

Academic Monitoring and Evaluation System of the Undergraduate Students at a Government College of Bangladesh: Problems and Remedies

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Abstract—The study investigated Academic Monitoring and Evaluation (AME) System of the Undergraduate Students at Govt. Teachers' Training College of Bangladesh. The study was undertaken to find out the problems and remedies of AME System of the undergraduate students who are studying at the investigated institution. Study, based on secondary information, comprises with a factual analysis why the current AME structure, applied for the undergraduate students need refurbishment and thus provide applicable recommendations hereafter. This is a reflective study providing comparative analysis with two best practices on AME as well as with secondary data and thus analysed. The factors influenced the AME arrangement of the undergraduate students in the study were also systematically reviewed from relevant literatures. The findings showed that the current AME needs reformation with emphasis on continuous assessment and real life task (RLTB) based learning with a guided rubric. The study also came up with the realisation that due to time consumption for changing the central rubric, local and institutional AME needs more emphasis.

Key words- Academic Performance, Academic Programme, Academic Monitoring, Evaluation System, Monitoring and Evaluation, Teaching and Learning, Undergraduate Students

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1 INTRODUCTION

Teaching and Learning (TL) are very much co-related in all the levels of education. Starting from preschool education, teaching and learning are dependent on each other till the tertiary level of study and any failure in maintaining the correlation between these two may cause delinquent scenario in the total learning environment. However, the two terms that work as catalysts in upholding the equilibrium between teaching and learning are 'Monitoring and Evaluation'. Monitoring and Evaluation (M&E) are the two key components that ensure the excellence of an academic programme. M&E is an influential controlling instrument that can support both administrations and officialdoms in attaining anticipated feedback (Kusek & Rist, 2004). The quality of a programme is determined by its successful monitoring and evaluation policy (Curry, 2019). Quality of an educational institution means the combination of that institution's assessment and monitoring approach that directly focuses on the improvement of the learners (De Grauwe & Naiduo, 2004). An academic programme becomes worthy when learners are monitored through the proper procedure and assessed by a ubiquitous standard of evaluation. Educational evaluation has always been a key point of study in the last century and no doubt this curiosity has been mounting with the phase of time (Wicking, 2020). Meanwhile, students' academic performance are monitored and evaluated from different perspectives based on the level of study. Needless to say, the most essential phase of monitoring and evaluating learners is at the tertiary level of any education system as this level of education does not allow learners to reconcile their academic failure before entering the real life situation. Meanwhile, M&E has always been a determining factor that assures quality higher education (Niyivuga, Otara & Tuyishime, 2019). In current times, providing quality higher education based on highly monitored assessment policy is the core issue for the top ranked educational institutions. Thus, the world's top educational institutions never compromise with the continuous M&E for the students (O'Mahony & Garavan, 2012). Modern higher education area entails the need of M&E to ensure the standard of the programme. In recent world higher education requires a quality relationship between M&E (Egginton, 2010). Failure in executing a structured academic evaluation and monitoring policy for the tertiary level students can bring catastrophe to any academic system. In contrast, a systematic in-house assessment opens up an accountable and quality external evaluation (Brauckmann and Pashiardis, 2010).

However, quality research based higher education is the number four goal in achieving Sustainable Development (SDGs) suggested by the United Nations (UN) for the developing countries. Bangladesh after attaining all the Millennium Development Goals (MDGs) successfully suggested by UN earlier is forwarding towards availing all the SDGs. The investigated Government Teachers' Training College (Govt. TTC), under National University of Bangladesh provides undergraduate programme in Education. Like all the other institutions that provide higher education in Bangladesh, the examined Govt. TTC is an imperative stake holder who creates valid impact on achieving quality higher education. Undergraduate students at this institution are assessed and monitored for their academic performance by the system prescribed by the university and college administration for four years since their enrolment in the course. But due to the insubstantiality of the total procedure, pupils are not evaluated based on their capability. The total bizarre evaluating procedure make learners reluctant in intensive study and teachers settling with monitoring. This current study focussing on the importance of quality academic monitoring and evaluation system in the tertiary level of education would convey an analysis on the current problems related to academic M&E system applied for the undergraduate students at the studied institution. This study, based on secondary information, also comprises with a factual analysis why the current academic monitoring and evaluating system, applied for the undergraduate students, need refurbishment and thus provide applicable recommendations hereafter.

