
CRITICAL ANALYSIS OF PAKISTAN NATIONAL EDUCATIONAL POLICIES OF 1992, 1998 AND 2009 WITH SPECIAL REFERENCE TO EXAMINATION REFORMS IN SINDH BOARD

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ABSTRACT

The objective of the study was to analyze the Educational Policies of Pakistan with specific focus on examination reforms during 1992 to 2009. The scope of the study focused on the recommendations made by the policy makers regarding examination reforms which were included in the educational policies of 1992, 1998 and 2009. It reviews the observed phenomenon of service delivery failures in public examination in Pakistan although various initiatives, programs and policies since 1947 to were introduced to increase the inputs to examination but do not produce effective services outputs where it may counts as students cognitive development as it required for competing the international education system. This was a mix-method study using a phenomenological approach for which a questionnaire and an interview protocol were designed to collect the data. Participants were identified through stratified random sampling design in which teachers were included from secondary and higher secondary level schools/colleges. Two hypotheses were formulated for the study. Data was analyzed by using t- test and through content analysis and it was found that education policies do not comprehensively focus on this important area of education system by which students and teacher learning may be measured due to dearth of research culture. This results in no major reforms in the process of reforms and improvement in the examination process both in academic and administrative sides and working of Boards of Education. On the basis of the findings concrete

recommendations have been made.

KEYWORDS

Assessments, Evaluation Board, National Education Policy, Validity, Reliability, Transparency, Malpractice

INTRODUCTION

The concept of public examination is as evaluation of ability, attainment or achievement in a general or specific academic discipline of learning. For this judgment some general or specially designed instruments are prepared into easy or mixed type appraisement that make pupils for qualifying for entrance to professions and further education (Page, G. T., Thomas, J. B., & Marshall, A. R. (1978). This importance of public examination is also highlighted with the critical assumption that examinations lead pedagogies (Peterson, 2007). This system has two key types of components firstly to: prove and secondly to improve. It focus on what students know, what they are able to do , and what values they have when they receive their education. So assessment is concerned with the collective impact of series of lessons on students learning (Erwin1991), while (Christie and Khushk, 2004) are in favor that without modern evaluation approaches student's achievements could not be measured and due to this conventional learning processes quality of education is being deteriorated day by day . Gipps (1994). Also emphasized that Assessment is a key component of an education system and is an integral component of the teaching process .which is a process of defining, selecting, designing, collecting, analyzing, interpreting and using information to increase student's learning and development.

Erwin and Knight (1995) comment on the examination as, "Assessment arrangements are likely to have the greatest influence on the understood curriculum". It means that it is the examination system that evaluates the quality of curriculum for a particular level. Boud (1995) supports the idea that "Assessment acts as a mechanism to control students that is far more pervasive and insidious than most staff would be prepared to acknowledge Assessment. Allows staff or students to know whether concepts have been learned."

Hoagwood, K., & Erwin, H. D. (1997) pointed out that, "Assessment can inform which unit / module (of a course/ curriculum) should be continued or modified", and also, "which staff to be inducted." It also determines the quantity of physical facilities for an efficient teaching-learning process. Improving the educational administration, in the light of such information, can point out towards the material and its quantity required for the delivery of a particular course content to the students. (Khattak, S. G:

2012) agreed on it that cognitive development is an integral part of pedagogy which leads towards student's life career. The importance of pedagogy was also referred in different policies after independent of Pakistan but nothing was seen at the level of satisfaction of stakes holders and in every parameter of quality education. (Rizvi, 2000).

Recently It was also realized in the report of Sindh Education Student Learning Outcome Frame work (SESLOAF) 2015 as in NEP 2009 it was stated in preamble" due to nonprofessional strategies adopted in assessment procedures rote memorization increased and lack of continuous feedback and monitoring low cognitive skilled students are being developed in society . And all pre and post assessment procedure from development of test items to posting of result lacuna has been created. All Researches have shown that examinations play a key role in determining the efficiency of an education system and the overall quality of education of a country.

From the above discussion, the researcher who has been associated with the College Education Department for more than 25 years in different capacities, as Deputy Director (curriculum and development) (SBTE), and as Inspector of colleges with one of the most important Board of Pakistan (Karachi) (sindh province) has felt the results revealed by these boards are alarming and worrisome for the educationists and a very pertinent question that arises is how to improve the students' knowledge and skills. Since independence, unfortunately successive regimes have not focused on improvement of Examination sector as per the needs of the society and demands of the international community. in this study researcher tried to establish a relationship between the education policies of Pakistan and the performance of the boards of examinations of the province of Sindh.

LITERATURE REVIEW

Mark Bray1998 in one of his articles on Examination System Characteristics mention in the light of other studies that, "The literature on Examination System shows considerable diversity depending on the historical background, system of governance and ideology" (Broadfoot et. al. 1990, Eckstein & Noah, 1993, Callaghan & Graney, 1992). In Pakistan, to find out weaknesses of the examination system, many research studies, seminars and symposiums were conducted and recommendations were forwarded to concerned agencies for incorporation in the National Education Policies for the improvement of examination system, but somehow, either these recommendations were not properly emphasized or not implemented, resulting a continue state of confusion and dissatisfaction of the stakeholders.

The history of education policies of Pakistan and describes the conventional accounts of policy failure due to the issues of unclear goals, political commitment, governance, centralization, resources and foreign aid. Ali (2006). So Sufficient knowledge and skills are required to understand the policy guidelines failures that where the set and translated objectives and its effective implementation was not into achievable in stipulated time.

