govt.*

*Table:4. The list of examiners in respect of their designation.*

*Table: 5. Teachers education status in respect of sex and location.*

*Table:6. Teachers education status( Masters) in respect of sex*

*Table:7. Percentage of trained and non-trained teachers in both rural and urban area.*

*Table:8. Relation between the qualification of teachers and their spending time for the assessment*

*Table:9. Teacher's responses in finding the expected achievements from the answer script.*

*Table:10. Analysis of Location based assessment by teachers before and after instructions are provided to them*

*Table:11. Analysis of gender based assessment by teachers before and after instructions is provided to them*

*Table:12. Relation in between Teacher's Qualification, training and their distribution of marks for script-1 & 2 .*

### **List of Abbreviations**

SSC : Secondary School Certificate  
HSC : Higher Secondary School Certificate  
SESIP: Secondary Education Sector Improvement Project.  
FGD : Focus Group Discussion  
NCTB: National Curriculum and Textbook Board .  
MOE : Ministry of Education  
BEd : Bachelor of Education  
MEd : Masters of Education  
NGO : Non Government Organization.  
TTC: Teachers Training College  
Sr.Asst: Senior Assistant.  
EFT : English For Today  
BRAC: Building Resources Across Communities  
ELTIP: English Languages Teaching Improvement Project  
FSSAP: Female Secondary School Assistance Project  
PACE : Post Primary Basic and Continuing Education.  
OMR : Optical Mark Recognition

# **Chapter 1**

## **Introduction**

### **1.1 Background of the study**

The topic of this paper derives from the practical problems of the assessment at the secondary level education in Bangladesh where the age old traditional models and methods of the assessment procedures which mark student progress do not seem to produce the desired results. Secondary education system in Bangladesh is in shambles and lacks even the basic requirements in terms of quality education. ( Sadique, 2005 ) As a result, The children of Bangladesh have turned out to be dummy cases for ages by the educationists. The frequent changes in the national textbooks, not on the basis of new and improved content but more on certain 'ideological' issues more along with the examination system have pushed our education system into quagmire. ( Sadique, 2005 ) While the text books are massively revamped, the issue of concern still centres on skilled teachers and lack of infrastructure with the standard assessment procedure.

Needless to say that, the area of assessment is a crucial area for feedback or it can be considered as an extra feather to reform our secondary level education. Infact, even after many years of our independence, it seems, we are still unable to figure out the real problem with our education. Thus, the so called formative system each year has been churning out some people, who are not ready to enter into today's competitive market dynamics due to their lack of practical skill . This paper basically focuses on the present assessment procedures of the Secondary Education System .To carry out this study successfully it has just focused English as it is a compulsory subject at the secondary and higher secondary level.

## **1.2 Secondary Education in Bangladesh**

In Bangladesh the secondary level is from class six to twelve. This level is further divided into three parts Junior Secondary, Secondary and Higher Secondary. The Junior Secondary starts at class six and ends at eight. The Secondary level here has the students from class nine and class ten. The Higher Secondary level is known as College, which has class eleven and class twelve. Two public examinations held at this level, SSC (Secondary School Certificate) examination, held at the end of class ten, while HSC (Higher Secondary Certificate) examination is held at the end of class twelve to assess students' progress or to evaluate them by their merit. Both these examinations are conducted by the seven education boards located at, Barisal, Chittagong, Comilla, Dhaka, Jessore, Rajshahi, and Sylhet. At both SSC and HSC level students have to take English as compulsory subject. Owing to the national importance, here, in Bangladesh we take these examinations as representatives of the testing.

Considering English as a secondary language, National Curriculum and Textbook Board (NCTB) of Bangladesh realizes its necessity to be taught at educational institutes. Thus, English is being taught in Bangladesh as a core and compulsory subject from the primary level to Secondary level. SSC examination underpins two compulsory English papers; paper-1 and paper -2 along with other subjects. Both papers are supposed to try to assess the ability of students' capacity to use English at different level

## **1.3 Defining Assessment**

Assessment may be defined as a method, which is used for better understanding the current knowledge that a student possesses. (Elison, 1999). It means that with the assessment a teacher can easily justify students' ability. Hence, the importance of assessment is not ignorable. According to "Pittsburg State University 2005". Assessment helps departments to focus on those things in their curricula and courses that are going well. Assessment also helps to identify what is not going well, and often points to the specific changes that might be needed. Thus, assessment is an ongoing and continuous effort to improve the quality of instruction, student learning, and overall effectiveness of a department or unit. It is the systematic collection and analysis of information to improve students' learning.

So, assessment asks us to think about the following questions:

- What should the students be learning and in what ways should they be growing?
- What are the students actually learning and in what ways are they actually growing?
- What can we do to facilitate the students learning and growth?

On the whole, all these tests and examinations aim to put labels on people: 'qualified to do the job', or 'healthy enough to be employed', or fit to take admission in any particular fields. School and college tests and examinations are no different which aim to tell the world that

- \* Who are excellent, average, or a weak student compared to others? Or
- \* Who can (or cannot) do certain things to a particular level? Or
- \* Who possess a degree of knowledge on a subject or group of subjects to a particular level? (Ellison, 2001)

Secondary School Certificate (SSC) exam represents as the first accredited national certification with which we are judging the merit and ability of our students.

## **1.4 Importance of assessment**

Throughout the world, much innovative work over the last two or three decades have been concerned with how to bring about changes in relation to curriculum development, syllabus, design, teaching methodology, designing course books and grammars, training and developing teachers, testing and assessment. (Rahman, 1999). A change in methodology must also be followed by changes in the system of evaluation. Teaching in one method and testing in another frustrates the students. In addition to that, “how can a ‘test’ tests or what it is meant to test if no one is clear what it is meant to testing in the first place?” (Horak, 2000). As no purposeful testing is possible without clear definition of the objective of the course, the teacher, the student, the paper setter, and the examiner should be familiar with the objectives of the course and the syllabus should reflect those objectives. Then, it is possible to measure the quality and level of achievement of the students by means of suitably devised tests and

examinations .So, the objective of the course; the syllabus and the examinations are all interdependent. Unless we understand this relationship, examinations are bound to be unsatisfactory instruments of evaluation. If we don't know why we are teaching, what we are teaching, then we would not know what we want to find out throughout the examinations. (Begum, 1999). It is equally important that any assessment is taken in order to get maximum benefit from it. While interviewing one of the officials at SESIP, (Secondary Education Sector Improvement Project.) (Sept, 2006) we have got some back up information to picture the real image of present assessment considering the result of SSC in 2005 and 2006. Studying the result of SSC in 2005 it is found that Jessore Board placed at the top considering the average of the national merit, while in SSC- 2006 Jessore Board was found at the bottom of the table out of the seven boards. The question is, thus, pegged on the issue to uphold that what actually happened in between just twelve months or in between one education year that pushed the top seeded Board at the bottom. Thus, the importance of perfect assessment comes in front of us.

### **1.5 Policy for the Assessment in the Education sector of Bangladesh**

Policy decisions may be overt or covert or ad hoc. Such decisions are subject to change due to changes in educational and political situations and attitudes of people. So they need constant readjustment .With this, the aims and goals of secondary education need to be reformulated (Rahman, 1997).At present a number of agencies are working in this regard. (See annex -1). Again the policy decisions are not static, they may change according the changing need and situations. But if there are too many frequent changes, then we need to reallocate goals and strategies to re-schedule the policy. It is expected that an independent and developing country like Bangladesh should have a clear policy for the use and teaching of English at the secondary level for national and international purposes. (Rahman, 1997).

Bangladeshi society is strictly confined in hierarchical terms by tradition. As a result, in the classroom, the teacher is authoritative and authoritarian, indeed autocratic. In addition to that, unfortunately our syllabus is content driven and there is a strong desire to believe in the ultimate authority of textbook. The learning spills over into wide scale private tuition, which

takes the strict form of exam preparation. In Frierean terms, it is an embodiment of the “pedagogy of the oppressed”.( Rahman, 1999).

