



# NEWSLETTER ANTRIEP

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## Role of Public Examinations in Improving Quality of Education

ANTRIEP research project on “Successful School Management” has been launched by finalizing the proposals of 9 member institutions from Philippines, Malaysia, Nepal, Bangladesh, Sri Lanka, Pakistan and India. Based on a broad framework of research design, the member institutions have prepared the individual research proposals and the same were finalized in a workshop organized during April 2003 at National Academy for Educational Management, Dhaka, Bangladesh. We hope the case studies of successful school management will be completed before the next ANTRIEP annual meeting.

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The theme for this issue of the newsletter is “ Role of Public Examinations in Improving Quality of Education”. The member institutions were requested to contribute the articles. Like earlier, the response from the member institutions was prompt and positive, who contributed articles on the theme based on the experiences of respective countries.

The paper from Pakistan presents crucial issues and problems of public examinations and also presents research findings of a qualitative study conducted in few sample schools. The present examination system in Pakistan face problems related to question paper setting, invigilation, evaluation and publishing the results. The reliability and validity of public examinations are of serious concern. Malpractices and cheating in public examinations is rampant. The public examinations exert considerable pressure on teachers to adopt examination-oriented methodologies, and the students depend on ready-made guides, guess question papers, etc. While in lower classes some of the teachers adopt flexible teaching methodologies, but in higher grades, facing public examinations is the only concern than improving teaching-learning . The paper suggests integration of formative and summative evaluation.

The paper from KEDI (Korea), elucidates the features of public examination system in the country and describes different types of examinations conducted by both central government and local governing bodies. The public examinations are an evaluation system with standardized content and procedure. The public examinations include the national assessment of educational achievement, diagnostic evaluation of basic educational achievement, college scholastic ability test

(CSAT). The metropolitan and provincial offices of education administer evaluation to elementary and secondary students. The major objective of national evaluation is improving quality of school education. In the national assessment of educational achievement 1 per cent of total population of elementary school sixth graders, middle school third graders, and the first, second and third graders of high school are tested in five school subjects. The diagnostic evaluation of basic educational achievement has been conducted annually. The CSAT is used to select students for the higher education. After the introduction of CSAT which focus on thinking ability, the teaching methods at secondary level has changed significantly shifting from memorization to thinking process. Large number of students also depends on non-formal educational materials for preparing for CSAT.

The paper from India presents a critical analysis of the role and functions of public examinations in India. Several new methods and procedures for examinations were formulated and advocated. A significant reform was introduced almost universally in India, popularly called as non-detention policy at primary stage. Several states in India are currently embarking on introduction of large-scale external testing at primary stage. The paper discusses the contradictions of such external evaluation and its implications on functioning of school and quality of education. The paper suggests formative and continuous comprehensive evaluation to target quality of education. Some of the issues raised in the paper include desirability of maintenance of standards in Indian context with diverse and uneven educational development situation, decontextualising learner evaluation, public accountability of schools and teacher as evaluator.

The article on Public Examinations in Bangladesh describes in detail the weaknesses and serious problems of public examination system in the country. The present public examination system in Bangladesh is not only outdated and outmoded but also lack credibility and hardly helps to improve quality of teaching-learning. The paper highlights the defects of public examination system and reasons for the same. Some of the reasons include

academic inadequacies, defective management practices and administrative leniency. The paper proposes several measures to purge the deficiencies in public examination system.

Despite different educational systems and varied socio-cultural context, there are some common problems and issues related to public examinations in different countries. The educational reforms and policy changes adopted by different countries failed to bring significant improvement in the public examination system. Copying and malpractices in public examination are common problems in many countries. In most of the countries, the objective of public examination remained student evaluation through marking system rather than leading to improve teaching-learning process and thereby quality of education. In Korea, the college scholastic ability test has brought significant change in teaching methods at secondary level, encouraging thinking and analytical skills rather than memorization and rote learning among students. The role of the public examinations in most of the countries is very insignificant in improving quality of education.

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The July-December 2003 issue of the ANTRIEP Newsletter will focus on **Role and Place of Women in Educational Management**. The member institutions are requested to send their contributions to the Editor not later than 30th November, 2003.

# Impact of Public Examination System on Teaching and Learning in Pakistan

## Introduction

Public examinations are conducted in many countries of the world and have been considered to play a significant role in determining what goes on in the classroom in terms of 'what' and 'how' teachers teach and students learn, and can have an impact on both teaching and learning. The major purpose of assessment is to support the teaching and learning process, but some forms of assessment can clearly impede deep learning. If the examination stresses understanding and critical approaches to learning, it is likely that students would adopt deep approaches to learning.

School culture load children with lots of homework and poor quality of teaching forces them to take private tuition in addition to formal schooling. Learning, especially in public schools, is mostly curriculum-based and teacher-centered. Children tend to do better in subjects requiring rote memory but do poorly on basic comprehension and understanding. Moreover, the concepts in textbooks are often at a much higher level than the cognitive level of the children for which the books have been written, leaving pupils no choice but to rote-learn them.

## Public Examination System in Pakistan

A number of educationists and researchers have criticized the public examination system in Pakistan (e.g. Bhatti, 1987; Warwick and Reimers, 1995; Greaney and Hasan 1998; Mirza, 1999).

In Pakistan, the first public examinations are held at Grade IX and X levels which are called Secondary School Certificate Examinations (SSCE) and then at Grade XI and XII called Higher Secondary School Certificate Examinations (HSCE). Boards of Secondary Education and Intermediate Education conduct these examinations respectively. Students of public, mostly private, NGOs and community based schools take these examinations. There also exists a different system of public examinations at parallel grade levels run by the Cambridge International Examinations (CIE) and Edexcel International London Examinations for O' Level (Ordinary level) and A' Level (Advanced level). Some private elite schools follow this

system only. Yet some other private schools go for both the systems. They select 'bright' students whose parents can afford to pay for the Cambridge system and others are asked to go for the Matric system. Both systems are poles apart in terms of syllabi, choice of subjects from any discipline, conduct of examinations, style and type of papers, reliability and credibility.

The purpose of public examinations conducted by these boards is clearly that of promotion, selection and certification and indicates the extent to which learners have grasped a prescribed syllabus. For stakeholders at schools, the aim is to pass the examinations with good grades and to bring good name to school. For some schools, teachers and students, passing examinations with highest positions becomes a question of prestige and yet some others may want to get through them by any means. Implicit is accountability on the part of school administration, especially in non-public schools as teachers are rewarded or otherwise depending on the level of achievements. One can not agree more with Gipps (1996) who points out, "Assessment carried out for these purposes is likely to be more superficial and needs to be more 'objective' or reliable ...". These examinations are sole determinants of students' future career in pursuing further or higher education or getting into the job market.

