ASSESSMENT IN FOCUS

Assessment in Focus is dedicated to the dissemination of information and developments at the Testing Center, as well as to shed light on aspects of educational measurement and evaluation issues that would assist in the development and maintenance of up-to-standard and quality education at SMU, and similar higher learning institutions in Ethiopia.

Editor's Note

Assessment in Focus is a biannual newsletter devoted to offering highlights on educational assessment and the ongoing activities at the Testing Center of St Mary's University. It also presents different articles which are essential for the assessment needs of various stakeholders and the entire community of the University. St. Mary's University provides short-term trainings based on the requests from the external beneficiaries to fill trainins gaps, to upgrade skills of their workers, and to improve the way services are rendered to their respective customers. Supplement to this, Testing Center of SMU administers different tests according to the request of customers. These are: GRE, TOEFL and employment tests which are being offered at an alarming efficiency level.

Outreach services are also taking a commendable level of recognitions involving the education bureau of the city. Best example is ALL-MART- a business organization which conducts awards every year to motivate best achievers of public preparatory schools in Addis Ababa in the field of English and mathematics, in collaboration with the Testing Center of St. Mary's University on which Assessment in Focus provides enough information on all these activities.

There are also other articles related to different views on management and leadership, self confidence, different facts about education, information on Comprehensive Degree Exit Exam (CDEE), validity and its uses, the importance of innovation in different institutions and other additional enthusiastic writings like the merits of Melinda Gates.

Further fresh news is available on course offers at Undergraduate and Postgraduate levels of SMU. The aim of this note is to help customers to have a bird's eye view on each article and draw important substances.

* Inside this Issue*

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Activities at the Testing Center (TC)

Different activities have been carried out by the Testing Center over the last few months. Some of these include the following.

Enhancing the Quality of Teaching and Student Experience

- Comprehensive Degree Exit Exam (CDEE) was conducted by the TC for students of Accounting, Marketing, Management, Tourism and Computer Science in extension classes and Regular undergraduate program (UGP). In addition, it was also given to Cooperative Accounting, Economics, Financial and Development Economics, Agricultural Economics, Rural Development, Agricultural Extension, Agribusiness Management and Sociology Students of CODL for final certification.

Improving Outreach Services and Partnership

- Screening tests were prepared and conducted for ALL MART - initiated selected preparatory students for two rounds. The tests were based on English and Mathematics. Invigilators, markers and examinees were thoroughly oriented before implementing the tests. Having done the test, the selected students were awarded.
- 33 test sessions of Teaching English as a Foreign Language (TOEFL) were conducted for 319 registered candidates to help them become successful in international competition.
- 14 test sessions of Graduate Record Examination (GRE) were conducted for 68 registered candidates.
- 6 test sessions of Praxis administration were conducted for 21 registered candidates to help them build better skills.
- Customer satisfaction survey was conducted on employment tests for the purpose of improving tests and other services of the TC on the basis of the feedback provided by the customers. Besides, valuable data was collected from different organizations using questionnaire and interview which could be used for identifying the strength and weakness of the Center.
- Promotion of major TC activities using radio advertisement and distribution of brochures was done to create awareness about the employment testing services rendered to customers.

Improving the Quality of Exam Tools

- To improve the quality of assessment tools, item analysis was done for selected CODL and UGP courses supported by feedback reports for item developers and all concerned bodies. Likewise, item analysis feedback report of selected courses was presented for UGP Deans, Department Heads and Instructors aimed at improving instructor's skill of item development.

Improving Research Output of the University

- St. Mary's University Testing Center encourages its academic staff to involve in research works. Thus, it has become an inevitable voluntary activity for the staff to focus on the existing academic problems to indicate solutions and suggestions to ensure more quality provision of education. In this regard, Effects and Prevention of Cheating on Term End Exams and Determinants of Student Performance at St. Mary's University (SMU) were among the chosen.

Trainings and Community Services

- One of the activities of the Testing Center of SMU is to monitor the preparation and administration of Criterion Referenced Assessment (CRA) at SMU undergraduate program. In this regard, TC has held training on CRA for UGP instructors of SMU aimed at strengthening the provision of CRA.
- Training was provided for Kidist Mariam Preparatory, Secondary and Primary Schools' teachers on Test Blueprint Preparation, Participatory Teaching Method, and Quality Education to

improve the teaching learning process. In the same manner, training on Study Skills and Exam Anxiety was given to first year undergraduate students to enhance their learning activities.

- A half day workshop was conducted on Gender's Affirmative Action for all TC staffs in collaboration with Student Support Unit (SSU) to raise their awareness about the issue in focus.

- One day training was conducted to TC staff secretaries on Computer Software and Hardware to help them develop better skills.

Leadership Vs Management

By Denisew Liramu, SMU

Introduction

Leadership and management are often considered practically overlapping concepts. But are they? Is there a difference between the two concepts, or leadership is a facet of management and therefore cannot be separated? Virtually, all organizations including large corporations, academia, leadership theorists, researchers and authors are concerned about the difference and believe it is important. This article aims to focus on the differences and similarities at all organization's levels and add to by reviewing requests of the most known business excellence frame- works.

Leadership

There are diverse definitions of leadership. Different scholars like Kotterman (2006), conclude that there are almost as many definitions as there are persons who have attempted to define the concept. On the other, Pitter Drucker (1986) in his work, "The Principles of Management" indicates that the only definition of a leader is someone who has followers, but to gain followers requires influence which does not include lack of integrity in achieving this (Yukl, 1989). Some theorists believe that leadership is not different from the social influence processes occurring among all members of a group, and others believe that leadership is everything someone is doing in order to lead effectively.

The answer to whether a charisma or something can be taught varies. Regarding leaders, they should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creativity, toughness, communicative skill, risk taking and visibility (Capowski, 1994).

Management

Some would consider management as an art, while others would take it as a science. The fact that management is an art or a science is not what is most important. Management is a process that is used to accomplish organizational goals; that is, a process which is used to achieve what an organization wants to achieve. But, do leaders and managers have the same role? Can organizations have only leaders or only managers? A well balanced organization should have a mix of both to succeed, and moreover, what it really needs is a few great leaders and many first-class managers (Kotterman, 2006).

Managers and Leaders

Managers are the people to whom management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem solving and controlling. Leaders on the other hand, set a direction, align people, motivate and inspire (Kotter, 2001).

Other researchers consider that a leader has the soul, passion and creativity while a manager has the mind, rational and persistence. A leader is flexible, innovative, inspiring, courageous and independent, and at the same time, a manager is consulting, analytical, deliberate, authoritative and stabilizing (Capowski, 1994).

The most important differences between leaders and managers concern the workplace and are concluded in table I:

Process	Management	Leadership
Vision establishment	— Plans and budgets — Develops process steps and sets timelines — Displays impersonal attitude about the vision and goals	— Sets direction and develop the vision — Develops strategic plans and achieves the vision — Displays very passionate attitude about the visions and goals
Human Development and Networking	— Organizes and Staffs — Maintains structure — Delegates responsibility — Delegates authority — Implements the vision — Establishes policy and procedures to implement vision — Displays low emotion — Limits employee choices	— Aligns organization — Communicates the vision, mission and direction — Influences creation of coalitions, teams and partnership that understand and accept the vision — Display driven, high emotion — Increases choices
Vision Execution	— Controls processes — Identifies problems — Solves Problems — Monitor results — Takes low risk approach to problem solving	— Motivates and inspires — Energizes employees to overcome barriers to change — Satisfies basic human needs — Takes high risk approach to problem solving
Vision Outcome	— Managers vision order and predictability — Provides expected results consistently to leadership and other stakeholders	— Promotes useful and dramatic changes, such as new product or approaches to improving labor relations

Table I: Comparison of Management and Leadership Process Differences in the workplace (Kotterman, 2006).