Educational Policies and Related Research Reports:

Policies and reports recommendations reviewed on the bases of following five categories.

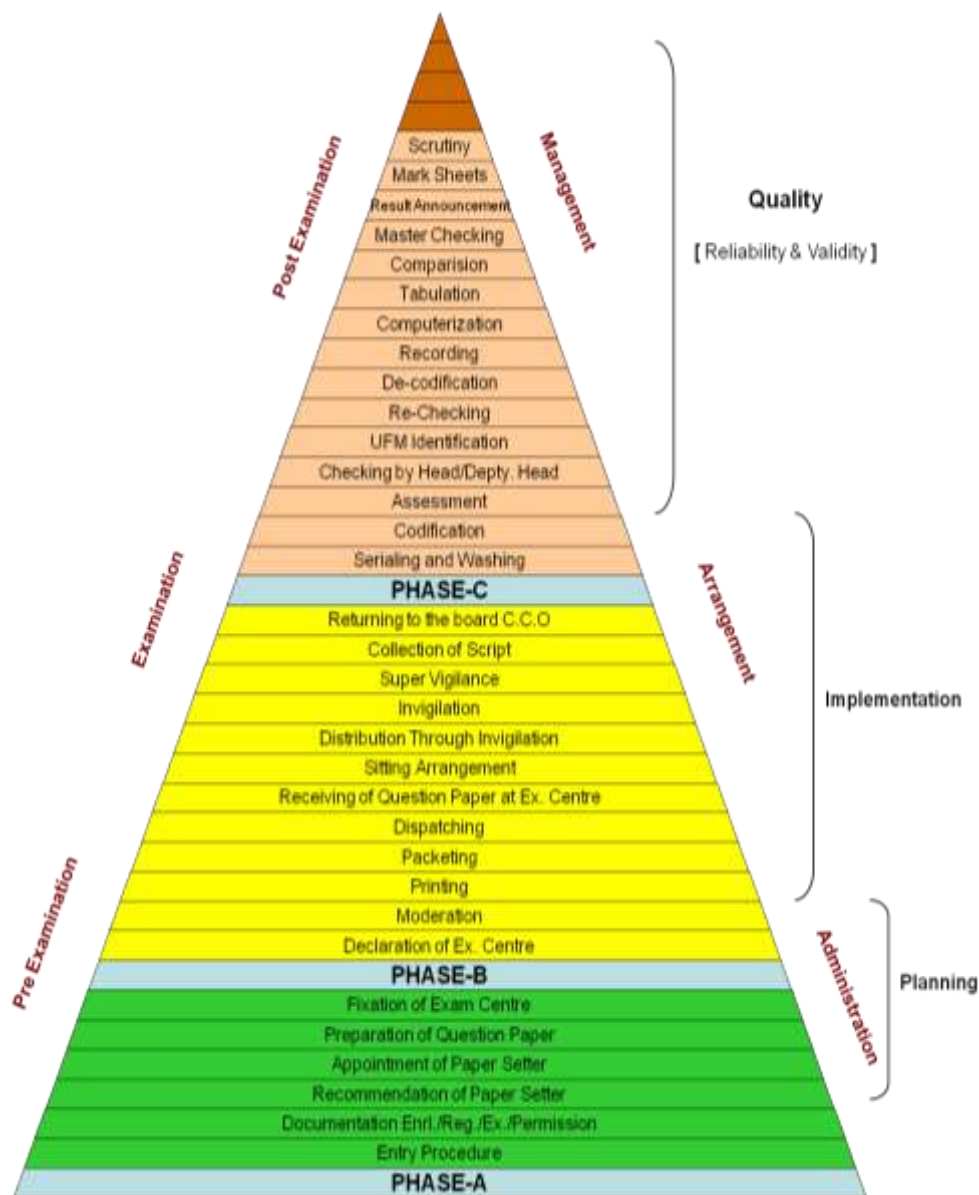
- A. Curriculum Coverage / Content / Objective Relevancy
- B. Administration
- C. Question Paper Quality
- D. Assessment Quality
- E. Examination Results

Boards' Policy and Examination Procedure

The selected bibliographies testifies to Pakistan's long pre-occupation with the examinations system, especially at secondary school level. However, the issues raised in 1959 are still on the agenda in 2021. Critical analysis of these educational policies with regard to overall merits and demerits of the Education system is beyond the scope of the study. The researcher has therefore focused only on the recommendations of the Educational policies which pertain to the prevailing Examination system of Pakistan. For this detailed study of examination process was discussed and observed by researcher herself this is shown in fig: 01 (Examination process pyramid)

Without understanding this examination whole process (pyramid of activities) it could not be estimated that where the lacuna or fault is arising and effecting on the whole system of public examination's reputation and its scency. Because educational policies with reference to quality education and improvement of examination system are aligned according to these sub activities then flaws are where? In policy making or in implementation stage this distinction cleared the picture of success and failures of all endeavours.

Literature review with full insight and care which was a very difficult task due to non availaibility of reports and directives which were time to time communicated to concerned authorities, researcher searched these literature since 1947 till 2013, . But the three main policies 1992, 1998 and 2009 is shown in the following observation diagram: 01, 2,



EDUCATION POLICY (1992)

After seven year a social policy analysist (Kaiser Bengali, 1999, p. 20) gave his

policy analysis in these words that in Pakistan since 1947 many educational reforms were framed time to time in 1959, 1972, 1979 in all four reformative domains i.e. educational, social, economic and institutional with ten - fold perspectives but the desired result could not be attained due to some factors like population pressure, inadequate financial constrain, service delivery problems, and this resulted low return rate of skilled and knowledgeable human power to society.