1.1 Objectives of the study

The study comprised with two objectives. The objectives are

- a) to reveal the instability of monitoring and evaluation system of the studied college.
- b) to make a theoretical comparison between the studied college's monitoring and evaluation with two best practices .

1.2 Research questions

- c) The study focused on two research questions. The questions are
- d) To what extent the current academic monitoring and evaluation system of the investigated college is effective?
- e) What approaches of academic monitoring and evaluation system from the best practices can be applied in the studied institution?

1.3 Research Methodology

The study was a reflection on the current M&E of the investigated Govt. TTC, Sylhet. Applying a comparative analysis with two best practices and observing the current literature on M&E, this reflective study came with an action plan that could be applied in the investigated Govt. TTC. The study also delivered some recommendations and its limitations hereafter.

2 LITERATURE REVIEW

2.1 What is an Academic Programme?

The programme that emphasises academic learning and assures the learners' ability to compete in real life scenario through a systematic monitoring and assessment criteria can be defined as an academic programme. No doubt the main focus of any academic programme is reigned on its assessment criteria that is encompassed by a systematic monitoring during the total academic calendar. To ensure an improved and expanded learning environment learners need to be monitored professionally (Horsburgh, 1999). There may be many other components to ensure a worthy academic environment but the key issue is the total evaluating procedure and the monitoring approach of that particular programme as this determines the level of students and awarding before entering the professional yard where they would be assessed once again on their previous academic assessment. Academic monitoring can bring better result in higher study by decreasing the numbers of fails (Nunes et al., 2018).

2.2 Conceptual Framework on Academic Monitoring and Evaluation

Monitoring and Evaluation is a must for any academic programme and when it is in tertiary education, no doubt, M&E is extremely important. University teachers are essentially focused in teaching (Niyivuga, Otara, & Tuyishime, 2019). When teaching is explored through a monitored evaluation, it becomes valid and authentic. Monitoring is an ongoing analysis of the data of a programme whereas assessment is an internal or external or both intermittent process of any programme (Hobson, Mayne & Hamilton, 2013). Meanwhile, M&E determines the success of any academic programme as it establishes the outcomes. M&E is very decisive as it emphasises the feedback of the programme and the necessary changes (Guinea, J et al., 2015). Every academic programme is consisted of several objectives and focuses on achieving its determined goals. This is obvious that every academic programme does not only focus on attaining its purposes but also on the necessary developments required (Aziz, Mahmood & Rehman, 2018). However, in the current diversified and emulated world academic monitoring and assessment does not only mean the determiner of the students' success or failure. Extending this idea further the academic assessment evolves more specifically why the learners are not attaining the needed abilities and why the objectives of the institution keep unveiled (Paideya & Dhunpath, 2018). This idea of diversified assessment procedure is also supported by Dhunpath, Mtshali & Reddy (2013). Meanwhile proper monitoring increases students' capability as well as improves the learning environment. "Academic Monitoring and Support (AMS) is a key strategy in enhancing the quality of teaching and learning as a mechanism to improve student performance in undergraduate programmes" (African University's Teaching and Learning Unit's report, 2013, p.4). In some cases poor monitoring and void evaluation can create negative impact on the students' mind and this may increase the dropout numbers at the programme's end. Poor academic monitoring is responsible for university dropout and thus university authority should observe their undergraduate students' performance and assist where it is needed (University of KwaZulu-Natal's report, 2009). Moreover, to many universities and colleges providing higher education, academic monitoring and assessment is the work only done by the academicians and the respective faculty. But in current situation academic M&E is a collaborative approach where everyone responsible for the academic programme directly and indirectly is liable for the students' academic success. Total academic M&E is a collective approach where teachers, students, administrators, policy makers need to work as a team (Barrineau et al., 2016). Economic strength, quality of information, procedural capability of the academics, guidance, and observation and assessment of information are the five key determinants of M&E (Tengan, Aigbavboa & Thwala, 2018).