The role of an examiner cannot be taken lightly if there is truly a commitment in the profession and from government to offer a credible Bangladeshi public examination service ( Horak, 2000) . In the final analysis, a student may suffer badly if questions are set poorly and marking is carried out in an unprofessional manner. The label placed on his/her performance will continually be referred to as he / she “struggles up the educational ladder, or seeks employment in the competitive world of industry or commerce”. (Ellison, 2001)

### **1.6 Assessment for “Education and Development”**

Strong economies compete on the basis of high value. The most forward-thinking approach to compete in this situation is to search the best citizens to represent in the world’s development arena and to equip today and tomorrow’s citizens with the skills and attitudes for economic and civic success in an increasingly knowledge-based economy. A compelling body of research recognizes people as a type of economic asset – “human capital” – and shows that the best person or human capital can perform as best asset for a country and can exploit the best opportunities for economic growth. Proper education is the right kind of tool for the development of the best resources. (Schweke, 2004)

Economic developers call this proper education as the “high road.” Taking the high road will require that the nation develop a more seamless, well-endowed lifelong learning system; A high-quality education and training continuum, while not alone sufficient, is a necessary condition for meeting this challenge. But, not all the practitioners can present themselves as the skilled and efficient to face the challenge of the world. Thus, the best assessment along with the best service delivery in education sector eulogizes the best product for economic development. (Schweke, 2004)

In line with this economic development in Bangladesh we need to think about the education sector holistically. The present demands of the work forces signify as an eye opener for the educationist, policy, makers and job providers. Previously, Secondary education was highly restricted and designed to prepare a few elite people for top government and private industry

jobs. The growing local economy in Bangladesh and linkages with the global economy has created demand for a productive workforce that is prepared for local production and commercial markets. The secondary education, therefore, needs to adapt the recent changes in the economy. Over the last few years the issue of the education and development comes across us in many ways. Before moving forwards the following pictures of our present secondary level may give us the opportunity to discuss about the issue.

**Table- 1. Number of schools increased over the years**

| Year | Public | Private  | Total    | % private |
|------|--------|----------|----------|-----------|
| 1970 | 108216 | 1244484  | 1352700  | 92        |
| 1990 | 371891 | 3601442  | 3973333  | 91        |
| 1995 | 534835 | 6277445  | 6812280  | 96        |
| 2000 | 400240 | 98822118 | 10222358 | 96        |
| 2005 | 433304 | 10399292 | 10832596 | 96        |

*Source: Managing Public - Private Partnership in Secondary Education: Experiences of Bangladesh-- Presented by Dr. M. Osman Farruk MP .Minister, Ministry of Education, Bangladesh- 2005"*

The above data, no doubt may give us the happy picture. From the table, it will be discerned to say that the improvement of our education is on the right direction though the bulk of the credit goes with the private schools.

In addition to that, one may raise the question; can it assure the right assessment of our merit at our national education examination like SSC? If not, how can we meet the demand of the development? Thus, it is important to eulogize the issue of development with a suitable assessment as it is the only tool at our educational field to judge our merit. Nonetheless, Parents and student can gauge progress assessment to assess students' strength and weaknesses and to determine school accountability and it helps to make informed educational and career decisions to build the coming resources of Bangladesh.

## **1.7 Assessment of English (compulsory) in Bangladeshi Education**

English in Bangladesh is being taught and tested with a certain objective to improve the communication ability, which is revealed in the competency list developed by National Curriculum and Textbook Board (NCTB). Unfortunately, in Bangladesh in many cases teaching and testing English mostly depend on memorization. Many of our students show good performance in the course that is measured by achievement tests based directly on that course but they remain far from being proficient in English in their practical lives. (Sinha, 1998) While this is the case, it can be said that our examination –system is measuring something else rather than ‘Communicative Competence’. ( Akter , 2002). The other issue, which remains as a stumbling block in our assessment system, is the learning outcome based on the syllabus and testing tools. For example, As to the grammar questions being set at the secondary as well as Higher secondary level, a number of them are miserable –, the question like ‘Rome was not built in a day’ turn it into active or ‘Honey tastes sweet’,– make it passive” are very commonly used questions for grammar at our secondary level. So the grammar is taught for the sake of grammar, not for the sake of language or communication (Ahmed, 1998). These things are continuing year after year which are the products for not having a proper assessment framework to identify and rectify the problem.

The problems like standard syllabus, teaching method, infrastructures and the ability of teachers and students at secondary level are hovering around the educationists’ mind for years but figuring right kind of assessment at secondary level is an issue which remains beyond touch of our experts. Therefore, English competencies are not being judged I the right manner. This study, thus, will focus to draw a picture of the assessment of English at SSC level.

## **1.8. Aim of the Study**

The aims of this study, thus, are to obtain valid and reliable information:

- To explore the recruiting process of examiners for SSC
- To examine the characteristics of the examiners.
- To explore the question paper preparation process and test specification

- To examine the training and instructions provided to the examiners for the examiner make the assessment procedures more difficult.
- To investigate whether the allotted times for assessment are adequate or not.
- To find out whether there are any differences of ideas and practices between the examiners.

## **Chapter--2**

### **Research Methodology**

#### **2.1 Interviewing**

Interviewing was made to collect the information. This study entails a number of people from different field. So, along with the examiners, school heads, curriculum specialist, some educationists, teacher trainers were interviewed. For interviewing the teachers, a questionnaire was prepared. In most of the institutions visited during the study the interviewer was asked to sit in the Headmaster's (School Head) room and the rest of the teachers joined there. So, in most of the cases, the institutions visited during the study, the interviewer enjoyed a discussion on the whole. It was like Focus Group Discussion (FGD) though the number of participant varied in between four to six. In fact, the characteristic of the examiners, the recruitment system , test specification related information, the judgment of time provided to the examiners were reflected through the interview. The research questionnaire was of one page with 29 questions focusing the aim of the study (including both structured and open ended questions.)

#### **2.2 Developing sample answer scripts to understand the level of discrepancy in between markers**

As it was made to think about the complex causes motivating any decision, the researcher thought about the necessity to examine the assessment part of the testing rigorously. With this view, two specimens of answer scripts based on the SSC 2006 were prepared which were distributed to the examiners interviewed. The papers were designed in different ways. In Script 1(See annex-2) though the content was good, there were some grammatical and mechanical problems (problem with spelling, punctuation etc.) The other paper Script-2 ( See annex-3) was with a standard English with poor content and doesn't have any mechanical problem. Then the examiners were asked to put marks on those answer scripts.

The main aim was to identify the actual findings of what the teachers exactly look over the exam paper and how the teachers are differed in marking and what is the level of difference between the examiners in marking. Once the teacher marked the script, they were shown the instruction prepared by the NCTB Curriculum specialist how to check the exam paper. After that the teachers were asked to evaluate their scrutinized paper for the second time, and ask them to put marks again on the same paper. Thus, both **the inter rater (comparative study in between examiners)** and **intra rater (comparative study of an examiner before and after the instructions were provided)** was found.

### 2.3 The Sample

Because of the time constrain and the convenience of researcher, this study was planned to carry among the English Teachers (Board examiner, Dhaka Board-2006) (Annex-2). So, the research questions and tools were used with the base of SSC English. The number of interviewee was sixty and the survey was conducted in 28 institutions of 8 districts under Dhaka Board. The districts included Dhaka, Gazipur, Kishoregonj, Manikgonj, Munshigonj, Narayanganj, Narshingdi, Tangail.

The whole survey was carried out by one interviewer. For the survey purpose it was decided to deal with only Dhaka Board examiners. As we know there are two papers for the English compulsory, both the examiners lists were collected from the Dhaka Board authority. A total of 844 teachers were included in the primary list of the Dhaka Board for both English paper 1 & 2. The initial picture was like this.

**Table-2. Total examiner (English) of Dhaka Board in 2006 for English 1 & 2**

| Paper     | Male Examiner | Female Examiner | Total |
|-----------|---------------|-----------------|-------|
| English-1 | 379           | 43              | 422   |
| English-2 | 377           | 45              | 422   |

It was due to the time constraints the study was taken place in the selective thanas/ upazillas or selective schools where it was possible to contact enough examiners within short time. For the purpose of this study, a balance assortment of teachers both from rural and urban, male and female trained and untrained were chosen. The interview was carried out to those who

were mostly with a B.Ed degree having at least three years of experience of teaching (As it is the least requirement by the Board,. The school heads were also interviewed during the study in the respective schools from where the examiner was selected to justify or to know the criteria of the head teachers on which they are selecting the examiner.

From the above discussion it is clear that the study was carried, based on the primary list given by the Dhaka Board and it only dealt with the enlisted examiners. Above all, as one person carried it, the interviewees were supported with the same level of instructions. The major limitations of the study were, it really didn't reflect, all Boards assessment proceeding of Bangladesh, as it is carried only in Dhaka Board. Again, because of the time constraints it was difficult to spend enough time with the respondents in the qualitative part and the choices were made regarding the scope of the study.