Educational Policy (1992): The Exam

The Educational Policy 1992, gave due importance to the system of Examinations and recommended measures for its overhauling. Main idea was that:

“The management and conduct of exam at Secondary, Higher Secondary and University level be improved by improving the capability of the staff. Periodical assessment be carried out and malpractices be eradicated.” (Policy statement: p. 69: para 22.2.1: NEP:1992). The statement clearly focuses itself the weak areas in the system of Examination like, insufficient management which leads to malpractices, defective Examination process, and dissatisfaction of paper setters, invigilators, and supporting staff. For each area of concern, suitable actions were suggested for these areas. The observations in this regard are classified into three categories:

- I. Implemented
- II. Partially Implemented
- III. Not Implemented

Educational Policy (1992): Table 01:

Para No	Policy Action Suggested	Responses	Outcome
22.3.3	Mechanized processing of exam Forms	Implemented	Receipt and processing of exam forms was fully mechanized which largely curbed duplication and false information of the candidates
22.3.16	Exam paper will include objective (30) makes short answer questions (40) and essay type questions (30)	Implemented	The pattern was followed with minor change 20% MCQS 50% short answer and 30% essay type

22.3.5	Postponement of examination will be avoided	Implemented	Examination were held according to the notified schedule
22.3.10	Rapid squads to inspect exams centers	Implemented	Rapid squad was given different name by the boards, like super vigilance, special vigilance, team. The team played effective role but could not control completely due to external pressures
22.3.7	Enhancement of remuneration for paper setters, Invigilators and supporting staff	Partially Implemented	Although revision in the remuneration satisfactory was made but not to the level of staffs
22.3.8	2-3 year academic schedule for appointment of examiners	Partially Implemented	Work on advanced schedule for appointment of examines is in practice without hindering seniority cum merit
22.3.20	Practical Examinations will be introduced before theory and as far as internal assessment	Not Implemented	Practical examination were taken before as an independent activity without caring of students performance for the academic year
22.3.2	Improving quality of management and skill, through training	Not Implemented	Rationalization of staff, through equipment and through training could not be done
22.3.11	Heavy penalties on examiners for any deviation from the rules and procedures or showing incompetence in performance	Not Implemented	Heavy Penalties such as withdraw from examination center were not imposed on supervisory staff in several whereas students involved in malpractice are still enjoying the routine procedures of u.f.m. This was a good policy action to improve the working of the staff, but due to administrative or

22.3.18	Research on measurement and evaluation techniques	Not Implemented	political reason, no such action was ever seen Despite the existence of research cell at each Board, no mentionable activities were seen with regard to assessment and evaluation No internal evaluation system was introduced due to the proper training funds and commitment, maintenance and transparency at different levels was too difficult in ground realities, without any proper planning.
22.3.15	introduction of internal assessment along with the annual examination result as performance indicator	Not Implemented	Although it was an important activity to improve learning and academic level of students. However the teachers need to be fully involved and given more time at the school and colleges, which was not acceptable to the teachers community which showed their low commitment to their profession Remuneration of invigilators have been increased partially.
22.3.9	Senior vigilant, supervisory staff for monitoring of examination	Not Implemented	appointment of senior supervisory staff on high remunerations was not made due to non availability of personnel's funds or the will of management. This is almost repetition of 22.3.10 policy action
22.3.14	The preparation and declaration of results shall be fully mechanized	Not Implemented	Planning was started but not implemented and mostly relied on manual work

22.3.19	Competence of students in practical exams through internal assessment	Not implemented	No progress because of the role of internal assessoreacher) or who is questioned in our society
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Somehow the overall impact of the effort was not up to the expectations. Some actions were implemented while others could not be taken due to administrative or political reasons.

In Educational Policy 1992 it was admitted that we should have carried out a comprehensive analysis of the malfunction of our Examination System and should have adopted a number of remedial measures in this regard and two ways were suggested to solve the problems and eliminate the malfunctioning of Examinations:

- I. Establishment of a National Testing Service (NTS) at National level.
- II. Introduction of immediate reforms to streamline the public Examination System (annually). And restored the stakeholder's confidence.

It was realized that due to losing of reliability and validity and transparency in both annual and semester system examination establishing NTS service provision by any third party is better option The decisions were taken in 7th five year plan (Kiani, 2011) and in the Eight five year plan period concrete effort were made to establish NTS on sound base with collaboration with genuine, experts, nationally or intentionally same as some other steps were also taken to eliminate the main element, cheating/malpractice in examination". A summary of all the research studies shows some common features in the established 5 categories of examination process which were discussed repeatedly.