As a result it is obligatory to form a valid system for academic monitoring and assessment. Institutions most of the time fail to reach to desired goals due to their structural errors (Ivanov, 2011). Besides, the structure of M&E may vary from institution to institution but the key point is to make the learners acquire the required goals. Monitoring varies from university to university, there is no ubiquitous way to monitor (Loukkola & Zhang, 2010). Apart from all these, the key point of tertiary education is that it is completely different from all the other level of education as the students who are enrolled in the universities will be teachers, doctors, policymakers, and many more in the future. Students' results were a task of three significant mechanisms: inputs (student precollege circumstantial features), environment (the numerous practices presented on university grounds: courses, procedures, edification, and community skills), and consequences (student perseverance, achievement, and gratification) (Astin, 1997). Thus, monitoring and evaluating students' academic success is very imperative. Monitoring the success of the institution and the process of evaluation ensures quality higher education (Porta and Arcia, 2011). However, the key variables that are functional in institutional M&E are practice, feedback, and motivation. M&E is a combination of an institution's practice towards it; the way it provides feedback to its key components; for example, students, staffs, and teachers for educational institutions; and its approach towards motivational process (Niyivuga, Otara, & Tuyishime, 2019).

2.3 Necessity of Monitoring and Evaluation at The Tertiary Level

Today's world is very much globalized and thus the education. Knowledge is a component that goes country to country (Knight, 2002). As a result quality education is required for availing competence globally. Here comes the importance of M&E as it determines the global competence of a higher study programme. A fair and valid M&E can lead the learners towards quality

education and universal standard (Rennke et al., 2017). As a fact a systematic and scrutinized M&E in higher education that enjoys a mentionable part of state expenditure, is a must (Abdullah. A. N, 2012).

Monitoring and Evaluation is a procedure that demands to be planned before the starting of any programme, specifically academic. All through the programme, the obligatory personals are required to collect the necessary data that are the key indicators for the success of the programme. M&E plan will make sure the proper implementation of data. Meanwhile, M&E is directly linked with the students' learning and thus the total academic M&E process need to be specific to the learners. If students are involved and aware of the M&E policies and structure, it will be clear to them. Assessment rules aim to make benchmarks unambiguous to pupils (Matshedisho, 2020). Learning becomes effective when students are informed about the total assessment policy, even that enhances their capacity in self-assessment capability (Fox & Hackerman, 2003). At present many countries that are known as education-hubs are providing importance on monitoring and evaluation in higher studies. For example, to Malaysian higher education a valid and authentic monitoring and evaluation is must (Cheng & Siow, 2018). Most of the institutions globally start to believe that M&E is a must for the betterment of the programme. Modern institutions feel the prominence of M&E in current global context and start focussing more on it (Bowes et al., 2013). Students' development in the time of graduation in many ways related to exercising valid monitoring (Nunes P. G. et al., 2018). As a result M&E is becoming one of the key components for the institutions providing higher education. Impact of the necessity of valid M&E is highly significant in the universities now a days. This is the high time to provide concerned observation in the standard of evaluation practises for assuring quality education (Kingsbury & Zara, 1989; Lord, 1980; Weiss & Kingsbury, 1984). Needless to say proper M&E can create leadership among students and help them attaining the qualities to sustain in the long run. An appropriate assessment in higher education does not only provide marks but also create headship quality among students (Wiewiora and Koowalkiewicz, 2019). However, assessing students in summative way may not bring the best result as this does not provide chances for the students to progress steadily. Thus, continuous M&E can be the solution. Ongoing classroom assessment is highly necessary to evaluate both the students' interest towards the course and the quality of the course materials (Panadero et al., 2019). In addition, teachers of the tertiary level can involve their students in the total M&E process as this will help the learners improving their ongoing mistakes. Unlike the other level of study, students need to be involved, possibly directly, with the assessment process in higher education (Wang, Sun & Jiang, 2018)

3 TWO CASE STUDIES

This section discusses two case studies based on successful academic monitoring and evaluation system. In addition, this section tries to depict the best part of the M&E system of the considered institutions.

3.1 Case Study-1: Alverno College: General Education Case Study (Diez, Hokanson & Mentkowski, 2007)

This sub-section will describe a case study based on the monitoring and evaluation system of Alverno College, a recognised organisation of higher education in Milwaukee, Wisconsin, USA. This part of study will also try to analyse why Alverno College is a pioneer in quality academic monitoring and assessment at the tertiary level.