## **Chapter 3**

### **Major Findings of this study**

#### **3.1 Recruitment Procedures of teachers and examiners at the Secondary level**

What is the exact qualification required to be an examiner? How many years of experience is required to be an examiner? These questions were asked during the study on different teacher. Education Board till 2002 asked about 12 years of experience required to be an examiner. In 2002 schools were asked to submit their teachers' particular to education Board that is kept in the data base system. Education Boards, if required, ask examiners name from different schools and the school heads send the names of the teachers, which are being justified by the board authority with the prior information given to the Board from school. This is the normal process. There is no age restriction or obligation in this process. From the data it is found that teachers with different age were being recruited as examiner. Another important aspect is that every examiner interviewed in this process is found with at least a B-Ed (Bachelor of Education) degree. One may ask the question that can only having a B-Ed degree justifies a person's ability for being an examiner? Doesn't he need any other quality? To give the answer of this question it will be worth to look back at the recruitment process practiced by the secondary schools.

In fact, during the interviewing session it is found that the recruitment process at secondary education sector needs to be reformed. Even some school heads alleged that the school management committee with some political pressure sometime recruited (till 2005) less qualified people as teacher or selected less qualified people as examiner for their vested interest. The situation deteriorates more when these teachers demand important classes like English at the school, depriving the other qualified teachers. When these less qualified teachers are selected as the Board examiner with the help of some invisible hands naturally they create problem with assessment. As for the government schools, the recruitment process works in a better way. But they are not in fact, free from this trap. In addition

government during the last thirty-six years changed the recruitment policy several times.  
(Alam, 2002)

Thus, the less qualified teachers somehow managed to intrude in the educational institution. For example, even with the Board instructions provided to the authority, only 55% (33 among 60 ) teachers were found with the second class at their graduation level and the rest of them were recruited even though they had third class at their graduation .

Apparently, the education board authority is actually whimsically selecting the examiner and it was found from different information collected at the interviewing session .As the study was conducted among the English teachers, we found that not all the examiners have the quality to examine the answer script even some of them didn't study English at their graduation level. The following Table shows the actual findings.

From the Table it is clear that, a large number of examiners were selected whimsically even though, they hadn't the required academic background for the respective subject.

***Table -3. Percentage of the subject based teachers who study English at their graduation level both at non govt and govt.***

| Type of the Teacher | Study English at their Graduation | %     |
|---------------------|-----------------------------------|-------|
| Govt                | 7                                 | 53.8% |
| Non Govt            | 21                                | 51.2% |
| Others              | 3                                 | 50%   |
| Total (Out of 60)   | 31                                | 51.7% |

Again, the allegation of nepotism came in front of us in distributing the answer script and it was found true, when we see list provided by the Dhaka Board authority. For the paper 1, in some districts like Sherpur, Netrokona, Shariatpur, Madaripur the total number of examiner was 10 or below 10 , while only in Pangsha, a thana of Rajbari districts have 10 examiners for the assessment English paper 1. The paper 2 reflects the same picture. Again, not all the institutions have participated in the assessment process. Even, The Board examiner lists suggest the absence of some prominent schools in Dhaka cities . In Dhaka Board, Out of the

total 3318 institutions (government, NGOs & others) only 363 institutions enlisted their representatives as examiner for the English paper 1, while 359 institutions send their representative for English paper 2.

Selecting the examiner, experience holds an upper position when the board authority has specific criteria for this. The reality again mismatches here with the written instructions. In some cases we find that there are varied experienced people in this line. Even considering the Education Board required experience; some of them are not qualified. For example, 5 out of our sixty respondents found that they have less than five years experience in their profession though they are enlisted and have examined the exam papers. With hindsight, as there is no tool developed to determine who the qualified examiner is, it is very difficult to judge it. Moreover, the teacher recruitment process of the schools and the overall management are the forefront of the debate. Thus, it is difficult to find out whether the standard assessment is possible with the existing resources available at our Secondary School

### 3.2 Characteristic of the English examiners

The teachers who are enlisted as examiners are different in terms of their position/ designation. Analysis of the primary list that the Board supplied suggests that the majority of the examiners were Assistant or Senior Assistant teachers. They comprised of over 70.14% (296 out of 422) of the total examiners in English paper-1 and 275 out of 422 (65.16% ) for paper-2. The second largest group of examiners are the head teachers of various educational institutions ( 19.43% for English -1 and 12.55% for English-2 ) who are followed by the Assistant Head teachers

**Table- 4. The list of examiners in respect of their designation.**

| Papers          | Sr.Asst/Asst<br>Teacher | Asst Head<br>Master | Head<br>master | Lecturer | Asst.<br>Professor | Total |
|-----------------|-------------------------|---------------------|----------------|----------|--------------------|-------|
| English Paper-1 | 296<br>(70.14%)         | 42<br>( 9.95%)      | 82<br>(19.43%) | 2-       | -                  | 422   |
| English Paper-2 | 275<br>(65.16%)         | 53<br>(12.55%)      | 91<br>(21.56%) | 2        | 1                  | 422   |

In addition to that, though the enlisted teachers are supposed to be the subject specialist as their respective school head nominates them, we find in some cases the poor selection of the recruitment of the examiners. The following table shows some of this picture.

**Table -5 Teachers education status in respect of sex and location.**

| Location | Sex  |        | Total | English at Graduation |    | Total | 2nd Class at graduation | 3 <sup>rd</sup> Class at graduation |
|----------|------|--------|-------|-----------------------|----|-------|-------------------------|-------------------------------------|
|          | Male | Female |       | yes                   | No |       |                         |                                     |
| Urban    | 20   | 11     | 31    | 19                    | 12 | 31    | 21                      | 10                                  |
| Rural    | 25   | 4      | 29    | 12                    | 17 | 29    | 12                      | 17                                  |
| Total    | 45   | 15     | 60    | 31                    | 29 | 60    | 33                      | 27                                  |

Subsequently, the rural teachers have the largest ratio in them who don't have English at their graduation level. Even if we consider the result of the graduation level we can see that the rural teachers have paltry performance considering the urban teachers. The teachers, on the whole, are carrying a dissatisfactory result at their academic career and out of sixty respondent thirty three persons have 2<sup>nd</sup> class at their graduation level and twenty seven persons (out of sixty) have 3<sup>rd</sup> class at their graduation level. The picture the Masters level result shows almost the same reflection.

**Table- 6 . Teachers education status ( Masters) in respect of sex**

|          |              | Results of Masters level |                       |                       |             | Total  |
|----------|--------------|--------------------------|-----------------------|-----------------------|-------------|--------|
|          |              | 1 <sup>st</sup> class    | 2 <sup>nd</sup> class | 3 <sup>rd</sup> class | No masters. |        |
| SEX Male | Count        | 1                        | 13                    | 6                     | 25          | 45     |
|          | % within SEX | 2.2%                     | 28.9%                 | 13.3%                 | 55.6%       | 100.0% |
| Female   | Count        | 0                        | 5                     | 1                     | 9           | 15     |
|          | % within SEX | .0%                      | 33.3%                 | 6.7%                  | 60.0%       | 100.0% |
| Total    | Count        | 1                        | 18                    | 7                     | 34          | 60     |
|          | % within SEX | 1.7%                     | 30.0%                 | 11.7%                 | 56.7%       | 100.0% |

In some cases while working for the study we find most of the teachers are indifferent about the present evaluation procedures. During the study when we asked these respondents whether they are satisfied with the present evaluation, we find only 28.3% teachers (17 out of 60) think that the present assessment process is right while the rest of them think the system need some reformation.

Selecting the examiner, experience holds an upper position when the board authority has specific criteria for this. The reality again mismatches here with the written instructions. In some cases we find that there are varied experienced people in this line. Even considering the Education Board required experience; some of them are not qualified. For example, 5 out of our sixty respondents found that they have less than five years experience in their profession though they are enlisted and have examined the exam papers. So, considering the age, experience and the specialty in a particular subject it will be discern to say that the recruitment of the examiners are not going on in an expected level. Thus, the total assessment process may suffer.

### **3.3 Teacher's have a few ideas about "Test Specification" and the "level of difficulty"**

Test specification is the statement of what is to be tested and how it is tested. One may think that this seems excessively complex and of more use to the Examination Boards rather than the classroom teacher. That would be an incorrect assumption. For example, teacher use tests to place students in different classes, or in different groups. So they need to be able to interpret what the test scores mean.