Deep study of all educational policies of Pakistan, concern national and international reports meeting documents revealed that only administrative areas were given prioritized, and the question paper quality was not so much focused which resulted uncernaty, no cognitive development, and required skills were not generated in student as per desired level. Implementation in administrative reforms which were reported in various reports showed low progress in administrative and academic areas and malpractices and corruption continues to erode the sanctity of public examination system. The other issues which also deserve immediate attention for instance (i) Quality of question papers (ii) Curriculum Coverage / Content / Objective Relevancy objectives of Education (iii) Assessment Quality (iv) Examination Results (the time between commencement of Examination and declaration of result which should to be

reduced to marked level.) it was also observed that this Policy could not achieve the desired targets due to

- i. Political instability
- ii. Resources constraints and
- iii. lack of commitment of the Policy makers

EDUCATION POLICY 1998

In all Educational Policies of Pakistan since 1947, one prominent feature was their appreciation during that period only, but as soon as Government changed and new policy was introduced, all intellectuals and Educationists, Academicians, especially the Bureaucrats of Education Department which were a part of the policy making, started criticizing the previous policies and most of them again became a part of next policy. This common feature was repeated again and again, which at least testifies to one fact that, none of the Educational policies could achieve any significant goals and objectives. Educational policy 1992 was not properly enforced due to the immediate removal of Government. However it was revised, reformed, reviewed and reinforced in 1998. Dilemma of Education policies in Pakistan was reflected in the comments of Hathway, R. M (2005). He seriously criticized the Educational policies of Pakistan and presented his reflection with the following negative observations:

1. Lack of political commitment and Inefficient management on the part of State
2. Lack of long term vision and implementation
3. Political interference
4. Lack of evidence/ documents
5. Vested interests of officials
6. Lack of realistic implementation plan
7. Lack of effective use of resources
8. Lack of reliable statistics
9. Lack of coordination in Financial Management
10. Lack of need Based Assessment
11. Lack of implementation planning between N.G.O and Govt.
12. Lack of harmonization between Federal & Provincial Government

The New National Education Policy 1998-2010 launched by the Government of Pakistan on 27 March 1998. It is said that the first time in history of Pakistan that an initial policy draft was prepared with the consultation of the Ministry of Education, and scholars, administrators, leaders of public opinion and representative of non-governmental organization (White paper revised 2007: Feb). all focus was given to (i) increment of the Literacy rate,(ii) UPE ,(iii) Replicate the non-formal schools within the learning time, (iv)improvement of the assessment system through introduction of

N T S, and (v) initialization of the decentralization process. 1998 policy proclaimed that its successful implementation will definitely promote a better social set up in the country. Difference created by English/ Urdu mediums will be reduced and depressed classes will get better opportunities of Education and primary Education will be raised up to 4% and increased literacy rate would be 70% by 2010. But the opinion of opponents was different. They declared it as a reflection of previous policies composed of the jugglery of words on the plea that no decision was taken for National Language and the medium of institutions (Urdu, English or regional languages) and no deadline was given to curtail the Dual system of Education. No solid and concrete assurance was given for the increase of the budget and the implementation of policy.

Having a special focus on the examination system of Pakistan, salient features are as follows:

NEP-1998: Examination Context

Ref (6.5.3) Examination: Ch.: 6 p (45, 46): policy Areas:

- i. Development of question bank for class SSC &HSC level till 1999 with uniform quality parameter all over country.
- ii. Development of R&D cell in each board with autonomous status of examination boards.
- iii. Development of integrate internal and external Assessment mechanism. Conduction of in service training programs for teachers in Assessment techniques. Internal assessment shall be reported separately either on the certificate or as a part of a composite assessment
- iv. Review of question paper to minimize UFM cases.
- v. Increment of standardized test items construction.
- vi. More scientific methods will be adopted for increasing objectivity of question paper.
- vii. Uniform schedule for commencement and result declaration across the country adopted.

i. Education Policy 1998

Para #	Policy Actions	Responses	Outcome
i	Testing service shall be expended GRE, TOEFL, GAT	Implemented	This is the one area where changes could be seen. N.E.T.S establishment was under process
ii	Autonomy of examination Board.	Implemented	Autonomy to examining Boards remain undefined

			and they were left to work on the traditional lines
iii	A uniform schedule for holding the Board examination across the Board.	Implemented	Uniform schedule is adopted under the instructions of the high powered Steering Committee of the provincial Government
iv	Announcement of result across provinces would be same.	Implemented	Uniform schedule of examination, results and admission has adapted Research and Development (R & D) cells have produced but no notable research or improvement in the system. Present status? (Ineffective, inactive) no research, no feedback mechanism
v	Development of research and development	Partially implemented	Measure, structure of papers, surprise visit, monitoring at examination centers were improved to minimize unfair means
vi	Minimization of unfair means	Partially implemented	Improvement of testing instruments is in fact invisible without updating the structure of examination papers.
vii	Present paper structure reviewed	Partially implemented	Although a very few instances of training of examining personnel, application of scientific methods for feedback but the process is very slow. There is no proper training of paper setters, or question or item selection

viii	The share of standardized test item will be increased	Not implemented	-Do-
ix	Objective question will be the more scientific method	Not implemented	-Do-
x	Ensuring of uniform and standard.	Not implemented	-Do-
xi	Mechanism Of Integration of internal and external evaluation.	Not implemented	Internal and the external assessment mechanism could not develop at S.S.C and H.S.C level so far, neither teachers are trained to implement it. Lack of commitment and will to accept change is the dilemma of our society
xii	Marks grades for internal assessment shall be reported separately either on the certificate or as a post of a composite assessment	Not implemented	Internal assessment / evaluation marks were not reported separately on the certificate issued by examining bodies
xiii	Extensive training program for teachers in assessment technique	Not implemented	No visible conduction of training of teachers
xiv	Development of assessment item and question bank by the end of 1999	Not implemented	The process of development of assessment items and question bank could not start nor under process till 1999, this task is a gigantic task which requires sincerity and competency of the examining authorities and teachers

Comment on Education Policy 1998 (Examination reforms analysis)

Neutral analysis of the policy indicates that it could change the future of the country

provided if, it was implemented in letter and spirit. Its objectives were to promote the state as a unit and develop the nation in social, political, spiritual and economic aspects. Having a special focus on examination of Pakistan, here it is again pertinent to mention that it could not fulfill the objectives.

