

The Impact of Teaching Learning and Assessment in Achieving the Quality of Higher Education in Bangladesh: A Case Study of Government Graduate Colleges

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Abstract

The quality of education at all levels, particularly in higher education, is essential for thriving in the global community. The present study aims to evaluate the quality of higher education delivered in government graduate colleges in Bangladesh, with a particular focus on identifying the interrelationship and influence of the teaching-learning process and current assessment practices of higher education. This research is a mixed method study utilizing both primary and secondary data, employing questionnaire surveys, key informant interviews, focus group discussions, and observation for primary data collecting. Primary data has been collected from Dhaka College and Adina Fazlul Haq Government College in Bangladesh using survey methods. A random sample of 384 learners responded to a questionnaire survey and KIIs has become the educators, and distinguished scholars in the field of education. Descriptive statistics were employed to analyze quantitative data using SPSS 26.0. Researchers have utilized thematic analysis to analyze the qualitative data, ensuring clarity of meaning. A test has been conducted to assess the curriculum-based knowledge of students using a series of questions, revealing poor results among the learners of the selected college. The study indicates that curriculum-based knowledge at both institutions is significantly deficient regarding quality education. This study selected two factors that may influence the attainment of quality in higher education: the teaching-learning processes & assessment practices. The effective implementation of these factors contributes to the quality of higher education. The findings of this research emphasized the significance of student-centered pedagogical methods, collaborative activities, and group discussions in the classroom. Furthermore, it has highlighted the necessity of performing formative assessments to enhance students' skills and competencies. Effective formative evaluation and feedback enhance students' abilities and educational achievements.

Keywords: Assessment Practices; Bangladesh; Government Graduate Colleges; Quality of Higher Education; Teaching –Learning Process

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Introduction

Higher education is universally acknowledged as a driving force for social transformation, economic growth, and the development of a skilled, morally grounded, and knowledgeable population. It plays a crucial role in fostering innovation, critical thinking, and civic responsibility, which are essential for a just and progressive society (UNESCO, 2015). Higher education refers to the level of education that follows the completion of secondary schooling and is typically delivered through institutions such as universities, colleges, and specialized institutions offering undergraduate, graduate, and postgraduate degrees (Schindler et al., 2015). The concept of quality in higher education encompasses a broad range of institutional practices and outcomes, including academic rigour, effective teaching methodologies, student development, and alignment with stakeholder expectations. According to Schindler et al. (2015), quality can be defined by the value added to students' academic, emotional, and professional capabilities during their educational journey. Their definition includes not only the acquisition of theoretical knowledge but also practical competencies and critical life skills. Hussain and Birol (2011) argue that assessing educational quality is a multifaceted endeavor, involving models such as resource allocation, student satisfaction, academic processes, and institutional performance. Meanwhile, the teaching-learning process and research outputs contribute directly to the knowledge generation and intellectual development of students and faculty alike.

In Bangladesh, government graduate colleges play a vital role in expanding access to tertiary education, particularly for students from rural and economically disadvantaged backgrounds. Despite this, these institutions face persistent challenges related to teaching quality, student assessment practices, and a lack of emphasis on research and scholarly activities (Slaughter, 2001). Such shortcomings have led to growing public concern over the relevance and quality of education being delivered. Employers, educators, and policymakers have questioned whether graduates from these institutions are equipped to meet the evolving demands of the national and global labour markets. A recent study by the Bangladesh Institute of Development Studies (BIDS, 2023) found that approximately 66% of government college graduates remain unemployed, while only a small proportion find jobs that match their qualifications or become entrepreneurs. This finding highlights the urgent need to evaluate the core components influencing educational outcomes in these institutions. This research focuses on evaluating the quality of higher education in government graduate colleges in Bangladesh, with particular attention to two influential factors: the teaching-learning process and assessment practices.

Rationale of the Study

The quality of higher education is a crucial determinant in the development of skilled human capital and the socio-economic progress of a nation. Globally, higher education is recognized as a transformative force that contributes to sustainable development, social inclusion, and the cultivation of democratic values (UNESCO, 2015). In particular, it fosters critical thinking, ethical reasoning, communication skills, and innovation—qualities essential for navigating the complexities of a globalized world (Vike, 2008). When quality

standards are met, higher education can produce graduates who are not only academically competent but also prepared to meet the demands of the national and international labor markets. In developing countries like Bangladesh, enhancing the quality of higher education is imperative for achieving strategic development goals, such as those outlined in the country's Vision 2041 initiative, which aims to transform Bangladesh into a high-income nation. However, government graduate colleges—which serve a significant portion of the student population—continue to struggle with systemic issues such as outdated curricula, ineffective teaching and assessment practices, inadequate research engagement, and a lack of institutional accountability (Mohsin & Kamal, 2012; Sarkar, Rana, & Zitu, 2013).