Moreover, it is necessary to consider test types. Will there be listening as well as written tests? How long will each test be? What will be the required level of difficulty? Linked with these specifications will be the question of which language skills to test and whether they should be tested separately or in an integrated manner. Our teachers are preparing the question paper without concentrating the facts how to prepare a question paper, though the information is given in the Board guidelines. In fact the board authority doesn't inform the teachers time to time about the guidelines. Further, it is necessary to ask whether language elements have been specified in the syllabus and, if they have, which ones should be tested

and how. As for the level of difficulty, it is very difficult to say whether our question setters consider the fact of the difficulty level before setting the exam questions. Even the regulations prepared by the authority in 1964 focused on it, which is later used by the government of Bangladesh. (*Shah Alam, 2000*). So, test methods are a crucial part of the test specification exercise. On the other hand, it will be an effectual way to consider the aim of the education which means when we are teaching or testing English, we need to be sure about our aim. Again, what do our teachers actually want to test from their question paper is still difficult to mark. The following data from the test examination (which is taken place before SSC at different educational institution) held at different school in 2005 shows that the educational institutions are actually biased when they are making any questions for any exam. To examine this allegation our study scrutinized the SSC 2005 test question papers held at different schools ( It was based on all boards SSC test papers in Bangladesh) which shows that 41 institutions out of 75 set their test examination questions based on only 4 comprehensions whereas in the main text book English paper 1 (English For Today) there are as many as more than 50 texts. With the practices of setting questions students are also entrapped for some specific lessons and thus, it becomes difficult for us to determine merit. The repercussion has found in the Board examinations also.

Replying to the question of the validity of present assessment, a high official at SESIP stated that at the secondary level we couldn't yet fix our indicators to judge our student's merit (Sept, 2006). Even a question setter doesn't have any idea what he wants to judge exactly from the question he makes. (Conception, comprehension ability, communication or the mechanical aspect.) .If our exam process is based on the achievement test, then at first we need to determine our objectives of the achievement test. Not only that, these objectives should be disseminated to every institution so that teaching and learning process can advance with same pace. He emphasized on the issue of the connection among syllabus, curriculum and texts at our secondary level. In his words, our teachers and students in most of the cases only follow the texts. Sometimes, they don't have any idea on the syllabus or the curriculum and texts. Now, if I don't have the idea about the curriculum and the stated objective how can I assess the students? Thus, the problem of assessment doesn't only rotate among the examiner, rather among the question setter also. So, we need to target our stated objective

with the involvement of question setter and the examiner. The problem also hovers around the head examiner and scrutinizer as both of them have an important role in the assessment process. It is, thus, very important to know how to assess the exam papers.

In fine, we can say that for proper assessment coordination in between the question setters who will be assigned to prepare the rubric for the set question, Curriculum specialist who can judge the level the competencies and also the assessor is absent. This reflection, thus, is not propounded through the whole process .

### **3.4 Instructions, Guidelines and training of examiners**

#### **3.4.1 Instructions & Guidelines for assessment**

Our teachers, especially English teachers are facing innumerable problems at the secondary level when they are asked to assess the answer script. One can ask about the issue like the training or the instruction provided by the respective authority to the teachers. In fact, Teachers' instructions to evaluate the answer script are not adequate. As a result most of the time teachers are not using or following any uniform way on the whole. Other than some subjects like science, mathematics and accounting we don't have our level of instructions right. From this study, it is evident that only 28.3% teachers think that the instructions that are being provided by the education Board authority are adequate and 68.3% teachers think that the instructions are not adequate. Among these 17 teachers, 64.8% think that they are happy with the evaluation by their own teachers during their student life. While interviewing it has found that the scant instructions, which were given by the board, are sometimes with some major mistakes. For example, the instructions prepared for evaluating junior scholarship English exam-2005 was full of mistakes. And when the teachers found them, in the meeting they informed it to the concerned personnel to take necessary steps. The meeting unfortunately ended with no solution asking the teachers to evaluate it on their own way. Again not all the time teachers get full information in the given sample answer provided by the Board authority. ( See annex- 4)

Some times teachers face different problems due to the lack of proper guidelines. For example, during the study one scrutinizer, who scrutinized copies of chemistry, has stated that in one paper the examiner didn't put any marks for the math part in chemistry because the examinee used English digit instead of Bangla to solve the math. This incident really pushes us to find out what is our purpose to examine? Is it the comprehensive skill of our students or finding fault in the answer scripts? The debate further spins when it is figured out that in the Board instruction paper of English, the objective part (true /false, multiple choice, fill in the gap) only had the necessary instruction and the subjective part was totally neglected. Even for the objective part, not many alternative answers were given to the examiner, so, sometimes they get puzzled.

When the examiners are invited to take the script from the Board, the Board authority tries normally to organize a training session which most often last one hour. On that very day as teachers remain busy with collecting khatas and managing other administrative procedures, it becomes very difficult for an examiner to concentrate in the session, where the lectures are given how to evaluate the paper because. Even if, they sit for the instructions they have a little chance to interact with themselves or with the facilitators to solve their problem. Again, when these teachers find any problems during assessment, they don't have enough scope to receive support. The only assistance, the head examiner, most of the time can't provide the necessary support in fact, in most cases; the head examiners play the role of an administration guide. Moreover, the provided instructions are supplied with a typed page, generally have an obscure look, hazy and sometimes difficult to read (See annex- 4)

### **3.4.2 Training for the examiners**

While interviewing educationist and even the Headmaster raised the following questions

How can we train our teachers for assessing the answer scripts?

Does the existing professional training facilitate to give knowledge about assessment?

The only professional degrees for teachers for teaching are B-ed and M-ed. In the curriculum of these courses teachers acquire some knowledge about assessment and measurement, which

are based on some statistical theory and math. The recent modules or the syllabus of the Bed degree is a standard one but still the teaching of reliable marking for the answer script is absent. Even their knowledge is not adequate for them to practice in the real field to reduce the gap in between the markers. Replying to the question of the Teacher's Training Colleges' role to equip teachers, most of the trained teachers stated that they have a narrow space to gather knowledge about the exact way how to evaluate the answer script. These are reflected in our study when we find that even with the B-ed degree examiners are putting marks indiscriminately and they are with varied opinions about their script findings. As my study was based on English teachers, I found that some scope for teachers to train themselves from the institutions like BRAC, ELTIP, FSSAP, SESIP etc. Both the ELTIP and BRAC (under PACE programme) offers good course design where teachers learn assessment especially how to assess the answer scripts. Any one can reach at standard level by following these training. More than that, both have the similarity in between them (see annex- 5, 6 ). Now the question comes, are these trained teachers be able to reduce the gap in between them in marking?

While visiting the Dhaka , Feni, Jessore ,Barisal and Comilla Teachers Training Colleges(TTC) , it is found that only Dhaka TTC has the required teacher trainer/s who are specialized at English teaching. At Barisal and Jessore TTC there is only one teacher trainer of English. Unfortunately, at the other two Feni and Comilla TTC, they don't have any specialized English Teacher Trainers and the training of English is conducted by non English professionals to some project like FSSAP. Now, one can easily imagine the quality of training of specific subject (English) teachers by those people (trainer) who are not specialist in that subject.

**Table- 7. Percentage of trained and non-trained teachers in both rural and urban area**

| Type                | Total<br>Number | Urban  | %    | Rural  | %    |
|---------------------|-----------------|--------|------|--------|------|
|                     |                 | Number |      | Number |      |
| Trained Teacher     | 40              | 14     | 35.0 | 26     | 65.0 |
| Non Trained Teacher | 20              | 14     | 70.0 | 6      | 30.0 |
| Total               | 60              | 28     | 46.7 | 32     | 53.3 |

The other issue is that, being trained (from BRAC or ELTIP) still some of the teachers are with different ideas about the assessment. It is due to the lack of capacity of these teachers to

grab the training. But it is often simply the case that the teachers are uncomfortable with the new ideas. They are prepared to perform as long as they are on training stage but they see no reason to repeat the behavior in their own classroom. Apparently, you can train a bear to dance, but if the bear doesn't want to dance when you are no longer around, then you have been wasting your time.

Some people are critical of the methodology employed by the Secondary teachers, claiming that most of our secondary schools are teachers centered and a one-way transmission of knowledge is practiced, with students treated as a passive listener. (Chowdhury *et al.* 1997). They feel that 'the absence of an effective in service training Programme, inadequate supervision and academic support to the school; improvement project are some of the factors closely associated with the present low school effectiveness. In addition to that, a teacher is teaching various subjects at the same time. Fortunately at present SESIP is trying to put forward a unique assessment system. The criticism regarding this is that we can't reduce the gap in between teachers in the comprehensive testing even with the existing SESIP assessment manuals. This is found from the interview with the teachers and the high officials from SESIP.

