Assessment In Educational Science: An Insight Of A Government College In Sylhet

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Abstract
Assessment is a vital factor that determines the quality of a program. The study started with the assumption that the assessment system in educational science at the investigated government college is not valid and credible. This qualitative research study covered 5 teachers' interviews and 1 FGD of students to see the factors related to educational science. The study came up with the finding that the examination-oriented, unstructured assessment needs some refurbishment. The modern teaching-learning process should be addressed by the upgrading of knowledge and skills. In order to reduce the overload of teachers, a proper management system should be introduced. Transparent feedback with proper guidelines accompanied by a follow-up program is essential to improving the quality of the assessment.
Key Words:*Assessment, Government College, Educational science, Insight*

I.   Introduction

Assessment is the systematic process of analyzing, selecting, collecting, designing, and using the information to enhance students learning and progress. It is generally the procedure of documenting and measuring knowledge, skill, attitudes, and beliefs. It is the systematic way to analyze and measure the progress of a student and implement that knowledge in improving students learning. It is very important for the education system because it helps to shape the system according to the current need. Assessment is a vital element of the instructional course. The success of any education system depends on its assessment quality (Sheikh &Chohan ,2019). 'In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.' (The Glossary of Education Reform, edglossary.org 2015). Government Teachers' Training Colleges under National University offers B.Ed. hon's program to the people who are willing to work in the education field. This institute's assessment is summation based.

Formative and summative assessment yield no results in a college where teachers do not take responsibility for monitoring students' learning. Without monitoring, no methods are effective for proper learning (Chakraborty& Chowdhury, 2021).

Being students of Educational Science, at a Government Teachers Training College in Bangladesh we have experienced the fragility in assessment. We have gone through many assessment procedures yet have not found them credible and valid. In our 4 years course we have 8 semesters. In each semester we are assessed through two Internal Examination, one External Examination along with Assignment, class percentage and performance. Occasionally we give our semester final examination without completing the whole syllabus. The syllabus itself is very contradictory with the course. The evaluation system is at doubt as we learn from one teacher, but the question paper is from another one who is unknown and the teacher who are marking us are unidentified. How will an instructor compare a student whom he does not know? As a result, generally, it is miles visible that the students are not getting the right evaluation. Every so often the student who gave a great examination gets poor marks. As well as the student who is irregular or inattentive is getting similar marks or better. Because of mismanagement students are lagging.

The colleges under the national university in Bangladesh are generally exam based. The educational programs of these colleges are not being properly managed. For this reason, it is evident that the assessment process of these colleges is not defined. There are no proper techniques that are implemented to enhance the

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quality of these colleges' teaching methods. The evaluation process is under question. The infrequent examinations are not making it easier. As a result, the assessment system being followed is not clear. Thus, the total program of assessment in Educational Science is at a doubt. Hence, the purpose of this research paper is to provide an evaluation on the assessment system of educational science to make an improvement of the program.Through this research paper, there will be given an extensive idea about the condition of assessment at a government college administrated by National University of Bangladesh. It will be discussed how it can be improved and which assessment method is currently appropriate for this education system.

II.   Literature Review

For understanding assessment an operational definition is needed for educators. Many scholars around the world work with assessment from several angles as it is a vital part for the advancement of learning. Based on the thinking and the activities of those scholars (Delclos, et al. 1992; Poehner, 2007) assessment is defined as a procedure for documenting the learner's knowledge, abilities, attitudes, and beliefs in quantitative terms. It seems very straightforward, but the process of assessment is very complex inside the classroom. Several kinds of tools are needed to perform assessment depending on in what stage and what specific purpose will be administrated.

The basic aspect of assessment entails that a mentor must appreciate assisting a mentee and be prepared to put in the effort to give insightful criticism that will improve the mentee's performance moving forward (Yambi, 2018). In education, the phrase "assessment" is frequently used to refer to the measurement of a person's knowledge and abilities (Banta &Palomba, 2014). Brown (2004) also defined assessment as a connected set of measurements used to ascertain a complicated attribute of a person or group of people. This entails acquiring and analyzing data regarding the degree to which students have attained their learning objectives. Any endeavor to collect, examine, and evaluate data that represents the efficiency of an organization, department, or institution is referred to as assessment. (Upcraft&Schuh, 1996). In classroom assessment,educators measure self-skill by assessing the students. As noted by Brown (2004), there are two primary purposes used for classroom assessment: the first is to demonstrate whether education has been efficient, while the second is to make clear what the teachers anticipate from the learners. According to Banta (2002), assessment address multi-dimensional process in several stages through which individual activates became lucid and balance.According to Yambi (2018) assessment process comprised of four basic components: 1) Monitoring progress throughout time 2) Encouraging pupils to study. 3) Assessing the instructional strategies and 4) Ranking the pupils' skills considering the overall group assessment.

We know assessment is generally categories in two broad areas: summative and formative. They serve different purposes of assessment, but they are not different in forms. (Dolin, et al., 2018). Formative assessments enrich teachers' perceptions of their students' requirements and accomplishments (Afflerbach, 2008). Black and Wiliam (1998) indicate that use of formative assessment opens the insight of the students to understand learning goal and the gap he needed to achieve. Thereby student performance also improves. Teachers use the results of assessment to redesign their strategy of teaching to fulfill the goal of the curriculum. As well as it provides the support to conduct action research. Summative assessment aims to capture the culmination of students' achievements within the given time frame. Stiggins&Chappuis, (2006) mentioned that summative evaluation is an evaluation of learning. At the end of an academic unit, summative assessment is used to identify the overall success of a program of study with students (Caparo et al., 2011).

