

Seminar Paper on

Introducing Grade Point Average 4 Academic Grading Scale in Secondary School Certificate Examination of Bangladesh: Stakeholders' Views

Submitted to
Dr. Muhammad Abu Yusuf
Member Directing Staff and Module Director
119th Advance Course on Administration and Development
Bangladesh Public Administration Training Centre
September 22, 2019



Submitted by
Dr. Md. Moksed Ali
Roll No. 101
Deputy Secretary
Secondary and Higher Education Division
Ministry of Education

126th Advanced Course on Administration and Development

Mentor's Authorization

I, hereby recommend and certify that the research work titled "Introducing Grade Point Average 4 Academic Grading Scale in Secondary School Certificate Examination of Bangladesh: Stakeholders' Views" has been performed by Dr. Md. Moksed Ali, Roll no. 101, 126th ACAD Course held in Bangladesh Public Administration Training Centre, Savar, Dhaka under my guidance and direct supervision.

I wish him every success.

Naseem a Hussain

(Professor Dr. Naseem Akhter Hussain)

Department of Government and Politics

Jahangirnagar University

Savar, Dhaka

Acknowledgement

I am very much thankful to Mr.Md. Rakib Hossain ndc, Rector, BPATC and Secretary to the Government for his in-depth direction and professional guidance for making the future cadre life. Though his guidance was not directly on this seminar paper his thorough advice has paved our ways.

I wish to express my deepest gratitude to the BPATC authority for extending necessary support and opportunity to me for preparing this seminar paper. I am deeply grateful to Dr. Muhammad Abu Yusuf, Member Directing Staff (MDS) and Module Director (Module-2), BPATC for his continuous support, guidance and encouragement throughout the research and giving me the benefit of his expertise.

I owe respectful gratitude to Mr. Md. Jafor Iqbal ndc, (MDS) for his invaluable support and suggestions in preparing this seminar paper.

I am grateful to Dr. Mohammed Amjed Hossain, Director (ST & RC) and Course Director, Mr. Md, Atikuzzaman, Director and Course Coordinator, Dr. Mehedi Masud and Md. Morshed Alom Ph.D for their constructive criticism and kind cooperation. Their valuable lectures about seminar paper and timely cooperation, help, valuable guidance and suggestions made me knowledgeable to carry out the study.

I am deeply indebted and articulated my sincere gratitude to our respected mentor Professor Dr. Naseem Akhter Hussain, Department of Government and Politics, Jahangirnagar University for her methodological guideline and proper instructions throughout the study. She helped to go through the critical steps of this research work.

I would like to convey thank to the stakeholders who answered to my questions in this regard.

Contents

Abstract	6
Introduction	8
Literature Review	10
Problem Statement	17
Objectives of the study	19
Rationale of the Study.....	19
Limitations of the Study.....	20
Conceptual Framework.....	20
Methodology.....	21
Results and Discussion.....	22
Implications and Recommendations.....	28
Conclusion.....	30
References	31
Annexure-1	33
Annexure-2	35

Abbreviations

BANBEIS	Bangladesh Bureau of Educational Information and Statistics
DSHE	Directorate of Secondary and Higher Education
GPA	Grade Point Average
HSC	Higher Secondary Certificate
SHED	Secondary and Higher Education Division
SSC	Secondary School Certificate
MOE	Ministry of Education
NEP	National Education Policy
NER	Net Enrolment Rate
NGOs	Non Government Organizations
CGPA	Cumulative Grade Point Average
SDG	Sustainable Development Goal

Introducing Grade Point Average 4 Academic Grading Scale in Secondary School Certificate Examination of Bangladesh: Stakeholders' Views

Abstract

Grade Point Average (GPA) is a measurement system of student's academic achievement. Final grades in all subjects within an examination are averaged to calculate the GPA. There are many methods to measure student's academic performance. Among them Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) are notable. In Bangladesh, GPA is currently used as academic performance measurement system. Public and private universities evaluate the student academic result based on GPA-4 but in Secondary School Certificate (S.S.C.) and Higher Secondary Certificate (H.S.C.) examinations under Board of Secondary and Higher Education, it is based on GPA-5. It is important to use the same grading system in secondary, higher secondary and university level similar to global standard. The objective of this study is to collect the stakeholders' views regarding the existing GPA-5 method and introduction of GPA-4. It is of great importance to consider the factors affecting the student's evaluation by GPA system. To meet the objective, a survey was carried out in six schools in urban and rural areas with grade nine and grade ten students (both boys and girls). Using a quantitative design, the present study collected data from a total sample of 189 stakeholders such as Students, Parents, Teachers, Education Board Chairmen and Controllers, District Education Officers, Officials from Directorate of Secondary and Higher Education and Ministry of Education Officials. Finally, the stakeholders' views on the existing academic grading system (GPA-5) in Secondary School Certificate Examination in Bangladesh were investigated. Different opinions and views were received on existing grading system. Results revealed that it is necessary to change the existing system with minor modification. Participation of all stakeholders should be encouraged in the decision making process. Moreover, students from humanities and commerce group should be taken under consideration. The findings of the study might provide a new insight to the

policy maker in improving current academic grading system for ensuring proper evaluation of merit as well as quality education.