Leadership and Management in TQM and Excellent Organizations

Total Quality Management is a philosophy based on a set of principles, as customer focus continuous improvement, everyone's involvement and management by fact. TQM literature also highlights management's commitment and leadership as determining factor for the implementation of this management philosophy and the basic precondition in order to succeed business excellence (Gonzàlez, Guillèn, 2001). A research project started in 1996 by Jim Collins and his research team shows that companies that had shifted from good performance to great performance and sustained it follow a particular module of leadership and management hierarchy, known as Level 5.

Level 5 Hierarchy means that in an organization, managers and leaders exist with different contributions through talent, knowledge, skills, and good work habits, Level 2: contributing forms, roles and responsibilities: Level 1: Highly Capable Individuals - makes productive team members contribute to the achievement of group objectives, work effectively with others in a group setting. Level 3: Competent manager organizes people and resources toward the effective and efficient pursuit of predetermined objectives. Level 4: Effective leader - catalyzes commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high performance standards. Level 5: Executive - builds enduring greatness through a paradoxical combination of personal humility plus professional will (Collins, 2001).

Business/ Performance Excellence and Leadership-Management

In the early 80's, many frameworks and performance models were formulated when everyone was talking about quality and business excellence. Leadership

was a basic concept in all these frameworks with a direct or indirect impact. For example, in Australia, the country's Quality Award Leadership Criteria (AQALC) examines the role of management in creating values and develops an appropriate management system to make them a reality. And also, Malcolm Baldridge Award and European Foundation for Quality Management (EFQM) Business Excellence Model have an extended report to leadership criterion (Edgeman, Rodgers, 1999). Later on, some new performance management systems arrived (Performance Pyramid, Performance Prism) where management involvement and leadership commitment are still a basic aspect behind the deployment of all their requests, but not with a clear and obvious way, as the former frameworks. Here, it can be argued as to whether 'management' and 'leadership' in these models are the equivalent ones. This article aims to distinguish these two concepts by reviewing the relevant requests of some of the widely known business excellence frameworks.

EFQM Excellence Model

The EFQM Excellence Model is the other framework based on 9 criteria. The first five are 'enablers' and the last four are 'results'. The 'enabler' criteria cover what an organization does. The 'results' criteria cover what an organization achieves. There are two approaches to explain the model. One approach is based on the idea that the results are caused by the 'enablers' and the second enablers are improved using feedback from 'results' The Model is based on the premise that: Excellent results with respect to performance, customers, people and society are achieved through leadership driving policy and strategy, that is delivered through people, partnerships and resources, and processes. *(www. efqm.org). The EFQM Model is presented in Figure 1.*

The percentage given in each box in figure1 identifies the proportion of each criterion in the award assessment system of the European Quality Award. As it is shown, leadership criterion has a weight of 10%, which is the second highest weight for the enablers.

This means that, excellent organizations are highly dependent on good leadership.
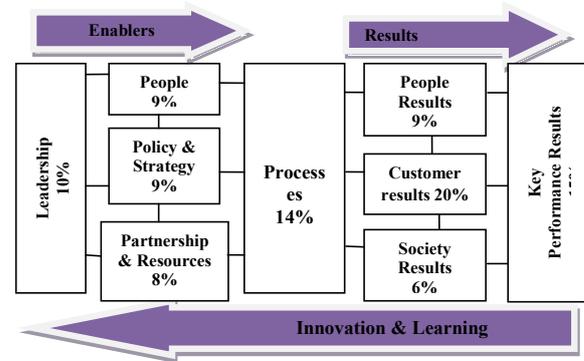
Figure 1: The EFQM Excellence Model (www. efqm. org)

For EFQM, leadership is related to the behavior of the executive team and all other levels of management in as much as how leaders develop mission, vision and values, are personally involved, support continuous improvement, are involved with stakeholders, motivate and recognize employees' loyalty and e orts, and identify and set direction for change (Wongrassamee, Gardiner and Simmons, 2003). Leadership criterion in EFQM Model refers mainly to Level 5 Hierarchy: Executives. But a more severe study of the model indicates that all management in all levels plays an important role in the criteria of enablers in EFQM Model. People management is the third criterion of EFQM Model and refers to how organizations manage, develop and release the full potential of their people at an individual, team-based and organizational level. With a weight of 9%, this criterion proves that management in all levels, as an individual, as a team member and as competent manager and effective leader, affects this aspect of work, as well. Partnership and resources: the forth criterion indicates the above conclusion, as all partnerships and resources need effective leaders and capable manager in order to be administrated. Finally, processes are the criterion with the highest proportion in the assessment system (14%). This refers to how organizations design, manage and improve the pro-

cesses intending to satisfy their stakeholders. TQM and business excellence philosophy underlines the importance of everyone's involvement in processes and procedures design, in order to meet customers' (internal and external) expectations. Therefore, it is really important to identify leadership contribution in the attempt for succeeding in business excellence, but first line managers', team managers', and individuals' offer must not be ignored or underestimated.

Performance Pyramid or "SMART" System

The Strategic Measurement Analysis and Reporting Technique (SMART) system was proposed by Cross and Lynch in 1992, as the result of dissatisfaction with traditional performance measures such as productivity and financial variances. Its objective was to devise a management control system with performance indicators designed to define and sustain success (Ghalayini, Noble, 1996). The performance pyramid includes four levels of objectives that address the organization's e effectiveness and its internal efficiency. As it is shown in figure 2, there isn't a direct request for leadership and management involvement. Nevertheless, leaders develop vision (first level of the system) and translate stakeholders' needs into individual business and unit objectives. The second level of the pyramid indicates that managers set short-term targets when leaders determine long term goals of growth and market position. Middle managers bridge the gap between top-level measures and day-to-day operational measures, such as customer satisfaction, flexibility and productivity. Finally, first line managers measure on daily basis, the indicators that affect performance, as quality, delivery, cycle time and waste (Tangen, 2004).
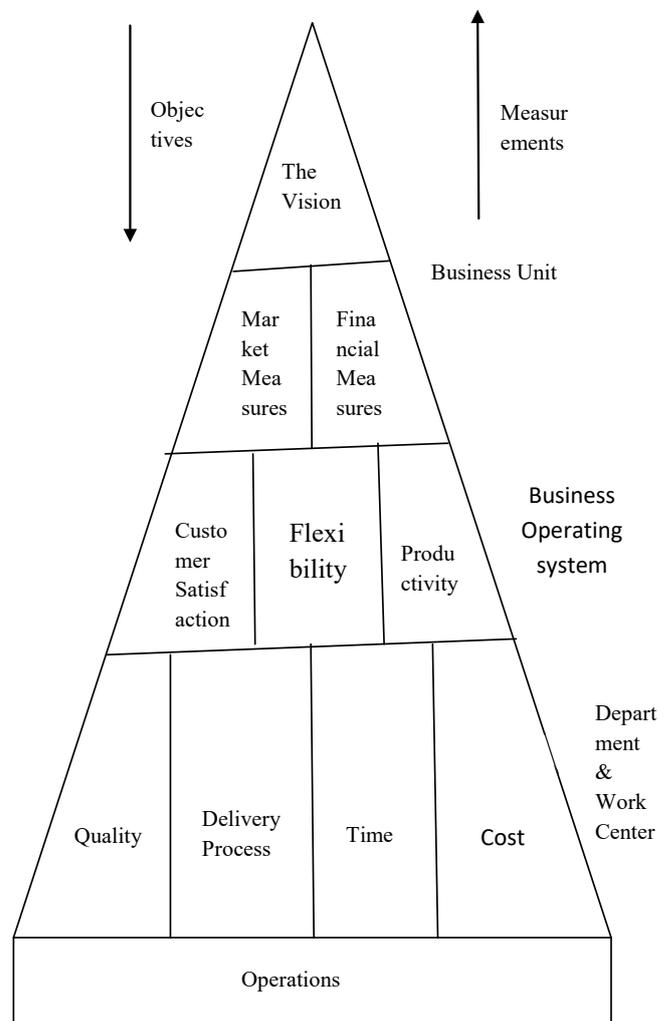
Figure 2: The Performance Pyramid (Neely, Bourne, Kennerley, 2000)