Assessment is a process that focuses on learning, processes, progress, and product. As the goal among most instructional evaluation projects is to improve students' learning, assessment is likely to be included. It is important to emphasize here that the learning of the students is being assessed, not the student as an individual (Smith, 2010). In teacher education a major function of assessment is to serve as a *gatekeeper* and quality measure through which ensure that   graduates are competent to take on the huge responsibility of educating future generations who will be functional and contribute to the development of the nation and the world (Smith, 2016).

World Education-Dakar-Framework for Action's (2000) one of the main objectives is associated with the enhancement of   "all perspectives of   quality   education"   in arrange to attain the recognized learning outcomes (UNESCO, 2000). According to Fargusan, who is referenced in Paliakoff and Schwartzbeck (2001), teacher quality is the most important part of education and has a direct bearing on student learning. The quality of teacher depends on teacher education (Aga Khan Foundation, 1998; Jangira& Ahuja, 1992; Sharma, 1993). A teacher education program should incorporate assessment approaches to assess student performance and develop the skills of teacher educators to plan, implement and monitor the progress of their students (Pecheone& Chung, 2006). Scannell (2002) observed that in United States one of the common traits in efficient teacher education is Evaluation is comprehensive and reinforced to instruction and comes   about of   assessment   are utilized to guarantee that   candidate's   learning is connected to genuine circumstances.

Raising student achievement has been a top priority for policymakers since 2000. Since teacher education aims to prepare preservice teachers, the work of "becoming efficient teachers" is considered as starting there. As a result, the "efficiency" of teaching has been viewed as fundamental. Assessment of necessary subject matter expertise and particular teaching abilities are required for licensing. To comply with the requirement for accountability, educators, school administrators, and local educational boards are asked to record accomplishments (Cochran-Smith, 2004).

As per K. Smith (2016) those pursuing teacher certification are evaluated as part of teacher education. Discussions on how to determine whether teaching pupils have gained the necessary knowledge and abilities are inevitably influenced by opinions about what makes a good teacher. Standards for instruction are now used to describe the information and abilities that are necessary. Even though it is the most evident, educating future teachers to serve as assessors for and of student learning appears reasonable to claim is at least an equally significant function of assessment in teacher education. Certification of teachers is only one of assessment's functions in teacher education, and even though it is the most obvious, it is appropriate to declare.Programs on student teachers aim to develop positive values, supportive ideas, high ethical principles, and strong moral understandings related to teacher preparation. For teaching effectively prospective teachers need to acquire theoretical and practical knowledge. (Forlin, 2010).

Students become afraid of and deprived of deep learning when assessment is mainly conducted as a final exam at the end of the course. If, on the other hand, assessment involves students as active assessment agents during the course, learning is likely to have a more long-term effect (Boud&Falchikov, 2007). In Bangladesh, National University conducted assessments during B Ed (Honors). So, there is a scope of deep learning, Now the question arises whether the assessment system supports it or not?

Proper assessment system in educational science is vital to improve the quality education system. From literature and experience, I have come to know that assessment is a complex phenomenon with multiple thoughts and ideas. In the assessment procedure and implementation multiple groups are related such as teachers, teacher educators, students, administrators, researchers, policymakers, parents etc. Assessment plays a key role in improving the quality of teachers. The use of classroom assessment is strongly supported to promote student learning. Teachers' attitude and beliefs about students provide foundation for their philosophy of teaching. If we are able to find out the present situation of practice assessment in educational science, then we can find out the solution to improve it. And it will also contribute to think newly for the people who are related to the assessment system.

III.   Methodology

In order to methodically address the research problem, one must use research methodology. Johnson (1995) suggest that research should be done for deeper understanding rather than examining surface features. He also mentions that qualitative methods are the powerful tools for boosting our perception of teaching and learning. Cronbach (1975) claims that statistical research is unable to clarify many interaction effects happen in social context. He also mentions that the complex and dynamic quality of the social world is accepted by the Qualitative inquiry. Patton (1990) argues that in research at the beginning, proper selection of methods is a primary criterion to judge quality of methods. Hoepfl (1997) mentions selection of useful research design differ on the basis of the research questions being asked. Educators must face the challenge to discover and use rigorous, appropriate research techniques to give the answer to the significant questions confronting the field. Qualitative research itself is an explorative process, so it is flexible, reflective, non-predictable and contextualized (Silverman 2006). Researchers used qualitative methods to analyze the empirical data and thereby obtained the proper and reliable answer to the research questions. To conduct research researchers used FGD and Interview as a source of data which is non-numerical, so analysis was done with words, meaning and interpretation.

Methods And Design

This is a vital part of research. It tells how a researcher should proceed systematically. Qualitative methods had been used to collect and analysis data. A semi-structured questionnaire was used to collect teacher educators' (TEs) responses and the questions were set in relation to the objective of the study. A semi-structured interview is a data gathering strategy that involves asking participants a series of open-ended questions and then probing them to elicit further information about their responses and the topic of interest. In qualitative research, semi-structured interviews are a hybrid of structured and unstructured interviews in that some questions are predefined while others are not. For small scale research, semi-structured interviews provide a very flexible technique. (Drever, 1995).