Keywords: Grade Point Average, Secondary School Certificate, Stakeholder

Introduction

In alignment with the national vision 2021 to transform the country into a middle -income country, government envision to create educated and skilled human resources having high moral values and to create poverty free Bangladesh. Education is the most important tool to develop the country. The quality of education may be defined as the achievement of learning at satisfactory level. But how to maintain the quality of education is a great challenge for the government. In education sector so many government agencies are involved to carry out the mission of Bangladesh as well as goals of SDG's, and vision 2021, 2041. In Bangladesh, the present academic grading system in S.S.C. and H.S.C. levels is facing with serious criticism. Therefore the objective of the present research work is to assessing the need for improving it by introducing GPA-4 based on the stakeholders' views.

As per Education Policy 2010 secondary education possess almost importance in our life. To make a knowledge-based society and on the march towards prosperity of Bangladesh, quality education is essentially needed. The Education Policy 2010 provided the directions for becoming leaders in pro-people development programs and advancement of the society. In respect of education, sustainable development goals (SDG) are included in 7th five- year plan mentioned as **“Ensure inclusive and equitable education and promote lifelong learning opportunities for all.” (Goal-4). It is also mentioned “By 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome”(Goal- 4.1).**

To promote and develop the standard of education government has already introduced ICT based classroom, school feeding program and teacher's development plan and many practical actions. Free books are distributed to all the children at the beginning of the year. To provide education for all and to enhance the quality of education at all level is one of the vital challenges for the government. The quality of education may be defined as the achievement of learning at satisfactory standard.

It is being observed in the last few years that the quality of education at all levels is deteriorating day by day. This year 2,187,815 students sat for the Secondary School Certificate (S.S.C.) and equivalent examinations under the country's 10 education boards. The student pass rate for the S.S.C. examinations this year is 82.20%. The number of students securing GPA-5 students was 105,594. Although the percentage rate of passing in all level has been increasing for last few years but the quality of education has not been improving at all. In the admission tests of public universities, medical colleges, it is found that a good numbers of all through GPA-5 holders failed to attain pass mark (40%).

Education sector is one of the most important sectors where the government is putting most emphasis. There were several initiatives taken by Government of Bangladesh to formulate appropriate Education Policy for nation building. But unfortunately many policies and initiatives did not address this sector appropriately. Still we have many difficulties and challenges to achieve the goal that is mentioned in the SDG, and also in the Education Policy 2010. In our country many of policy makers do not relate the projects with the policy declaration. So it is always very difficult for the government to identify the real problems as well as the way out for its improvement. So in-depth research in this field is required. The current research work might show a way forward to address the challenges and be an effective guideline for policy makers.

Literature Review

Grade indicates the quality showing by a letter with a percentage achieved by a student in each subject of an examination. It is a performance evaluation system that helps to measure the quality point equivalent. Calculation of grading must be supportive of student learning. The primary role of every learner is to enhance depth of knowledge, therefore all grading practices must be optimized to support student motivation in learning (Ms. Verletta White 2018).

In an academic course students' performance is evaluated by the final grades they achieve in required subjects (Kelli D et al. 2012). According to the Cambridge University Reporter, academic performance is frequently defined in terms of examination performance (Jayanthi V. S. et al. 2014)

In an examination, grades in different subjects are based on the teacher's judgment of a student's achievement. Grade-Point Average (GPA) and Cumulative Grade-Point Average (CGPA) are calculated to represent numerically a student's quality of performance. For certain academic actions (e.g., Dean's Award, academic warning/drop, entrance to and changes in college/major, and graduation) and programs (e.g., student aid and study abroad) GPA /CGPA is used to determine if a student qualifies.

Student's self-inspiration, motivation and perseverance in higher study largely depend on academic success. Low academic performance may lead to frustration among students and reduces the opportunities for admission. Educators and researchers are much more interested in identifying and understanding the variables that play a vital role to academic excellence. Demography, socio-economic condition, family background and school factors have been identified as major variables contributing to students' academic performance (Crosnoe R et al. 2004 and Farooq, M.S. et al. 2011).

History of GPA-5 grading system in the S.S.C. Examination

In Bangladesh “GPA” system was introduced in 2001 by the Secondary School Certificate (S.S.C.) examination result. And it was started in Higher Secondary Certificate (H.S.C.) Level in 2003. Before 2001 the Board of Intermediate and Secondary Education used to publish the S.S.C. and H.S.C. examinations result by Division system.

Student who had average above 60% marks was awarded 1st division, 45% above marks 2nd Division and 33-44% was 3rd Division. For star marks award was given to them who had total 750 marks in all subjects and above 80% marks for each subject was called latter marks. "Board Stand/Board Merit List" awards were given to the talent students.