In the light of above policy actions and their implementation level, it seems that the target of direction of improvement mechanism was not hopefully achieved. And no proper monitoring was carried out throughout the years. The traditional mechanism of paper setting and item selection is not so much scientific or no training was imparted with a commitment to improvement of the examination system.

EDUCATION POLICY 2009

Somewhere in between the Educational policy frame of time 1998-2010 reviews of the policy document started. A white paper was prepared in 2007, which highlighted the weak areas of the previous policies, like unsatisfactory performance of educational sector, exhaustive quality, lack of equity, minimal access to masses and the list goes on. Due to the limitation of this paper, only very important recommendations with regard to examination are presented.

Examination Context: 2009

It was realized in this policy that the Examination system needs more attention to be internationally competitive for which special efforts would be stream lined.

- i. Till the mid of 2012 the services of the Trends in International Mathematics and Science Study (TIMSS) would be approached for making students excellence in these subjects with international level . And it be completed in 2015.
- ii. In high-stakes examinations both formative and summative assessment techniques will be used to keep students more attentive in class or in exams, different tools would be applied to enhance the knowledge, skills of students.
- iii. For reduction in the difference in the quality of question paper across country a uniform pattern of national standard was opinioned.
- iv. Uniform assessment approach all over the country with each respective boards of province with standardized bench marks.
- v. Reduction of the number of Boards for keeping standardization.
- vi. Regular capacity building of paper setters and examiner would be carried out
- vii. Elimination of cheating and the use of other unfair means by a concrete and strict plan

- viii. Linkage development between the various systems of assessment and institutions with quality management cycle .
- ix. professional development of teacher , curriculum planner , with regular feedback through NEAS / PEACE, continuous assessment)

How the education policy of 2009 was implemented till 2013 is as follow:

EDUCATION POLICY 2009

Implemented	Partially Implemented	Not Implemented
	vi) Regular capacity building of paper setters and examiner would be carried out . To some extent in Sindh board Karachi board delivered some workshops for paper setters vii)Elimination of cheating and the use of other unfair means by a concrete and strict plan . iii)For reduction in the difference in the quality of question paper across country a uniform pattern of national standard would be adapted . xi)Professional development of teacher , curriculum planner , with regular feedback through NEAS/ PEACE, continuous assessment)	i)Till the mid of 2012 the services of the Trends in International Mathematics and Science Study (TIMSS) would be approached for making students excellence in these subjects with international level . And it be completed in 2015. ii) In high-stakes examinations both formative and summative assessment techniques will be used to keep students more attentive in class or in exams, different tools would be applied to enhance the knowledge, skills of students. Xi)Linkage development between the various systems of assessment and institutions with quality management cycle . v)Reduction of the number of Boards for keeping standardization. iv)Uniform assessment approach all over the country with each

respective boards of
 province with standardized
 bench marks.
 viii) Linkage development
 between the various
 systems of assessment and
 institutions with quality
 management cycle

Outcomes

The remarkable policy recommendation that which was mentioned in 1998 policy about autonomy of boards, 'conduction of multiple assessment, internally or externally integrated marking mechanism', guidelines that how this multiple assessment method will be carried out.? How the Teachers who will assess the answer scripts will train about multiple assessment techniques? Were remained unfocused. No workshop and training from boards human resource and management's capacity building and what is right balance definition is still in awaiting. No boards of Sindh has given outline and parameter about balance definition. these flaws and negligence were observed again in in Sindh Education Sector Plan 2013 – 2016(June 2013) p83-85. that Very important to know in NEP 2009, it was declared that a comprehensive assessment system (including a policy framework and guideline) would be designed and proper monitoring & evaluation in the form of feedback would be provided, so that improvement could be seen from classroom level to large scale examination system at each level. Issues related to assessment were clearly mentioned in this plan about malpractices in examination and, therefore, credibility of assessment results and the whole process, as well as low quality of assessment tasks that, by and large, promotes only rote learning.

Furthermore, there is absence of provincial regulating body to regulate policies of secondary and higher secondary examinations (as the IBCC was responsible before 18th Amendment). "The current practices of assessment in the public sector of education embrace a host of issues and challenges. These issues and challenges relate to its conceptualization, usage and implementation. Assessment, by and large, is summative, used to take decision about grade of the student at the end of the academic year, and whether they have passed or failed (in addition to this, there is hardly any student failing from primary to middle grade exams)." In the context of Sindh, the major challenge is how to introduce and institutionalize formative and school based assessment. Sindh Education Sector Plan 2013 – 2016(June 2013).

In 2015 comprehensive program named Sindh Education Student Learning Outcome Assessment Frame work (SESLOAF: 2015) was developed through an evidence based policy development process 2009 with Policy Dialogue and convened through a participatory approach that included stakeholders from public private educational institutions and systems this 18 page frame work which was framed in 2015 no doubt it is comprehensive document in which all technical aspect have been covered but implementation is still in vogue to some extent. Researcher has tried to find out another related report which is called as “Sindh Secondary Education Improvement Project:” In this report & recommendation: 2019 Para no 07 dated October 2019 is sufficient to understand the current status of public examination reliability and validity of public examination and its reformative implementation in desired sense.