Performance Prism

Performance prism (Figure 3) is a performance measurement framework that addresses the key business issues to which a wide variety of organizations will be able to relate. It asks critical questions and encourages managers and leaders to think through the links between measures in a way that other frameworks do not intuitively suggest (Neely, Adams and Crowe, 2001).
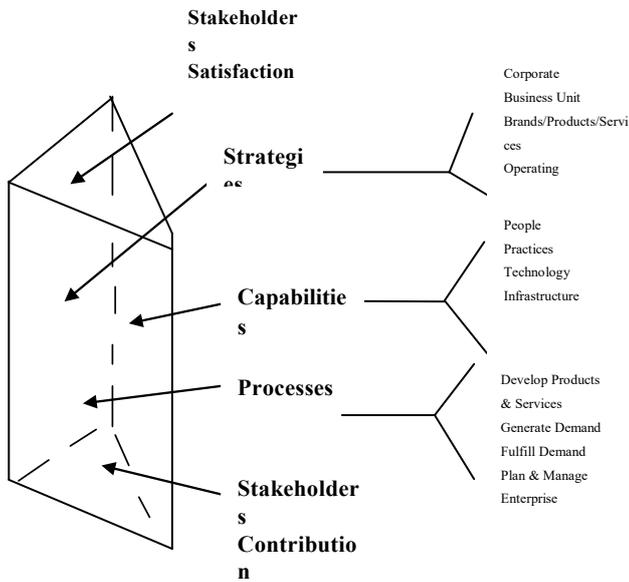
Figure 3: The Performance Prism (Neely, Adams and Crowe, 2001)

This framework suggests that stakeholders' wants and needs must be considered first so that leaders can formulate the strategies, identify capabilities and plan processes (Tangen, 2004). On the other hand, managers of all levels participate in the procedures and follow instructions.

Conclusion

Based on the above analysis, it is obvious that there is an underlying strong request for leadership, even in the areas where the request is either verbally or actually of a managerial nature. Managers of all levels play an important role in the development of a self assessment project through the known Business Excellence/ Performance Evaluation Models, and have a high impact on the organizations' move to excellence. In addition, further research on how organizations comprehend this strong request of leadership involvement and commitment, and how excellent organizations manage to sustain the competitive advantage is important to be held out. Nevertheless, it cannot be debatable that the contribution of leadership and management on the organizations' success is high, and it is clearly shown by reviewing the wider known Business Excellence / Performance Management/Assessment Frameworks and Models.

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Self-Confidence and its Essentiality

By Assefa Belay, SMU, TC

Self-confidence is an attitude that we hold about ourselves - that allows us to move forward and achieve our goals. It is noted that a self-confident person has a general sense of control of her/his own life, and can do what she/he wishes, plans, and expects. Everyone knows that self-confidence is very important, but what is not known is the degree of its importance.

Self-confidence is more important than we can imagine; it can change our whole life to the better, while on the other hand lack of confidence definitely has a negative effect on our social relations, career, achievements, and even our mood. The more self-confident we become, the more risks we will be willing to take, and so, the more opportunities we will encounter. The more confidence we have, the less will criticism affect us. In stage of feeling bad when being criticized, we will just ignore it and laugh. As theses sayings put it rightly, 'an umbrella can't stop the rain, but can make us stand in rain.' And ' Confidence may not bring success, but give us power to face any challenge in life.'

For argument's sake, let's say we have a clear idea of what self-confidence is, and appreciate that we already have everything it takes to become self-confident. Why do we want to be more confident? One of the most important things for us to understand about self-confidence is that it is a great and useful thing to have, but not the 'right' thing to have. Just like, it is neither right nor wrong for a glass to be full of water or for a glass to be empty, it is neither right nor wrong to be full of self-confidence or to lack it. Rather, it is a question of how we want to be and why. This is a completely valid and acceptable way of being, so do not spend even a second feeling bad about it. Instead, appreciate it. Our life improves in every way the more self confident we become. So, that is worth our time, effort and energy to do so.

We have already seen the great picture of the two primary benefits of confidence. It naturally makes us happier and helps us be more successful. However, we can dig down deeper to identify more specific benefits that are also worth appreciating, with this in mind. There are 11 benefits of becoming a more self-confident person. These are:

- greater self-worth
- more happiness and enjoyment
- freedom from self doubt.
- greater strength and capabilities
- freedom from fear and anxiety
- freedom from social anxiety
- more energy and motivation to act
- more beneficial and enjoyable
- better sleep and health
- greeter success
- more peace of mind and less stress

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Facts about Education in Different Countries

By Asnake Solomon, SMU, TC

There are so many countries in the world that have created different traditions and cultures of their own, which vary widely. In the same manner, we can say many things about education. Some of the amazing facts in the educational system of different countries are quite logical and seem to be absolutely natural. But there are some other facts that are so unbelievable that we start to look for the roots of their origin! Every country has its own system of traditions, habits, and mentality. Being familiar with those traditions will help us to find out what factors caused them to exist.

But, deeply studying the cultures of the world may take too much time and efforts. So, let's just look at how fascinating or strange some traditions are and discover amazing facts about education and teaching methods in different countries.

1. **America** is where you find the world's oldest teacher, Agnes Zhelesnik, who is 101 years old.

2. **Australia:** Paradoxically, this is a big country with a small population (which is even lower than that of Canada). There are many remote areas where there is hardly any school. Because of a long haul to the nearest school, children "attend" classes at home, listening to the radio. There are even some special broadcasts for such learners.

3. **Bangladesh** is the only country where you can see boat schools. There is a big flooding problem and such schools suggest a solution. Those boats have everything important inside, including even internet and library.

4. **Brazil:** Having a lunch with family is so important in this country that children have to start a school day at 7 o'clock! So, after their classes are over, they can come back home and have a lunch with their families. Nevertheless, they still have a lot of time to sleep before they wake up early next morning.

5. Children in **Canada** are taught both in English and French. This is a real bilingual country.

6. **Chile:** This country divided an academic year in a very unordinary way. Summer vacations are held there from the middle of December till March. For reference, in the Southern Hemisphere, summer comes in winter; so, their academic year is divided in absolutely logical order. Yes, this looks a little bit confusing.

7. **China:** Because of studying, Chinese children do not have enough time to play. Students in this country have the biggest amount of homework assignments. Furthermore, as a rule, children live in their schools and come back home only for weekends.

8. **England** is the home of the world's oldest boarding school. The kings school in Canterbury, which, despite being established in 1567, provides a full modern education, complete with up – to – date, quality equipment and supplies.

9. **Finland** has one of the oldest schools in the world owing one of the most successful education systems. It doesn't entertain children of less than seven years.

10. Students in **France** have the shortest school year and the longest school day.

11. Children in **Germany** are given a special cone called a Schultute full of pens, pencils, mini books, snacks and other presents that can only be opened when they start school.

12. **Iceland** is the country with a very severe climate. Maybe, that's why all of the citizens must know how to knit a warm sweater. So, if you study in Icelandic school, you will probably see in your schedule a subject called knitting.

13. **India:** Because of overpopulation, it was decided to save some territories by establishing extremely big schools. That's why the biggest school in the World is located in India. This is the City Montessori School with 32,000 students studying in.

14. **Italy:** There is the smallest school in the World, with only one student studying in. This school is located in Torino.

15. Boys and girls are educated separately in **Iran** until they reach university. Even teachers must be of the same gender as the classes they teach.