There was some other dignity awarded for talent students like "Board Stand/Board Merit List" award. The top 20 students from each group (Science, Humanities and Commerce) who got highest marks in each education board were placed in the special merit list for the year called.

GPA (Grade Point Average)

GPA is an academic performance measurement scale with a numerical index that provides a summary of the result. It is an internationally recognized method of student's result assessment. GPA indicates a student's academic achievement and potential to succeed in higher education (I. Rashadul 2014). GPA might act as a barometer of the student's academic success. For class rank, admission to college/university, scholarship eligibility it is a prime factor.

It is not only part of an academic transcript, it is also considered as a strong indicator of success (Josh Moody 2018). The way of calculating GPA should be reexamined and re-conceptualized time to time through grade integrity and fairness (Josh Moody 2018).

For this we must revise the existing grading system with the inclusion of stakeholders' perception on how best to improve our academic performance measurement system and achieve educational excellence.

Cumulative Grade Point Average (CGPA)

Cumulative Grade Point Average (CGPA) refers to the overall GPA, which includes

dividing the number of quality points earned in all courses attempted by the total degree-credit hours in all attempted courses.

There are different GPA and CGPA systems for school, college and university. In Bangladesh we follow the 5-grade point system at S.S.C. and H.S.C. levels and 4-grade point at the university level. The Board of Intermediate and Secondary Education controls the grading system in secondary level and University Grant Commission (UGC) in university level.

Grading system of some countries are mentioned below (Table 1-5):

Table 1: Grading system in University level of Bangladesh

Marks	Grade	Grade Point
80-100	A+	4.0
75-79	A	3.75
70-74	A-	3.5
65-69	B+	3.25
60-64	B	3.0
55-59	B-	2.75
50-54	C+	2.5
45-49	C	2.25
40-44	D	2.0
0-39	F	0.0

(Source: BANBEIS)

Table 2 - Grading system in Secondary Education in Bangladesh

Grade	Marks Interval	Grade Point
A+	80-100	5
A	70-79	4
A-	60-69	3.5
B	50-59	3
C	40-49	2
D	33-39	1
F	0-32	0

(Source: BANBEIS)

Grading System in India

In India “The Central Board of Secondary Education” measures the student's performance using a percentage system. The Indian Certificate of Secondary Education board provides only the mark obtained. Indian State Boards may give either or both marks and grades.

Table 3 - Grading system in Secondary Education in India

Grade	Marks Interval	Level
AA	90-100	Outstanding
A+	80-89	Excellent
A	60-79	Very Good
B+	45-59	Good
B	35-44	Satisfactory
C	25-34	Marginal
D	0-25	Not Satisfactory

(Source: Wikipedia)

Grading system in Secondary Education in Australia

Table 4 - Grading system in Secondary level of education in Alberta, Australia
(Varies province to province)

Grade	Marks Interval	Level
A	80-100	Standard of Excellence
B	70-79	Exceeds Acceptable Standard
C	60-69	Acceptable Standard
D	50-59	Below Acceptable Standard
F	0-49	Failing Grade

(Source: Wikipedia)

Grading system in Secondary Education in China

Table 5 - Grading system in Secondary Education in China

Grade	Marks Interval	Level
A	85-100	Excellent
B	70-84	Good
C	60-69	Pass
D	50-59	Satisfactory
F	0-49	Fail

(Source: Wikipedia)

Grading system in Secondary Education in U.S.

Table 6 - Grading system in Secondary Education in the United States

Grade	Marks Interval	Grade Point	Level
A	90-100	3.5-4.0	Excellent
B	80-89	3.0-3.4	Good
C	70-79	2.0-2.9	Average
D	60-69	1.0-1.9	Poor
F	Below 60	Below 1.0	Fail

(Source: Wikipedia)

A stakeholder is a person or group with an interest or concern in something specially the success of an organization towards its mission achieving expected results. Stakeholders in education are educationist, intellectuals, institutions, non- government organizations (NGOs) or civil society organizations, government, donors etc. Employers, students, parents, academic and administrative staff, institutional managers, taxpayers are also included among them (Al-hassan, S et al. 2016). Weak grading standard is a major concern. It could compromise education quality causing grade inflation that might manipulate evaluators' perceptions as a substitute for actual investment in developing student ability. And students expect easy grading with less effort to their studies (Raphael B et al. 2014). The existing grading system in Secondary and Higher Secondary level in Bangladesh is deteriorating the overall education quality.