Questionnaires were prepared with consultancy from expert TE of the same college who was not included as interviewee and piloted with two TEs those were not to take part in the research interview. A Focus Group Discussion (FGD) is one of the data collecting techniques under qualitative research method. FGD is a

strategy in which a researcher gathers a group of individuals to discuss a given issue, with the goal of eliciting the members' complicated personal experiences, beliefs, perceptions, and attitudes through mediated interaction (Cornwall &Jewkes, 1995; Hayward, Simpson, & Wood, 2004). FGD in a big open group participant might be ashamed to express very personal experiences but in conducive environment he might be came out from stigma (Kitzinger 1995).

FGD were conducted for two groups. Data received from the FGDs, and the interviews were transcribed and categorized based on them of the research questions. FGD were piloted with 6 learners of the investigating college, and they did not take part in real FGD schedules. Qualitative methods were used for analyzing data obtained through FGD and interviews. Transcribed were provided to respondent for the validation and to avoid subjectivity. Audio recordingwas done for FGDs and TEs' interviews with the prior permission of the participants.

Research Context

The research was conducted in a government college in Sylhet. The college has a beautiful campus with three-storied academic and administrative building, Male and Female hostels, staff quarters and principal's quarter. A small playground is surrounded by buildings. There is a garden in the square yard in the middle of the academic and administrative building.In the academic and administrative buildings' first floor consist of an office room, a principal's room, a vice- principal's room, a mass-teachers room, teachers' personal rooms, and a canteen for teachers only. Additionally, there are classrooms for M.Ed. and B.Ed. courses. In the second floor there's a library, an auditorium and rooms for classes with multimedia projectors mostly for M.Ed and B.Ed programs. The third floor has a seminar room, computer lab and classrooms for B.Ed (Hon) students. Most of the classrooms have multimedia projectors. All floors have separate restrooms for men and women.

Currently this college has 4 year based B.Ed honors course besides 1 year based B.Ed course and 1 year based M.Ed course. The classes are 5 days a week from Sunday to Thursday. There are 19 teachers, 500 students and 8 other employees in the college. In B.Ed Honors there are total 8 semesters in 4 years. There are two in-course exams per semester worth 40-point plus the semester final test carries a 60-point value.

Respondents

Five teacher educators (TEs) were interviewed separately. Out of 5 TEs 2 were females and rest are males.

Name (Anonymous)	Gender	Educational degree	Masteral degree	PHD	Experiencein teaching
T1	Male	B.Sc., B.Ed.	M.Sc., M.Ed.	✓	20 years
T2	Male	B.Ed.	M.Ed.	x	2 years
T3	Female	B.Sc.	M.Sc.	x	10 years
T4	Male	B.A.	M.A.	x	8 years
T5	Female	B.Sc.	M.Sc.	x	14 years

The focus group discussions (FGD) were conducted in one group. The group consisted of 8 learners and two learners from each academic year (honors in education). In FGD, gender balance was maintained with four female and four male students. Eight students took part in the FGD. In addition, in the piloting, two TEs and six students took part who were not included in the basic research data collection process.

Validity And Reliability

The degree of the quality of research is determined through its validity and reliability. Joppe (2000) and Hayashi et al. (2019) define reliability as: 'The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)'

Silverman (2021) suggest that Reliability of process and results can be enhanced through five approaches: Refutational analysis, comprehensive data use, constant data comparison, inclusive of the deviant case and use of tables. Smith (1983) and other many scholars point out that due to incompatibility between quantitative and qualitative research concerning epistemological and ontological assumptions, it is better not to use terminology validity. So, they suggested that criteria like validity and reliability should be discarded in qualitative study. Wolcott (1990) also expressed incredulity concerning the usefulness of these concepts. But authorssus as Foucault (1972) and Kirk and Miller (1986) argued that in the construction of knowledge finding truth is important in the quality of the results achieved in empirical qualitative studies. For qualitative study, gradually ideas have developed to categorize validity through which validity and reliability could judge properly. Such as internal and external validity (Aubin-Auger et al. 2008). Onwuegbuzie and Johnson (2006) showed that the first criterion replaces the concept of internal validity, second replaces the external validity third replaces reliability and finally, confirmability returns the idea of objectivity. In other hand Paiva, Leão, and Mello (2011) recommended five validity criteria in qualitative research: triangulation, the construction of a

research *corpus*, a clear, rich and detailed description of the research performed, surprise and feedback of informants. Triangulation may be the best-known criterion for qualitative researchers. Triangulation consists of the interrelationship between the information obtained from the data that was collected from different sources to increase the understanding of the study in question, thus improving the reliability of the results.

Data Collection
Interview

The interview was the qualitative data collection strategy utilized for teachers. Because the teachers weren't prepared to respond in English, the interview was conducted in Bangla. After then, the responses were converted into English while retaining their original meaning. Another researcher proofread the paper for the optimal outcome. For instance, "Why assessment play a vital role for the development of students?" was the question in English. In Bangla, this was interpreted as "শিক্ষার্থীদেরউন্নয়নেরজন্যএসেসমেন্টকীভাবেগুরুত্বপূর্ণভূমিকা পালনকরে ?"

FGD

Students' responses were gathered through a focus group discussion utilizing a qualitative methodology. The medium of FGD was Bangla, which is easier for the students to understand and give answers in. The answers were then translated into English, maintaining the same meaning. For best result, proofreading was done by another researcher. Questions were asked in English first, then in Bengali. For example, the question in English was "What do you understand by the term assessment?" It was "এসেসমেন্টটার মধ্বারাকীবুঝায় ?" in Bangla.