The present system of assessment is based on summative examination system that drives the curriculum rather than assesses achievement. It is mostly based on assessing factual knowledge rather than students' critical thinking and analytical skills as well as their understanding and comprehension. Thus teachers teach for testing, rather than for learning. The examination system reinforces approaches to teaching that reward memorization. The better the reproduction, the better and higher are the scores or marks awarded by the examiners. A review of the literature on the subject reveals many grave issues in the examination system that relate to question paper setting, invigilation, paper marking, tabulation and publishing of results. Reliability and validity of examination papers in terms of coverage of curriculum, selection of paper setters, lack of training or otherwise of the paper setters and examiners, marking system and preparation of results, are considered dubious.

Those who set question papers may be academically highly qualified persons (school teachers, head teachers and subject specialists) with more than 5 to 10 years of teaching experience but few have had proper training in paper setting and modern approaches to assessment. Mirza in his study (1999) found that quite a good number of question paper setters spend one to two hours only in setting the papers and that examiners hardly receive any instructions for scoring the papers. They prefer to check the papers at home and most of them mark one paper in only 5 to 10 minutes.

The question papers are hardly representative of the entire curriculum. Teachers and students mostly rely on one prescribed textbook\*. Examination questions are repeated at least every three to five years and hence questions can be predicted. There are 'model papers', or 'guess paper guides' available in the market with readymade answers based on the question papers of previous five years. Teachers and students tend to rely on such guides and put their content to memory. Regurgitation seems to be the only key for students to pass the examinations rather than creative thinking and independent analyses. The irony is that those students who can reproduce better score higher marks. This leads to lecture method and curriculum based teaching approaches.

A culture of malpractices and cheating in examinations has become current. It has also been reported in newspapers that examination papers get leaked out hours before the examination and sold to students. This is not only at secondary levels but also at the degree levels, including MBBS. Worst scenario is when some unruly students boycott papers on the pretext that they are out of the syllabus and do not let even serious students attend the examinations. At times, invigilators' lives become at risk and law enforcement agencies are called upon for security, to maintain discipline and to check malpractices. Examination thus has become a dreadful thing and an end in itself rather than a means to achieve educational objectives of improving teaching and learning, and raising standards and quality of education. Students are fearful of examinations and at times failing students commit suicide.

The government has formulated various policies since 1951 to bring reforms in examination system. The emphasis is on internal evaluation, cumulative achievement records, students' portfolios, open book examinations etc. Though many policies have been

implemented, much is desired yet to put these recommendations in application.

More recently the government has taken stringent measures to curb malpractices. Some attempt is being made to bring uniformity among the different Boards. Provincial Assessment Centres (PACs) are to be established. Private publishing companies have been, for the first time, invited to produce textbooks to increase competition and to give schools choice of selection. Training is to be provided to the Board members and conductors of examination. Bureau of Educational Standards and Training (BEST) is proposed to be set to provide academic leadership in assessment.

However, all of these measures still fail to address the core issues related to reliability, credibility and using examination to improve quality of education. It can hardly be denied that the present examination system needs drastic reforms, specially in improving the quality of examination papers that would assess higher order skills and reward answers that are based on various books articulated with understanding and comprehension.

### **Public Examination and Its Impact on Teaching and Learning – A Case Study**

A qualitative study was conducted recently in four schools of Karachi belonging to four different educational systems, i.e. private, public, NGOs and AKESP (Aga Khan Education Services, Pakistan). The study confirms that the existing examination system dictates teaching and learning approaches and hardly plays any positive role in improving the quality of education. Four head teachers, 8 teachers, and 16 students (four of each school) were interviewed. One of the main questions asked was regarding assessment practices in their schools and whether public examination held at SSC level had any impact on their approaches to teaching and learning.

In this study, 95 percent of the respondents viewed examination as exerting great pressure on them and on students. All the teachers of the three non-public schools said that up to class VIII, they have some kind of freedom in assessing students. Although there is a pressure of following the curriculum and syllabi, they do use a variety of teaching methods encouraging interactive, activity and group-based learning. They reward students for their understanding, imagination and creativity and expect them to demonstrate comprehension and applicability of their learning. Students also confirm that although they memorize certain parts, such as grammar, the tests and

\* The textbooks do not seem to be keeping pace with the time, considering children's experiences and age level. They are regarded as dreary, insipid, dull and boring, difficult in terms of language and contain factual errors (Saiyid, 2000; Rehmani 2000B).

examinations offer a challenge to them. Sharp differences were noted in approaches to assessment in the government school where the head teacher and teachers mostly followed the set pattern of public examination due to pressures from the administration and parents to complete the syllabus and strictly follow the textbooks; and the high teacher-student ratio (1: 50); lack of resources and the large number of examination copies to be marked. They resort to examination practices that foster rote learning and reproduction of bookish and factual knowledge.

In Grades IX and X where students are required to appear for annual Board examinations, the situation in the three non-public schools also gets reversed. It is due to the examination system mentioned above and the fact that schools want to outperform and achieve good results and also that parents wish their children should pass with good ranking. Teachers and students work under considerable pressure. All the research participants of the four schools confirmed that their teaching and learning was totally concentrated on preparing students for the Board examinations. Teachers said that they are bound to switch their teaching methods to mainly the lecture method and adopt teacher and curriculum-centred approaches to teaching and learning. Some even relied on model or guess paper guides available in the market. Students mostly adopt shallow approach to learning as they are expected to memorize the contents of prescribed textbooks. They look for shortcuts to learning and also use such guides. In the government school, teachers even identify paragraphs from textbooks that answer particular questions.

This study confirms that up to Class VIII, the internal school assessment system supports teaching and learning approaches and promotes to some extent higher order skills but as soon as students enter into Grades IX and X, the whole teaching and learning gets driven by the external public examination system. The findings substantiate what other studies mentioned above have pointed out. It clearly demonstrates that such an examination system drives teachers to what and how to teach and forces students to learn without much consideration paid to understanding and comprehension.

Their teaching and learning was based on what is called 'traditional instructional theory' and 'building block' models of learning, which assumed that knowledge and skills could be compartmentalized. Such approaches to teaching and learning could not help in developing problem solving or thinking skills and improving

understanding in a holistic way rather than atomizing knowledge.