Grade	Grade Point	Grade
A	4.0	A
B	3.0	B
C	2.0	C
D	1.0	D
F	0.0	F

Grade	Grade Point	Grade
A	4.0	A
B	3.0	B
C	2.0	C
D	1.0	D
F	0.0	F

Problem Statement

Education is the topmost priority sector of the government for human resource development. The government is committed to achieve the goals of SDGs, and as well as 7th five- year plan. It is an important issue to change the existing grading system in the Secondary and Higher Secondary level to make it similar to that of university level and global standard. The grade and marks distribution should also be changed. Presently the students who obtain marks between 80 and 100 are awarded letter grade A+. Group interval of the marks is too high in case of grade A+. In case of other groups the interval of marks is 10 in each. Students with 80% and 99% are being treated similarly. Again students having 79% marks are deprived of the grade A+. For this it is important to change the evaluation system. Changing from GPA-5 to GPA-4 with some logical change might reduce this anomaly.

It is essential to restructure the existing grading system of public examinations and make it unified one, to keep pace with local and international levels while pursuing higher education or seeking jobs based on results. Currently, the total marks of students is estimated under Grading Point Average (GPA)-5 in Primary Education Completion (PEC) and equivalent, Junior School Certificate (JSC) and equivalent, Secondary School Certificate (SSC) and equivalent and Higher Secondary Certificate (HSC) and equivalent examinations. In both public and private universities in Bangladesh GPA-4 grading prevails and elsewhere in the world. By the existing GPA-5 grading system students, different education boards and universities face problems when these gradings are made equivalent with the grading system of the tertiary level education while pursuing higher education.

After introduction of the GPA in 2001, no steps have been taken to restructure it. It is necessary to keep pace with both local and international levels in pursuing higher education and seeking jobs. Thus Restructuring of the grading system is necessary to bring similarity among all educational systems. There are some differences in the existing grading system between the lower level education and higher level education in the country. The education system should have unity and congruity for easing all processes in

the educational system.

Objectives of the study

1. Finding limitations of the present grading system GPA-5.
2. Looking for an alternative system.

Research Questions

In the present study, both open-ended and closed-ended questions are designed to collect data. Questionnaires were given to the students, teachers, parents and officials involved in administration and research of education in order to get information from them on the existing academic grading system. The following questions were used in the present study:

1. Do you think that the existing GPA-5 grading system is appropriate (Yes/No)?
Why (If Yes-Why? / If No-Why?)
2. What might be the impacts if GPA-5 is replaced by GPA-4? Students will be benefited or not (Yes/No)? If Yes-How? If No-Why?

Rationale of the Study

Perception of stakeholders can contribute a lot to the policy formulation process. In this study, attention was given to the views of stakeholders (students, parents, teachers, Chairmen, Controllers and other officials from Board of Intermediate and Secondary Education, Officials from Directorate of Secondary and Higher Education and Officials from Secondary and Higher Education Division, Ministry of Education) on the existing grading system and how to improve it. Findings of the study may provide the proper information to the policy makers for taking decision based on stakeholders' views regarding the students performance evaluation system.

Limitations of the Study

Small sample size i.e. 189 respondents (stakeholders) is the major limitation of this study. Data was collected from Sadar Upazila, Dinajpur District, Saidpur Upazila, Nilphamari District and Dhaka City. The study covered six (6) schools. The selection of four schools included two Government schools (one boys and one girls school), two private schools (one boys' and one girls' school) and two (2) schools from Dhaka City. Students, Parents, Teachers, Chairmen, Controllers and Other officials from Board of Intermediate and Secondary Education, Officials from Directorate of Secondary and Higher Education and Officials from Secondary and Higher Education Division, Ministry of Education were among the stakeholders'. Although the sample size is small but in a way it will be helpful to take decision in changing the academic grading system.

Conceptual Framework

Some parents have participated actively in answering the questions on GPA-5 and GPA-4 academic grading system towards the improvement while others have not played their roles effectively as stakeholders. Theoretically it is apparent that stakeholders' participation is directly related to the effectiveness of the study on changing the grading system. Government should design the academic grading structure and implement grading practices that are models of integrity and are perceived by all stakeholders' as fair.

Methodology

The study has investigated the stakeholders' views on the existing GPA-5 grading system in the S.S.C. examination. Data was collected from Sadar Upazila, Dinajpur District, Saidpur Upazila, Nilphamari District and Dhaka City. The study covered by students from grade nine and ten of six (6) schools. The selection of four schools included two Government schools (one boys and one girls school), two private schools (one boys' and one girls' school) in rural area and two (2) schools from Dhaka City. Students, Parents, Teachers, Chairmen, Controllers and Other officials from Board of Intermediate and Secondary Education, Officials from Directorate of Secondary and Higher Education and Officials from Secondary and Higher Education Division, Ministry of Education were among the stakeholders'. Both qualitative and quantitative methods were applied to conduct the study. Interviews, questionnaires and documentary reviews were used as data source.

A questionnaire was prepared to ascertain other stakeholders' perceptions of grading scales and their association to fairness, student motivation, and ability to differentiate among levels of student performance. Secondary data source was previously published research papers, journal reports and internet. Besides this Bangladesh Education Statistics published by BANBEIS was studied in this research.