### **3.5 Allotted times for assessment:**

The controversy with the allotted time for the assessment continues in different way. Two types of problems with time are found. First, the allotted time for the examiner from the board authority, second teachers spending time to evaluate an exam paper. From the study it was found that 25% teachers commented that the duration for the checking answer scripts is not adequate. They suggested for the extension of time. Besides checking the answer scripts, a teacher has to do some administrative works that sometimes stand as a hazard for him. A teacher spends more time by filling the OMR sheet or signing on different places than the time he spends for checking the answer scripts. No doubt, both the works need time and both of them are important but unfortunately the examiner gives importance to the administrative work rather than checking the answer scripts. On an average, a teacher gets maximum 13

days for checking 250 answer scripts. If the teacher is from rural area, he spends 4 days in between for collecting the papers, packing and sending them to the concerned authority. Above all, the teacher passes about half of his allotted time for administrative assistance. (Filling OMR sheet and signing on the scripts, ) (See annex- 7 ). Again the examiner has to follow his normal duty at school, private teaching, and other household work. Thus, the time for checking answer script shrunk in many ways and the teachers at the end just skim through the pages negotiating with the situation.

Our second observation implies another picture, when teachers were asked about their spending time for assessing an answer script. We found varied practices among the teachers.

**Table- 8. Relation between the qualification of teachers and their spending time for the assessment**

| Spending time for one answer script | Graduate (teacher) with second class | Graduate (teacher) with third class | Total graduate | % (out of 60) |
|-------------------------------------|--------------------------------------|-------------------------------------|----------------|---------------|
| 0-15 mins                           | 18                                   | 07                                  | 25             | 41.7%         |
| 16-20 mins                          | 08                                   | 10                                  | 18             | 30%           |
| 21-25 mins                          | 04                                   | 03                                  | 07             | 11.67%        |
| 26-30 mins                          | 01                                   | 05                                  | 06             | 10%           |
| 31+ mins                            | 02                                   | 02                                  | 04             | 6.7%          |

From the above chart it is found that about 72% teachers are spending 0—20 minutes for evaluating a paper. Within this purview there is a big gap between the teachers who had third class and who have second class at their graduation level. Again, the raters who had second class at their graduation, the frequency of their mark distribution is high and, the rater who had third class at their graduation were scattered in their opinions. But the most interesting part of this study reveals that the examiners are being with busy and spending the lion's share of their allotted time for the other related official job. In fact, the examiners are supposed to fill more than half of the OMR sheet with information like subject code, Bundle number, serial number, number of extra sheets taken by the examinee, acquired number, subject,

obtained marks for each question and the examiner is supposed to sign in three different places ( twice on the OMR sheet.) (See annex 7).

During the study, some head examiners or scrutinizers were interviewed which led us to unfold some other information. Apparently, an examiner or a scrutinizer is supposed to scrutinize or re examine more than 4000 answer scripts within a short period of time. An examiner or scrutinizer in this case only count the given marks on the exam papers put by the examiner or check whether the examiner forgets to put marks or correct information on the OMR sheet. Notwithstanding, the head examiner or the scrutinizer has to fill in some part of the OMR sheet and to put their sign on some places which are burdens considering the time allotted for them .As for the assessment, we can't expect them to judge the examiner's assessment process as they just try to skim through the scripts quickly. Thus, the reexamine process or assessment process leaves some space to question it. In this process examiner, head examiner or scrutinizer are all found rushing towards publishing the result only considering the time denying the perfect and scientific assessment.

### **3.6 Differences of ideas and practices among English examiners**

During this study the differences among the teachers about assessment are found. Another big episode of this study is to search the exact particulars what teachers are focusing on while they assess an answer script. In fact, it was the one of the main aims of this study. The varied opinions for the script findings with the different techniques among the examiners how to assess script stands as a stumbling block to develop a unique assessment policy. It will, thus, be discerned to highlight the script findings by different examiner .As there is the lack of proper guidelines and instructions; teachers assess the script just to get to rid of the task. They normally don't focus to any thing in the script. The following data will reveal the fact when we ask the examiners to state what exactly they search in the script.

**Table- 9. Teacher's responses in finding the expected achievements from the answer script.**

| Issues (Variables in the answer script) | No. of teachers respond to focus on the issue during their assessment. | %      |
|-----------------------------------------|------------------------------------------------------------------------|--------|
| Originality                             | 17                                                                     | 28.3 % |
| Content                                 | 37                                                                     | 61.6%  |
| Handwriting& Neatness                   | 15                                                                     | 25%    |
| Intelligence                            | 12                                                                     | 20%    |
| Appropriate answer                      | 37                                                                     | 61.6%  |
| Mechanical Accuracy                     | 37                                                                     | 61.6%  |
| Language Proficiency                    | 15                                                                     | 25%    |
| Others                                  | 16                                                                     | 26.6%  |

From the above table it is clear that, teachers are varied in their opinions while they are checking the answer scripts. Out of 60 teachers only 17 found that they take care about

From the above table it is clear that, teachers are varied in their opinions while they are checking the answer scripts. Out of 60 teachers only 17 found that they take care about content, appropriate answer or the mechanical accuracy. Even, hand writing comes as an important tool to assess students merit at national level.(25% interviewee in this study express that they check handwriting and neat ness in the answer script.) . Moreover, we've found some stark differences between the urban / rural or male/female teachers.

**Table 10. : Analysis of Location based assessment by teachers before and after instructions are provided to them**

(NB. Script 1 here contains an appropriate answer with some spelling mistakes.

Script 2 contains lack of appropriacy and poor content considering the question with Standard English.)

| Location |                | Script-1 before instruction was given | Script 1 after instruction was given | Script 2 before instruction was given | Script 2 after instruction was given |
|----------|----------------|---------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|
| Urban    | Mean           | 5.694                                 | 7.258                                | 6.258                                 | 4.177                                |
|          | N              | 31                                    | 31                                   | 31                                    | 31                                   |
|          | Std. Deviation | 1.2562                                | 1.0398                               | 1.0155                                | .7588                                |
| Rural    | Mean           | 5.810                                 | 6.845                                | 6.724                                 | 4.603                                |
|          | N              | 29                                    | 29                                   | 29                                    | 29                                   |
|          | Std. Deviation | 1.1450                                | 1.1109                               | .8513                                 | 1.0887                               |
| Total    | Mean           | 5.750                                 | 7.058                                | 6.483                                 | 4.383                                |
|          | N              | 60                                    | 60                                   | 60                                    | 60                                   |
|          | Std. Deviation | 1.1950                                | 1.0857                               | .9610                                 | .9494                                |

This table shows that after the instruction given the gap in between teachers has reduced remarkably. But still the rural teachers have the difference in between them.

From the Table (Table-13) it is clear that, in both the script checking female teachers show sharpness in understanding the instructions and was positively close with the expected value what the instructions want. On the other hand the scripts, which were made for the research purpose reflects some interesting, result. It is found that average script -1 marks given by those teachers who mentioned that they search appropriate answer while checking script is 6.05. These marks were found before the instructions given how to check an exam paper. (Based on the given instruction by ELTIP). In the first script before the instruction is given the lowest mark was 3 and the frequency swarm around 5 to 7. While after giving the instructions the lowest mark was 3.5 and the frequency remains under the belt of 6 to 8. Certainly the changes can be found in this process.

**Table 11 : Analysis of gender based assessment by teachers before and after instructions is provided to them (NB. Script 1 here contains an appropriate answer with some spelling mistakes.**

**Script 2 contains lack of appropriacy and poor content considering the question with standard English.)**

| SEX    |                | Script 1 before<br>instruction was<br>given | Script 1 after<br>instruction was<br>given | Script 2 before<br>instruction was given | Script 2 after<br>instruction was<br>given |
|--------|----------------|---------------------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------------|
| Male   | Mean           | 5.589                                       | 6.933                                      | 6.522                                    | 4.444                                      |
|        | N              | 45                                          | 45                                         | 45                                       | 45                                         |
|        | Std. Deviation | 1.1594                                      | 1.1261                                     | .8916                                    | .9607                                      |
| Female | Mean           | 6.233                                       | 7.433                                      | 6.367                                    | 4.200                                      |
|        | N              | 15                                          | 15                                         | 15                                       | 15                                         |
|        | Std. Deviation | 1.2081                                      | .8837                                      | 1.1721                                   | .9220                                      |
| Total  | Mean           | 5.750                                       | 7.058                                      | 6.483                                    | 4.383                                      |
|        | N              | 60                                          | 60                                         | 60                                       | 60                                         |
|        | Std. Deviation | 1.1950                                      | 1.0857                                     | .9610                                    | .9494                                      |

On the other hand, average script -2 marks of those teachers who mentioned that they search for appropriate answer while checking script is- 4.3 (after the instruction given). It has to be mentioned here, that for the research result the script 2 was prepared with a poor content and with inappropriate answer. The lowest mark given by teachers before the instructions

received was 4 and the frequency swarm in between 5 to 8 .( The script was poor in content with some other drawbacks). But after the instructions given the lowest mark was 2 and the most of the frequency swarm round 3 to 5. The highest marks which was given before was changed from 8 to 6.