### **Internal Assessment**

We observe that so far assessment has been of learning, that is, to test students for what ever they have learnt without any feedback coming to them to improve upon their learning because the nature of assessment or examination is external and summative. If we seriously consider bringing reforms to our examination system and address the issues discussed above, there is a great need to shift the system from being totally external examination driven to an on-going internal formative assessment to enhance learning. Internal assessment could compliment the public examination. It is in this sense that the word "assessment" has been used here.

### **Assessment for Learning**

What is needed here is to introduce assessment system which promotes learning. In the assessment for learning, students' achievement is measured in terms of how much they have learnt, what their weaknesses and strengths are and how they can be helped to improve their learning. It is considered to be 'one of the most powerful educational tools for promoting effective learning' (Assessment Reform Group, 1999 p. 2). It is also called formative assessment. Formative assessment is an instrument used by teachers in giving feedback to their students as to how they are progressing and how they can improve their learning and understanding during a course of action. It helps modify teaching and learning activities in which both teachers and learners are engaged. It may also indicate to teachers of their teaching quality. It is not merely categorizing and grading students for accountability purposes.

### **Formative and Summative Assessment**

Some regard the formative and summative as two distinct instruments, whereas, others see them as linked in so far as an aggregate record of formative assessment may be used to form the summative assessment (Harlen and James, 1997). Thus, it is suggested that in Pakistan:

- 40% of the public examinations be conducted as internal formative assessment by the respective school on cumulative test result basis and 60% by external summative examination and results may be prepared on aggregate basis with a gap of at least one month in both types so that students get proper feedback to improve upon their learning.

- Both types of evaluation must assess students' understanding and comprehension and questions must challenge their creativity and imagination and markers must get comprehensive guidelines in this regard.
- For internal assessment a joint invigilation by school and appointed representative of the Boards of Secondary Education would ensure fairness and address issues of validity and reliability in setting papers and marking answer sheets.
- Subject contents may need to be divided and same areas or questions may not be repeated in the external examination.
- There is much to be learnt from the Cambridge system as far as choice of subjects from various disciplines, reliability and credibility of examination are concerned. The compartmentalization of knowledge into science, arts and commerce may be done away with at least at Secondary level.

## Conclusion

Public examination system can play a significant role in improving the quality of education when its purposes are not only accreditation for the purpose of accountability, selection and promotion but also for enhancement of teaching and learning. It has been argued that this can be achieved through the combination of both formative and summative assessment. It is hoped that examination in this way would not become a burden and fearsome activity but a means to promote learning which is one of the major objectives of schooling and would lead to improved quality of education. If the pattern of conducting examination is changed, surely it would have greater impact on quality of teaching and learning in Pakistan.

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# Role of Public Examinations in Improving Educational Quality in Korea

## Introduction

Bestowed with a massive amount of the national budget, school education is closely related to actualizing the citizen's right to education or the right to educational attainment as well as national development. Thus, it can be construed as the duty of the nation-state and the responsibility of the higher office of educational administration and those in charge of education to make efforts at ceaselessly examining and improving the quality of school education. Countries' intent upon systematically supervising the quality of school education come up with the system that examines scientifically the overall aspects of their education system. Such a system of educational quality control is engaged in evaluation of educational administrative organizations, school evaluation, and the evaluation of educational achievement conducted either by the central government or local governing bodies.

Public examination is an evaluation system with standardized content and procedure that are administered by either the central government or the local governing bodies, not by an individual. Seen in this light, public examinations conducted in Korea for the purposes of systematically supervising and improving the quality of school education either at the level of central government or local governing bodies, include the following: the national assessment of educational achievement; diagnostic evaluation of basic educational achievement; College Scholastic Ability Test; the joint nation-wide evaluation of educational achievement; and the evaluation of educational achievement administered by each metropolitan and provincial office of education to elementary and secondary school students of its jurisdiction as a part of the diagnosis of educational achievement. Besides the joint nation-wide evaluation of educational achievement and the evaluation of educational achievement administered by metropolitan and provincial offices of education, all the evaluations are administered by the Korea Institute of Curriculum and Evaluation (KICE).

## Public Examinations and Educational Quality

### A. *National Assessment of Educational Achievement*

The national assessment of educational achievement is aimed at improving the quality of school education first, by measuring educational achievement in different subjects of the students in each grade of elementary, middle and high schools in a systematic and scientific way at national level and then, based on its result, evaluating curriculum, teaching-learning, and the education policy as well. The basic plan of the national assessment of educational achievement was established in 1998. In 1999 and 2000, a preliminary examination and the first evaluation were conducted. The assessment is now being practiced regularly since 2001.

In the national assessment of educational achievement, one percent of the total population of elementary school sixth graders, middle school third graders, and the first, second, and third graders of high school, are tested in five school subjects, i.e., Korean language, mathematics, social studies, science, and English. However, in the case of elementary school students, the English test is not given. Items of all the five subjects include both paper and pencil tests and performance-based evaluation. And for each subject and for different domains of each subject, four levels of educational achievement, that is, excellent, average, elementary, and below elementary, are reported.

Specific goals of the 'national assessment of educational achievement 2001' are as follows:

- (i) Concrete data for improving curriculum will be accumulated by diagnosing the level of students' educational achievement in fulfilling the educational objectives of different curricular subjects designated in the national curriculum.
- (ii) Government should come up with the measure to guarantee the basic level of educational achievement by diagnosing the level of educational achievement of the students in elementary, middle, and high schools in basic dimensions.

- (iii) A groundwork should be laid to incorporate in the next revision of the national curriculum the types of educational achievement newly called for by the changing society.
- (iv) Changes in educational achievement of Korea's elementary, middle, and high school students should be monitored by analyzing the mid and long term changes in educational achievement at national level.
- (v) New measures to improve the educational policy should be proposed through a comprehensive diagnosis and analysis of educational achievement of elementary, middle, and high school students.

The national assessment of educational achievement has been fulfilling its missions described above. Moreover, it leads the evaluation and teaching-learning methods at school level by presenting high-quality question items and evaluation techniques. Therefore, the national assessment of educational achievement is capable of not only diagnosing the level of educational achievement of the elementary, middle, and high school students in Korea, but also producing a large amount of data that can offer feedback to curricular evaluation and teaching-learning. Further, it is equipped with the systemic capacity for improving educational quality.