This study is particularly relevant as it aims to identify and examine key factors influencing the quality of higher education in these institutions, namely the teaching-learning process, and assessment practices. Understanding the role of these factors can offer clues about how government graduate colleges in Bangladesh can align more closely with national educational priorities and international benchmarks. Tadesse, Manathunga & Gillies (2018) emphasize that quality education enhances not only employability but also social cohesion and individual empowerment—critical elements for societal advancement. Furthermore, the outcomes of this study can inform evidence-based policymaking and institutional reforms. It will help stakeholders—including government bodies, academic leaders, and educators—formulate strategies that focus on curriculum development, teacher training, effective leadership, student support services, and resource allocation. The findings may also contribute to the broader discourse on higher education reform in South Asia and other developing regions facing similar challenges.

By highlighting both the deficiencies and potential areas for growth within government graduate colleges, this research intends to support a shift towards a more equitable and efficient higher education system in Bangladesh. It will not only support the development of quality indicators and accountability frameworks but also contribute to national efforts aimed at reducing educational disparities and enhancing social mobility. Ultimately, this study seeks to provide actionable insights that will assist policymakers, educators, and institutional leaders in implementing effective measures to improve the quality of higher education and ensure its relevance in addressing both national needs and global challenges.

Objectives of the Study

The overarching objective of this study is to evaluate the quality of higher education delivered in government graduate colleges in Bangladesh, with a particular focus on identifying the impact of key institutional practices that shape academic outcomes and student development.

Specific objectives include

- To assess the impact of the teaching-learning process on the quality of higher education in government graduate colleges, with emphasis on pedagogical practices, faculty competence, and student engagement.

- To evaluate the effectiveness of current assessment practices and their influence on academic quality and student achievement in government graduate colleges.

Research Questions

The current study develops two clear and relevant research questions that logically align with each of the stated research objectives. These are framed to support a mixed-methods approach:

- How do teaching-learning practices, including pedagogical approaches, faculty competence, and student engagement, impact the quality of higher education in government graduate colleges in Bangladesh?
- To what extent do current assessment methods influence academic quality and student achievement in government graduate colleges?

Review of Related Literature

In the contemporary world, higher education quality is considered the most crucial element in building up skilled manpower. In the era of globalization, skilled manpower ensured high economic growth and a peaceful society in the world. Theodor (2019) explains that the standard of teaching and learning in higher education institutions should be advanced in four sub domains: the environment of learning and teaching, teaching-learning processes, learning outcomes, and their evaluation. Researchers also indicate that performance indicators always rely on a comprehensive understanding of teaching and learning which combines cognitive, humanistic techniques with behavioral information processing.

Status of Quality Education Higher Education in Bangladesh:

The higher education sector in Bangladesh cannot reach at the standard position due to several obstacle. The poor quality of higher education is one of the major problem shown by the low worldwide rankings of Bangladeshi universities and the high unemployment rates among recent graduates. Employers have complained that most of the graduates have not basic skills to hold the industrial job. In STEM (science, technology, engineering, and mathematics), where enrollment is still low. In these sectors there are many problems such as qualified teacher, infrastructure and allocation of money, limited research capacities, and a lack of collaboration between institutions and industry (Policy Insights, 2024). The higher education status of government colleges in Bangladesh also suffers from various kind of factors including family factors, institutional factors, students' factors, and teachers' factors (Awal, 2022). These factors encompass insufficient resources, poor technical integration, lack of teachers, and honesty issues of the personalities who are engaged in the education sectors. The difficulties include inadequate research opportunities and lack of proper teachers' training, therefore compromising an overall quality of education (Rana, 2022). While good academic supervision is essential for improving student learning and instructors' professional development, there is tremendous concern regarding the academic

monitoring and quality at government colleges. Rana (2022) discusses that the lack of systematic monitoring and assessment procedures leads to erratic teaching methods and restricted professional development opportunities for educators. In the absence of rigorous supervision, faculty members and students find it challenging to uphold academic quality and institutional responsibility.

Shohel et. al. (2023) highlight that the absence of contemporary infrastructure, laboratory amenities, and digital educational resources adversely affects student involvement and academic achievement. Insufficient budgetary allocations further hinder government colleges from updating their facilities and employing qualified faculty members.

The College Education Development Program (CEDP) is a governmental project designed to improve the teaching and learning settings of the government colleges via competitive awards. Ahmed & Islam (2024) state that this initiative has resulted in significant enhancements to academic infrastructure, encompassing the establishment of modern classrooms, revised curriculum, and faculty development programs. Continuing Professional Development (CPD) programs have been implemented to enhance teacher competence and refine educational methodologies. Notwithstanding these achievements, difficulties remain regarding the equal allocation of resources and the efficient use of financing.

Teaching-Learning Process

The procedures of teaching-learning are essential for determining the outcomes of higher education. Research has shown that the quality of education is significantly influenced by the applying the diverse teaching methods, which affects learning outcomes in cognitive, emotional, and behavioral domains. Traditional approaches, such as lecture methods, are still used in higher education because of their capacity to efficiently transmit material to large audiences. So, this technique is inadequate in terms of encouraging active participation and critical thinking (Cavanagh, 2011). On the other hand, interactive learning approaches, such as group discussions, case-based learning, project-based learning, and peer presentation have positive impact on quality of higher education. In Bangladesh, effective teaching-learning processes are crucial for improving the quality of higher education. Classroom management is one of the most important factors that affects the effect of teaching. According to Mallick et al. (2021) learning environments leads to enhanced academic achievement. In other studies, Rahman (2023) highlighted the significance of student-centered learning techniques, which promote student involvement and improved performance.