16. **Japan:** School year in this country begins in April and nobody can explain why it is so. Japanese children are happy as they have at least normal summer vacations, what is significantly important.

17. In **Kenya**, children do not have to go to school, but some of them do.

18. Children in the **Netherlands** have to start learning as soon as they reach school age (four

years old). Quite early, right? But there is a juicy fact about this – there is always someone new in the class.

19. **North Korea:** North Korean leadership proudly flaunts an anti-American mindset and they pass it along to their students from an early age. According to the Associated Press, some elementary schools boast of posters with slogans like, "We love playing military games knocking down the American bastards." Students beat toy American soldiers as sport, and while the country has turned to improving its economy, students are still warned about "Yankee" imperialism. Children also spend significant time singing patriotic songs and learning about communist leaders.

20. Children living in **Pakistan** have no legal right to a free education and compulsory education only runs between the ages of five and nine.

21. Even if it is a weekend or a holiday, **Russian** children always start school on 'Knowledge Day' which is 1st September.

22. **South Korea:** No running out of class, the second lessons are over for Korean students. They are expected to stay and help clean and tidy the classroom. Physical education and extracurricular activities like music are also emphasized, especially for young children. High school students jog long hours on academics, though. They typically begin around 8 a.m. and have class in 50-minutes increments until 4 or 4:30 p.m. Some, then, stay at school for a dinner break while others go home for a short break. But then, in many cases, they get back to the school library or off to a private school or tutor until 10 p.m. or even midnight.

All traditions are unique and sometimes even shocking. But, others may think the same about our traditions and characteristic traits. The only thing we know for sure is that all traditions are like habits and people in those countries can hardly imagine their living without them. Of course, there are much more interesting facts about education, and we will try to collect all of them for you next time.

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A bit about Comprehensive Degree Exit Exam (CDEE) at SMU and Its Development

By Degefa Burayou, SMU, TC

Exit examination is a test that students in the United States of America must pass to receive a diploma and graduate from school. Such examinations have also been used in a variety of countries. These are usually criterion- referenced tests which were implemented as part of a comprehensive standards- based education reform program which sets into place new standards intended to increase the learning of all students.

Its history dates back to the period of Civil War when a decision was passed that the students should obtain a passing grade in order to receive certificate of graduations.

Here in Ethiopia also, emphasis has been given by Ministry of Education and Higher Education Relevance and Quality Assurance Agency (HERQA) and the general public are concerned about the application of up-to standard quality education to be a distinguishing characteristic of higher education. This in turn, has been given a priority and preserved by the FDRE in Proclamation No.650/2009. In line with this higher education students are required to pass the centrally prepared HERQA exams before they are awarded first degrees.

With this concern, the then St. Mary's University College, now St. Mary's University, has been implementing the provision of Comprehensive Degree

Exit Examination to ensure that properly qualified graduates are let out to serve the nation.

CDEE is a 3-credit hour program covering 48 contact hours in a semester. At the end of the course, Testing Center /TC/ gives a terminal course for which a student is required to attend 80% of the course. It is as important as entrance exam and necessary requirement for exit at the end of the day.

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6. አራቱ የቫሊዲቲ ማረጋገጫ ደንቦች
ከዚህ የሚከተሉት አራቱ የቫሊዲቲ ማረጋገጫ ደንቦች ምዘናዉ የተፈለገዉን ብቃት እንዳሟላ የምናዉቅባቸዉ መንገዶች ናቸዉ። በመሆኑም አንድ ምዘና ቫሊዲቲዉን አሟልቷል ለማለት እነዚህን አራቱን ደንቦች ማሟላት አለበት። እነዚህም፦-

6.1 Appropriate interpretations: ይህ ማለት የተገኘዉ የተማሪዎቻችን የምዘና ዉጤት በክፍል ዉስጥ ከነበረዉ ችሎታቸዉ ጋር አመዛዘነን ማየት አለብን። ምዘናዉ ከምንፈልገዉ ቫሊዲቲ ጋር ብቃት አለዉ ለማለት በምዘናዉ ዉጤት ላይ ብቻ ተመርኩዘን ስለቫሊዲቲ ማዉራትና ማዉሳት አስቸጋሪ ይሆናል። በመሆኑም አንድ ተማሪ በክፍል ዉስጥ እንቅስቃሴዉ ደካማ ሆኖ በምዘናዉ በጣም ጥሩ ዉጤት ሊያመጣ ይችላል፥ ስለዚህ ይህን ሁኔታ በተጨባጭ ማጣራትና ማረጋገጥ አለብን። እንዴት ጥሩ ዉጤት ሊያመጣ ቻለ?

6.2 Appropriate uses: ያዘጋኘዉ ምዘናና ዉጤት የምንፈልገዉን አላማ መለካቱና መጠቀም የምንችል መሆኑን ማረጋገጥ፤

6.3 Appropriate Values: ያዘጋኘዉ ምዘናና ዉጤት የተማሪዎቻችንን ትክክለኛ ገዕታ የሚሰጠን መሆን አለበት። ለምንፈልገዉ ጠቀሜታና እሴት (value) መዋል አለበት።

6.4 Appropriate consequences: ያዘጋኘዉ ምዘናና የተገኘዉ ዉጤት ጥሩ ብቃት አለዉ የምንለዉ ትክክለኛና ተገቢ ትርጓሜ ስንሰጠዉ፣ ለምንፈልግበትና ለተገቢዉ ጠቀሜታ ሲዉል፣ ተፈላጊ እሴት ሲኖረዉና እንዲሰጠን የምንፈልገዉን ዉጤት ማግኘት የሚያስችል ሆኖ ሲዘጋጅ ነዉ።

7. በመምህራን የሚዘጋጁ የክፍል ምዘናዎች የቫሊዲቲ ብቃት ዘዴዎች
ይህ ክፍል የሚያሳየን የክፍል ምዘና የአፈታተን ዘዴዎችንና ምዘናዉ ምን ያህል የቫሊዲቲ ብቃት እንዳለዉ ሲሆን የቫሊዲቲ ዘዴዎች (techniques) ለሁሉም የክፍል ምዘናዎች ተፈፃሚነት አላቸዉ። የሚያጠቃልለዉም አጭር የሆኑ ስራዎችን (brief assignment) የረጅም ጊዜ ስራዎችን (long term assignment) እና አጭር ፈተናዎችን (quizzes) ነዉ። በመሆኑም ስለቫሊዲቲ ትንታኔና ዉሳኔ አሰጣጥ ከምንፈልገዉ ብቃትና ትርጓሜ ጋር የተያያዘ መሆኑን መዘንጋት የለብንም።

8. የምዘና ምንነትና ጥቅም
ምዘና ከትምህርት አላማዎች ጋር ተገናዝቦ የሚታይና ተማሪዎች በመማር ማስተማሩ ሂደት በግልዕ አላማ ላይ የሰፈሩትን የባህሪ ለዉጦች ማምጣት አለማምጣታቸዉን የምንለካበት ዘዴ ነዉ።

መምህራን የምዘናን ዉጤት የሚጠቀሙበትና የሚተረጉሙት ከተማሪዉ ጋር በማያያዝ ነዉ፥ ማለትም ተማሪዉ ምን ያህል የሚማርበትን መጽሀፍ በሚገባ ያዉቀዋል ከሚለዉ ሁኔታ ጋር በማያያዝ ነዉ። መምህሩ የምዘናን ዉጤት የሚያያዉ እንደ አንድ አስፈላጊ ከመማር ማስተማር ዉጤት አንፃር ነዉ። በተጨማሪም የምዘናን ምንነትና ጥቅም መምህሩ የሚያያዉ በአጠቃላይ ከሚሀጠዉ የትምህርት አላማና ሥርዓተ ትምህርት ምን ያህሉን ተማሪዉ እንደተማረዉና