This report said “Weaknesses in teacher training, quality, management, and accountability are exacerbated by an outdated secondary education examination system, particularly for grades 9–12 where board examinations are mandatory for all students. Weaknesses in the current examination system include (i) an emphasis on lower-order learning that focuses on rote memorization rather than critical thinking; (ii) poor test preparation, including frequent repetition of examination items across years and uneven coverage of the curriculum; (iii) weak capacity of examination item writers and markers, which is exacerbated by the lack of university-level training programs in these subject areas; and (iv) rampant malpractice and corruption in the administration of board examinations”.

Another initiative School Education Sector Plan and Roadmap for Sindh (2019 – 2024) has initiated by Govt. of Sindh with this spirit and showing of deficiency • Teacher training on assessments needed • Increased capacities of DCAR/PEACe needed to develop student assessment system • Limited involvement of DEOs in ensuring school effectiveness. Here it is pointed out a very technical point that in Sindh province in 2016 Education Literacy Department has bifurcated in two working areas Education and Literacy Department for school education (1-10) and College Education (11-14) comprised on intermediate/degree level. Being a part of college education department researcher has some reservation. That all reforms are initialized in school Education Department while college education department is still in its preparation of rule regulation& recruitment process. Focused action plans with third party collaboration are designed for school level only while at intermediate level no prominent reforms are structured due to Rapid transfer and posting at management level is creating unstable reform policies in quality education. Beside this a big change in administrative controlling authority after 2016 there are some ambiguities in selection

and recruitment process at board management level which absolutely have great effect on validity and reliability of public examination . .

RESEARCH OBJECTIVES

1. To identify the recommendations of educational policies on different aspects of Examinations
2. To find out Relevance between the Policy guidelines and the examination system
3. To point out the role of administrators and teachers in the conduct of examinations
4. To identify the weak areas of administration and academics of the Boards of examination
5. To identify the issues faced by the Board administration during examinations
6. To recommend strategies for the improvement of quality of examination and develop public confidence on the Boards.

RESEARCH HYPOTHESIS

1. There will be a significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Male and Female Teachers in Sindh Board (Mirpur Khas, Hyderabad, and Karachi).
2. There will be a significant difference in the Quality of academic aspects of the examination process as viewed by the male and female teachers in Sindh Board.

RESEARCH METHODOLOGY

The present study is two-fold in nature in which qualitative and quantitative methods are used. One dimension was to investigate the opinion of teachers and students about the conduct of matriculation and intermediate examinations by the selected Boards of Karachi, Hyderabad and Mirpur Khas. The other dimension focused on the Boards executive comments and observations on education policies and the change in rules and procedures of the Board.

Depending upon the requirements of research problem and nature of the respondents, following techniques were followed:

(A) Survey Method:

- i. Questionnaires for teachers and students of secondary and higher secondary schools/ colleges of Sindh
- ii. Interviews with three top executives of each Board comprising of Chairmen, Secretaries and Controllers of Examination

(B) Document Analysis:

A detail study of 56 research reports since 1947-to 2019, policies, and boards rule regulation was carried out with special reference to examination systems reforms.

Population

Population of the study was comprised on students and teachers of Karachi, Hyderabad, and mirpurkhas board while interview sessions were with the top executives of six Boards of Education of Sindh, comprising of Chairman, Secretary, and Controller of Examinations.

Sample

The stratified random sampling design technique was adopted due to diversity of population. The Teachers (265) and Students (2950) (from Karachi, Hyderabad and Mirpur khas region) and 18 executives were selected.

Tool

Three different sets of questionnaires were developed for teachers, students and administrators. And it was administrated with Likert Scale of 0.5. Reliability and validity was measured through pilot testing.

Data Collection Procedure

During the study 71 secondary, higher secondary schools and colleges were visited based on random sampling technique. About 5000+ questionnaires were distributed to teachers and students out of which about 2900 were collected (60%) and the sample was found satisfactory for the conduct of this study.

Data Analysis Procedure

The data were analyzed by using qualitative and quantitative methods.

The data analysis is conducted through SPSS 20. Independent sample (Paired sample t-test) is applied. H1 (0) There will be No significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Male and Female Teachers in Sindh Board (Mirpur Khas, Hyderabad, and Karachi).

DATA ANALYSIS

Ha: There will be a significant difference in the implementation of administrative aspects of the examination process in Sindh Board as viewed by the Male and Female Teachers in Sindh Board (Mirpur Khas, Hyderabad, and Karachi).

Table 1: *Implementations of administrative aspects of the examination process in Sindh Board*

	MirPur Khas		Hyderabad		Karachi	
	t-statistics	Mean	t-statistics	Mean	t-statistics	Mean
Female	2.25	31.89	2.28	72.42	2.26	71.30
Male	2.34	37.15	2.41	68.97	2.21	68.78

Note. Test Variables: Administrative aspect of the examination: Grouping Variable: Gender n= 287 *, $P < 0.05$

Based on the values received after independent (paired) sample t-test, there is a significant mean difference found between male and female administrative aspects of examination perspective of male and female in all three boards of Sindh (Mirpurkhas, Hyderabad and Karachi) leads to the approval of our alternate hypothesis.

Table 2: Refers the quality of examination process viewed by Male and Female Teachers in Sindh Boards

H2 (0): There will be No significant difference in the Quality of academic aspects of the examination process as viewed by the male and female teachers in Sindh Board (Mirpur Khas, Hyderabad, and Karachi)

Ha: There will be a significant difference in the Quality of academic aspects of the examination process as viewed by the male and female teachers in Sindh Board.

Table 2: The Quality of academic aspects of the examination process.