### ***B. Diagnostic Evaluation of Basic Educational Achievement***

The diagnostic evaluation of basic educational achievement has been conducted annually since May, 1997 as a part of the accountability system for basic educational achievement for the purposes of understanding the current status of underachievers in elementary and secondary schools, raising basic educational achievement, and seeking the method for efficient guidance.

When the fundamental plan for the accountability system for basic educational achievement was established in 1997, the underachievers in 3R's level were the only recipients of guidance. However, since 2000 when the national Seventh Curriculum became effective, underachievers in curricular subjects have also been incorporated into the accountability system for basic educational achievement. The 'underachievers in basic learning' are those who perform below the level of elementary third graders in 3R's abilities, thereby facing difficulty in comprehending normal curriculum; and the 'underachievers in curricular learning' are those who have failed to meet the minimum level of objectives

required from the curricular subjects of relevant school grade, and are hence in danger of accumulating the underachievement in the next phase of learning, unless properly taken care of.

In 2002, a diagnostic evaluation of basic educational achievement in the three domains of reading, writing, and basic mathematics was administered to the total population of the third graders of elementary schools. As a result, the material for supplementing basic educational achievement was produced to help improve the basic educational achievement of the learners evaluated as 'require further effort,' and the content and method of teaching and learning for supplementary education are being developed. As a consequence, it is being reported that the number of underachievers has been reduced greatly. The total number of underachievers in Seoul area last year had been 17,153 at the beginning of the school year, but dropped down to 3,567 at the end of the year.

### ***C. College Scholastic Ability Test***

College Scholastic Ability Test (CSAT) is a test to select the students who can be admitted to the national level colleges. It is being administered since academic year 1994. To measure the scholastic ability needed for the college-level education, CSAT has been developed as an "advanced achievement test." It focuses upon thinking ability assessed in the following domains of the integrated subjects: language, mathematics, social studies, science, foreign language(English), and second foreign language. Thus, the purposes of CSAT are to improve the function of selecting students eligible for college education; to contribute to normalization of high school education; and to provide student selection process with the data that are official and highly objective.

Key guiding principles for constructing the items of CSAT are as follows:

- (i) Items should be appropriate for the level of high school curriculum, so that the abilities acquired through the experience of school education can be assessed.
- (ii) Items should be inter-disciplinary as much as possible by utilizing either the topic related to several subjects, or that looms over several chapters of a single subject (in case of electives, items should incorporate several chapters).



- (iii) Items that can be answered by rote memory should be avoided, and the problem-solving ability and thinking abilities of inference and analysis in a given situation should be measured.
- (iv) Items type should be that of five multiple choices. In mathematics domain, however, 20 percent of the items should be subjective answering type; and the answers must be marked on the OMR sheet.

CSAT, construction based on these principles, wields tremendous influence upon the overall education system in Korea, including the content and method of teaching and learning, not to mention as a selection data for measuring the scholastic ability needed for college education. Characteristics, types, and difficulty level of the CSAT items are an object of keen interest on the part of the students at high school level and the lower levels.

Since the adoption of CSAT, the teachers report, the following changes have occurred at school sites: classroom instructions are done in a way that emphasizes inquiry and thinking ability rather than simple memorizing; teachers encourage students' participation in the process of formulating questions and generating debate; and the materials outside the given textbooks are dealt with and relevant question items are solved in classroom learning in line with the open nature of CSAT items. However, students do not indicate any noticeable change, except in their reply that they solve many question items modeled after CSAT items. Meanwhile, because of the dissimilarity between the contents of learning in high school curriculum and the contents appearing in CSAT, increasing number of students tends to depend on non-formal education such as being offered by cram schools.

#### ***D. Evaluation of Educational Achievement***

Distorted by such mis-educative phenomena as school violence, 'classroom breakdown,' early overseas study, and skyrocketing amount of money required for non-formal schooling, Korea's school education has confronted a serious crisis. As a countermeasure against such negative phenomena in education, the Seoul Metropolitan Office of Education has made an effort for improving teaching-learning methods at schools by conducting the joint nation-wide evaluation of educational achievement.

In the academic year 2002, Seoul Metropolitan Office of Education administered the joint achievement test together with the other 15 metropolitan and provincial

offices of education nation-wide. The test was given twice in June and November to the first and second grade students of high schools; and three times in March, June, and October to the high school third graders. The components of CSAT have been criticized for their alleged inadequacy in terms of difficulty on grounds that they are mostly constructed by university professors rather than school teachers who actually teach students. However, the joint achievement test was constructed by school teachers. Hence, the test had the function of stimulating students to make efforts at improving their educational achievement utilizing the self-evaluative opportunity provided by the achievement test. It also created a momentum for generating changes in evaluation method as well as in the content and method of teaching and learning due to its relevance to CSAT. A survey conducted in 2002 has shown that the teachers, parents, and educational associations rated the test in a considerably favorable manner.

The evaluation of educational achievement administered by metropolitan and provincial offices of education have elementary and middle school students as its subjects and aimed at controlling the quality of education in metropolitan and provincial regions and improving teaching and learning methods. School grades of the students who are participating in the evaluation and the scope of evaluation differ from one regional education office to another: entire student population of a region may participate in the evaluation, or only a sample population may do so.

#### **Conclusion**

To sum up, this article has examined the Public Examination administered in standardized content and method at the levels of both the central government and local governing bodies in Korea. Public examination exerts strong influence upon elementary and secondary school education in Korea. Nevertheless, a systematic study has yet to appear to verify whether or not such an examination has had positive effects on improving the quality of school education. Hence, more research ought to be undertaken to shed light on this subject.

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# Examinations and Improving School Quality

## *Reflections on Indian Policies and Practices*

### **Introduction**

Learner assessment, particularly in terms of achievement testing and examinations, is often projected in the current literature as an effective means of improving school quality. In fact, instrumentality of testing in influencing the schooling processes and in turn the products of schooling has somehow been taken as axiomatic. Is this unquestioned faith in the capacity of testing and examinations justified? As learner assessment is done in varying contexts and through different methods and techniques, which of these can influence the quality of schooling? More specifically, what is the extent and nature of effect of public examinations on schooling processes? These are critical questions engaging the minds of not only educationists but of the larger public in India. An attempt is made in the paper to discuss some of these issues.