3.1.1 Over-View of Alverno College

Alverno College is an autonomous organisation that provides quality higher education. Alverno is famous for its ability-based curriculum and well determined monitoring and assessment procedure all through the curriculum. One of the key parts of evaluation in Alverno is that the faculty inspires the students to do what they are good at. Classroom based assessment, around hundreds in an undergraduate programme, is the key in making the learners availing the expected competence. Focusing on content and ability, Alverno emphasises on routine assessment and self-assessment. Apart from the content knowledge, the students are assessed and monitored on eight abilities such as (1) communication, (2) analysis, (3) problem solving, (4) valuing in decision-making, (5) social interaction, (6) developing a global perspective, (7) effective citizenship, and (8) aesthetic engagement. Through a quality based assessment procedure central to the major courses of the general courses students' acquire a resilient circumstantial and thus effortlessly cope up with their majors. In addition, students receive widespread feedback from the teachers and learn how to weigh themselves as well. This self-evaluation energises their core learning. The total inquiry is run in a combined way and dedicated to innovative tasks and improvement. Meanwhile, the evaluation materials are applied for many purposes by the teachers such as to measure learners' skill, to answer back to student wisdom, to enhance teaching quality and to polish curriculum. As a result, the total assessment system is the crucial portion to ensure the quality of education as well as updating the quality of the on-going process of learning. Besides, as the students are taught both the content and its real life application, the measurement process easily influences the learners going for further learning in their specialized field.

3.1.2 Synthesis of Assessment and Monitoring at Alverno College

Total evaluation at Alverno is indistinguishably linked to the college's set up goal in the curriculum. The students are assessed and monitored following two intelligences; the first is the individual student's assessment that reflects students' achievement level and the second is the overall assessment of the programme. Students are evaluated both internally and externally and monitored in a collaborative process. Using the data of the total assessment progression, the college makes necessary changes in the curriculum. Alverno applies a structure of keeping the information of the students' success within the courses and across the courses. Meanwhile, apart from being examined internally, students are also judged externally in their general education courses. External monitoring and evaluation emphasizes on the students' expertise on the taught abilities. Through the total external assessment students are obligatory to mingle both acquaintance and capabilities through their demonstration. Unlike the instant and internal assessment, external evaluation helps the learner to expand their ideas related to future professional and personal public life.

Meanwhile, external examinations are formulated by a group of teachers and executed through the Assessment Center who are liable to providing external evaluators (which may comprise both teachers and municipal volunteers). The evaluator is to mark the students' real life understanding and application without concerning the learners' previous performance. In this total procedure the external examiner is independent. The total external evaluation procedure lightens harmonies in students' performance and enhances the institution's excellence. In addition, the practice of external assessment is also based on the eight criteria set by the college and strengthen the validity and authenticity of the total assessment system.

Again the adaptation with the evaluation and monitoring transpires in two ways. At first the basic principles of the eight abilities are achieved through the materials involved in the course and the second, for adapting with the external evaluation criteria students are assessed in the middle of their term. The Council Student Assessment is liable for arranging the midterm procedure. Alverno understands evaluation as a mean of assessing students' learning outcomes on the decided benchmarks for the betterment and validity of the institution. The Research and Evaluation Council of Alverno is responsible for programme and institutional evaluation. They mark the need basing the students' performance data and go for the essential changes.

3.1.3 Best Part of Assessment in Alverno

However, the best part of Alverno's assessment procedure is that students are evaluated and monitored based on the eight (8) formulated abilities both internally and externally. When the learners are assessed internally, they get the expertise of the total academic need and thus during the practical approach related to ability learning which is contextualized of external assessment, they provide the best delivery. Another noteworthy fact is that changes in the curriculum occurs based on the total assessment procedure. The success of Alverno College is thus relied on the competent, valid, and transparent assessment process.

3.1.4 Challenges of Alverno in Assessment

In contrast, the authority of Alverno College feels that it is very challenging to make possible coherence in the total assessment process. They think that they are capable to overcome the confusion by creating a common evaluation process for all the abilities.

3.2 Case Study-2:Coker College: General Education Case Study (Eubanks , 2007)

This sub-section will focus on a case study based on Coker College, a renowned establishment of higher education in Hartsville, South Carolina in USA. This part of study will also try to analyse why Coker College is a forerunner in academic monitoring and assessment at the tertiary level.

3.2.1 Over-View of Coker College

Established in 1908, Coker College is situated in Hartsville, South Carolina in USA. Though at the beginning it was a women's college, it turned into coeducational institution in 1969. This institution is attracted by most of the close by students because of its tradition and success in the job market. Students generally are taught in small classes and courses are designed on the basis of fall/ spring/ summer semester.