Results and Discussion

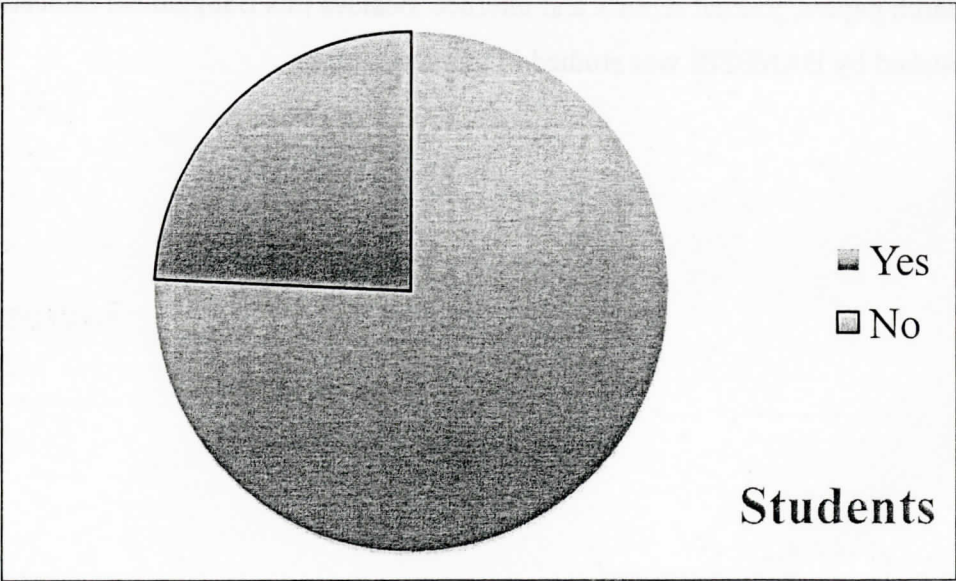
Collected data have been presented and analyzed systematically in alignment with the research objectives, research questions and analytical framework. To explore the stakeholders’ views in identifying the anomaly in the existing GPA-5 academic grading system withtheir suggestions of future development and on introducing GPA-4 system. 189 (one hundred eighty nine) stakeholders were interviewed following two sets of pre-determined questionnaires (annexure-1 and 2).

Views of the Students:

Table-7: 103 (one hundred three students) were interviewed

Number of Students	Boys	Girls	Science Group	Humanities and Commerce Groups
103	59	44	67	36

Is the existing GPA-5 system appropriate?



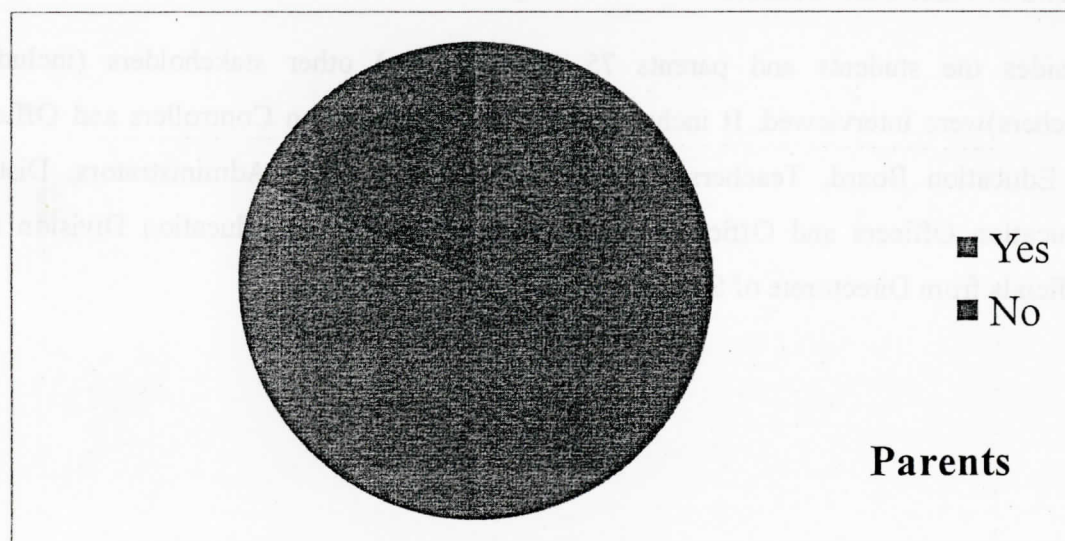
75.73% students think the existing GPA-5 grading system is appropriate. Because it is a homogeneous system i.e. students from Science, Humanities and Commerce group are undertaken into consideration at the time of evaluation.

24.27% students think the existing GPA-5 grading system is not appropriate because the meritorious students are not properly evaluated by this system.

Views of the Parents:

81.82% of the parents think the existing GPA-5 grading system is appropriate and 18.82% of the parents think the existing GPA-5 grading system is not appropriate.