The other fact is that even the guidelines provided by BRAC and ELTIP (See annex-5,6) demands that there should be a unique system in the assessment process and they emphasize on provided communication of the answer script but unfortunately in the study we find that only 3.3% teachers told that they search communication during the assessment process.

The after math of this discussion is, it is very difficult to remove the differences in between the examiners.' It is very difficult to establish the unique assessment as we can see that still there are the differences in between the examiners even after the instructions are being provided but it is sure that, there is a chance lurking for us to reduce the gap in between us.

The following table can give us another picture of the total facts

***Table-12. Relation in between Teacher's Qualification, training and their distribution of marks for script-1& 2 .***

| Dist        | Total interviewee | B.A 2 <sup>ND</sup> Class | B.A 3 <sup>rd</sup> Class | English at graduation level | %    | trained | Non trained | Avg. finding Before instruction given. | Script 1 | Avg. findings Before instruction given. | Script2 |
|-------------|-------------------|---------------------------|---------------------------|-----------------------------|------|---------|-------------|----------------------------------------|----------|-----------------------------------------|---------|
| Kishoregonj | 08                | 07                        | 01                        | 05                          | 62.5 | 05      | 03          | 07                                     |          | 6.5                                     |         |
| Narsingdi   | 07                | 03                        | 04                        | 05                          | 42.8 | 04      | 03          | 06                                     |          | 6.4                                     |         |
| Gazipur     | 10                | 06                        | 04                        | 04                          | 40   | 07      | 03          | 5.7                                    |          | 6.2                                     |         |
| Munshigonj  | 10                | 03                        | 07                        | 04                          | 40   | 09      | 01          | 6.4                                    |          | 7.2                                     |         |
| Manikgonj   | 10                | 05                        | 05                        | 05                          | 50   | 09      | 01          | 5.7                                    |          | 6.8                                     |         |
| Dhaka       | 13                | 08                        | 05                        | 09                          | 69.2 | 04      | 09          | 5.7                                    |          | 6                                       |         |

The table illustrates that the teacher's having a good result at their graduation level is standing on a different platform other than those teachers who are less qualified. For example, if we consider the state of the teachers from Kishoregonj we can see that 87.5% of

all the English teachers interviewed at Kishoregonj are having second division at their graduation level and 62.5 % of them had English at their graduation level. Thus the average script 1 marking was higher considering the other teachers form different districts. Again, as 7 out of 10 teachers are found at Munshigonj with third division and 40% of them had English at their graduation level, their script 2 average marking was 7.2 out of 10. It is needless to mention that the script 2 was designed with a defected answer script with a weak content. So, one can say that with the teachers' ability and the capacities to take the training are important to make a change in the assessment process.

## **Chapter-4**

### **Discussion and Conclusion:**

#### **4.1 Discussion**

In terms of the achievement of the present evaluation of English, one of the key issues was to ask the examiner about the present state of the present assessment. It is found that the teachers are with different opinion of the present evaluation process. Only 17 English teachers (out of 60) think that the present assessment process is right while the rest of them think the system need reformation that is enough to fuel the debate whether the present assessment is right or wrong. (See Annex- 8)

Assessment at Secondary level is still an issue that was not mentioned or discussed in that manner. Educationist so far raised and detected a number of spaces to work in the development of the education. Though, it is true that the same age old fissure; discovered by the educationists is responsible for dragging the education sector behind. The same factors are more or less shrouding their ominous shadow even on the assessment process. It starts with the recruitment process where most of the times the administrative feeble approach initiate the problem. It hovers around the whole education sectors. The number of meritorious student are not thus getting chance to impart their knowledge. With this process the education institutes along with the students are suffering.

The ability of teachers is thus put under question. This ability leads the whole process with delivering the lecture, preparing the question and understanding the process. One may argue that the teachers are getting training for doing the job. In fact, it is true that teachers' are not getting enough training. Moreover; due to lack of their capacity sometimes they can't take the knowledge of training to their own field. The total system thus runs in a vicious circle. Of course, the Board authority must be aware of the support given to the examiners. With a short training session and poor instructions provided to the examiners it will not be worth to think to change the scenario by night.

The shortcoming of the Education board authority needs to be addressed. With the administering the education process it is also their duty select the right of the examiners, preparing questionnaire, preparing instruction for the assessment. The present practice, where teachers are responsible for performing all job is not scrutinized properly due to the negligence of Education Board. On the other hand, for a perfect assessment it is needed to allocate proper time for the task fulfillment. With the present distribution of timing it is very difficult for an examiner to assess the script in the precise way. Of course as the board needs to publish the SSC result within short time, it demands the involvement of the best teachers to finish the job within the shortest possible time. Apparently, the administrative hazard taken by the teachers sometimes de-motivates teachers. In this regard the extra work like the filling up the OMR forms can be reduced. Motivation is a key factor for everyone. It drives people for work with full initiative. The Board authority must exercise the motivational approach avoiding the existing authoritative approach. In addition, the remuneration that is usually given for checking the SSC scripts should be revised.

The analysis of the result after marking script-1 and 2 reflects that still we are far away from the expected level of assessment. Of the various group interviewed, the number of respondents urged the Board authority to initiate a process from where a good assessment can be found. Even if we cannot change the whole situation by night, it will not be a difficult task to get close to reduce the gap. Indeed, developing the English script checking rubrics and assessing the scripts by following the rubrics are not difficult to chase. The teachers' initiative, encouragement and commitment to set a standardized process can make the process easy to us.

In view of the findings of this study and their implications, the study makes some visions in future, which are presented here under different belt.

- Teachers have to select tools before selecting content, materials, and methods in consultation with student and school authority. As for the Board assessment tools, we

can easily find out the best practices if we can determine our need at school. It can assure the practice of assessment from the grassroots level

- Education Board must focus an indicator to judge students' merit. The objective of the curriculum, syllabus and contents must be exposed to the examiner, teacher, students and other stakeholders.
- A research cell either as a part of the institutions or as a cell of the ministry of education should be there for doing an on going research to study the on going changes in the assessment procedure at the secondary level in Bangladeshi education. The cell should recommend course, methodology and materials in the light of research findings to develop perfect assessment knowledge based guidelines. Specialized team can be formed to accommodate the changes. Data base system for the examiner's particular information can be developed with the modern system and with the need based.
- It is better to have a clearly assessment policy which should be developed with the help of stakeholders or interest groups. Education Board must have a good panel of subject-based specialist who will maintain a good rapport with examiner and head examiner. Free discussion among the stakeholders prior to distribute the exam paper can be arranged (with full participation) with a meaningful use of lectures and necessary arrangements. Thus, a comprehensive survey among examiner and question setter, head examiner needs in different fields of needs to be carried out.
- Professional development is not measured by the teacher's familiarity with the latest methodology but by the increasing still coaxing ever more fluent, accurate practices at the different level, so teachers must start to do the practices from school. Strengthening existing facilities to train teachers (ELTIP, FSSAP, SESIP, NCTB etc ) as well as building some new will depend on the national needs and goals. For this a long term project can be taken to build teacher and teacher trainer to be able to confront this situation.

- Before distributing the examination paper with conventional sample answer, the board can invite teachers to send their sample answer to make it more accurate and less controversial.
- Financial allowances for answer script need to revise to attract examiners.
- In every district an examination, monitoring and assessment department under District Education Officer can be opened.
- Allotted time for checking SSC answer script should be increased.
- To reduce the corruption in distributing exam paper. Education board can open a cell comprising experienced person.
- When marking is done centrally, the Chief Marker and his team leaders can sample between 10%-15% of each marker's scripts and mark them (The leader is unaware of the mark given.) Any wide divergences can then be discussed with particular examiners with a view to bringing them into line.
- We need to ensure peer marking where each examiner will mark the same script independently and then they will compare result and come to an agreement. Examiners require making a set of scripts that have previously been marked (and the scores agreed on) by the Standardization committee. This would be done after each marker has dealt with about 50 scripts. Is it then possible to discuss the results and for examiners to re-mark the fifty papers if this is found necessary. The best way to handle this review is to correlate each marker's scores of the set of scrip's with those of the standardizing committee's scores.
- It is needed for all examiners to get together at one place for at least one day during which they go through the guidelines, practice marking and agree on any necessary changes (e.g. changing criteria for marking composition and adding additional answers to objective questions) . Once examiners have completed their task, it is necessary to obtain feedback from them in order to identify any problems.