Assessment Practices

Azim & Khan (2012) investigate that assessment is a process that includes examination methods such as observation, interviews, monitoring of behavior, moral values, and so forth. Moreover, assessment is an information-gathering process to monitor progressive educational decisions. The teaching-learning process and assessment are an inalienable part of all segments of education. It increases the students' abilities properly, and the teachers become expert evaluators to ensure quality education (Stewart, 2014). However, the teaching monitoring cell should apply a valid classroom assessment procedure so that students can

gain particular learning outcomes at every stage. Lim (1999) reveals that the deficiency of competent staff and poor working conditions is mainly a response to the poor standard of teaching and learning in higher education.

Learning assessment means collecting learners' learning stage information that indicates increasing or decreasing learning outcomes or determining final course grades. There are two kinds of assessment, namely formative assessment, and summative assessment (Berk, 2005; Boud & Falchikov, 2006). Compared to traditional summative assessment, formative assessment combined with feedback may be more advantageous for teaching and learning. Higher education quality is a multifaceted construct that influences and is influenced by various factors including institutional resources, faculty qualifications, governance, and socio-economic conditions. Sambell, McDowell & Montgomery (2013) argue about how assessments may be integrated with learning. They propose that when assessments are structured to be a key part of the learning process, they can inspire students and give deeper insight into their comprehension, which can improve the quality of education. In addition, Rawlasyk (2018) points out that traditional assessment techniques, such standardized tests, could not provide enough support for students' learning. The study indicates that moving towards more formative assessment procedures can improve the learning experience by offering ongoing feedback and encouraging students to interact more actively. According to their findings, new ways of assessing students can help them learn skills better, but there are still difficulties in making these approaches fit with traditional education systems. An extensive review conducted by the Sambell, McDowell & Montgomery (2013) emphasize the importance of assessment and feedback systems in enhancing student learning. The research highlights that well-designed assessment and feedback techniques are among the most effective instruments for improving student outcomes in higher education.

Methodology of the study

Research Model

Research on the quality of higher education, particularly within institutions affiliated with the Dhaka University and National University of Bangladesh, has emerged as a pressing concern. Among the key factors influencing educational outcomes, the teaching-learning process holds central importance. This process encompasses teaching methodologies, faculty subject expertise, lecture delivery strategies aimed at improving student comprehension, and classroom management practices (Carbone et al., 2012). The contribution of effective teaching to the enhancement of higher education quality is increasingly recognized in academic discourse, especially as global pedagogical approaches continue to evolve. Recently, the analysis of critical factors influencing academic quality—particularly within the domains of teaching-learning, assessment systems, and research engagement—has gained substantial scholarly attention. This study adopts a comprehensive model that reflects these three foundational dimensions of higher education quality, as illustrated in Figure 3-1, with an emphasis on quality assurance within the education sector.

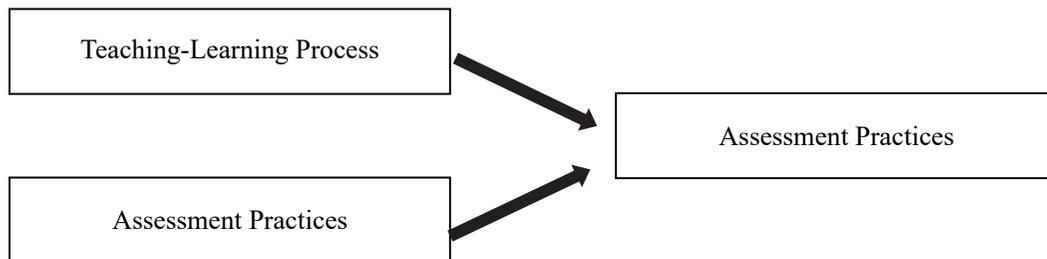


Figure 1: Conceptual Framework

Research Design

The choice of research methodology closely aligns with the nature of the research problem and the associated questions. Given the complexity of examining the factors influencing the quality of higher education in Bangladesh, this study adopted a mixed-methods approach. Relying on both qualitative and quantitative data, the research employed a concurrent triangulation design, which allows for a more comprehensive understanding of the issue under investigation (Creswell & Plano Clark, 2023). This integrated approach was deemed necessary to capture the multifaceted nature of institutional practices impacting academic outcomes and student development. A multi-stage sampling technique was used to select participants from government graduate colleges across various regions of Bangladesh. In pursuit of the research objectives and the testing of proposed hypotheses, a variety of data collection methods were utilized, including textual analysis, in-depth interviews, focus group discussions (FGDs), structured questionnaires, and direct observation. These complementary methods provided robust insights into the teaching-learning process and assessment practices in enhancing educational quality.