### **Policy Perspectives**

Like many other newly independent countries, India also began with a critical view on the system of examination inherited from the colonial past. Successive policy documents in the post-independent India have been roundly critical of the prevalent practices of learner evaluation even though the major focus of the criticism has been on the system of annual and external examinations. As early as 1948, the University Education Commission criticized the examination system for its “pernicious domination over the whole system of education in India.” The Secondary Education Commission (1952) wrote, “The examinations today dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly on too narrow a field, thus help him to develop wrong values in education. Pupils assess education in terms of success in examinations.” The commission went on to state, “All circumstances conspire today to put an undue and unnatural emphasis on examinations, especially the external examinations; and they have come to exercise restricting influence over the entire field of Indian education to such an extent as almost to nullify its real purpose.” The National Policy on

Education in 1986 expressed equally vehemently against the existing evaluation practices, “In a system in which everything has been subordinated to examinations and grading, the characteristics of quality (functional and social relevance, mental agility and physical dexterity, efficacy and reliability, confidence and capability to communicate effectively and exercise initiative, innovate and experiment with new situations - and a value system conducive to harmony, integration and the welfare of the weak and disadvantaged) will receive no attention unless these too are evaluated and credits are also awarded to them. ... it appears self-evident that the present system of annual examinations will have to be modified since these, more than any other factor, have contributed to the deterioration in quality. A stage has now been reached when neither those who conduct examinations nor those responsible for teaching and academic management are scandalised by the very poor grades and pass percentages in examinations.”<sup>1</sup>

Why has the system not changed significantly? At least part of the explanation for this reluctance to change could be attributed to factors characterising the overall socio-economic development processes that surround the educational endeavour. As in several other post-colonial developing societies, examinations in India are an ineluctable consequence of the process of modernisation and the nature of the social and economic changes that are involved: a process of structural differentiation contingent upon the emergence of a highly complex monetary, as opposed to a partially or totally subsistence economy. Along with such structural changes, we note the emergence of new patterns of social differentiation wherein achievement usually measured in terms of schooling or examination performance becomes a primary determinant of individual or, indeed, group status within emerging class structures.<sup>2</sup> There is no doubt that examinations have, more often than not, exerted a deleterious effect on pedagogical practice and learning outcomes, but in terms of their role as instruments of status allocation, they may be preferable to other alternatives. The power of examinations lies in their ability to allocate life chances. If they lose that ability or are perceived to, they also lose the power to influence educational policy.

## **Ambitious Agenda of Examination Reforms**

Initially, resentment with the inherited system of examination gave rise to searching for better procedures of examining learners. Several new methods and procedures were formulated and advocated through training and development activities by the National Council of Educational Research and Training (NCERT). Reforms were envisaged in teacher-made school based testing as well as in externally conducted examinations. The Education Commission (1964-66) recommended for treating Classes I-IV as an ungraded unit so that children advance at their own pace. At the higher primary, written examinations and oral test, simple teacher-made tests for diagnostic testing and cumulative record cards were to be introduced. For maintenance of standards, a common external examination at the end of the primary stage was to be administered, using standardised and refined tests. Provision for internal assessment was to be made at all stages.

Subsequently, a significant reform was introduced almost universally in India, delinking promotion from examination performance of learners in the initial stages of schooling, popularly known as *automatic promotion* or *no-detention policy*. Under this, students move to higher classes within the primary stage irrespective of their examination results. At present, almost all state managed primary schools adopt the procedure even though the number of grades specified for automatic promotion varies. It was, of course insisted that the scheme be adopted as a package emphasising continuous and comprehensive formative evaluation within the school. Very little seems to have been done to systematically implement the latter recommendation.

Establishment of State Boards of Examination to conduct end-of-school examinations was another important step. This left the onus on the State level agencies to bring about reforms in the examination system. An indirect impact of this shift of control to State Boards which function under the Education Ministry is the direct intervention of the Government in the examination process and thereby, politicising as well as bureaucratising the examination system. In fact, professional control over the system has, over a period of time, considerably declined. Issues of moderation, grace marks, scoring schemes, and even nature of questions in the examinations have often come in for bureaucratic and political arbitration.

However, it should be noted that these examining bodies are concerned only with the secondary school level and in particular, with the conduct of the final public examination which determines the entry into higher education. Consequently, the evaluation procedures in the state-run primary schools have remained quite neglected.

Authorities of the Education Department seem to concern themselves only with the conduct of public or semi-public external examinations at the end of the primary cycle. The requirement of continuous and comprehensive evaluation within the school is poorly monitored. Most teachers seem to interpret the automatic promotion scheme as 'no examination programme.' Surprisingly, however, probably unaware of the ground level reality, the *Curriculum for the 10 Year School: A Framework*, brought out by the NCERT in 1987 suggested, "Gradually as the system of internal assessment takes roots, and personal biases leading to the lowering of standards are brought under check, the external public examination even at the end of Class X will become redundant and should be abolished. It would be necessary for each Board/State to evolve a phased programme of accomplishing this". Contrary to this, State governments have begun, in recent years, to introduce external public examinations at the end of Grade IV/V, possibly under the belief that it would improve school quality.

## **Research Studies**

In quantitative terms, the number of research studies that directly or indirectly deal with testing and examination of school children is very large. One can see three phases in the conduct of research in this area. The first phase, spearheaded by educational psychologists, consisted of test construction and improving the psychometric character of learner evaluation instruments. The second phase which began in late sixties and vigorously pursued through the 70s related to research on implementation of various examination reform measures designed and initiated largely by the NCERT and its state counterparts. The third and current phase in research, which began in the late 70s, focuses on relatively large-scale learner testing based on specification of expected competencies and using criterion referenced measures. This move has been further strengthened with the programme of MLL during the last few years and the entry of international experts under the primary education development programmes.

Reviewing researches on examinations, Passi and Hooda<sup>3</sup> found in mid-1980s that only a few institutions had been undertaking sustained studies in the area of examinations and evaluation. Out of the 198 studies in the area of Educational Evaluation and Examinations reviewed, sixty two were in the area of examinations. It was observed that researchers mostly studied innovations after they were implemented. In general, a research and development perspective was lacking. Particularly, there were no studies which linked evaluation and school quality or teaching-learning process. Classroom evaluation procedures and ways and means of improving them had been almost totally ignored by the Indian researcher. Even on examinations, the concern had been more on technical and psychometric aspects. Fundamental questions related to place of examinations in the educational endeavour, its impact on the education system as a whole or on the school based processes, found no place in the research literature.

Singh and Prakash, reviewing the researches after a few years, lament that there had been a steep decline in the number of studies in the area of evaluation and examination.<sup>4</sup> This was possibly because researchers in India have generally followed the trends in official reform processes, playing only the role of evaluators. Studies have therefore either endorsed or criticised the official measures. Original path-breaking researches, which are prospective in nature with potential to influence the direction of reforms are not easy to come across. The decline in research on evaluation and examinations is possibly explained by the relative absence of new innovations or reforms at the national level during the past few years as the focus has shifted to the new official credo of MLLs and competency based testing.