እንዳወቀዉ ማለትም ከዩኒት ወይም ከሴሚስተር ሽፋን አንፃርም ጭምር ነዉ:: በአጠቃላይ ምዘና ከላይ እንደተገለፀዉ መምህሩ የሚጠቀምበት የዓላማ ማስፈፀሚያ ሲሆን ይህንንም ለማስፈፀም የሚጠቀምበት ዘዴ የጽሁፍ ወይም ሌላ አይነት ምዘና ሊሆን ይችላል::

9. የክፍል ምዘናን ብቃት ለመወሰን የቫሊዲቲ መስፈርቶች

የምናዘጋጀዉንና የምንሰጠዉን የክፍል ምዘና ውጤት ብቃት ለመወሰን የተለያዩ የቫሊዲቲ መሥፈርቶችን መጠቀም እንችላለን:: እነዚህ መሥፈርቶች በሚከተለዉ ሠንጠረዥ እንደሚከተለዉ ቀርበዋል::

ምደብ/ ክፍል	ምዘናዉ መሆን ያለበትና መሟላት ያለበት መስፈርት
የይዘቶች አግባብነትና ውክልናቸው	1. የአስተማርነዉን ትምህርት ማጉላት 2. ከምንጠቀምበት ሥርዓተ ትምህርት ውጭ አለመሆን 3. ከትምህርቱ ይዘት ውጭ አለመዉጣት 4. ለምናስተምረዉ ይዘት ዋጋ መስጠት
የማስብና የክህሎትን ደረጃ ማሳየቱ	5. የማስብና የክህሎት ዕውቀታቸዉን በማዋሃድ መጠቀም መቻላቸዉ 6. የማስብና የክህሎት ዝግጅታቸዉ የሚያሳየዉ ከሥርዓተ ትምህርቱ ጋር የተጣጣመ ስለመሆኑ 7. የታቀደዉ የማስብና የክህሎት ችሎታን ለማሟላት መጣር እንዳለብን 8. የተወሳሰበዉንና አስቸጋሪ የክህሎት ችሎታ ለማስጫበጥ ለተማሪዎች በቂ ጊዜ መስጠት
የተዘጋጀዉ ምዘና ከሌሎች የክፍል ፈተናዎች ጋር ያለዉ ዘላቂነት	9. የተገኘዉ የምዘና ውጤት ከሌሎች ከተሰጡት ምዘናዎች ጋር ተደጋጋፊነት እንዳለዉ ማገናዘብ 10. ሊዘጋጁ የታሰቡት የምዘና አይተሞች በጣም ቀላል ወይም ከባድ ስለአለመሆናቸዉ መከታተል
የምዘናዉ አስተማማኝነትና ተጨባጭነት	11. ተማሪዉ ጥሩ ውጤት እንዲያመጣ አስፈላጊዉን የምዘና ሥርዓት ሁሉ መጠቀም 12. ለእያንዳንዱ ተማሪ የመማር ማስተማር ሂደቱ በተገቢዉ መንገድ ማመቻቸትና ተገቢዉንና ተፈላጊዉን ምዘና ማዘጋጀት
የተለያዩ ችሎታ ያላቸዉን ተማሪዎችን በተገቢዉ መንገድ ማስተናገድ	13. የሚቀርቡት ሥራዎች ሁሉ የተለያዩ ችሎታ ባላቸዉ ተማሪዎች ዘንድ የሚሰጠዉ ስሜት ወይም ትርጉም አግባብነት ያለዉ መሆኑን ማረጋገጥ 14. ከተቻለ የመማር ችግር ያለባቸዉን ተማሪዎች መርዳት 15. ከዘር፣ ከጎሳና ከፆታ አድልዎ ነፃ መሆን
ቁጠባን፣ ቅልጥፍናን፣ ተግባራዊነትንና ምህርቱ የሚተገበርበትን ዘዴ ማመቻቸት	16. ፈተናን ለማዘጋጀትና ለመስጠት በቂ ጊዜን መጠቀም 17. የተማሪዉን የመማር ጊዜ በአግባቡ መጠቀም 18. መምህር የሚያስተምርባቸዉን ጊዜያት በአግባቡ መጠቀም
ልዩ ልዩ የምዘና ልማዶችን ወይም አግባቦትን መጠቀም	19. ከሌሎች የምዘና ውጤቶች ጋር በማጣመር ተፈላጊዉ ውሳኔ ላይ መድረስ

ከዚህ በተጨማሪ በክፍል ስለምንሰጠዉ ፈተናና የአፈታተን ዘዴ እንዲሁም የአይተሞችን ተገቢ ውክልና ለማረጋገጥ የሚከተሉትን ጥያቄዎች ልንጠይቅ ይገባል::

ሀ. ያዘጋጀሁት ፈተና/ ምዘና ያስተማርሁአቸዉን ይዘቶች በጉልህ ያንፀባርቃልን?

ይህንን ስንል ተማሪዎች በተማሩት ትምህርት ላይ ያተኮረ ምዘና ወይም ፈተና እንዲወጣላቸዉ የመጠበቅና የመጠየቅ መብት አላቸዉ:: በመሆኑም ስናስተምር ለምሳሌ በአንድ ይዘት ላይ እንዳጠፋነዉ የጊዜ መጠን የምናዘጋጀዉ ወይም የምናወጣቸዉ የአይተሞች ብዛት ሸፍኖም ከአጠፋነዉ ወይም ከተሰጠዉ ጊዜ ጋር መመጣጠን አለበት::

ለ. የአዘጋጀሁት ምዘና/ፈተና ከት/ቤቱ ወይም ከሀገር አቀፍ ሥርዓተ ትምህርት ጋር አብሮ የሚሄድ ነዉን?

ማንም ወላጅ ወይም ሰዉ ስለሥርዓተ ትምህርቱ የሚያዉቅና መምህሩ በክፍል ውስጥ ምን እንዳስተማረ ላያዉቅ የሚችል ባለሙያ የተዘጋጀዉን ፈተና ከአለዉ ሥርዓተ-ትምህርት ጋር በማገናዘብ የፈተናዉ አወጣጥ አግባብ መሆኑንና አለመሆኑን አዉቆ አስተያየት ወይም ትችት የሚሰጥበት ሁኔታ ሊገጥም ይችላል:: በመሆኑም የመማር ማስተማር ሂደቱ ከአለዉ ሥርዓተ-ትምህርት ጋር የተገናዘበ መሆን እንዳለበትም ሊገምት ይችላል::

ሐ. እኔ ያዘጋጀሁት ምዘና ከጊዜው እንዲሁም ከምንፈልገው አስተሳሰብና ከአለው የመማር ማስተማር ሂደት ጋር የሚጣጣም ነውን?

የመማር ጥቅሙ በተከታታይ በምሁራን፣ በፈላስፎች፣ በሥርዓተ-ትምህርት ባለሙያዎች፣ በጥናትና ምርምር ባለሙያዎችና በሌሎች መገለጽ ሲሆን መምህራንም ከጊዜው ጋር በመራመድ የመማር ማስተማር ሂደቱንና የምዘና ዝግጅታቸውንም ማሻሻል ይኖርባቸዋል።

መ. ለምዘና የምጠቀምባቸው ይዘቶች ለመማር ማስተማሩ ሂደት ጉልህ አስተዋጽኦ አላቸውን?