Data Analysis

Questionnaires were set out in such a way that almost identical things were wanted to know from students and teachers from their perspectives to know the assessment system exercised in the college. To identify the issues related to assessment through questionnaires were mostly seek suggestions or solutions related to assessment and the pattern is almost same for teachers and students. Again, questions for assessment system and issues are interrelated to address the gaps and probable ways to work with to fill up the gaps. As it is qualitative research I made a cross check among the answers, I used coding to categorize the information. It's allowed me to open-up my insight to understand thinking pattern and working behavior of the students and teachers. It also told me the shortcomings of the management system.

IV.   Findings And Discussion

Findings
The assessment system (FGD)

To understand the assessment system of the college, the following questions were set before the participants and the answers were recorded as follows.

Participants were queried about their assessment comprehension. R1 said, "*Assessment means evolution.*"R6 said, "*Through assessment, teacher and student realize how far they advanced to achieve the goal seated in the syllabus.*"

Then participants were asked about the steps taken by the teachers to assess them. R4 said, "*Teachers usually assess us by asking questions.*" R3 said, "*Sometime, some teachers involved us in pair works or group works.*" R5 & R4 supported it. R6 said, "*Teachers sometime tell us to present presentations and give assignments as home task, but not adequate.*" R1 said, "*Some teachers take class test but irregular.*" R7 said, "*Two in-course exams taken by college and one final exam is also taken by National University in one semester.*"

After that, participants were asked how the teachers used the semester results to guide them. R5 said, "*some teachers try to inspire us by citing an example of a student who got the good marks in the semester.*" R4 said, "*Teachers are not taking any initiative to discuss on the result of the semesters.*" Others endorsed R4. R6 said, "*some teachers congratulate students personally who performed better.*"

Participants were questioned about the types of tests do they face in their course/program. In response, R6 said, "*We faced two in-course and one semester final in each semester.*"

Participants were asked about in which way the teachers use the result of exam papers analysis to help the participants to exit from their difficulties. All the participants said that teachers did not present any analysis of exam papers. R3 said, "Sometime *teachers pointed out the difficulties or drawbacks of students in general without showing any exam paper.*" Others supported R3s statement. R2 said, "*It was not very particular, only superficial.*"

After that, all participants were asked whether they had any experience with remote assessment (online/via technology) and, if yes, how it was done. Most of the participants responded affirmatively. R8 said, *"In the covid situation, in-course examination was conducted through Zoom app."* R5 said, *"In online class no examinations/tests were taken except in-course exam."* R2 said. *"Sometimes formative assessment like question-and-answer method was implemented."*

Participants were inquired about in which way teachers took steps to assess them in practice teaching. R7 said, *"Before practice teaching, some model classes (simulation) ware conducted by the teachers."* R8 said, *"Teacher or a group of teachers observed their class and wrote down some comments on the notebook and provided suggestions how to improve in the pitfall area."* R7 said, *"Teachers approved our lesson plans where they noted some recommendations to improve the quality of lesson plans."*

Issues That Are Affecting The Assessment System (FGD)

To understand the issues that are affecting the assessment system of the college, the following questions were set before the participants and the answers were recorded as follows.

Participants were asked about what kind of topics might be involved if the college makes an orientation program for the participants to understand assessment and how to use the result of assessment. R4 said, *"The College usually arranged an introductory program for new participants, where information was given about college, syllabus, teachers, rules, and regulation of the college."* R5 said *"No separate session was taken on assessment."* R1 said, *"Details about syllabus and curriculum."* R3 said, *"How the teachers evaluate exam papers"*. R2 said, "How *to communicate with teachers for academic discussion"* R3 said, *"How the student can re-check their exam papers."* R7 said, *"How to use online/technology to get information from collage."*

Participants were asked what elements they thought should be included to make the assessment better and more meaningful. R2 said, *"Classroom activities such as group work, pair work, practical work, and project work should be emphasized."* R1 said *"Monitoring pupils, maintaining records, and providing feedback based on monitoring."* R5 said, *"Details about syllabus and curriculum."* R6 said, *"Teachers should behave as facilitators."* R8 said, *"Begin counselling and activate follow-up."* R7 said, *"Backward participants should be given additional time."* R3 said *"To ensure that participants enroll."*

Then participants were asked how they would be able to convey their opinions and thoughts concerning assessment and its procedure. R6 said, *"Organizing a workshop and a seminar."* R5 said, *"Create a lecture day for professors and students."* R3 said, *"Provide guidelines for communicating with teachers."* R4 said, *"Increasing extracurricular activities."* R7 said, *"The exam paper should be properly examined and discussed with the pupils."*

Participants were asked how a teacher might give additional assistance to a specific learner for academic improvement. R4 said, *"To interact with pupils, teachers may use technology."* R1 said, *"By maintaining a record and regular follow-up."* R7 said, *"Provide psychological help through counseling guidelines"*.

Participants were asked how they covered the syllabus's aim before the exams. R1 said, *"By personal study with the guidance of teachers."* R3 said, *"By cooperation and collaboration among the participants."* R2 said, *"Using online platform to grave information."* R3 said, *"Through social networking sites, participants can share their ideas and thoughts."*

Participants were asked whether the analysis of in-course exam paper was presented to the participants. R3 said, *"No teachers showed us any examined papers"*. All the participants agreed with R3 but one. R5 said *"A teacher showed the examined papers"*.