### **Does Large Scale Testing Influence School Functioning?**

Several states in India are, currently, embarking on introduction of large-scale external testing at the primary stage. In this context, it is necessary to recognize the contradiction that such a measure may lead to in defining teachers' work: on the one hand, they are attempting to carry out formative, criterion-referenced, individually focused classroom assessments, and on the other, they have to work with a summative assessment system in which comparability of information is paramount. In fact, there is no evidence to show that external assessment schemes positively influence educational quality or standards, nor even that assessment can trigger school

level changes. If assessment truly yields formative information, then individual progress might reasonably be expected to improve; but if assessment is only perceived as an exercise in accountability, then there are no precedents indicating that standards in any meaningful sense of the word can be raised.<sup>5</sup>

Seen from this angle, establishment of a National Evaluation Organization and conducting national testing need closer analysis with regard to their effect on in-school processes. In particular, can the large underdeveloped sector of the state controlled school system withstand the competition and limelight that national comparison would inevitably bring? International experience shows that, at best the results of national assessment provide one piece of a puzzle, the broader meaning of which will become clear only if it can be joined with other pieces of information about what is happening in the society and its schools, individually and collectively, across the nation.

### **Maintenance of Standards: Need for Reshaping the Discourse**

Demands of the examination are often cited as the cause of student overload, and at the same time they are also defended as the necessary protection against dilution of standards.<sup>6</sup> Two critical questions with respect to the debate on standards need close consideration. First, there is the nature of the standards themselves. This implies the redefinition of the term both at the professional and the public levels. What are the criteria for standards? What are the most effective ways of defining standards? And, how can we best communicate about standards to different stakeholders?<sup>7</sup> In the Indian context, are we ready to accept the competency listing given under MLLs as the "standards"? Second, there are the processes by which standards are developed, negotiated, understood. Who should be involved in deciding the nature of standards? Are nationally decided "standards" in a multiethnic and multi-linguistic society, such as India, desirable? A third question to be addressed refers to the mechanism of ascertaining standards achieved. If external examinations are the 'standard bearers', can test performance be accepted as the reliable indicator of 'achieved standards' in school learning?

In India, with a highly uneven status of education development, question of standards cannot be divorced from equity concerns. It is difficult to maintain high standards, if a majority of the learners have to be relegated to the 'bench of ignorance'. Standards in real sense

cannot be rationally evaluated without a certain level of universality in participation and achievement among all the stakeholders. Any discourse on standards that disengages itself from the issue of equity will remain not only counter productive but will also be viewed with suspicion as discriminatory toward the under-privileged.

### **Decontextualising Learner Evaluation**

Undue focus on standards coupled with nationally specified competency based testing has the consequence of treating 'test performance' as an end in itself without reference to the conditions of learning and the human development process involved. "The creation of a moral panic about standards proceeds by a strategy of decontextualising measures of educational achievement from their history and their socio-economic context."<sup>8</sup> The approach, in effect, rejects the characteristics of the learner as the basis for learning and curriculum. Thereby, we unwittingly tend to regress to a model rooted in the subject-based tradition.

Undoubtedly context affects not only the test performance but also the standards of performance. This is one of the biggest concerns with large-scale assessments that try to compare and draw inferences in a context free manner. It is meaningless to consider achievement test performance independent of the learning opportunities provided to the learner and the context in which the learner has been living and learning. Even from pragmatic considerations, decontextualised assessment does not contribute to initiating school level changes for quality improvement. This need for understanding and promoting school quality in a context-specific manner has been well demonstrated in a study of primary schooling carried out in five contrasting settings in Madhya Pradesh.<sup>9</sup>

### **Examinations and Public Accountability of Schools**

If performance of achievement tests is to be used for building public accountability for school effectiveness, comparison of schools becomes an integral part of such an exercise. But use of test results as evaluative evidence about schools raises a number of questions. For instance, the study of school quality based on the outcomes of MLL-referenced tests is not capable of engaging in detail with issues of purpose, either at the level of individual learning or at the level of the overall purposes of education. The focus upon results, exaggerated by comparison of schools, sets in motion machinery which

excludes curricular debate or reform, and marginalises discussions on vital issues such as link between school education and the world of work or higher education.

It should be noted that the use of performance measures for institutional accountability is fairly recent. In general, we lack experience in implementing such a proposition. Considering the highly heterogeneous conditions in which the schools are placed in India, it demands extra caution in making any inter-school comparisons and using that as a means of building public accountability of the schools with respect to quality.

### **Teacher as Evaluator: A Crisis of Confidence**

Increased emphasis on external evaluation is gradually reducing the pivotal role played by the teachers. It is argued that with school-based assessments, it is difficult to ensure objectivity. Since parents judge teachers on their ability to get their children ahead, teachers tend to inflate grades. It is in such assertions that the elements of doubt on the credibility of the teachers lie.

Several actions have been proposed from time to time for strengthening the role of the teacher as evaluator. Yet, in practice, the trend is to lay greater faith in external evaluation even at the primary stage which is self-defeating in the ultimate analysis for quality improvement. If a teacher cannot be depended upon for evaluation, how can we depend on him or her for teaching? Second, there have been attempts by the teachers to introduce innovations in in-school evaluation procedures. But the status of teachers, particularly those at the primary level, is so low that they simply do not command the legitimacy to make such innovations acceptable. Finally, non-availability of necessary aids and equipment for teaching has also added to the deterioration of the social as well as the professional image of the teacher.

### **Conclusion**

There is no unequivocal answer to the question: 'Can examinations really aid in improving the quality of education?' The relationship is definitely not self-evident. For improving quality, it is imperative that the processes of formative evaluation are strengthened; implementation of continuous and comprehensive evaluation is sincerely followed; and, most important of all, the school teacher is helped to regain the confidence of the public as a reliable and authentic evaluator of student learning. Specifically in the Indian context, researchers on evaluation and examination cannot

forever remain confined to examining the problems of psychometrics. Attention should be paid to fundamental issues that link learner evaluation policies and practices to broader social and economic factors. Research should carefully delineate conditions under which learner testing can have a beneficial effect on quality without jeopardising the interests of equity.