ሥርዓተ-ትምህርቱንና የተቀረጹት ይዘቶች የተለያዩ ዝርዝር ጉዳዮች እንደያዙ የሚታወቅ ነው። ከምዘናው ጋር የተያያዙ ይዘቶች በተዘዋዋሪ ሳይሆን በቀጥታ ከመማር ማስተማር ሂደት ይዘቶች ጋር መገናኘት አለባቸው። በተጨማሪም ከተማሪው የወደፊት ህይወት ጋርም የተቆራኘ መሆን አለባቸው።

10. ልዩ የክፍል ፈተናዎች የቫሊዲቲ ማረጋገጫዎች

መምህሩ ለክፍል ውስጥ ከሚያወጣቸው ፈተናዎች በተጨማሪ ሌሎች ልዩ ፈተናዎች በሌሎች የሚዘጋጁ እንዳሉም ይታወቃል። እነዚህ ፈተናዎች በክልሉ ወይም በሀገር አቀፍ ደረጃ ሊወጡ ይችላሉ፡ ፡ የምዘናዎችም ዓይነት (standardized achievement of test), (aptitude test) እና በግል የሚዘጋጁ ፈተናዎች ጥቂቶቹ ናቸው።

11. የአንድን ምዘና ቫሊዲቲ ብቃት ለመወሰን የምንጠቀምባቸው ማስረጃዎች ምንድን ናቸው?

ስለምዘናው ቫሊዲቲ ውሳኔ ከመስጠታችን በፊት ቢያንስ የሚከተሉትን ማስረጃዎች ትኩረት መስጠት ይኖርብናል። እያንዳንዱ ማስረጃ በአንድ ላይና በእኩል ሊመዘን አይችልም። ምክንያቱም የምዘና ውጤቶች አጠቃቀማቸውና አተረጓጎማቸው በተለያዩ መልኩ ስለሚሆን ነው። በሚከተለው ሠንጠረዥ ውስጥ የተካተቱት የቫሊዲቲ ባለሙያዎች (Cro-bach, Linn, Baker and Dunbas) የተስማሙበት ከትምህርት ምዘና አኳያ የተለያዩ የቫሊዲቲ ማስረጃዎችን የሚያመለክት ነው። ሠንጠረጠፉ የመረጃ

አይነቶችን፣ መመለስ የሚገባቸውን ጥያቄዎችንና መልሶችን ለማግኘት የምንጠቀምባቸውን ዘዴዎች የያዘ ነው። አንድ ምዘና ለተለያዩ ዓላማዎች ለመጠቀም ከፈለግን ቫሊዲቲውን የምንስከበት የተለያዩ ማስረጃዎች ያስፈልጉናል። ከዚህ በታች የተመለከተው ሠንጠረዥ የቴስቱን ዓላማ፣ ከዓላማው ጋር የሚሄዱ ጥያቄዎችንና የቫሊዲቲ አይነቶችን ይገልጽልናል። /ጥያቄው ከሂሃብ ጋር የተያያዘ ነው/

ተ.ቁ	የማስረጃ ዓይነቶች	መመለስ ያለባቸው የጥያቄ ምሳሌዎች	መልሶን ለማግኘት ብዙ ጊዜ የምንጠቀምበት ዘዴ
1.	የይዘቶች በብቃታ ስለመወከላቸውና አግባብነታቸው (Content evidences)	ሀ. ምዘናው ምን ያህል የይዘቶችን የብቃት ውክልና ያጠቃልላል? ለ. ምዘናው ምን ያህል ሥርዓተ ትምህርቱን ያቅፋል? ሐ. የምዘናው ዝግጅታችን ከወቅቱ አስተሳሰብ ጋርና ከአስተማርነው ጋር ምን ያህል ይጣጣማል?	• ሥርዓተ ትምህርቱንና የተትምህርት ይዘቶችን በሚገባ ስለማስተማራችን እናረጋግጣለን። • እያንዳንዱ የምዘና ተግባር ካስተማርነው ከትምህርት ይዘቶች ጋርና ከምንፈልገው ዓላማ ጋር መገናዘቡን እንረዳለን፡ : በአጠቃላይ ምዘናው የምንፈልገውን የሚለካ ጠቃሚና ትርጉም የሚሰጥ መሆኑን እናረጋግጣለን።
2.	የማሰብ ችሎታን የሚጠይቁ ሂደት ዓይነቶች (Substantive evidence)	ሀ. የምዘናው ተግባር ተማሪዎችን ምን ያህል የማሰብና የእውቀት ችሎታ ጠይቋቸዋል? ለ. የምዘናው ተግባር የተማሪዎችን የማሰብ ችሎታና ከሥርዓተ ትምህርቱ አኳያ መገናኘት የሚጠበውን ውጤት ይገ ልፃልን? ሐ. የተማሪው የማሰብ ችሎታ ከተዘጋጀው ምዘና ጋር አብሮ ሊሄድ ይችላል?	• የምዘናው ተግባር ተፈላጊውን ዕውቀትና የክህሎቶችን በብቃታ ለመለካት ቅድም ዝግጅት ይደረጋል • ተማሪዎች የተማሩበት የማስተማር ዘዴና የምዘናው ተግባር እንዲጣጣም ይደረጋል

| | | | | When a test is being used for different purposes, it requires different evidence for its validity. Validation of a single arithmetic test for different purpose. |

The left side is a table with rows 3 and 4 continuing from a previous table:

			• የምዘናው ሥርዓት በአጠቃላይ የሚወስነው ተፈላጊውን ውጤት፣ የይዘቶች የውክልና ብቃትና አግባብ ያለው የአስተሳሰብ ሂደት አሟልቶ ሲገኝ ነው።።
3.	የምዘናው አስተማማኝነት (reliability evidence)	ሀ. የአንድ ክፍል ተማሪዎች በአንድ ወቅት የወሰዱትን ፈተና በሌላ ጊዜ መልሰው ቢወስዱት ውጤቱ ከበፊቱ ጋር ተመሳሳይ ወይም ተቀራራቢ ነው ወይ? ለ. የተሰጠውን ምዘና የተለያዩ ሰዎች ቢያርሙት ውጤቱ ተመሳሳይ ነውን?	• ተመሳሳይ ፈተና ከተወሰነ ጊዜ በኊላ መስጠትና የተለያዩ ሰዎች እንዲያርሙት ማድረግ።
4.	ምዘናውን ለተለያዩ ተፈታኞች በመስጠት ማስፋፋት (generalize ability evidence)	ሀ. የምናካሄደው የምዘና ሂደት እኩል ችሎታ ባላቸው ግን በተለያዩ ማኅበራዊና ኢኮኖሚያዊ ልዩነት ውስጥ በሚኖሩ ተማሪዎች ዘንድ የጎላ ልዩነት ያመጣል ወይስ አያመጣም? በዚህ መልኩ የሚሰጠው ፈተናስ ምን ያህል ተገቢ ነው? ለ. ፈተናው ከመሰጠቱ በፊት ለተማሪዎች የተለየ ማነቃቂያና ማበረታቻ ቢሰጥ ውጤቱ ባልተጠበቀ መንገድ ሊለውጠው ይችላልን? ሐ. የማስተማር ዘዴን መለወጥ ወይም በተማሪዎች ላይ ልዩ ክትትል ማድረግ በምዘና ውጤት ላይ ጉልህ ለውጥ ያመጣልን?	ሀ. የምዘናውን ውጤት ይለውጣሉ የምንላቸውን ቫሪየብሎች ሎጂክን፣ ተጨባጭ ዕውቀትንና ተቢ ልምድን በመረጃነት በመውሰድ በተለያዩ ሰዎች ላይ ምዘናውን በማከናወን ውጤቱን ተርጉሞ ማዖት አለብን። ለ. ትክክል ነው ወይም አይደለም ለማለት ተጨባጭ ጥናቶችን ማካሄድ አለብን።

S. No	Testing purpose	Illustrative question	Evidence of validity
1	Achievement test in elementary school arithmetic	How much has Abebe learned in the past?	Content-related validity
2	Aptitude test to predict performance in a high school mathematics	How well is Almaz learn in the future?	Criterion related Predictive validity
3	Technique for diagnosing learning disabilities	Does Girma's performance show specific disabilities?	Criterion related concurrent validity
4	Measuring quantitative reasoning	How can we characterize Kebede's cognitive process	Construct related validity

12. ለማስረጃነት የሚያገለግሉ የቫሊዲቲ ክፍሎች (Categories of Validity Evidence)

12.1 ይዘቶች በተፈላጊው ሁኔታ መወከል (Content Representativeness)

የዚህ ጽንስ ሀሳብ ለሁሉም የምዘና አይነቶች ይሠራል። ለምሳሌ ለ (achievement tests, aptitude tests, ወዘተ.)