Sources of data

Primary data for this study were gathered from students, faculty members, and principals of government graduate colleges across selected regions in Bangladesh. In addition, subject matter experts, particularly educationists from various public universities, were engaged as Key Informants (KIs) through interviews, subject to their availability and consent. To complement and validate the primary findings, secondary data were extensively reviewed. These sources included academic publications, policy documents, research reports, books, national education policies, government regulations, scholarly journals, dissertations, official websites, and relevant governmental orders and directives. This triangulated use of both primary and secondary data enhanced the reliability and depth of the research findings.

Intended Population and Sampling Procedure

For the purposes of data collection and analysis, two government graduate colleges were selected using purposive sampling. From a total of twenty departments across these institutions, six departments—Political Science, History, Zoology, Botany, Accounting, and Management—were chosen through a simple random sampling technique without replacement. The selection of departments and academic sessions followed a multi-stage sampling procedure to ensure representative coverage. The target population for this study includes students, faculty members, and principals from the two selected colleges. Additionally, nine higher education experts were included in the sample as key informants to provide broader perspectives on institutional practices.

Respondents within the departments were selected using a random number table based on simple random sampling. The total number of student respondents across the six departments was 384. This sample size was determined using a standard statistical formula, which is presented below.

$$n = \frac{z^2 p(1-p)}{d^2} \quad (\text{Cochran, 1963}).$$

In this formula, n represents the required sample size, p is the estimated population proportion (assumed to be 0.50 for maximum variability), z is the z -score corresponding to a 95% confidence level (1.96), and d denotes the margin of error (set at 0.05). Based on these parameters, the calculated sample size was 384 respondents.

However, during the data collection process, 62 questionnaires were found to be incomplete and thus excluded from the analysis. As a result, a total of 322 were fully completed and valid questionnaires were obtained for the study.

Data Collection Tools and Techniques

To achieve the objectives of this study, multiple data collection tools and techniques were employed, combining both quantitative and qualitative methods to ensure a comprehensive and robust analysis.

Questionnaire Survey

A structured questionnaire was designed to collect primary quantitative data from the respondents. The questionnaire consisted primarily of closed-ended questions, with a few open-ended sections allowing respondents to express their views freely. Prior to the main data collection phase, the questionnaire was pretested to enhance its reliability and validity, ensuring that the questions were clear, contextually relevant, and capable of capturing the necessary information.

Focus Group Discussions (FGDs)

A total of six focus group discussions of Dhaka College and Adina Fazlul Haque Govt. College with the three major student groups (Science, Business studies, and Arts) were conducted with students from the two selected government graduate colleges. These discussions were designed to investigate the participants' perceptions and experiences regarding teaching-learning and assessment practices. FGDs provided nuanced insights into the academic environment and helped to contextualize the findings from the survey data.

In-Depth Interviews

In-depth interviews were conducted with selected educationists, college principals, and faculty members to gather qualitative data. These interviews explored key institutional practices and challenges in delivering quality higher education. The qualitative insights gained through this method contributed to the triangulation of data and reinforced the reliability and depth of the study's findings.

Observation Method

The observation method was employed to collect data on real-time classroom dynamics. Researchers observed live teaching-learning sessions to document pedagogical approaches, teacher-student interactions, and the overall classroom environment. This method provided firsthand evidence that complemented both the survey and interview data.

Data Analysis

Quantitative data collected through structured questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistical methods were employed to summarize, interpret, and present the data in alignment with the research objectives. Researchers applied a thematic analysis approach to the qualitative data obtained through interviews and focus group discussions (FGDs). This method applied systematically to explore the several themes based on interview questions and commonalities in participant responses. The analysis was guided by the interpretative framework outlined by Cohen et al. (2013), which emphasizes deriving meaning from linguistic expressions within the context of agreed settings. In addition to thematic analysis, narrative analysis was also utilized, particularly for data derived from FGDs and in-depth interviews. Comprehensive field notes were taken throughout the data collection process to ensure accuracy and context. Audio recordings from interviews and FGDs were transcribed verbatim into written text. These transcripts were then thoroughly reviewed and manually coded to identify significant segments of text. From this coding process, themes and subthemes emerged based on recurrent ideas and shared viewpoints among participants. These themes were structured in alignment with the study's objectives and form the foundation of the results and discussion sections.

Discussion and Findings

Qualitative Phase from FGDs and In-depth Interview

The results of this study address two key influential factors, which were identified as the primary objectives of the research. The involvement of stakeholders in enhancing the quality of higher education was a central focus. Specifically, this study examines the impact of teaching-learning processes and assessment practices in government graduate colleges. The findings of the study are organized around these core themes, with an exploration of the factors associated with each. The analysis discusses the influence of pedagogical strategies and assessment methods in shaping the overall academic quality and student development within the selected institutions.

Opinion of the respondent in the Current teaching-learning practices in higher education

The teaching-learning process is a critical factor in ensuring the quality of higher education. Most of the interviewees indicated that participatory, student-centered teaching methods are most effective for fostering deep learning and knowledge acquisition. However, only a small number of teachers implement these methods in the classroom. When asked about this, teachers explained that the classroom seating arrangements are not conducive to group work. Furthermore, they noted that the introduction of group activities often resulted in students skipping the next class (Key Informant Interviews: 01, 03, and 05).