Coker College focuses on graduating students on the basis of valid assessment and monitoring process on four basic abilities such as analytical thinking, creativity, writing and speaking properly. The teachers participate in the total assessment and monitoring keenly. Meanwhile, the general education programme is now known as Liberal Arts Studies Programme (LASP). LASP covers the combination of acquiring abilities and gathering content knowledge. General skill, knowledge in the arts, acquaintance in the

behavioural science, awareness in the humanities, knowledge in the natural sciences, information about United States, knowledge about the world are the knowledge based abilities students are expected to acquire all through the programme.

3.2.2 Synthesis of Assessment and Monitoring at Coker College

Coker College designed their monitoring and evaluation system indicating the main skills mentioned in LASP and based on that the graduates are levelled determined by both internal and external data that is formed all through the academic programme. Earlier, the college used to form data on the graduates' success in the real life performance and this data is also available to the employers and Graduate School Advisor (GSA). But later the college authority found it inappropriate and offensive and reformed this assessment procedure and focused more on pre-graduate assessment so that learners' ability could be identified before they start their academic level and necessary tutoring could be ensured based on that. This data is preserved and during the internal and external assessment procedure this data helps to identify learners' achievement level. Meanwhile, grading the learners' ability is not the key focus rather helping the learners based on their need. As the faculty are positively involved in the total process and no class consisted of more than twenty five (25) pupils, it was not a very tough task for the college authority to identify the students' level.

Meanwhile, when they reformed the academic monitoring they did not compromise with the validity of the standard. The academic board reformed the rulebook principles; for example, in writing skill, rather focussing on teaching all in a nutshell such as essays, poetry, laboratory reports, mathematical writing, advertisements, news writing, and so on in all the levels, they differentiated the tasks based on the level. Coker College, thus made it must for all the courses to come up with a formed rubric and benchmarks based on three levels: Freshman/ Sophomore, Junior/ Senior/, and Graduate.

TABLE: 1 SAMPLE RUBRIC CRITERIA

Analytical Thinking As the skill of mastering ruled and applying them. They are many definitions, theorems, and procedures involved in learning linear algebra. These include the notions of dimensionality and span of a vector space, and the processes of reducing matrices to a particular form, or performing algebra with these mathematical objects. Some of these are easy to master, and some require more sophistication.
Graduate Level: Can check correctness of proofs for results that are unfamiliar, use novel notation, or advanced concepts. Understands eigenvectors/ values, vector spaces, and inner product spaces and can solve straightforward problems on paper and using Maple.
Junior/ Senior Level: Can correctly apply matrix multiplication and do matrix algebra, understands the notational differences between matrix algebra and scalar algebra, understand use of transpose, inverse, and commutativity properties. Understands and can check correctness of basic proofs.
Freshman/ Sophomore Level: Can perform mechanical processes of row reduction, solving linear systems using a pencil and on Maple. Knows basic properties of vectors and matrix algebra.
Remedial: Those who do not measure up to freshman/ sophomore

(Adopted from Eubanks , 2007)

This assessment is known as Faculty Assessment of Core Skills (FACS) and the total procedure is documented with a 0-3 scale so that this can be used for further research in updating the necessary changes. This FACS is compared with the grade point and thus the evaluation process is valid. Again, to make this total process of assessing writing skills is further doubled checked by a systematic monitoring of the students' reading skill. It is found in this process that the students who read twenty or more books in a year get better marks in writing skills. Again, Coker College started a student portfolio structure in 2005 to ensure the authenticity of FACS. As a result, the total monitoring and evaluation procedure gets rationality and the students of Coker College get the degree based on real life skills.

Moreover, FACS creates a lot of information about the students' success. Academic departments are responsible to monitor all the data and implementing any need basis tutoring to the students. For example, senior students are more capable than the junior pupils in FACS process. That is a general trend. But if the senior attendees are found less capable in attaining the needed level in FACS, they are provided mentoring before they move to experience the real world. Apart from these, students' LASP/ Core Skills are also monitored and evaluated through exit survey, alumni survey, an 'Assessment Day' attitude survey, port-folio review, periodic use of the National Survey of Student Engagement and the Faculty Survey of Student Engagement. Secondary information related students' course assessment and library histories are also added to the total monitoring process.