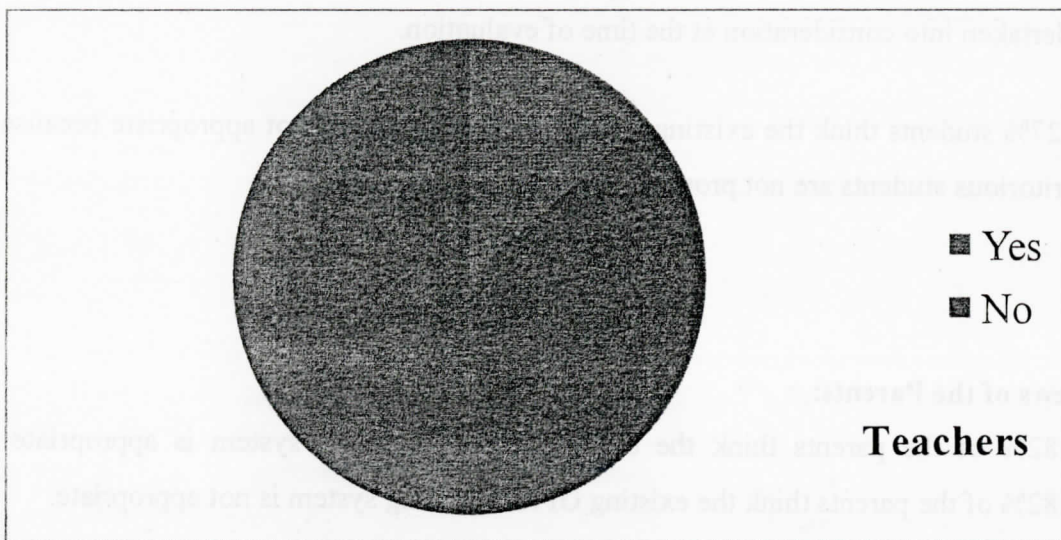
Is the existing GPA-5 system appropriate?



Views of the Teachers:

13.5% of the teachers think the existing GPA-5 grading system is appropriate and 86.5% of the teachers think the existing GPA-5 grading system is not appropriate.

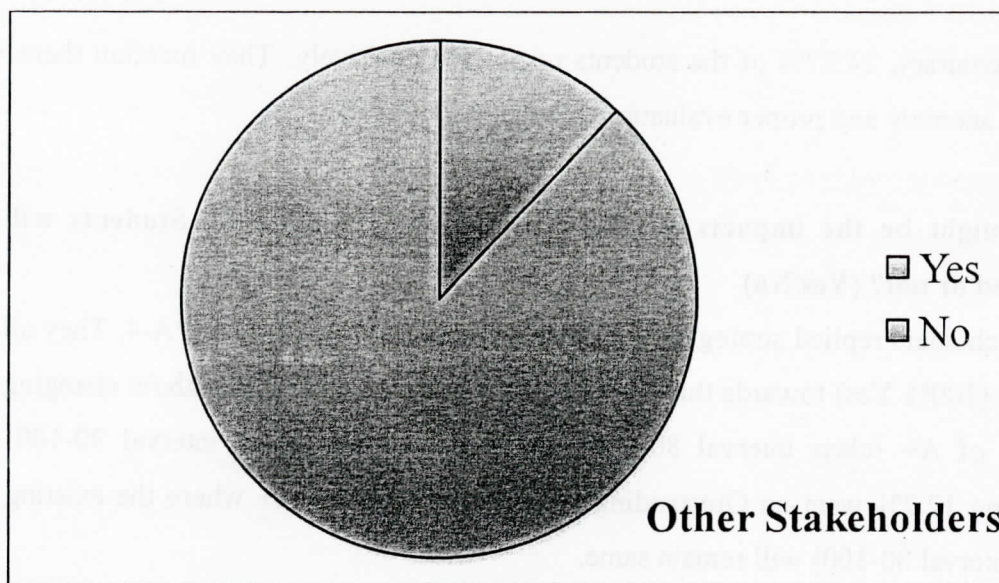
Is the existing GPA-5 system appropriate?



Views of other Stakeholders:

Besides the students and parents 75 (seventy five) other stakeholders (including teachers) were interviewed. It includes Chairmen, Examination Controllers and Officers of Education Board, Teachers (College and School), Field Administrators, District Education Officers and Officials from Secondary and Higher Education Division and Officials from Directorate of Secondary and Higher Education.

Is the existing GPA-5 system appropriate?



12% of other stakeholders think the existing GPA-5 grading system is appropriate. Because it is a homogeneous system i.e. students from Science, Humanities and Commerce group are undertaken into consideration at the time of evaluation.

88% of other stakeholders think the existing GPA-5 grading system is not appropriate because it is not international standard through this system quality education is not ensured and recognition of extraordinary students is absent.