KII-03 further emphasized the importance of the teaching-learning process in helping students acquire knowledge and skills. He stated that students can better understand lessons when provided the opportunity to engage in collective discussions. He also mentioned that when teachers facilitate group presentations, students are able to comprehend the material more clearly. Classroom observations revealed that about 92% of teachers (12 out of 13) predominantly employed the lecture method. In these classes, there was little opportunity for problem-solving or critical thinking exercises. Furthermore, teachers did not incorporate group work activities that could address the real challenges in the education system. The focus group discussions (FGDs) revealed that students primarily get learning through lecture-based methods. As one participant stated, “When our teachers deliver lectures on particular topics, we tend to forget them soon after.” Many participants expressed that, if the teacher provided the opportunity to discuss lessons in groups, they would retain the learning material for a longer period. Furthermore, they believed that weak students would benefit from group work and pair presentations. Participants also believed that group study and interactive teaching techniques would boost students’ confidence (FGD: 2, 5).

The majority of FGD participants emphasized the importance of group discussions and presentations in ensuring quality higher education. However, they pointed out that there are no mandatory policies or regulations to follow the above teaching methods. Therefore, authorities should make these teaching strategies mandatory at the institutional level to ensure the quality of higher education (FGDs: 3, 6, and 8). In conclusion, most interviewees stated

that the traditional lecture method is not effective for student learning. They suggested that group-based presentations and student-centered teaching methods would enable students to better understand the learning material being taught (KIIs: 03, 08, and 09).

Views of Respondents on Current Assessment Practices in Higher Education

Assessment is an integral component of the teaching-learning process in higher education, serving multiple functions in tracking academic progress and guiding student improvement. Effective assessment practices offer the learners to get opportunity for receiving constructive feedback enabling them to improve their performance. To ensure meaningful evaluation, assessment methods should be comprehensive—encompassing written, oral, and performance-based techniques to capture various dimensions of student competencies (Fook & Sidhu, 2013).

Most respondents expressed concerns regarding the current assessment practices. One focus group participant remarked that the existing assessment system fails to evaluate learning outcomes holistically, particularly neglecting communication skills and other soft competencies (FGDs: 03, 06). Similarly, the majority of key informant interviewees (KIIs) expressed dissatisfaction with the current model, arguing that it does not adequately assess either curriculum-based knowledge or real-life skills. A KII respondent emphasized that appropriate assessment enables educators to determine students' learning status and guide them towards the next stages of academic development. He argued that student progress should be assessed in alignment with specific curricular outcomes (KII: 05). Several KIIs highlighted the limitations of summative assessments, because it is inadequate for fostering students' gradual development and preparation of lifelong learning. According to KIIs 03, 05, and 08, assessment should be shifted from summative to formative assessment model so that it would lead to more specific, measurable, and sustainable educational outcomes. They asserted that formative assessments can promote active learning and self-assessment, making the education system more dynamic and responsive to student needs.

Another key informant presented a case study of a student who received continuous evaluations both inside and outside the classroom. The teacher assigned multiple small tasks and provided specific, constructive feedback. As a result, the student demonstrated significant improvement and developed a more profound understanding of the course material. This case highlighted the importance of formative assignments in promoting higher-order thinking skills such as analysis, synthesis, and evaluation, as outlined in Bloom's Taxonomy (KII: 05). In summary, while assessment is recognized as a foundational element in higher education, the prevailing reliance on summative evaluations and lack of constructive feedback significantly hinder the achievement of meaningful learning outcomes. A shift towards more formative, feedback-oriented assessment approaches is necessary to ensure quality education that supports student development and lifelong learning.

<Table 1> Results of Research Data on the Classroom Observation in Graduate Level

S.N.	Indicator	Observation Results
1.	Adherence to Scheduled Class Time	65% of teachers were observed to follow the scheduled class time.
2.	Use of Technological Tools	Approximately 31% of teachers incorporated technological tools during instruction.
3.	Application of Problem-Solving Methods	No instances of problem-solving methods were observed in any of the classes.
5.	Use of Lecture Method	Almost all teachers relied exclusively on the lecture method for delivering content.
6.	Implementation of Group Work	No evidence of group work was observed in any classroom settings.
7.	Student Presentations	Student presentations were not observed, although some teachers reported using them occasionally.
8.	Pair Work Activities	Pair work, though recognized as important for active learning, was not practiced.
10	Use of Question-Answer Method	26% of teachers engaged students using the question-and-answer technique.
13.	Assignment of Individual Tasks	Only 19% of teachers assigned individual tasks or assignments to students.
14.	Provision of Feedback	15% of teachers were observed to provide feedback to students.

Results of the Statistical Analysis

To understand the demographic distribution of participants, a statistical profile of the respondents (N = 322) was compiled. The table below presents the distribution of respondents based on institutional affiliation, gender, religion, academic discipline, and year of study.