3.2.3 Best Part of Assessment in Coker College

In addition, the best part of the total academic monitoring and assessment structure of Coker College is its well-structured FACS and the simplified related portfolio system. Again, the determined rating to evaluate the learning of the core-skills is also one of the focal points of the total system. To avoid any biasness, this scale rating is double verified both internally and externally. Coker College believes in transforming skills among students thus grading is not necessarily delivered to the students until they are capable in acquiring the skills.

3.2.4 Challenges of Alberno in Assessment

The academic board of Coker College at the beginning found it highly challenging to form the survey system linked to each other to determine the core skills learning of their graduates. In this total monitoring and assessment process another big challenge is to make everything valid and transferable to the students. But the highly skilled faculty made the journey easier as they worked in a collaborative way to make students get aware of the total system.

4 ACTION PLAN

4.1 Current Academic Monitoring and Evaluation Policy at the studied institution.

The investigated Govt. TTC, under National University of Bangladesh, provides four years Bachelor (Hons.) course in Education. BED (Hons.) is an intensive academic course where students have to cover one hundred and fifty two (152) credit hours in their four years academic calendar (Appendix 1: Undergraduate Course in Detail). Students after passing Secondary School Certificate (SSC) examination and Higher Secondary Certificate (HSC) examination get enrolled in this course. Students are assessed based on their previous academic excellence and selected for the course. Meanwhile, students at the studied institution are assessed through an ambiguous procedure suggested by National University, Bangladesh. In the total assessment criteria, students have to go through a continuous evaluation process as well as a summative testing at the end of each semester. They have to participate in Teaching Practice (TP) in the final year of the course where pupils are assessed through their practical approach to teaching. In addition, all these assessments are monitored by the university and college authority.

Meanwhile, the students who are studying Bachelor (Hons.) in Education at the investigated college are always under the academic and administrative supervision of the college authority. At present there are all together twenty (20) teachers for the students' academic supervision and guidance. Meanwhile, all the teachers are not liable for the students' academic monitoring directly as the pupils have particular subjects in their four years academic calendar. Apart from the teachers, for supervising the students' seminar activity and library work there are two appointed staffs, though only one is a full time employee of the institution.

The total academic M&E benchmarks for BED (Hons.) is prepared by the controlling authority of National University, Bangladesh. The concerned academic authority of the studied institution is liable to making internal examinations', for example in-course examinations' (Two in Each Semester) questions and assessing them hereafter but obligatory in the university structure. This academic authority is also accountable to assess the students' attendance that is 5% in each semester (5 out of 100) for each course (Table 2-Assessment Mode of Undergraduate Programme at the Studied Govt. TTC). Overall, the college authority is solely independent on forming the needed practices for 40% marks (Table 2-Assessment Mode of Undergraduate Programme at the Studied Govt. TTC).

TABLE -2: ASSESSMENT MODE OF UNDERGRADUATE PROGRAMME AT THE STUDIED GOVT. TTC.

Internal Assessment Mode (By Govt. TTC, Sylhet)	External Assessment Mode (By National University, Bangladesh)
In-course Examination(Two in a Semester and Suggested by University)- 30% Assignment – 5% Attendance- 5% Teaching Practice (Only in the Final Year) (Not Graded) Total Marks- 40% of the total evaluation	Final Written Examination at the end of Each Semester (Written- 40% and MCQ- 20%) Total Marks- 60% Viva (Non Graded and Twice in the Total Programme) Final Teaching Practice(TP)- 7th Semester 100%

However, though all the subject teachers are liable for the internal in-course examination, the mode of evaluation process change based on the teachers. Few subject teachers feel reluctant in providing assignment or project though it contains 5% of the total

evaluation (Table 2-Assessment Mode of Undergraduate Programme at the Studied Govt. TTC). Again, some teachers just provide multiple choice questions (MCQs) during the in-course examination and interestingly, most of the teachers make questions based on the previous years' university questions. The college academic authority does not provide any central rubric during the internal examinations though rules and schemes for assessment is a universal issue in higher study globally at present (Kilgour, et al., 2020). In addition, the co-curricular activities, though held centrally once in an academic year, is not the part of the internal M&E process of the investigated Govt. TTC.