Participants were asked about how practice teaching assessment can be improved. R8 said, *"In practice teaching full-time should be given by the teachers and given comments should be more specific in the notebook."* R7 said, *"After certain interval common discussion should be done with specific example and on the bases of discussion guideline should be provided."* R8 said, *"Organized microteaching before practice teaching."*

The Assessment System (Interview)

To understand the assessment system of the college the following questions were put before the teachers and the answers were recorded as follows.

Teachers were asked about the vital role of assessment for the development of students. T2 said*, "To assess the students' skills, ability, talent, shortfall, weakness, and strength. To guide the students for their development. To grade the students. To make rank of merit. To compare within the students."* The same elements were mirrored in T1's answer. T3 said*, "It is important both teachers and students for their development."* T4 said *"If I want to teach my students, then I must want to know how far they know. Through assessment I can judge it. It helps me to understand what I teach them."* T5 said*, "Students aware about their*

weakness and able to take initiative to recover from the weakness. They also know about their development. Students can take advice from teachers and peers to overcome their weaknesses. It helps to eradicate exam phobia and increase self-confident of Students."

All teachers were questioned about the steps of assessment they have taken. T1 said, *"I engaged my student in pair work, group work, individual work and I give them home task. I also ask them questions. I apply formative evaluation and summative evaluation. I take in course exam."* T2 and T3 had identical answer as T1. T4 said, *"I give assignment and presentation. I also give group work to my students"* T5 said, *"Presence of students are very important to get the good result from assessment. So, I first check out the presence of students. I give them home tasks, assignments, bring them board, engage them in pier work and group work not only that but observe their activities. Take retain exam and conduct in course exams."*

Teachers were queried about How did they use the semester results and assessment to guide their students. Almost of the teachers' responses were similar, which was *'Through assessment I know the strengths and weakness of the students. Depending on their state I provide suggestion and guideline to them.'* T4 said, *"Before prepare my lecture I look upon their previous results to make my lecture understandable to them."* T5 said, *"If any student does bad result, then try to find out his/her weakness and help him to overcome the weakness."*

All teachers were questioned about the types of assessments they usually conduct. T1 said, *"Asking question, allow students to write the answer to the questions on the board. Give them an assignment. Allow them to present their task. Give them groupwork."* T2 said, *"Using multiple choice questions, sometime conduct (weakly) examination, allow them to provide information on the board. Asking concept related questions."* T3 said, *"Give assignment, allow students to create multiple choice questions, invite them to give a lecture on a topic."* T4 said, *"Summative, formative, diagnostic."* T5 said, *"We take written test, oral test. Give assignment, apply participatory methods like pear work group work."*

All teachers were questioned about how the analysis of in course exam papers helps students to understand their troubles. T1 said, *"I just tell them the marks they obtained. I do not show them examined papers but tell them in general where they make mistakes. Student able to understand their weakness or strength by the number/score."* T2 said, *"If students make serious mistake, then I pointed out that and show them papers. If I find they have a problem in handwriting I show them how to improve their handwriting. I motivate the students to stop the repeated error."* T3 said, "In *this college no rules are there to exhibit examined papers to the students. I did not show the examined papers. But I make a list of their name, against their name I write comments about their underperformance and based on that I talk with them to recover their troubles."* T5 said, *"Students got two results of in-course exam from college in a semester. Students try to improve second in-course result then first one."*

Researcher wanted to know whether they conducted any assessment from remote (online/ by technology), if affirmative then how. T1 said, "Yes, *in covid situation I took class through zoom and WhatsApp. After lecture or at the medal of the lecture I ask them questions to assess them."* T2 said, *"yes. I did it. In the time of Covid. I used an online Platform to conduct the class. In the online class, I asked questions to judge students' understanding. I took time bounded written exam what they submitted by photograph."* T3 said, "*I did not conduct any remote assessment."* T4 said, *"In the time of Covid, I used online platform to conduct the class. In the online class, I gave them an assignment. We also conduct examination through online."* T5 said, *"Yes. In the time of Covid. I used online Platform to conduct the class. To conduct online class, I used WhatsApp and zoom."*

All teachers were questioned about assessment steps in the practice teaching. T1 said, "We *follow three steps in the practice teaching such as preconference, observation, and post conference. In pre-conference before assessing the performance in practice teaching I(We) sit with the students and check out their lesson plan, teaching aids and their preparation. If needed provide suggestions. In the observation session I observed class and provided my opinion on the notebook indicating strength and weakness. In the post conference I talk about their feelings, problems and provide explanation of given note and advice. I gave marks on the bases of ten category in a sheath provided by the college for 50 marks for each student."* T2 said, "*In the practice teaching I went to the schools. And I Check out their lesson plans and their teaching aids. Then I observed their classes. Depending on observation wrote down notes in their notebook about their strengths and weaknesses. I provide them marks in a prescribed form under 10 categories."* T3 said, "*I assess students' outfit, lesson-plans, teaching aids, teaching methods, questioning pattern, evaluation process, even their pronunciation and way of speaking in the practice teaching. I provide feedback to the students on the bases of my observation."* T4 said, "We check their lesson plans, and we also observe how they reflect their lesson plans in the class." T5 said, "Arrange orientation program for practice teaching. Take a model class where we show then the steps to be taken during teaching. Simulation was taken when the school closed."*

Issues That Are Affecting The Assessment System (Interview)