	MirPur Khas		Hyderabad		Karachi	
	t-statistics	Mean	t-statistics	Mean	t-statistics	Mean
Female	0.33	69.78	2.28	40.44	2.26	71.30
Male	2.34	71.04	1.87	38.38	0.01	68.78

Note. Test Variables: Quality of examination: Grouping Variable: Gender n= 287 *, $P < 0.05$

Based on the values received after independent (paired) sample t-test, there is a significant mean difference found between male and female perceptions about quality aspects of examination in all three regions of Sindh Board (Mirpurkhas, Hyderabad and Karachi) leads to the approval of our alternate hypothesis.

Teachers' Responses**Item analysis: (Administrative)**

Out of a total of 39 items, Looking into 03 highly agreed responses of teachers, with regard to administrative activities by the board during annual examination:

Item No	Item Statement	Agreed %
06	The invigilation duties during exam is the responsibility of teacher	89.80
08	Most of the senior teachers usually avoid invigilation duties?	87.98
38	There has never been a follow-up study by any board, after Annual Exams during last 5 years	90.77

Item No	Item Statement	Disagreed %
10	Do you agree that public sector Boards are successful in maintaining the reliability of assessment and evaluation?	69.23
21	Are you as an examiner satisfied with the remuneration rate?	87.20
35	The boards' administration have complete checks and balances on the working of their staff at different stages of examination	67.60

Item No	Item Statement	Undecided %
05	Selection of C.C.O by the Board for the supply and collection of script is on pick and choose bases	54.89
15	During assessment it is quite common to note the scripts of candidates with original roll numbers	27.10
28	There has been a fool proof system of dispatching the answered scripts from the Board office to examination and assessment centre	29.14

39 Item analysis of the responses of teachers show that under administrative head (26) items, 06, 08 & 38 fall into highly agreed category, whereas items 10, 21 & 35 show highly disagreed level. The disagreed items show serious concern and good administration needs to take necessary measure for its improvement.

Item Analysis (Academics)**Teachers' Responses**

Out of a total of 39 items, 03 highly agreed responses of teachers, with regard to academic activities by the board during annual examination have been selected to focus on most important areas of examination:

Item No	Item Statement	Agreed %
17	Increasing number of scrutiny cases is an indication of un reliable assessment process	77.46
31	The proposed pattern of question paper for 2009 is better than the 2008 pattern?	86.43
39	Do you agree that without proper training to the paper setters & examiners, quality of examination by the board will always remain unreliable?	92.22

Item No	Item Statement	disagreed %
24	Do the boards provide necessary training for the teachers to help in the improvement of quality of assessment?	70.05
25	Board as an examining body is fulfilling its responsibilities as per requirement of society	72.19
32	The combined examination approach for IX / X and XI / XII, will produce better Student	75.72

Item No	Item Statement	Undecided %
12	Assessment of 22 script by the examiners in The allocated time is not sufficient	20.82
17	Increasing number of scrutiny cases is an indication of un reliable assessment process	14.42
25	Board as an examining body is fulfilling its responsibilities as per requirement of society	15.23

Item analysis of the responses of teachers (39) show that under academic head (13) items, 17, 31 & 39 fall into highly agreed category, whereas items 24, 25 & 32 show highly disagreed level. The disagreed items show serious concern and good academic needs to take necessary measure for its improvement.

Document Analysis

In the light of information gathered through Education Policies of Pakistan, Research

Reports and input from the concerned persons from the examination section of Educational bodies, a list of 45 activities/ stages of the examination process was prepared. These activities relating to examination process were then identified in each Education Policy from 1947 to 2009 (for the sake of reliability and authenticity) and the total emphasis was calculated on percentage basis for each activity. The same exercise was repeated with the research reports/ studies conducted by highly expert academicians and researchers of national and international repute. Finally, the percentage weightage of two studies were compared in such a way that top 12 activities out of 45 were compared, to see, how many activities were common and how many despite their high ranking was not given importance in the Education Policies

**Comparison between Research Studies and Education Policies of Pakistan
(Exam System)**

S.No	Item #	Item Statement	Research Studies (%) 1951 – 2011
1	1	Setting papers on the whole curriculum	57.41
2	2	Relevance in curriculum, Objective and Test	59.26
3	11	Introducing or changing legislation related to examinations malpractices.	35.19
4	12	Strict action against U.F.M. or malafied center	48.15
5	32	Quality and Content of Q paper review	51.85
6	33	Using a variety of question types (“objective”, short-answer, and essay).	53.70
7	34	Discouragement of rote learning	42.59
8	35	Training of paper setters and examiners	57.14
9	36	Secrecy of Question Paper	25.93
10	37	Continuous Assessment	42.59
11	40	Training of teachers in assessment techniques.	55.56
12	41	Centralized assessment	38.89

S.No	Item #	Item Statement	Education Policy (%) 1947 - 2009
1	3	Reviewing or changing the role of Boards	57.14
2	5	Establishing a National Examinations (and / or Assessment) Centre	57.14
3	6	Establishing Provincial Examination (and / or Assessment) Centre(s).	57.14

4	11	Introducing or changing legislation related to examinations malpractices.	57.14
5	12	Strict action against U.F.M. or malafied center	57.14
6	13	Introduction of cumulative record	57.14
7	14	Internal marks on board's certificate.	71.43
8	16	External + Internal Ex both	57.14
9	32	Quality and Content of Q paper review	71.43
10	35	Training of paper setters and examiners	71.43
11	37	Continuous Assessment	57.14
12	40	Training of teachers in assessment techniques	57.14