<Table 2> Profile of respondents (N = 322)

Demography	The nature of respondent	Frequency	Percentage
The type of college	Dhaka College	147	45.7
	Adina Fazlul Haque Govt. College	175	54.3
Gender	Male	216	67.1
	Female	106	32.9
Religion	Islam	252	78.3
	Hindu	33	10.2
	Buddhism	21	6.5
	others	16	5.0

Faculty	BA(Hons)	69	21.4
	BBA(Hons)	118	36.6
	BSc (Hons)	135	41.9
Year of Study	Third Year	145	45.1
	Fourth Year	177	54.9

Table 2 shows the demographic profile of the respondents, including personal information such as gender, age, religion, faculty, and year of study. As per Table 5, the descriptive analysis shows that respondents are 45.7% from Dhaka College and 54.3% from Adina Fazlul Haque Govt. College, with a majority of the respondents being 216 (67.1%) male and 106 (22.9%) female respondents. The religious status of the respondents in this study is Muslim (78.3%), Hindu (10.2%), Buddhist (6.5%), and other religions (5.0%). For this research, data are collected from the BA (Hons) 21.4%, BBA (Hons) 36.6%, and BSc (Hons) 41.9% of the students at Dhaka College and Adina Fazlul Haque Govt. College. The majority of the respondents are fourth-year students (54.9%) and third-year students (45.1%).

The Student performance (Quality of Higher Education) in the light of curriculum base knowledge

Table 3: Conversion of numeric score into Highly Satisfactory, Satisfactory, Partial Satisfactory and Not Satisfactory

Marks (in %)	Level of satisfaction
80-100	Highly Satisfactory
60-79	Satisfactory
40-59	Partial Satisfactory
00-39	Not Satisfactory

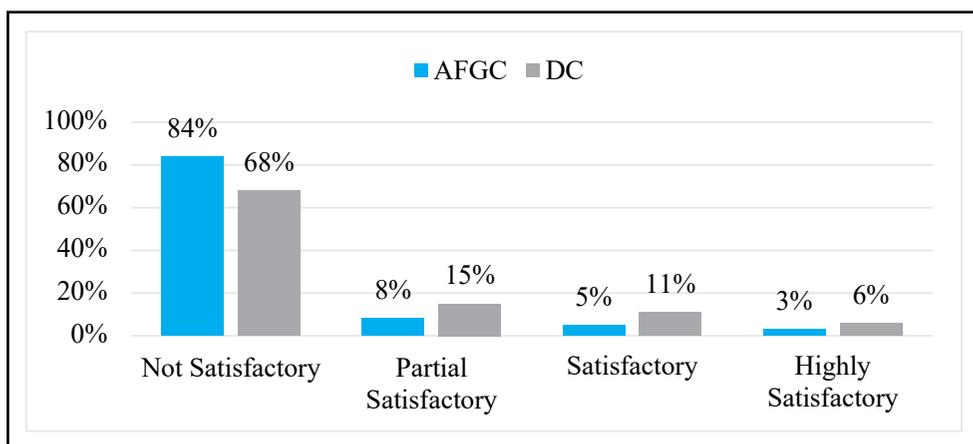


Figure 2: Curriculum based knowledge performance of Student in English between AFGC and DC from the field test.

It is found from figure 2 that a significant percent 84%, of learners from Adina Fazlul Haque Govt. College and 68% of learner from Dhaka College cannot give satisfactory answer the English compulsory questions in the filled test. A very insignificant percentage 8% of the learner from AFGC has attained partial satisfactory result and respectively 15% of students from DC. It also observed that 5% of the respondent from AFGC and 11% of the respondent from DC has gotten satisfactory result. A very insignificant number 3% of the respondent from AFGC and 6% of respondent from DC have achieved highly satisfactory result. English knowledge of DC's students is better than that of AFGC's students.

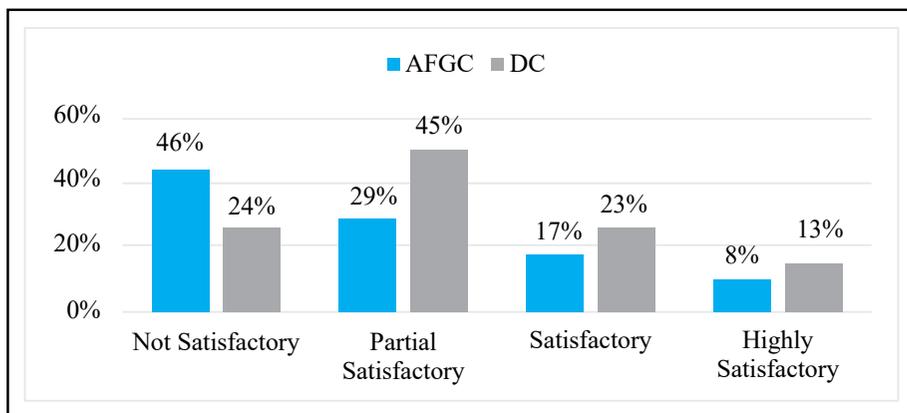


Figure 3: Curriculum based knowledge performance of Student in Bangla between AFGC and DC from the field test.

Figure 3 illustrates that, according to curriculum based knowledge test in Bangla, analyzed data revealed that the field survey result of 46% of students from AFGC and 24% of the students from DC are not satisfactory. On the other hand the performance of Dhaka college and Adina govt. college are partial satisfactory respectively 45% and 29%. To judge the skill of Bangla language 17% of the student from AFGC and 23% of learner from DC have attained satisfactory result. A very insignificant number 8% of the student from AFGC and 13% of learner from DC have gotten highly satisfactory knowledge. Comparatively the students of Dhaka College have more accurate knowledge in Bengali than that of Adina Fazlul Haque Govt. College.