In the interview, teachers were asked about how far they address the assessment issues in the college orientation program and were that sufficient for the students to understand the process of assessment. T1 said, "*In the orientation program assessment related topics were not discussed.*" T2 said, "*A little information has been given in the orientation program. Because the time of orientation program is very short, and it is not only for assessment.*" T3 said, "There *is a power-point presentation about assessment, and it is sufficient for the students. But in practical most of them fail to comprehend as they are new. Classroom discussion make it more understandable.*" T4 said, "*I think we give them sufficient information in the orientation program.*" T5 said, "*In orientation program a little discussion takes place about assessment and is not sufficient.*"

Teachers were asked what the items may include to make the assessment stronger and more meaningful. T1 said, "*By giving assignment, allow them to present the assignment as presentation in order to check the copy, viva could be used.*" T2 said, "*Use presentation to bring the idea or concept more vivid. Making use of appropriate instructional tools. Provide reinforcement and feedback by knowing the strength and weakness of the students and rewording the high achievers.*" T3 said, "*Following up after assigning the students any duty, such as an assignment or study, should be done carefully. Students who merit it ought to receive recognition. It inspired the pupils to work harder.*" T4 said, "*Conduct research for the assignment. Students should be graded on their understanding to help them learn. Students must receive an assessment prior to class. Inform the pupils of their lack and encourage them to overcome the problems. Organize teacher training on assessment and its purpose.*" T5 said, "*Set up a seminar on assessment so that professors and students can discuss it and the college can plan how to use it.*"

What the ways are where Teachers and Students will be able to share their ideas and thoughts about assessment and its process. T1 said, "*Grouping the students and allowing them to discuss their problems and other activities with the teacher is a good idea.*" T2 said, "*FGD can be quite useful.*" T3 said, "*It can be done in the class.*" T4 said, "*A club should be formed to debate various educational topics. The discussion should continue in class.*" T5 said, "*Organizing a seminar, workshop, or group project. Assuring pupils' frequent attendance.*"

Teachers were asked about how they could provide more personal advice to a learner to improve his/her development in learning. T1 said, "*First students present should be ensured, small group should be formed among the students so they can talk about assessment and their progress if needed they can talk with the teachers. Student can use online based social media.*" T2 said, "*Formal or informal personal interaction with student to stimulate and assist them emotionally.*" T3 said, "*If they came to me, I could provide them personal assistance. I occasionally contact students to assist them in their progress.*" T4 said, "*I already communicated with my students in a variety of ways, including through social media. By appointment, the student may visit me.*" T5 said, "*I invite weak pupils to my room to give them advice on how to solve the problem.*"

In the interview, teachers were asked about what the ways in an unexpected situation like covid are to cover the goal of the syllabus before the exams. T1 said, "*Use internet platforms such as Zoom, WhatsApp, and others. A weakly online class might be taken to learn how to run an online class.*" T2 said, "*In an unanticipated circumstance, lectures, ideas, directions, and evaluation and assessment may be provided via an online platform.*" T3 said, "*Decision should be taken on the basis of situation.*" T4 said, "We *can use the information we received in this scenario(covid) to good use. At the outset, we must provide a clear vision of the curriculum and syllabus. And we need to employ more IT-based communication with our students to get them used to it.*" T5 said, "*Utilizing an internet platform. We may use Google Forms to administer the exam. Facilities for internet connectivity should be created.*"

Teachers were asked about how they present the analysis of the in-course exam paper to the students. T1 said, "*I just inform the students of their grades. We have the ability to improve the system. We can create a rubric. We can grade the exam papers using the rubric. We may provide the examined exam paper to our students for critical analysis to determine their learning gaps/deficiency.*" T2 said, "*I exhibited the examined paper to the students and provided advice where they committed faults.*" T3 said, "*I discuss to my pupils about their exam papers in general, but I don't show them the papers since the college does not allow it.*" T4 said, "*We do not show pupils their exam papers; instead, we offer them grades. If the papers were made available to the students, there would be room for improvement.*" T5 said, "*Students are not given marks for in-course exams at this college. If the papers were made available to the students, there would be room for improvement.*"

Teachers were questioned about how practice teaching assessment can be improved. T1 said, "*Microteaching practice and simulation can be done prior to sending schools. When students return to college, an experience sharing session may be held to learn about their issues. The findings might be used to future teaching practices to improve teaching quality.*" T2 said, "*By allowing pupils to use cutting-edge technologies. If they are unable to use ICT, they must increase the quality of relevant instructional aids.*" T3 said, "*Practice teaching assessment is excellent in our college. However, we as teachers discuss how we might improve our assessment in the classroom.*" T4 said, "*We must determine if the lesson plan can be implemented within the*

time frame specified. If not, we will recommend creating a time-bound instructional plan. We must consider the lesson plan's relevancy to the topic."

Summary of Findings

Against the query of the research question 1 (What is the assessment system of Educational Science at a Government College in Sylhet?) The key findings are as: Mostly traditional teaching methods is used to conduct the classes. A little effort is given to make the class interactive by the faculty members which has no consistency. Teaching methods is not helpful for formative assessment to motivate the learner for deeper understanding and critical thinking. Proper feedback has not been delivered on the examined paper after the in-course exam. Thus, students are unable to make any self-reflection to judge by themselves. Organized assessment records are not preserved for further use. It means assessment for learning is hampered. Lack of coordination among the faculty members and administration to chain up the results of assessment for finding the gap between teaching activities and learners understanding. The process of assessment has not disseminated properly. In the covid situation some teachers enrolled in an online class with limited formative assessment. No online class and assessment have been conducted in the normal situation. Irregular students are hindrance for proper assessment. Assessing time for practice teaching is not enough.