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## Public Examinations in Bangladesh

### Introduction

No society can function without knowledge and skill which are provided by education. This is why, education has become an indispensable tool for the development of various spheres of society. The broad purpose of education is to enable the learners to acquire human qualities as well as specific skills to attain their own progress and to contribute to the national progress in a human environment.

The context has to do with how the education being imparted relates to the social, economic and political realities facing a particular country but in the confines of pertinent global dynamics. This kind of progress can be achieved by quality education. The term 'quality' refers

to the standards that must be met to achieve specified purpose to the satisfaction of student. So, quality of education is its fitness for the purpose of promoting the specific skills of learners to contribute to their own and national progress. It is due to the absence of quality of education. In the developing countries context, different types of tools (measures) are being used for assessing the quality of education. Public examination is one such a tool.

### Public Examination System in Bangladesh

In Bangladesh, testing and examination are the only methods used for educational measurement. Actually, examination is a means to evaluate the students' learning outcome and value-orientation. Public examination was

imported here by the British Administration from England. Final External Examination, named Entrance Examination, was started in British India. It was conducted under the rules and regulation of the London University. A student could appear in this examination after completing high school education. This public examination was fit for getting a job under the British Administration. Afterwards, in 1857, the management and controls of this examination was handed over to three universities, i.e., University of Calcutta, University of Bombay, and University of Madras. The system got its full momentum under the Calcutta University up to 1947. Subsequently, it was entrusted to the East Bengal Secondary Education Board at Dhaka and the Dhaka University in respect of the SSC and the HSC examination respectively which were earlier called the Matriculation and Intermediate Examinations. In 1961, as per the National Education Commission, the then Govt. of Pakistan transferred the management and controlling of these two examinations to the Board of Intermediate and Secondary Education of East Pakistan, from the Dhaka University. The number of Education Boards was increased in 1963 to cope with the increase in number of schools, colleges and students. At present, seven general education boards, one Madrasha Board, and one Technical Education Board are operating and conducting public examinations up to XII Grade. Graduate and Post-graduate level public examinations are being conducted by the National University.

The present method of examination in Bangladesh includes:

**Internal Examination:** This examination is controlled and managed by the institutional authority. It is held as per the direction of the Education Directorate as well as the Ministry of Education. The institutional authority enjoys absolute freedom in this regard with respect to setting of question papers, evaluation of scripts and publication of results.

**External Examination:** This examination is generally called Public Examination. It is held on the basis of the Public Examination Act. This examination is controlled and managed by an external authority, like BISE (Board of Intermediate and Secondary Education), a university etc. Choice of a suitable type of examination depends on the purpose for which the results of the examination will be utilised.

The exact role of public examination is to evaluate the whole education process. Indirectly, this evaluation

system is not only the evaluation of learners, it is also for the evaluation of teachers and curriculum which mean this is the tool of whole process of quality education.

But the present public examination system can achieve the above objectives only partly. This is why, in the past days, the prevailing defective public examination system could not play its role effectively to the satisfaction of masses.

### **Current Status of Public Examination in Bangladesh**

In Bangladesh, public examination in the present form is the long outdated and outmoded without having a bearing on real life or need of the time. The present system does not assess the learning outcomes of the learners and their value orientation; instead it has turned into an instrument of measuring the memorising capability of the students, obtaining division/class and securing high marks only. As a result, this system has led to widespread malpractices and corruptions at almost every tier, causing its reliability to diminish and eventually leading to low standard of education.

In recent years, the number of candidates appearing in public examinations has increased substantially. This has given rise to different types of administrative problems. These are given below:

- (i) Public examinations are being held at a large number of centres in cities, villages and interior areas;
- (ii) Due to illegal pressure of local political elite, sometimes Board Authorities fail to follow prescribed rules and regulations regarding sanctioning and appointing centres;
- (iii) Difference between the number of candidates of different centres;
- (iv) Difference between the standard of conducting examinations at different centres;
- (v) Non-cooperative behaviour of candidates, guardians and teachers of different centres; and
- (vi) Tendency of adopting unfair means by a large number of examinees.

Unfair means have become common in examination hall and has emerged as a main problem in Bangladesh. Political leaders, guardians, some teachers, and some administrative officers are liable in this regard.

The percentage of failures in public examinations is increasing every year. It is due to defective public examination system. In fact, this big percentage of failures is an immense loss to the nation. Under the present examination system, a failed candidate can reappear in the next examination. It amounts to loss of his time as also financial loss. Ultimately it brings frustration to the concerned people. On the administration side, handling of answer scripts and evaluation by so many agents at different levels leave a chance of underrating and overrating and also for different types of errors which ultimately brings dissatisfaction on the one hand and doubts and distrust on the other.

### **Drawbacks of Public Examination System**

Public examination system in Bangladesh suffers due to some major drawbacks: learning outcome and value orientation of the students are not measured; Over emphasis on external evaluation; Higher percentage of failures; and wide-spread mal practices at all levels of examinations.

The following factors contribute to the defective system of the public examination in Bangladesh:

#### ***In Academic Area***

- Absence of focussed learning objectives and guidelines for measuring them in the curriculum;
- Absence of guidelines on methods of classroom teaching for each subject at each grade;
- Absence of proper lesson plan in almost all schools in respect of each subject and each teacher;
- Inadequate number of trained teachers, poor classroom teaching, under-qualified teachers;
- Provision of examination in all the subjects in case of failure in one subject;
- Problems with the nature and techniques of question-setting; and
- Absence of reliability and validity of question papers.

#### ***In Internal Examination***

- Absence of an appropriate weight to be given to internal evaluation;
- Absence of uniform standard in local question-setting;
- Absence of uniform guidelines for conducting internal assessment; and

- No training for teachers in the art of question-setting.

#### **In Management Area**

- Large number of examinees per centre;
- Irregularities in the centre management;
- Absence of well documented guidelines and adherence to them for selection of examination centres;
- Administrative leniency toward students' interference in holding examination; and
- Absence of training for centre superintendents and invigilators.

#### ***In the Area of Evaluation and Publication of Results***

- No well documented guidelines for selection of question setters, moderators, examiners and scrutinisers;
- Delay in the publication of results;
- Problems with computerisation of results;
- Defective norms of ranking and classification of the successful examinees into divisions and places (now in Graduate and Masters degree examinations); and
- Absence of training guidelines for examiners on evaluation of scripts.