የይዘቶች አወካከል እንደምናስተምርበት የጊዜ ፍጆታ ጋር የተያያዘ ነው። አንድ ትምህርት በግማሽ ሴሚስተር፣ በሴሚስተርና በዓመት ተከፋፍሎ የተቀመጡ ይዘቶች አሉት። በመሆኑም የእያንዳንዱ ይዘት ጥበትና ስፋት አንጻር የሚዘጋጀውም ምዘና ከዚህ ጋር የተያያዘ ነው። በተጨማሪ የዕውቀት ዘርፎች ሥርጭት (Cognitive Domains) አብረው የሚታዩ ይሆናል። ይህንንም በተገቢው መንገድ አሟልቶ ለማዘጋጀት የጥያቄ አወጣጥ የሚረዳ ቢ.ጋር (table of specification) መዘጋጀት አለበት። ቢ.ጋሩ አሟልቶ መያዝ ያለበት የይዘትና የጥያቄዎች ሥርጭት ሚዛናዊነትንና ተፈላጊ የዕውቀት ዘርፎችን ማለትም /knowledge, understanding, application, analysis, synthesis and evaluation/ ነው።

12.2 ለጥያቄ አወጣጥ የሚረዳ ቢጋር /table of specification/

Table of specification ዋና ዋና ይዘቶንና ከይዘቶች አንፃር የምንፈልገውን የዕውቀት ዘርፎች በምዘናው ዝግጅት ውስጥ ለማካተት የሚረዳን ቢጋር ነው።

ካፒላን የተባለው ፀሐፊ ስለ table of specification ጠቃሚነት ሲገልፅ "Creating a table of specification is an important step in the formulation of a fair and comprehensive test" ይህ ማለት ለጥያቄው አወጣጥ የሚያገለግል ቢጋር ማዘጋጀት ሚዛናዊነቱን የጠበቀ ሁሉን አቀፍ ፈተና ለማውጣት ይጠቅማል በማለት አጠቃሎታል። በመሆኑም ሚዛናዊነቱን ለመጠበቅ ከይዘቱ ስፋትና ጥበት እንዲሁም ከክፍለ ጊዜው ሥርጭት ጋር አብሮ የተያያዘ መሆን አለበት።

ለ4ኛ ክፍል ተማሪዎች ስለ አየር ፀባይ የትምህርት ይዘት ላይ ከዕውቀት ዘርፎች አንፃር የተዘጋጀውን ቢጋር /table of specification/

S.No		Behavior			Total No of items	Percentage of tests
		knowledge	Comprehensive	Application		
1	Evaporation	3	-	2	5	16.5
2	Condensation	2	1	1	4	13.5
3	Wind	2	1	1	4	13.5
4	Temperature	3	3	3	9	30.0
5	Clouds	2	3	3	8	26.5
	Total Number of items	12	8	10	30	100.0
	Percentage of test	40	26.5	33.5	100	

ከይዘት ጋር የተያያዘ (table of specification)
1. የክፍለ ትምህርት ብዛት   5
2. ለማውጣት የታሰበው የጥያቄ ብዛት   60
3. የትምህርቱ ጠቅላላ የክፍለ ጊዜ ሥርጭት   80

ተ.ቁ	ክፍለ ትምህርት	የክፍለ ጊዜ ሥርጭት	የጥያቄው ብዛት	በመቶኛ	ምርመራ
1	አንድ	5	4	6.7	5/80x60
2	ሁለት	15	11	18.3	15/80x60
3	ሶስት	10	8	13.3	10/80x60
4	አራት	30	22	36.7	30/80x60
5	አምስት	20	15	25.0	20/80x60
	ድምር	80	60	100.0	

12.3 የሥርዓት ትምህርቱና የይዘት የዕውቀት ዘርፎች ሥርጭት አግባብነት
Curricular Relevance and Content Domains

የምዘና ዘዴአችን ከሥርዓተ ትምህርቱና ከይዘት የዕውቀት ዘርፎች ሥርጭት ጋር የተጣጣመ መሆን አለበት። ምንግዜም የመማር ማስተማሩ ሂደት መነሻው ሥርዓተ ትምህርቱ እንደሆነ ሁሉ፣ የችሎታ መለኪያ ዝግጅቱ ከሥርዓተ ትምህርቱ በመነሳትና ተፈላጊ የዕውቀት ዘርፎችንም በማካተት መሆን ይኖርበታል። ይህንን ይበልጥ ለመረዳት የክፍል ምዘናን ብቃት ለመወሰን የቫሊዲቲ መሥፈርቶች በቀረበው ሥነጠረዥ ውስጥ ያሉትን ይዘቶች መመልከቱ ይበልጥ ግልጽ ያደርገዋል።

የሥርዓተ ትምህርቱን አግባብነት ለመለካት የሚዘጋጁ ምዘናዎች የሚከተሉትን ነጥቦችን ማካተት ይኖርባቸዋል።

1. የትምህርት ዓይነቱ ባለሙያው መጠየቅና ማነፀባረቅ ያለበት የሚያስተምረው ትምህርትና የሚያዘጋጀው ምዘና ጥቅም አንፃር መሆን አለበት።
2. የትምህርት ዓይነቱን በትክክል ማንፀባረቅ አለበት።
3. ከክፍል ደረጃውና ከትምህርት ዓይነቱ ጋር በትክክል እንዲስማማ ሆኖ መዘጋጀት አለበት።
4. ትርጉም የሚሰጥና ጠቃሚ የሆኑ ይዘቶችን መምረጥ አለበት።

በተጨማሪም የሚዘጋጀው ምዘና በጥንቃቄና የተለያዩ ዘዴዎችን በመጠቀም መሆን አለበት፡ ፡ እንደነገሩ የተዘጋጁ ምዘናዎች ፍንጭ የሚሰጡ አነስተኛ እውቀት ያላቸው ተማሪዎች በቀላሉ ሊመልሱት ሲችሉ በሌላ በኩል አድኗዊና አሻሚ ይሆኑና ነበዝ ተማሪዎችን ጥሩ ውጤት ከማምጣት ሊገታቸው ይችላል፡፡

Related Quotes

1. Teachers spend between 20 percent and 30 percent of their professional time in assessment-related activities. (Kaplan, Poul S.(1990) P.522)
2. Essay tests are especially useful for measuring higher level cognitive skills. (Kablan, Poul S. 1990 P. 531)
3. Many students suffer test anxiety. The negative effect of this anxiety can be reduced through instruction in study skills as well as relaxation techniques.

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Who is Melinda Gates?

By Degefa Brayou, SMU, TC

Melinda Ann Gates DBE is an American philanthropist. She was a former Microsoft employee and co-founder of the Bill and Melinda Gates Foundation. She worked at Microsoft where she was a project manager for Microsoft Bob, Encarta and Expedia. She has the most tremendous aspiration to help the affected members of any society around the globe. Melinda has the principle, if you want to do the most, you have to see the worst.

For Melinda Gates, East, West, North and South are just imaginary locations on the globe. For her, to do good, being a person is enough as long as the wish rests on the optimistic outcome, accepting that the world can do good to us. According to Melinda Gates, optimism can fuel innovation and lead to new tools to eliminate suffering. But, if we ever really see the people who are suffering, our optiism can't help them.