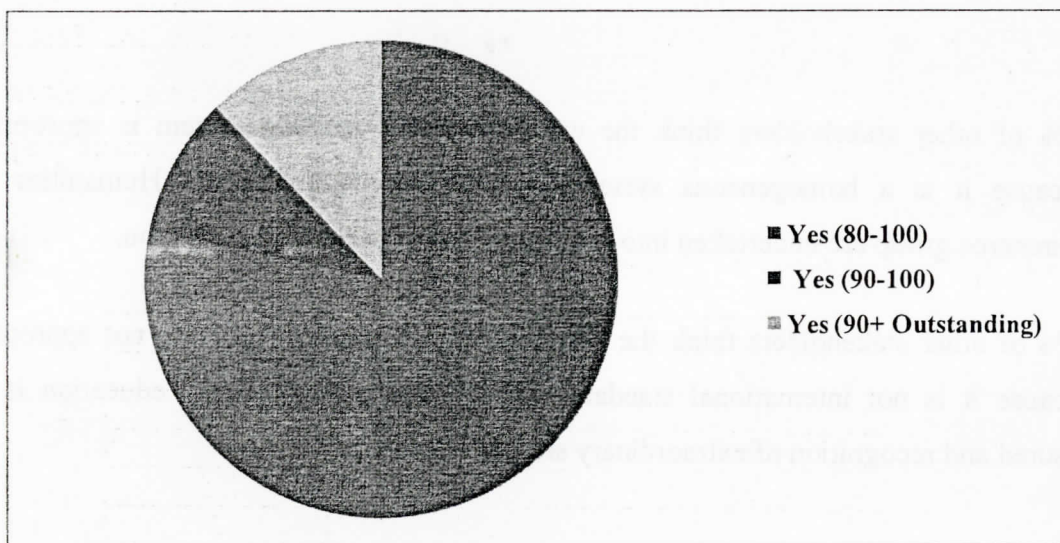
In the present grading system A+ class interval is 80-100. If it is divided into two intervals i.e. 80-89 (A) and 90-100 (A+) what will be the impact? Opinions were taken from the stakeholders regarding this. 75.73% of the students responded negatively. They mention if it split up they would be looser. In the present system, marks are taken under consideration for admission and selection for scholarship. Again in some subjects such as Bengali, Bangladesh and Global Studies, it is difficult to get 90% marks. Students from Humanities and Commerce group will face a lot. Any students might not get

average 90% marks i.e. A+. It will greatly affect the whole result process. And will have some negative impact on the society, particularly in rural areas.

On the contrary, 24.27% of the students responded positively. They mention there will have no anomaly and proper evaluation of merit will prevail.

What might be the impacts if GPA-5 is replaced by GPA-4? Students will be benefited or not? (Yes/No)

All stakeholders replied strategically in case of replacing GPA-5 by GPA-4. They all are positive (100% Yes) towards this shifting. But 78.3% want GPA-4 without changing the interval of A+ (class interval 80-100) and 9.5% want A+ class interval 90-100 and remaining 12.2% want an Outstanding Grade other than the A+ where the existing A+ (class interval 80-100) will remain same.



What is your overall view regarding GPA-5 and GPA-4?

Overall view of all stakeholders:

- Proper and similar grading system in all levels (PEC, JSC, SSC, HSC and University) is required.
- They all are positive to change the current grading system to make it unified.
- There may have some distinctions among the students from different groups (Science, Humanities and Commerce) depending on their total marks.
- As there have some discrimination among urban and rural educational facilities, it should be taken under consideration while changing the present system.
- Rat race among learners and their parents should be stopped.
- Global standard and quality should be ensured.

Professor Muhammad Ziaul Huq, Chairman, Board of Intermediate and Secondary Education, Dhaka and Chairman Inter-Education Board Coordination Committee has given his opinion to restructure the grading system. He has given a structured proposal mentioned below:

Table 8 – Proposed Grading system in S.S.C. Examination

Grade	Class Interval	Grade Point
A+	90-100	4
A	80-89	3.5
B+	70-79	3
B	60-69	2.5
C+	50-59	2
C	40-49	1.5
D	33-39	1
F	0-32	0

Implications and Recommendations

The GPA system was introduced in 2001. The number of students who got GPA-5 was only 76 in 2001. But this number increased in a rather geometric rate in the following years (Table-9).

Table-9: S.S.C. result in last five years

Year	Percentage of Students who obtained GPA-5	S.S.C. Pass Rate
2019	4.96	82.20
2018	5.46	77.77
2017	5.87	80.35
2016	6.67	88.29
2015	7.59	87.04

Source: Dhaka Education Board

Is it really possible that the ‘improvement’ of the education system is behind this rapid growth in the numbers? Now the question is arising regarding our evaluation system. The educationist, researchers, intelligent citizens, guardians and teachers are saying that GPA-5 has encouraged the students to drill and note memorization. It neglects understanding and creativity, disregards basic content of the curriculum and discourages thinking and reasoning. It has put extra pressure on kids and evolved an unhealthy competition in them for securing the highest grades. It eventually created a boom in coaching centers and made mostly dependent on guidebooks and notes. Grade inflation is happening in the current system. The quality of education as a whole crumbling and the nation is walking towards intellectual cataclysm. In 2014-15, Dhaka University Admission Test among 75,964 applicants who had GPA-5 in both S.S.C. and H.S.C. level only 25,486 got pass marks (40%) i.e. 33.55% applicants passed only. In the same year in KHA (B) unit only two students got chance in English Department of the same university in the original merit list. This is the real scenario of our education quality.