Moreover, teachers are not necessarily liable to deliver feedback on the assessment done during the internal examinations. Teachers' verbal evaluation while monitoring the students' activities can create a new dimension in the total assessment process (McLean, 2018). Subject teachers are asked to deliver the evaluated result to the examination committee any time before the semester final examination. As a result, students, in most cases, do not receive any face to face feedback from their teachers and thus are unable to know where to develop. This is in a way same for the teachers as well. Few teachers from their self-dedication try to work with individual student though at last they deliver feedback to the whole class. To add with, students are not guided with any motivational remark at the end of the in-course examinations. Motivational remarks can bring positive changes among students of the tertiary level (X.Zhang, 2014).

4.2 Implementing Best Practices for Academic Monitoring and Evaluation at the Studied Govt. TTC

Now, any continuous assessment with needed feedback can bring better result for the institutions providing higher study (Pastor, 2011). But the present assessment procedure at the investigated institution is not valid and effective in many ways. Firstly, the total academic M&E process only makes sure the examinations' result. It does not ensure any scopes for need basis changes. It emphasizes only on the teachers' class lesson and internal examinations' marking; neither does it focus on feedback by the teachers to the students, nor on motivational remarks by the teachers to the pupils. It also does not provide any chance for the tutors to provide any assistance in the middle of the programme. In addition, the frequency of examinations is also a barrier in the programme. As a result, like Case Study One (Alverno College), if all the bodies related to the programme get involved in the assessment process, it may be helpful for the students. Again like Case Study One (Alverno College), the studied Govt. TTC can ensure skills based internal assessment so that students feel more confident before starting their professional life. In addition, like Case Study Two (Coker College), the examined Govt. TTC can comprise with all the authorised personalities liable for assessing the courses together so that students get clear idea about the assessment. To add with, as the local authority is liable for 40% of the total assessment for each course, the explored Govt. TTC, like Case Study Two (Coker College), can arrange skills based assessment on this. In addition, like both the case studies, the explored Govt. TTC need to start focussing on decreasing the number of dropout students and thus need to start assisting the students based on their need. Mid-semester evaluation, possibly feedback with open handed questions, can come up with better result for the learners and the learning environment (Sozer, Zeybekoglu & Kaya, 2019). This is sure that observed Govt. TTC cannot change the external monitoring and assessment process as that is solely dependent on National University Bangladesh. But it can easily form a rubric like Case Study Two (Coker College) to determine the students' ability and make necessary changes if it is needed for the internal evaluation. Finally, the examined Govt. TTC can focus on skills and abilities like Case Study One and Case Study Two for assessing its students. While assessing abilities, academic success can be monitored whereas while assessing skills both academic and co-curricular activities can be monitored.

4.3 Challenges in implementing best practices

However, implementing the best practices at the explored Govt. TTC, is, no doubt, a challenging task. There are many issues including teacher-student ratio, dependent academic policy, socio-economic factors that may not let both the teachers and pupils longing for the implementation of the best practices. For instance, the classroom size of the studied Govt. TTC is larger than that of Coker College (Case Study-Two). In addition, the administration of the studied Govt. TTC does rarely work proactively like Alverno College (Case Study-One) and Coker College (Case Study-Two). Again, poor approach in preserving academic data by both the local administration and the university itself may create a barrier in adapting any changes that are figured out in Case Study One and Case Study Two. Theoretical examination based assessment and monitoring policy unlike case study two is another big obstacle in implementing any change as well. Evaluation system full of tests reduce students' interest towards study and make pupils reluctant to explore the world of knowledge (Al Amin & Greenwood, 2018). Besides, undergraduate students do not get any motivational feedback from the college authority like Case study One and Case Two.

4.4 Solutions and Recommendations

The study comprised with two case studies and sophisticated secondary information to substantiate the need of valid and effective M&E for the undergraduate programme. However, it is not an easy task to evolve the current M&E system of the undergraduate programme that is run at the studied Govt. TTC. This institution works under a big chain of more than one hundred thousand students. Thus, there is a big gap between the decision makers and the implementer. Students suffer due to this gap and the outcomes affect the total country in a nutshell. Meanwhile, as Bachelor in Education (Hons.) programme encompasses 40% marks in its internal assessment (Table 2-Assessment Mode of Undergraduate Programme at the Investigated Govt. TTC), the liable