Therefore, if we are optimistic, there is no boundary that can hold us back from reaching the needy, irrespective of their location. She narrates her travel experience to Asia in the forth coming lines.

Ten years ago, I traveled to India with friends. On the last day there, I spent some time meeting with prostitutes. I expected to talk to them about the risk of AIDS, but they wanted to talk about stigma. Most of these women had been abandoned by their husbands, and that's why they'd gone into prostitution. They were trying to make enough money to feed their kids. They were so low in the eyes of the society that they could be raped and robbed and beaten by anybody – even by police – and nobody cared.

Talking to them about their lives was so moving to me. But, what I remember most is how much they wanted to touch me and be touched. It was as if physical contact somehow proved their worth. As I was leaving, we took a photo of all of us with our arms linked together.

Later that day, I spent some time in a home for the dying. I walked into a large hall and saw rows and rows of cots. Every cot was attended except for one far off in the corner that no one was going near, so, I walked over there. The patient was a woman who seemed to be in her thirties. I remember her eyes. She had these huge, brown, sorrowful eyes. She was emaciated, on the verge of death. Her intestines weren't holding anything – so, they had put her on a cot with a hole cut out in the bottom, and everything just poured through into a pan below.

I could tell she had AIDS, both from the way she looked, and the fact that she was off in the corner alone. The stigma of AIDS is vicious – especially for women – and the punishment is abandonment.

When I arrived at her cot, I suddenly felt totally helpless. I had absolutely nothing I could offer her. I knew I couldn't save her, but I didn't want her to be alone. So, I knelt down next to her and reached out to touch her – and as soon as she felt my hand, she grabbed it and wouldn't let go. We sat there holding hands, and even though I knew she couldn't understand me, I just started saying: "It's okay. It's okay. It's not your fault. It's not your fault."

We had been there together for a while when she pointed upward with her finger. It took me some time to figure out that she wanted to go up to the roof and sit outside while it was still light out. I asked one of the workers if that would be okay, but she was overwhelmed by all the patients she had to care for. She said: "She's in the last stages of dying, and I have to pass out medicine." Then, I asked another, and got the same answer. It was getting late and the sun was going down, and I had to leave, and no one seemed willing to take her upstairs.

So, finally, I just scooped her up – she was just skin over a skeleton, just a sack of bones – and I carried her up the stairs. On the roof, there were a few of those plastic chairs that will blow over in a strong breeze, and I set her down on one of those, and I helped prop her feet up on another, and I placed a blanket over her legs.

And, she sat there with her face to the west, watching the sunset. I made sure the workers knew that she was up there so that they would come and get her after the sun went down. Then, I had to leave her. But, she never left me.

I felt completely and totally inadequate in the face of this woman's death. But, sometimes, it's the people you can't help who inspire you the most.

I knew that the sex workers I linked arms with in the morning could become the woman I carried upstairs in the evening – unless they found a way to defy the stigma that hung over their lives.

Over the past 10 years, our foundation has helped sex workers build support groups so that they could empower each other to speak out for safe sex and demand that their clients use condoms. Their brave efforts helped keep HIV prevalence low among sex workers, and a lot of studies show that this is a big reason why the AIDS epidemic in India hasn't exploded.

When these sex workers gathered together to help stop AIDS transmission, something unexpected and wonderful happened. The community they formed became a platform for everything. They were able to set up speed-dial networks to respond to violent attacks. Police and others who raped and robbed them couldn't get away with it anymore. The women set up systems to encourage savings. They used financial services that helped some of them start businesses and get out of sex work. This was all done by the people the society considered the lowliest of the low. Optimism for me isn't a passive expectation that things will get better; it's a conviction that we can make things better – that whatever suffering we see, no matter how bad it is, we can help people if we don't lose hope and we don't look away.

Reference

Taken from the Text of the 2014 Commencement address by Bill and Melinda Gates.

Innovation

By Wondossen Shemelis, SMU, TC

ALEXANDER GRAHAMBELL (1847-1922)

On March 10, 1876 on the top floor of a Boston

boarding house, the first break through in telephone history was realized when Alexander Graham Bell's now famous words:"Mr. Watson, come here, I want you," become the first intelligible sentence ever carried over telephone wire. With the invention of the telephone, Bell's name became synonymous with that device. His telephone has had great influence upon the world and has done much to shape the pattern of modern life.

Bell was only 29 when be achieved the miracle of the telephone, but the following years saw him busily pioneering in many new fields. He had an ever-inquiring mind and his range of interests was wide. Throughout his life, Bell labored to help the deaf, and his unsparing work in that area hastened the development of enlightened methods for the education of the deaf. His great enthusiasm and interest in their cause inspired improvement of institutions devoted to their care. In the field of aviation, Bell's support led to the invention of the aileron stabilizer which continues in use today. He produced other communication devices, through none as significant as the telephone, and carried on constructive studies in eugenics.

In 1880, when the French government awarded Bell the Volta prize of 50,000 francs for his invention of the telephone, he used this money to help establish the Volta Laboratory at Washington, D.C. There, he and his associates developed the basic method of making wax phonograph discs. After the sale of this patent, Bell used his share of the proceeds to establish the Volta Bureau where he could carry on his work for the deaf. The world of science and telecommunications is indebted to the quick silver mind to Bell who as a youth in Edinburgh, Scotland was once tempted to pursue a musical career.

Through speech by birth, Bell was American by choice, and in 1882, he became a citizen. He was so proud of this fact that he requested his tombstone to read "Born in Edinburgh died a citizen of the USA." When this great man died in August, 1922, the world was happy to great him his epitaph.

Reference

http:// en.m.wikipedia.org/wiki/Alexander Graham Bell

Puzzles

Can you guess?

1. I have a city without house, A forest without trees, and A river without water.
Who am I? Ans. _____
2. I am an artist, But without pen or pencil, I make portraits of women and men.
Who am I? Ans. _____
3. I stand in the middle of the world.
Who am I? Ans._____

Reference

Commercial outlook 1992 contributed by Abdurahim Ahmed

Quotes Corner

By Asnake Solomon, SMU, TC

1. "The function of leadership is to produce more leaders, not more followers." (Ralph Nader)
2. "Leaders are followers of what is true, what is fair, and what is right." (best quotes. com)
3. (Thomas Carlyle)
4. "Self-confidence is the first requisite to great undertakings." (Samuel Johnson)
5. (Abhijit Naskar)
6. "Education enables the humans to achieve their fullest mental & physical potential in both personal and social life." (Abhijit Naskar)
7. "We don't grow when something is easy. We grow when something is challenging." (test quotes. com)
8. "Exams test your memory, life tests your leanings; others will test your patience." (Fennel Hudson)
9. "Great things never come from comfort zones." (success. com)
10. "There is no innovation and creativity without failure period." (Brene Brown)

Reference: www.best quotes. com

Puzzles Answers

1. **Ans.** A map
2. **Ans.** Mirror
3. **Ans.** The letter 'r'

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- MPS(Master of Arts in Political Science)
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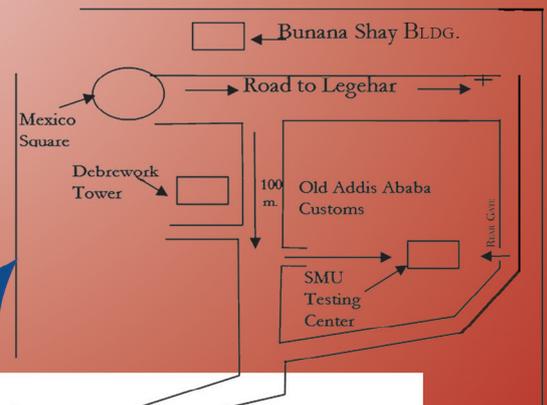
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