Now it is a crying need to restructure our academic evaluation system. To ensure the quality of education and for achieving the SDG Goal 4.1, Government should take

necessary steps consulting with the stakeholders. The present study will shed a light on paving the way.

Conclusion

This study has demonstrated for the first time that stakeholders' perception is very important in structuring and adopting academic grading system. It has focused on the largely unknown facts to the policy makers. Finally the research work performed here might enhance awareness and understanding among the decision makers and help them to take right decision for introducing GPA-4 system.

References

1. Al-hassan, S. and Abu bakari, A 2016, Assessing the contribution of stakeholders to basic education service delivery in Zongo Communities in Brong Ahafo Region, Ghana. *UDS International Journal of Development*, Volume 3, No. 1.
2. Crosnoe, R., Johnson, M. K., & Elder, G. H. 2004, School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. *Social Science Quarterly*, 85(5), 1259-1274.
3. Christopher Stray 2005, From Oral to Written Examinations: Cambridge, Oxford and Dublin 1700 to 1914, *History of Universities* 20:2, 94-95.
4. Farooq, M.S., Chaudhry, A.H., Shafiq, M., and Berhanu, G. 2011, Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management*, 7, 1-14.
5. I. Rashadul 2014, Gpa-Cgpa documentation.
6. Josh Moody 2018, *US News*, Nov 30
7. Kelli D. Barnes and Shauna M. Buring 2012, The Effect of Various Grading Scales on Student Grade Point Averages. *American Journal of Pharmaceutical Education*, Vol 76 (3), Article 41.
8. Lorin W. Anderson 2018, A Critique of Grading: Policies, Practices, and Technical Matters. *Historical and Contemporary Perspectives on Educational Evaluation*, Volume 26 Number 49 April 16.
9. Magna Cum Laude (2011), A worldwide database on university grading systems (ENIC-NARIC Centres).

10. Ms. Verletta White 2018, *GRADING AND REPORTING PROCEDURES MANUAL*, BALTIMORE COUNTY PUBLIC SCHOOLS

11. NiroginiYogendra and Anthony Andrew 2017, A Study On The Factors Influencing On Grade Point Average (GPA) With Special Reference To Third Year Commerce And Management Students Of Eastern University, Sri Lanka , , *JSMaP*, Volume 03 Issue 08

12. **RAPHAEL BOLES LAVSKY &CHRISTOPHER COTTON** 2014, Grading Standards and Education Quality, *Grading Standard*

13. S. ValliJayanthi, SanthiBalakrishnan, Angela Lim SiokChing, Noor Aaqilah Abdul Latiff, A.M.A. Nasirudeen 2014,Factors Contributing to Academic Performance of Students in a Tertiary Institution in Singapore, *American Journal of Educational Research*, Vol. 2, No. 9, 752-758

Annexure-1

Interview Questionnaire

Name of the Student (Optional):

Class:

School Name:

Questions:

1. Do you think that the existing GPA-5 grading system is appropriate?

a. Yes

Why?.....
.....
.....
.....

b. No

Why?.....
.....
.....
.....

2. In present grading system A+ class interval is 80-100. But if it is divided into two intervals i.e. 80-89 (A) and 90-100 (A+), what do you think about it?

Would it be useful for the students or not?

If it is useful, how:

- a. Admission for higher education in home and abroad will be easier?
- b. For getting scholarship exact grading will be helpful?
- c. For getting job it will be beneficial?
- d. Others

3. What might be the impacts if GPA-5 is replaced by GPA-4? Students will be benefited or not?

a. Yes

How?.....
.....
.....
.....

b. No

Why?.....
.....
.....
.....

Annexure-2

Interview Questionnaire

Name of the Respondent (Optional):

Designation:

Address:

Questions:

1. Do you think that the existing GPA-5 grading system is appropriate?

c. Yes

Why?.....
.....
.....
.....

d. No

Why?.....
.....
.....
.....

2. In present grading system A+ class interval is 80-100. But if it is divided into two intervals i.e. 80-89 (A) and 90-100 (A+), what do you think about it?

Would it be useful for the students or not?

If it is useful, how:

- e. Admission for higher education in home and abroad will be easier?
- f. For getting scholarship exact grading will be helpful?
- g. For getting job it will be beneficial?
- h. Others

3. What might be the impacts if GPA-5 is replaced by GPA-4? Students will be benefited or not?

c. Yes

How?.....
.....
.....
.....

d. No

Why?.....
.....
.....
.....

4. What is your overall view regarding GPA-5 and GPA-4?