academic authority can include a valid monitoring and assessment based on this marking. The current in-course examinations can be turned into as class assignments like Alverno College (Case Study One). Teachers need to come up with big heart while assessing and monitoring the learners' ability (Alomari, 2017). As the students generally attend forty (40) hours class for each course in each semester, teachers need to divide the assignments based on the student's level like Coker College (Case Study-Two). In any failure, like Case Study One and Case Study Two, teachers need to assist the learners before they meet the external examinations. The traditional approach in providing feedback need to be changed and teachers must keep records on the post-effect of feedbacks so that they can bring necessary changes (Winstone, Pitt & Nash, 2020). Meanwhile, the key barrier in implementing an ability based internal assessment and monitoring system is the external examination oriented class lessons. In contrast, if the college authority, like Case Study Two, provides an assessment structure where students will be taught their needed materials and at the same time will be provided necessary ability teaching based on order, for example, starting from the elementary to higher order that is analytical. This total procedure is not an easy task unless all the faculty is involved positively. However, the total learning environment of the explored Government TTC, thus, reinforces the study to come up with some recommendations. Firstly, the internal M&E of the studied Govt. TTC need to be reformed. Secondly, like Case Study Two (Coker College), a central rubric for internal assessment can be structured. Thirdly, the college authority can fix some abilities before the academic calendar starts and like Case Study One (Alverno College) students can be assessed for attaining the abilities based on their academic year. Fourthly, level based assessment like Case Study One (Alverno College) can be used for the internal assessment that is 40% of the total marking. The college authority will make sure the assistance for those students who will be unable to attain the minimum level. In this case, students' extra-curricular activities, for example, their participation in sports, seminar, debate, drama etc, can be used as the secondary marking factor like both the Case Studies. Lastly, like Case Study Two, students need to be aware of the total internal marking rubrics and the policies that are applied by the teachers before the start of each semester (Total 8 semesters).

CONCLUSION

Bangladesh is an evolving region in the global apprehension. This South-Asian country is emerging in each feature. At present the fundamental concern is to attain all the Sustainable Development Goals (SDGs) on due time and turn into a middle income country by 2021. The government has announced her DELTA plan 2100. But the uncertainty ascends when we see our university graduates besieged in the real life perspective. The insubstantial education system, more specifically the flimsy academic M&E system of the undergraduate level only increases the number of graduates who are very much unaware of the real life experiences. Though academic supervision and guidance provide both academic and psychological support ensuring righteous grades to the deserving students (Mudaly & Mtshaly, 2018), this becomes less scrutinized in most cases.

The investigated Govt. TTC as a part of this total process is also liable to it in much extent. The total academic monitoring and evaluation system of the investigated Govt. TTC is unable to meet the validity that is required for the tertiary level. But, constructive evaluation is an essential part of teaching and learning and it makes learners confident in the long run (Leenknecht et al., 2020). Students at the explored Govt. TTC are mostly evaluated based on their success in the external examination and this also obstructs the internal evaluating and monitoring policy. The total academic M&E of the undergraduate programme of Bachelor (Hons.) in Education at the studied Govt. TTC is somewhat biased and does not provide any scope of mid-term reformation and further academic assistance for the students. Again, the number of unemployed university graduates is increasing day by day in the country. This is not desired that learners after being graduated from the observed Govt. TTC would tie with this redundant group of pupils and increases the affliction for the country. No doubt a valid and systematic academic M&E can resolve many problems of the undergraduate study at the investigated Govt. TTC.

This study focusing on the fragile academic monitoring and evaluation system of the undergraduate study at a Govt. TTC, tried to provide a synopsis of the total evaluation and monitoring system of the undergraduate study under National University Bangladesh. This study, comprised with two case studies of Alverno College and Coker College, also tried to provide the resolution and a set of recommendations. This is anticipated that the implementation of the provided recommendations would come out with much positive results.

This study under many limitations was not able provide the total condition of evaluation and monitoring system of the investigated Govt. TTC and thus in the tertiary level of Bangladesh. Only focused on the theoretical perspectives of the necessity of a valid monitoring and evaluation culture and two case studies on M&E, this study tried to determine the lacking in academic M&E at the observed Govt. TTC and thus the possible changes that could be implemented at the studied Government TTC's perspective. This study did not cover any survey to reveal the appropriate method of academic M&E for the observed Govt. TTC. However, this study unlocks possibilities for further extensive study on academic Monitoring and Evaluation of undergraduate level in Bangladesh.

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