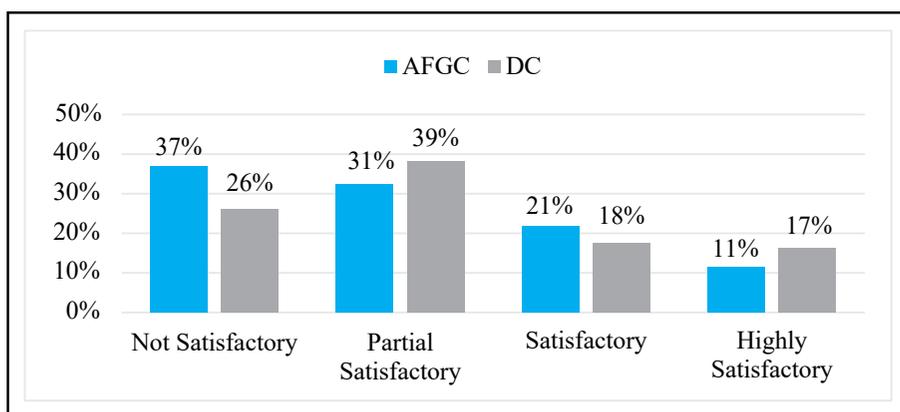


Figure 4 Curriculum based knowledge performance of Student in Major subject between AFGC and DC from the field test.

The data presented in column chart 4 indicate that 37% of students' performance is not satisfactory but Dhaka College students result is little bit better than Adina Govt. College. A very insignificant percentage 11% of the learner from AFGC has attained highly satisfactory result and respectively 17% of students from DC. It also observed that 21 percent of the respondent from AFGC and 18 percent of the respondent from DC has acquired satisfactory result. Moreover, a mentionable number 31 percent of the respondent from AFGC and 39 percent of respondent from DC have achieved partial satisfactory result. Moderately the results of Dhaka College are better than that of the results of Adina Fazlul Haque Govt. College.

4.1.2 Teaching-learning process in higher education

<Table 4> opinion of the respondent about teaching-learning method

Statement	Dimension	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher centered teaching-learning method is appropriate for higher education.	SD	51	15.8	15.8	15.8
	DA	97	30.1	30.1	46.0
	NT	58	18.0	18.0	64.0
	AG	52	16.1	16.1	80.1
	SA	64	19.9	19.9	100.0
	Total	322	100.0	100.0	

Table 4 shows that the respondent thinks that teacher-centered teaching-learning methods are not suitable for higher education. From this analysis, the students have expressed their opinions against teacher-centered teaching-learning methods, with 15.8% strongly disagreeing and 30.1% disagreeing. On the other hand, a small proportion of the learners support the teacher-centered teaching-learning method, with 19.9% strongly agreeing and 16.1% agreeing.

<Table 5> opinion of the respondent about practices-oriented teaching-learning system in the classroom.

Statement	Dimension	Frequency	Percent	Valid Percent	Cumulative Percent
At present there is practices oriented teaching-learning system in the classroom.	SD	93	28.9	28.9	28.9
	DA	126	39.1	39.1	68.0
	NT	28	8.7	8.7	76.7
	AG	44	13.7	13.7	90.4
	SA	31	9.6	9.6	100.0
	Total	322	100.0	100.0	

Table 5 indicates a restricted opportunity for implementing practice-oriented teaching and learning in the classroom. The field survey data indicates that respondents desire to implement practices oriented towards a teaching-learning system in the classroom. Analysis indicates that 28.9% of learners strongly disagree, while 39.1% disagree with the statement that there are no practice-oriented teaching-learning methods in the classroom. A small portion of learners (13.7%) agree, while an insignificant 9.6% strongly agree with this statement. Researchers conclude that the current teaching-learning system is not oriented towards practice-based procedures.

Assessment practices

<Table 6> opinion of the respondent about the effect of summative assessment on the student's learning outcomes.

Statement	Dimension	Frequency	Percent	Valid Percent	Cumulative Percent
Summative assessment is enough to develop the student's learning outcomes.	SD	85	26.4	26.4	26.4
	DA	86	26.7	26.7	53.1
	NT	69	21.4	21.4	74.5
	AG	36	11.2	11.2	85.7
	SA	46	14.3	14.3	100.0
	Total	322	100.0	100.0	

Table 6 depicts that the student's learning outcomes are not achieved by the summative assessment. The descriptive analysis presented in this table indicates that summative assessment is an inadequate tool for enhancing learning outcomes and the quality of higher education. A slight majority of respondents, 53.1%, believe that the current summative assessment does not adequately ensure student learning outcomes. However, 21.4% of the respondents did not provide any opinion. A small minority, 25.5%, of respondents believe that the current summative assessment system is sufficient to enhance students' learning outcomes. Both sides of the debate present arguments suggesting that summative assessment is not an appropriate technique for enhancing student learning outcomes.