Finally, training must not be limited to new recruits, or the examination period. The training process must be an on going on one for all involved.

## **4.2 Conclusion**

Giving grade, the existing practice is not only the condition for assessment rather placing our education in an accepted standard needs to be focused. For this, Education Board and concerned authority, considering the gravity of the problem, should set a standard to remove the existing debacles. In the light of above discussion, it becomes clear that findings about assessment if corrected with modern standard can successfully be a good tool for secondary school education system. Research has already revealed many useful insights about how the normal practices of assessment are folded and how examiners' knowledge can be facilitated in different ways. But no doubt, research on assessment is still in its infancy and much more is yet to be explored on the field. More research on the assessment procedures in future will definitely bring out interesting observations that will be helpful for both the examiner and planners in devising effective education tool.

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Functional Offices Related with Secondary & Higher Secondary Education

- **Directorate of Secondary and Higher Education**
- **Directorate of Technical Education**
- **Board of Intermediate & Secondary Education (07)**
- **Bangladesh Technical Education Board**
- **Bangladesh Madrasha Education Board**
- **Directorate of Inspection and Audit**
- **National Academy for Educational Management**
- **National Curriculum & Textbook Board**
- **Bangladesh Bureau of Educational Information & Statistics**

Source: **Managing Public - Private Partnership in Secondary Education:  
Experiences of Bangladesh-- *Presented by* Dr. M. Osman Farruk MP  
Minister, Ministry of Education, Bangladesh**

Script: 1.

m - 2  
c - 2  
c - 4  
2/14/7

Q. Imagine that a seminar was held on the water pollution. It was discussed that water pollution is harmful for us. Write a paragraph on water pollution by answering the following question:  
a) What is water pollution? b) How do people pollute it? c) How do mills and factories pollute water? d) What will be the result of it? e) What should we do to prevent it?

Total marks--10

Ans:→

Now a days environment pollution is one of the most talked of topic. Our environment is polluted in two ways - air pollution and ~~water~~ water pollution. Water is polluted in many way and cause health hazard. Farmers use chemical fertilizer and insecticides in their land to grow more food. The rain and floods wash away some of the chemicals. They mixes with canal and river water. Mills and factories pollute water and throw waste materials into the rivers and canal. Steamers, launches and even sail boats pollute water by throwing oil, food and human waste into the big rivers and canals. Unsanitary latrines also pollute water. The only river Buriganga on which Dhaka stands at stake. It receives harmful poison daily by different ways. we have to be conscious to stop water pollution.

Annex: 2

Script: 2

M - 1

C - 1

C - 6

4

Imagine that you have <sup>visited</sup> a book fair. Write a paragraph answering the following questions:  
When was it arranged? - Where was it held? - Why did it occur? - What were displayed there? - How did you enjoy it?

Total marks—10

Ans: A book fair is a gathering where different people meet. It holds the tie in between people. Different stalls and pavillions are set up in a book fair. I visited the "Ekushey Book Fair", on it's opening day in February which was held at Bangla Academy. People from different place gathered there. Stalls displayed various things. But unfortunately, as I found that the book fair issue is now politicised. The student activist from many parties stand with their own issue. Even, you can find distorted politics in different publications, which affects the fair. Again the security problem affects the book fair and hinders the lover of book to visit the fair. Thus, politics take over it's position discarding the force of knowledge. Even though, a book fair is a place where one can recharge his mind with various amusements.

BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, DHAKA.  
SECONDARY SCHOOL CERTIFICATE EXAMINATION-2006  
ENGLISH FIRST PAPER- CODE - 107  
Specific Instructions to the Examiners Regarding Answers:-  
( ACCORDING TO THE SYLLABUS OF - 2006 )

No.- 1. Correct answer :

- (a) (iv) competitive.
- (b) (ii) merit
- (c) (i) they don't want to disturb their family life.
- (d) (ii) positive.
- (e) (iv) new methods of treatment.

3. In case of writing answers like (a)-iv, (b)-ii 50% marks may be awarded. If the candidates write the correct answer with full sentence he/she will get full marks.

6.-2 For every true answer 01 mark shall be given. In case of false statement correct answer must be written. Answering 'False' without correct statement will be given 1/2 mark.

Answer :

- (a) True
- (b) False.

Cor. Ans. Female doctors face less discrimination in their work place.  
or

Due to the nature of the profession there is less discrimination faced by female doctors.

- (c) True
- (d) False.

Cor. Ans. At present the percentage of the female students in medical colleges has increased.

- (e) False.

Cor. Ans. Now-a-days many female doctors of our country prefer to acquire/get their higher degree in Bangladesh.

or

Now-a-days due to access to some post graduate degrees many female doctors opt for a higher degree in Bangladesh.

Students may answer differently. Correct answers may be evaluated.

(3) Fill in each gap : Correct answer with proper use of words from the passage shall be given full marks.

Answer :

- (a) Participation
- (b) remarks
- (c) Present
- (d) evident
- (e) believes
- (f) for
- (g) nature
- (h) less
- (i) professional
- (j) taking.

In case of writing answer Nos. 5, 9 and 10 students needn't write the passage.

Candidates must write the paragraph in one para using key-words properly. If there is more than one para, the 1st para should be assessed. If any candidate writes the paragraph without using the key-words, 100% marks.

Note : 80% marks may be awarded to relevant and accurate answer.

Short but relevant answers should be awarded full marks. Total marks should be shown separately, e.g. 1 + 1 + 1 + 1 + 1 = 5.

Fill in each gap :

Correct answers :

Q.No. 6/ c) before/since

- (d) opt/choose
- (e) leave/disturb/hanger
- (f) limits/restricts/confines
- (g) treatment
- (h) training
- (i) countries
- (j) seminars/conferences

Q.No. 7. 80% marks may be awarded to relevant and accurate answer.

Q.No. 8. Full marks may be awarded to relevant and accurate answer.

Q.No. 9. Fill in each gap:

Answer :

- (a) country
- (b) actually
- (c) Sitting/birthing
- (d) migrate
- (e) cold
- (f) wandering
- (g) stretch
- (h) enhance
- (i) ecological
- (j) scarcity.

B. Candidates answering Ques.No. 9 will get 01 mark for blank (e) even if the answer is wrong/blank.

No. 10. Fill in the gaps :

Answer :

- (a) method/way/system/aim/
- (b) acquire/get/gain/obtain/achieve
- (c) attentively/carefully/minutely/passionately/thoroughly
- (d) only/just/barely/scarcely
- (e) passing/overcoming
- (f) stop
- (g) read/study/learn
- (h) widen/expand/broaden/extend
- (i) Knowledge/outlook
- (j) increasing/developing/enhancing/enriching

Q.No. 11. Full marks shall be given if the sentences are found correct. Sequence is not necessary. Candidates may make the sentences differently correct and meaningful sentences can be given full marks.

Q.No. 12. Full marks shall be given if the sentences are written in full according to the sequence either in a passage format. 50% marks shall be awarded in case of writing the sequence correctly, in boxes only. If the sequence is broken, sentences written only in correct positions shall be given credit.

Right Order :

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 1 | 8 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| e | g | b | f | j | a | d | i | h | c |    |

Q.No. 13. The paragraph must be written in one para by answering the given questions properly. If there is more than one para, the 1st para should be assessed and the rest shall be marked 'Cancelled'. If any candidate writes the paragraph without following the given questions he/she will get only 40% marks.

1 e) Queen Victoria

2 g) The Princess

3 h) Cl. with mit

Annex- 5

Sample Banding Scale for Marking Writing : General

Used by PACE, BRAC

|      |                                                                                                                                                                                                                                                                                                                                                                           |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 | <b>Excellent</b> : The paragraph is grammatically accurate, with some variety of sentence length and structure. Shows appropriate choice of vocabulary. Spelling and punctuation are good, and the text as a whole communicates itself very clearly to the reader.                                                                                                        |
| 7-8  | <b>Good</b> : There may be a few vocabulary and grammar mistakes, but these do not affect overall communication. There is some variety of sentence length and structure. Spelling and punctuation are good, and the text as a whole communicates itself clearly to the reader.                                                                                            |
| 5-6  | <b>Adequate</b> : There are some grammar and vocabulary mistakes, but there is generally appropriate use of tenses, and overall meaning is clear. Simple, but reasonably accurate completion of the task. Simple sentences are OK, but there may be problems with more complex ones. There may be spelling and punctuation errors, but this does not block communication. |
| 3-4  | <b>Below standard</b> : The composition as a whole may not be clear, and is probably rather short. There are a significant number of errors, particularly with tenses. Other mistakes in vocabulary, spelling or punctuation may block communication and make it hard for the reader to follow.                                                                           |
| 1-2  | <b>Inadequate</b> : The composition may be very short. Command of basic sentence structure is poor - or non-existent, and the composition as a whole has little meaning.                                                                                                                                                                                                  |
| 0    | <b>Non - communication</b> : The candidate has either written nothing at all, or only a few words that have no clear meaning                                                                                                                                                                                                                                              |

The scale is developed to mark out of 10.