Similar Items in Research Studies and Education Policies

S. #.	Item #	Item Statement	Research Studies (%) 1951 – 2011	Education Policy (%) 1947 – 2009
1	11	Introducing or changing legislation related to examinations malpractices.	35.19	57.14
2	12	Strict action against U.F.M. or malafied center	48.15	57.14
3	32	Quality and Content of Q paper review	51.85	71.43
4	35	Training of paper setters and examiners	57.14	71.43
5	37	Continuous Assessment	42.59	57.14
6	40	Training of teachers in assessment techniques	55.56	57.14

DISCUSSION

Pakistan's education system is weak in many areas and needs improvement and reforms. To fulfill the needs and aspirations of primary stakeholders, teachers, students, parents in particular and society at large. Examination system is an important tool to measure the efficiency of curriculum and instruction in relation to the set objectives for students as beneficiaries of education. It also helps in evaluating the performance of teachers, administrators and educational institutions.

Examination system has many academic and administrative flaws and weaknesses,

mainly quality of question papers, quality of examiners and vigilance at examination centers which leads to unreliable, invalid certifications at matriculation and intermediate levels. Boards of education by virtue of their aims and objectives are responsible to conduct examinations in a disciplined, free, fair and transparent and following quality standards, so that its certificate and mark sheets are accepted for admissions to the institutions of higher learnings or for job purpose in institutions and industries.

Education policies do not cover all the areas of the education system, due to lack of research based information and also have not been successfully implemented. This has resulted in almost no major reforms in the conduct of examination viz a viz working of Boards of Education. The appointment of chairman, secretary, and particularly controller of examination should be transparent not on political basis.

On the basis of review of literature, findings and conclusions & discussion the following recommendations are prepared for consideration of the administration of the Boards of Pakistan, provincial and federal ministries of Education, educational administrators, researchers and planners for the improvement of the examination system and working of the Boards.

RECOMMENDATIONS

Based on education policies, research studies:

1. Boards of education should review and enhance their role by constituting examinations committees at Boards, provincial and national levels for internal and external evaluation, so that, and the examination system is continuously monitored and improved.
2. It is recommended that regular training programs be arranged for the administrative and examination staff of the Board to improve their knowledge and skills at par with the Boards of examination of international repute.
3. Research units established in the Boards need to conduct more research studies on regular basis for the improvement of the examination process. A minimum of four research publications in this context may be made mandatory for each Board.
4. Education Board at each Provincial headquarter be assigned the responsibility to start publishing research journals on quarterly or half-yearly basis. This will provide greater interaction between the Boards with regard to exchange of information obtained through research studies.
5. In the light of previous education policies and studies, it is recommended that on an annual basis, IBCC should prepare its recommendations for improving the working of the Board and the examination system and send it to the Federal Ministry of Education to be incorporated in the education policies of Pakistan.

6. Assessment centers be constructed/ established at provincial and federal capitals for organizing seminars, workshops, trainings and other examination related activities.

Based on the responses of Teachers

Administrative Areas

1. Invigilation duties should only be performed by senior teachers of the examination centers.
2. Feedback about the conduct of examinations, the sought from the teachers from the examination centers after the examinations are over for an efficient follow up.
3. Remuneration of examiners be revised to keep an attraction for the teachers.
4. Regular monitoring of the conduct of examinations at centers, be carried out by the Board officials.

Academic Areas

1. Paper setters, theory and practical examiners should be provided comprehensive training, and only after successfully qualifying the test be given examination assignment in relevant areas.
2. Reliability and validity of assessment can be improved by increasing the time of assessment from 2 to 3 hours for 20 scripts and increase the remuneration.
3. Head and deputy-head examiners before the start of assessment should provide detailed orientation about checking and award of marks to each question and its part. They should ensure that not more than 1% variation of marks in the answer script is found.

Based on the responses of students:

Administrative Areas

1. Sufficient facilities be arranged for students at the examination centers, like: washrooms, clean drinking water, electricity and spacious examination rooms.
2. Internal and external disturbance/ interference be stopped by force/ legislations for free, fair and transparent conduct of examination

Academic Areas

1. Quality of question papers be improved by covering most of the course content, giving proper emphasis on different subject areas and putting suitable number of objective items.
2. Objective type questions part (MCQs) during examination, be collected immediately after the prescribed time which in case of delay is a cause of cheating or malpractice.

Based on Examination System / Boards of Education, Sindh

1. Use of OMR (Optical Mark Recognition) be used instead of fictitious code no: so save time, money and for more transparency.
2. Home assessment be totally stopped which has many flows, instead marking be conducted can totally under strict supervision of Deputy Head examiners by a team of subject experts hired from outside the boards jurisdictions, semi social and professional relationships of examiners working for the same heads may effect the quality of assessment due to favoritism or some biasness.
3. Theory exams are conducted in two stages. In the first phase at some centralized place test/ exams of the objective question paper of not less than 50% be conducted, without any concession of relaxation of time allows bi paper setter, and after collection be immediately sent by boards computer section for assessment. So that within shortest time objective Question paper are assessed and marks declared on internet. This will at least at the initial stage will 50% decrease the malpractice habits unlawful activities of the candidates and others from the external side or by any of the boards' employee.
4. Interactive trainings of the examiners and paper setters are organized to minimize the error of award in marks by the examiners. It should be ensured that an average, no more than +,- 1 marks difference is found on the same question by the examiners.
5. A high percentage of malpractices and mismanagement reports are about the effective control of center superintendents. Strict laws be made and implemented for any person found guilty of malpractice or in efficiencies of external or internally.

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