Against the query of the research question 2 (What are the issues that are affecting the assessment system at a Government College in Sylhet?) The key findings are as: huge numbers of issues are related to assessment which shape the assessment system as assessment system by itself is a complex one. Over time, due to research and advancement of technology, lots of innovative ideas and thoughts on assessment are evolving. To execute proper assessment, various interrelated issues are coming forward. Communication with students about assessment. Examined papers and analysis of papers presentation. In-house training on assessment for the faculty members. Irregular students. Implementing modern teaching methods. Technology and its use in education. Workload for teachers and college management.

Discussion

Questionnaires were set out in such a way that almost identical things were wanted to know from students and teachers from their perspectives to know the assessment system exercised in the college. To identify the issues related to assessment through questionnaires were mostly seek suggestions or solutions related to assessment and the pattern is almost same for teachers and students. Again, questions for assessment system and issues are interrelated to address the gaps and probable ways to work with to fill up the gaps. As it is qualitative research I made a cross check among the answers, I used coding to categorize the information. It's allowed me to open-up my insight to understand thinking pattern and working behavior of the students and teachers. It also told me the shortcomings of the management system.

Related to assessment system

From the reflection of students, it is clear they have a good understanding on assessment. And some student's comprehension is very awesome as a student R6 said, *"Through assessment teacher and student realize how far they advanced to achieve the goal seated in the syllabus."* Almost all the significant characteristics were cited by the teachers such as Guide and judge the progress of the students, ranking students, finding difficulties, measuring understanding, eradicate phobia etc.

Teachers' opinion indicates that they knew the steps, process, and ways of assessment. Students said that some teachers gave thempairs or group work. They also added that teachers some time give them presentations and assignments, but they are not adequate. They mentioned that class tests were conducted sometimes. From the statement of the students, teachers were not administrating all the assessment techniques and strategies. Kankam et al., (2014) mentioned that Real assessment was limited by many factors such as time, resources, methodologies, and policies to which their institute referred. Students used the term sometimes, some teachers, not adequate which indicating assessment had not done properly and no plan for applying systematic assessment.

Students are not gating any proper guideline after publication of semester result but only appreciation from some teachers for better results. But on the contrary, teachers mentioned that they provide guidelines and suggestion. A teacher said that she motivated the students which supported the statement of students. Involving students in the classroom assessment processes can improve learning if that provide accurate, descriptive feedback (Black and Wiliam,1998). It is possible that some teachers provided guidelines and suggestions, but students did not get it properly as every teacher is not doing this. It indicates that there is an absence of proper guidelines for the assessment.

According to the students all the prescribed exams given by National University have been taken. But they did not mention any other exams like class tests. It means college had not provided any guideline to conduct class test or other tests. As per Boud&Falchikov (2007) when assessment is predominantly conducted

as a final exam at the end of the course then students become afraid of and unable to enter deep learning. So, it is important to conduct several types of tests in between two in course exams to make the students use to and provide them opportunity for deep learning. In other hand Santos (2007) pointed that test score is one of the criteria to characterize schools. So, college might arrange several types of tests.

Students and teachers both said no analysis of examined paper has shown to the students. Now this is a big question how students know their drawbacks to develop by themselves. Though some teachers (statement given by one teacher) discuss students' performance superficially without showing any evidence. In higher education feedback play very important roll and has been considered vital in the assessment for learning practice (Mulliner& Tucker.2017)

In the covid situation most of the teachers conducted online classes and they also took in-course exams. At the time of COVID-19 pandemic all over the world the teacher training institutes have introduced online learning at least for the crisis period (Farooqui, Shah and Saboowala, 2021). In online teachers used lecture methods. For formative assessment and to make the class a little bit student oriented sometimes teachers asked questions. Rarely teachers gave assignments to the student through online. Online learning topic should be included in the teacher training curriculum to help learners developed a positive attitude towards adoption of online learning and also for teaching not just theoretically but also practically (Farooqui, Shah and Saboowala, 2021).

Practice teaching is a vital aspect for the student teachers as they gain the experiences of practical knowledge to implement it in real life (Ranjam, 2013). Proper assessment is important to inspire students to give attention to small details in practice teaching. Critical analysis is needed to inspire the student teachers. In practice the teaching classroom has been visited by the teachers to observe and provide suggestions. As for the students the visiting time is not enough. It should be elongated to provide in-detail and sufficient feedback for professional development. Before attaining practice teaching, students should gain teaching skills through microteaching. In regular interval students should reflect their experience and insight in a gathering of teachers and students. In this way information may come to make a strategic plan by college authority. Lumadi (2013) pointed out that assessment planning is one of the challenges for the teachers.

Related to Issues with Assessment

Students want to know details about assessment, evaluation process of exam papers, how to communicate with teachers, how to recheck exam papers and how to use technology for getting information from college. In the college orientation program, it is not possible to go inside the assessment in detail. At the same time in the beginning day psychologically students are not in a mood to absorb academic details. So, a particular day or in the classroom discourse may take place with aims and objectives where students could participate without hesitation. Assessment enhances student learning (Brown and Knight 1994; Ramsden 2003). Students are interested in realizing assessment specification in terms of what they mustdo, and the level expected (O'Donovan et al.2001). However, many students are puzzled to understand assessment standards (Hinnett 1995; O'Donovan et al. 2001). Ecclestone, 2001 noted It is now demand in the UK on higher education institutions to make assessment standards and processes more transparent, for the students and other external stakeholders.