# Annex-6

The following banding scale is used by ELTIP

| Item                      | Score (0-4)                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grammar                   | <p>0 = grammatical patterns wrong/weak spelling &amp; punctuation</p> <p>1 = frequent grammatical errors/poor spelling &amp; punctuation</p> <p>2 = some serious grammar errors/spelling &amp; punctuation errors</p> <p>3 = some minor grammatical errors/spelling &amp; punctuation good</p> <p>4 = almost error free in every respect.</p>                                                                                          |
| Vocabulary                | <p>0 = vocabulary inadequate and inaccurate</p> <p>1 = frequent repetition and very limited</p> <p>2 = some serious misuse of vocabulary/limited although adequate</p> <p>3 = some minor vocabulary errors/appropriate</p> <p>4 = varied and appropriate.</p>                                                                                                                                                                          |
| Organisation              | <p>0 = no apparent organization</p> <p>1 = evidence of limited organization/no liking of parts</p> <p>2 = organised logically/some linking/possible use of paragraphs</p> <p>3 = all organizational elements evident (paragraphing/conj./logical structure), but minor problems</p> <p>4 = excellent use of all organizational elements</p>                                                                                            |
| Content                   | <p>0 = obviously memorizes/completely inappropriate</p> <p>1 = limited attempt to produce relevant content/repetition</p> <p>2 = limited although adequate content</p> <p>3 = good content &amp; relevant but not developed sufficiently</p> <p>4 = varied/appropriate/interesting</p>                                                                                                                                                 |
| Fluency                   | <p>0 = impossible to understand/does not communicate</p> <p>1 = very difficult to understand what is being communicated except for the occasional sentence</p> <p>2 = an effort needed to understand/ mostly simple sentences</p> <p>3 = mostly easy to read and understand/variety of sentence types (simple, complex etc.) effective communication.</p> <p>4 = ideas clear/flowing style : coherent/very effective communication</p> |
| MAX. SCORE<br>(OUT OF 20) |                                                                                                                                                                                                                                                                                                                                                                                                                                        |

.....,..... পরীক্ষা, ২০০

এই বাক্যের মধ্যে কোন দাগ দেওয়া নিষিদ্ধ

অবশ্যই বল-পয়েন্ট কলম দ্বারা পূরণ করিতে হইবে।

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|---|-------------|
|   | বোর্ড       |
| ○ | ঢাকা        |
| ○ | কুমিল্লা    |
| ○ | রাজশাহী     |
| ○ | বশোর        |
| ○ | চট্টগ্রাম   |
| ○ | বরিশাল      |
| ○ | সিলেট       |
|   | পরীক্ষা     |
| ○ | এস, এস, সি  |
| ○ | এইচ, এস, সি |

| রোল নম্বর |   |   |   |   |   |
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(বিঃদ্রঃ- কোন প্রকার সীম মোহর দেওয়া নিষিদ্ধ  
পরিদর্শকের স্বাক্ষর)

(এই মাগের নিচে কিছু লিখা ও মাগ দেওয়া সম্পূর্ণ নিষিদ্ধ)

এই ব্যক্তির মধ্যে কোন দাশ দেওয়া নিষিদ্ধ

অবশ্যই বল-পয়েন্ট কলাম দ্বারা পূরণ করিতে হইবে।

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| ব্যাংকের নম্বর |   |   |   |
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| ક્રમિક નંબર |   |   |   |
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| 2           | 2 | 2 | 2 |
| 3           | 3 | 3 | 3 |
| 4           | 4 | 4 | 4 |
| 5           | 5 | 5 | 5 |
| 6           | 6 | 6 | 6 |
| 7           | 7 | 7 | 7 |
| 8           | 8 | 8 | 8 |
| 9           | 9 | 9 | 9 |

অতিরিক্ত  
খাতার সংখ্যা

| খাঁড় নম্বর |   |   |
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পরিচিতি নম্বর  
(অন্যভাবে হইলে)

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পড়ীক্ষকের স্বাক্ষর \_\_\_\_\_  
নিরীক্ষকের স্বাক্ষর \_\_\_\_\_  
প্রধান পরীক্ষকের স্বাক্ষর \_\_\_\_\_

এই বাস্তবের মধ্যে কোন দাগ নেওয়া নিষিদ্ধ

|                |  |              |  |       |  |
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| বাংলাদেশ নম্বর |  | ক্রমিক নম্বর |  | বিষয় |  |
|----------------|--|--------------|--|-------|--|

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| क्र.सं. | वर्ग | प्रश्न | उत्तर |
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| ३       | ३    | ३      |       |
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| ५       | ५    | ५      |       |
| ६       | ६    | ६      |       |
| ७       | ७    | ७      |       |
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| ४५      | ४५   | ४५     |       |
| ४६      | ४६   | ४६     |       |
| ४७      | ४७   | ४७     |       |
| ४८      | ४८   | ४८     |       |
| ४९      | ४९   | ४९     |       |
| ५०      | ५०   | ५०     |       |
| ५१      | ५१   | ५१     |       |
| ५२      | ५२   | ५२     |       |
| ५३      | ५३   | ५३     |       |
| ५४      | ५४   | ५४     |       |
| ५५      | ५५   | ५५     |       |
| ५६      | ५६   | ५६     |       |
| ५७      | ५७   | ५७     |       |
| ५८      | ५८   | ५८     |       |
| ५९      | ५९   | ५९     |       |
| ६०      | ६०   | ६०     |       |
| ६१      | ६१   | ६१     |       |
| ६२      | ६२   | ६२     |       |
| ६३      | ६३   | ६३     |       |
| ६४      | ६४   | ६४     |       |
| ६५      | ६५   | ६५     |       |
| ६६      | ६६   | ६६     |       |
| ६७      | ६७   | ६७     |       |
| ६८      | ६८   | ६८     |       |
| ६९      | ६९   | ६९     |       |
| ७०      | ७०   | ७०     |       |
| ७१      | ७१   | ७१     |       |
| ७२      | ७२   | ७२     |       |
| ७३      | ७३   | ७३     |       |
| ७४      | ७४   | ७४     |       |
| ७५      | ७५   | ७५     |       |
| ७६      | ७६   | ७६     |       |
| ७७      | ७७   | ७७     |       |
| ७८      | ७८   | ७८     |       |
| ७९      | ७९   | ७९     |       |
| ८०      | ८०   | ८०     |       |
| ८१      | ८१   | ८१     |       |
| ८२      | ८२   | ८२     |       |
| ८३      | ८३   | ८३     |       |
| ८४      | ८४   | ८४     |       |
| ८५      | ८५   | ८५     |       |
| ८६      | ८६   | ८६     |       |
| ८७      | ८७   | ८७     |       |
| ८८      | ८८   | ८८     |       |
| ८९      | ८९   | ८९     |       |
| ९०      | ९०   | ९०     |       |
| ९१      | ९१   | ९१     |       |
| ९२      | ९२   | ९२     |       |
| ९३      | ९३   | ९३     |       |
| ९४      | ९४   | ९४     |       |
| ९५      | ९५   | ९५     |       |
| ९६      | ९६   | ९६     |       |
| ९७      | ९७   | ९७     |       |
| ९८      | ९८   |        |       |

পত্নীজ্ঞকের স্বাক্ষর \_\_\_\_\_  
 নির্দীক্ষকের স্বাক্ষর \_\_\_\_\_  
 প্রধান পত্নীজ্ঞকের স্বাক্ষর \_\_\_\_\_

## Annex-8

*Teachers opinion about present evaluation*

| Justification of present evaluation   | Sex  |        | Total | Location |       | Total |
|---------------------------------------|------|--------|-------|----------|-------|-------|
|                                       | Male | Female |       | Urban    | Rural |       |
| Satisfied with present evaluation     | 10   | 7      | 17    | 12       | 5     | 17    |
| Not satisfied with present evaluation | 35   | 8      | 43    | 19       | 24    | 43    |
| Total                                 | 45   | 15     | 60    | 31       | 29    | 60    |