<Table 7> opinion of the respondent about timely feedback through the summative test

Statement	Dimension	Frequency	Percent	Valid Percent	Cumulative Percent
Through the summative test, learners get timely feedback for their better performance.	SD	78	24.2	24.2	24.2
	DA	101	31.4	31.4	55.6
	NT	38	11.8	11.8	67.4
	AG	73	22.7	22.7	90.1
	SA	32	9.9	9.9	100.0
	Total	322	100.0	100.0	

This table illustrates learners' perspectives on the impact of timely feedback on performance as assessed through the summative test. Timely feedback is essential for maintaining the quality of higher education within the teaching-learning process. The majority, 55.5%, of respondents believe that learners do not receive feedback necessary to achieve the expected performance on the summative test. A minority of learners believe they receive timely feedback through the summative test. Similarly, 22.7% of respondents do not provide their important consent regarding timely feedback and summative assessment.

<Table 8> opinion of the respondent about existing assessment systems to measure learning outcomes properly

Statement	Dimension	Frequency	Percent	Valid Percent	Cumulative Percent
Existing assessment methods can properly measure the attainment of learning outcomes of the students.	SD	69	21.4	21.4	21.4
	DA	145	45.0	45.0	66.5
	NT	64	19.9	19.9	86.3
	AG	34	10.6	10.6	96.9
	SA	10	3.1	3.1	100.0
	Total		322	100.0	100.0

The table presents a comparison of the percentage of learners' opinions across five distinct viewpoints. The total views of students who disagree are higher than those who agree. The majority of students expressed their opinions predominantly in the categories of strongly disagreement and disagreement. A small minority, 21.4%, of the respondents strongly disagrees with the statement, while an insignificant portion, 3.1% of learners strongly agree with the existing assessment methods. However, regarding the respondents' disagreement, researchers conclude that current assessment methods are inadequate for evaluating the quality of higher education. A significant proportion, 66.4%, of learners believe that this assessment fails to guarantee the quality of higher education. Furthermore, 19.9% of learners maintained a neutral position.

Recommendations for further research

The quality of higher education is significantly influenced by the application of effective teaching and learning processes, appropriate and assessment techniques. This paper examines the relationship between teaching-learning processes, and assessment practices in relation to the quality of higher education. The study presents the following recommendations based on these findings:

- Effective teaching and learning practices in the classroom are essential. The teacher should adopt a student-centered teaching method to effectively educate learners. To provide effective instruction, educators must implement various teaching-learning techniques in the classroom and thoroughly complete each course, ensuring that learners fully comprehend the material.

- Effective monitoring of the teaching-learning process positively influences the quality of higher education. The principal must possess comprehensive knowledge of the teaching-learning process, educational management, curriculum development, and research-oriented skills.
- The syllabus for higher education at the national university is extensive. The government should systematically reduce the volume of the higher education syllabus. Furthermore, the government should establish a regulation requiring that all students attend class a minimum of 80% of the time.
- Our educational framework predominantly uses summative assessment, despite the existence of two assessment techniques in the system. The government should prioritize both summative and formative assessments equally. The authority must prioritize formative assessment over summative assessment due to the progressive achievement of learning outcomes. In the context of formative assessment, teachers should provide specific feedback to students to facilitate the acquisition of adequate knowledge and skills in their subject area.
- The government ought to establish a monitoring and evaluation unit in each district. This body monitors the teaching-learning process and evaluates its procedures. Furthermore, it is essential for the teacher to allocate sufficient time for summative assessment to ensure quality at the higher education level.

Conclusion

The study looked at the method of instruction and assessment processes that might impact the quality of higher education in government colleges in Bangladesh. The findings suggested that a student-centered teaching-learning technique, formative assessment, continuous feedback, and positive student motivation may considerably improve academic attainment when compared to traditional methods such as lectures, the chalk talk style, and summative assessments. As a result, active participation in the teaching-learning process, as well as thorough monitoring of assessment techniques, is extremely beneficial to achieving desired learning outcomes. The study additionally suggested that instructors need to be more innovative and creative, like they used to teach pupils. Furthermore, teachers should work to increase their learners' engagement in the teaching-learning process. Based on the study's findings, it is possible to infer that it revealed a statistically significant relationship between the teaching-learning process, assessment procedures and higher education quality at government colleges. The study also found substantial evidence of a strong association between teaching-learning procedures, assessment techniques, and the quality of higher education. Student-centered teaching-learning (SCL) increases student freedom and independence by putting responsibility for the learning path in the hands of students by providing them with knowledge and instruction on how to solve a specific problem. Furthermore, the SCL technique promotes students to become more interested in collaborative learning, idea generation, and the use of platform activities to solve specific

learning problems. Government graduate colleges can assure the quality of higher education in Bangladesh by focusing on effective teaching-learning techniques, such as formative assessment. Furthermore, this study contributes significantly to the area of education by establishing that the teaching-learning process and assessment procedures are all related to higher education quality. The study findings emphasize the use and effectiveness of teaching-learning techniques and formative evaluation in improving the quality of higher education. In summary, this study is expected to enhance the quality of higher education.

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