To make the assessment more strong and meaningful students wanted to include project-based work, regular monitoring with record to provide proper feedback, feedback from examined paper with evidence, counselling, regular enrollment of students, congenial atmosphere. Learning has taken a place or not is known by proper feedback (Bergil and Atlib 2012). If feedbackcouldmotivate learning, then we treat it as an important tool (Narciss and Huth 2004). Teachers gave emphasis on assignments, presentation, and research. Teachers also said to provide training for the teachers, using proper teaching aids, ensuring students enrolment. It indicates a strategic plan and facilities needed to strengthen the assessment over time.

To enhance communication with teachers and students, frequent workshops and seminars are needed. A congenial atmosphere is needed where pupils and teachers can act friendly. As per the opinion of the teacher, routine discussion with a preannounced teacher for a particular group of students. So, the process of communication with the teacher should be ascertained and declared. Online platforms are good for quick and reliable communication. Now a days web-based activities provide an opportunity for interactive learning and online learning is capable to create atmosphere where students can actively interact and refining their understanding simultaneously at their pace as they build new knowledge (Johnston, Killion and Omomen, 2005; Pallof and Pratt, 2003). Teachers and students should be trained to use technology to become more intimate where time and space may conquer. To operate the technology, physical facilities should be grown on the college campus.

For smooth running the academic activities in the unexpected situation knowledge of IT and its use should be increased. To become habituated to handlingunexpected situations in normal condition both online and offline activities should continue. Special training program and innovation workshop might be arranged.

Summary of Discussion

Assessment is a vital part of any academic activity's specialty for the development of learning. Without a proper assessment system, learners are driven towards the rote learning process, which thereby acts as a hindrance to solving the problem in the future. It is contrary to education policy. So, study is needed how an institute administrating assessment system and reforming it. In my study I found students are not satisfied with the assessment system but on the other hand teachers had deeper understanding of assessment but due to unknown reason they are not exercising it with full potential. Teachers and students both need adequate training to handle online classes. Now a days to conquer time and space skills of handling technology is essential. A little initiative is there to motivate and inspire students to study properly.To implement a proper and adaptable assessment system many issues are related to this. Polysyllable framework is essential. Fundamental of assessment and its important should be disseminated among the stake holders. Seek ways to quick deliberation of information. Searching the way how to make assessment more transparent. Another issue is regular enrolment of students. Proper management is needed in the college to monitor the assessment system. A congenial atmosphere for coordination and cooperation is needed for smooth assessment. Logistic support for smooth assessment cannot be avoided. Counseling is another important issue.

V. ConclusionAnd Recommendation

Conclusion

Educational thoughts and teaching activities are changing very rapidly. Every nation is trying to adapt to the trends as all the Earth is considered a global village. UNDP's Human Development Report (1999) stated that the interdependence of the world's inhabitants is increasing, especially in the fields of economics, technology, culture, and politics. To maintain cooperation and coordination with other parts of the Earth we need qualitative education. For providing qualitative education assessment play a very vital role. In this study emphasis is given to understand the assessment process of the investigated college and to find out the issues related to assessment. Findings from the study suggest that assessment is not done properly to guide the students to engage them in deep learning. Now assessment is considered as a tool for motivating students towards development of their learning. But motivation has not been given to engage the students in critical thinking. Assessment term is used as assessment for learning rather assessment of learning. Assessment for learning providessupport for learners to know what to carry out to move from their current status tothe ultimate learning goal. To achieve learning goals, pupils must participate fully in creating thegoals, analyzing assessment data, and developing a plan of action to accomplish the next goal(Clarke, 2001, Assessment Reform Group, 1999; Crooks, 2001; Shepard, 2000). No internal framework has been developed to process the assessment in the proper way. Still now students are oriented to achieve good result in examination not for insight opening. The problem is imbedded within the system. Policymakers and authorities should pay attention to modernizing the system with logistic support. As students are not regular in the class due to socioeconomic conditions. So, alternative processes should be invented such as the use of technology. A knowledge driven society is the power for the advancement of civilization. Opportunity should be provided for the stakeholder to gain knowledge and skills. Action research and other eye-opening activities should be introduced to exchange knowledge and skills through cooperation and coordination. A smooth management system and proper planning with logistic support is important to make the assessment smooth. This research has been done with a lot of limitations. But it might act as eye opening initiation for other researchers, educators, and police makers.

Recommendations

At the Studied Govt. TTC the assessment system is not enough to motivate learners for better understanding and deep learning as it always focuses on obtaining good marks in university examinations. Chakraborty and Chowdhury (2021) mentioned that the present assessment procedure followed at their investigated institution is not appropriate in various ways sus as monitoring and assessment process emphases on only makes sure the examinations' result and it does not give emphases for need basis change. Emphasis should be given to enhancingthe activity-oriented teaching-learning process. Upgradation of knowledge and skills is essential for adopting the modern teaching-learning process. To upgrade the knowledge Seminar, symposium and discussion session should be arranged for the stakeholder on the regular basis. Inhouse and special training should be arranged for teachers. Lack of coordination among the faculty members and administration proper assessment has not done as it is not used for the guided development of students. Guidelines should be prepared for assessment, and they should be disseminated properly. Data is a very important source for analysis and making decisions to guide the students. So, proper documentation should be done by management. Modern management system should be introduced to reduce overload of teachers. Transparent feedback should be provided with follow up program. Ensuring student presence

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