### **Suggestions**

To overcome the above deficiencies of the present public examination system, the following possible measures may be considered:

#### ***In Academic Area***

- A suitable curriculum for Classes VI to XII should be introduced at the earliest;
- Academic calendar (lesson plan) should be made regularly;
- The tradition of non-repeating of questions from previous year's question papers should be stopped forthwith;
- The candidates who fail in one or more than one subject should be given opportunity to appear in the subject/subjects they fail in for next two years; and
- Subject-wise qualified teachers with training should be recruited.



### ***In Management Area***

- Acceptable guidelines for selection of examination centres should be prepared;
- Number of examinees per centre should be rationalised on the basis of facilities available; and
- All kinds of irregularities in centre management need to be removed through the help of local administration and leaders.

### ***In Internal Evaluation Area***

- Annual results of the students should be prepared on the basis of cumulative assessments of class tests and terminal tests;
- Maximum number of answer scripts to be examined by a teacher in a day must be fixed;
- The teacher must justify the marks he gives by pointing out the errors of omission and commission;
- At least 5% of the examined answer scripts, at random basis, must be re-examined by the Head/Assistant Head/Senior teacher of the subject;
- The teacher must give back the examined answer scripts to the students with suggestion for improvement;
- Guidelines and plan for imparting training to local question-setters should be arranged and implemented; and
- For public examination at the SSC and HSC levels, the initial distribution of weights may be 20% for internal evaluation and 80% for external evaluation with gradual increase of the former till it is raised to 50%.

### ***In the Area of Evaluation and Publication of Results***

- A reasonable guidelines for selection of question-setters, moderators, examiners, scrutinisers and specific guidelines for their respective functions should be prepared and followed;
- A module of training on learner's assessment should be made compulsory in all teachers' training programmes; and
- Computerization of evaluation of answer scripts, preparation of SSC and HSC examination results should be further strengthened.

### ***Other Suggestions***

- As the public examination is losing its credibility and importance, it is suggested that the SSC examination should be institutionalised through High Schools, like that of western education system. It means that there will not be any public examination of SSC now being conducted by the Education Boards. Every High School will conduct SSC equivalent test and distribute certificates among the successful candidates.
- An institution of permanent nature called the CEB (Central Education Board) should be established to bring about quality improvement of examinations of different sub-sectors of education through continuous research and development activities.
- A module of ethics should be made compulsory for all teachers' training programmes.

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## News from Member Institutions

### **Shanghai Institute of Human Resource Development (SIHRD)**

*Shanghai, China*

- Completed a research study on “Relationship between Higher Education and Economy in Shanghai”. The study analyses the relations between the scale of higher education in Shanghai and the demand of accommodation to development of economy and society, etc.
- Completed a research study on “Analysis of the Current Educational Situation of the Migrant Workers’ Children”. The research investigates the educational problems of migrants workers’ children covering a large sample.

### **National Academy for Educational Management (NAEM)**

*Dhaka, Bangladesh*

Organised a workshop on “Successful School Management: Case Studies” under ANTRIEP research project during April 6-10, 2003

### **Korean Educational Development Institute (KEDI)**

*Seoul, Korea*

Organised “2003 Asia-Europe High Level Education Forum: Search for the Future Direction” in Jeju Island in Korea. 26 ASEM member countries represented. The Forum intended to provide the open dialogue among leaders, educators, and high level practitioners and policy-makers of education to share their visions and suggestions for future direction of education.

### **National Council of Educational Research and Training (NCERT)**

*New Delhi, India*

Organised jointly with Commonwealth of Learning (COL) a “Training Programme for Teacher Educators from Africa and India” during February, 2003. Teachers and Teacher Educators from 6 African countries and different States in India participated in the training programme.

### **Academy of Educational Planning and Management (AEPM)**

*Islamabad, Pakistan*

Organised a Seminar on "Capacity Building to Enable Implementation of Educational Devolution Reforms at Local Levels" in collaboration with UNESCO/ GoodGEM Project during January, 2003

### **Centre for Multi-disciplinary Development Research (CMDR)**

*Karnataka, India*

Undertaken a research study on “Bulletin on Educational Data Bank for Elementary Education” to develop meaningful database relating to different levels of education for different states and the country.

### **State Institute of Educational Management and Training (SIEMAT)**

*Allahabad, India*

Organised a series of Capacity-building Workshops for Promoting Qualitative Girls’ Education through integrating the messages of Meena Film with the school system during January to May, 2003

## **The Aga Khan University (AKU) - Institute for Educational Development**

*Karachi, Pakistan*

Under the ANTRIEP collaboration, AKU-IED in collaboration with NIEPA, New Delhi, organised a capacity building workshop on "Monitoring and Evaluation in Education" during February 19-27, 2003. The workshop covered various aspects of monitoring and evaluation. The workshop was hosted by the Centre for Education Management Development, National Institute of Education, Sri Lanka. 22 participants from AKU-IED, Professional Development Centres, Northern Areas and Lead-in Project, East Africa, Aga Khan Education Services, India and Pakistan; Ismaili Tareeqa Religious Education Board; and Institute for Professional Development, Tajikistan participated in the training.

## **International Institute for Educational Planning (IIEP)**

*Paris, France*

The HIV/AIDS Impact on Education Clearinghouse is an interactive portal dedicated to collecting and disseminating documentation on HIV/AIDS and its impact on education. With over 400 downloadable documents (including impact studies, best practices, conference reports, international declarations and national policy statements? Links to over 100 HIV/AIDS related websites and a calendar of major HIV/AIDS related events through the world, this site is a unique resource for all those involved in researching, planning

or implementing HIV/AIDS and education programmes. Users may become members of the site's research community allowing them to take part in on-line discussions, create their own individual work pages to post on-going research or projects, and contact other members of the site visit the site and on the IIEP homepage <http://www.unesco.org/iiep> Or send us an email at: [hiv-aids-clearinghouse@iiep.unesco.org](mailto:hiv-aids-clearinghouse@iiep.unesco.org)

## **National Institute of Educational Planning and Administration (NIEPA)**

*New Delhi, India*

- Organised an "International Conference on Globalization and Challenges for Education-Focus on Equity and Equality" in February 19-21 2003. The main objectives of the Conference were to examine critically: globalization and impact on human development with a focus on education, inequalities caused due to globalization in education and exchange of experiences with international community. One hundred and fifty educationists South Africa, Hongkong, Malaysia, France, Australia and India attended the conference.
- Successfully completed Phase I of the Nineteenth International Diploma in Educational Planning and Administration during February 1 - April 30, 2003. Thirty trainees from sixteen countries attended the diploma course.

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7. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian) Office for Educational and Cultrual Research & Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan JAKARTA - 12041, Indonesia
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10. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal
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