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Dr. A.K. Enamul Haque is the Professor of Economics at the East West University. He received the prestigious Commonwealth Scholarship and completed his PhD from Canada in Natural Resource Economics. After returning to Bangladesh, Dr Haque started teaching at the University of Chittagong. He then moved to the Bangladesh Open University and contributed towards standardizing distance learning in Business education in Bangladesh as the first Dean of the School of Business. Dr. Haque joined the first private university in Bangladesh in 1996 and contributed towards standardizing private university education systems in Bangladesh and the Department of Economics at the North South University. He joined the East West University in 2004 and developed the Department of Economics. He has worked in the United International University to establish its Department of Economics and was an honorary advisor to BRAC University's Department of Economics. His researches are published in many national and international journals. He is a founding member to establish the South Asian Network for Environmental Economics and is currently an advisor to SANDEE- a program of the International Center for Integrated Mountain Development in Nepal. He has published books and research articles with Cambridge University Press, Oxford University Press, Springer Nature and with many other publishers. He is an editorial advisory board member of the Indian Journal of Ecological Economics, and Journal of Social and Economic Development.

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Topic: Assessing the Outcomes using various Assessment Techniques

Abstract:

Education has gone through significant changes over time. The elitist education began in the early stage of human civilization as a strategy to transmit social values from one generation to the next. Over time, education was divided into four groups – theology to transmit religious values, medicine to find cure against diseases, technology to solve problems of human labour, and legal education to create a civilized society. This was an outcome-based education. However, it was based on strict hierarchical control by religious institutions. During the colonial era, education

was designed to fit the natives to support the aspirations of their colonial masters. The education was still elitist. Towards the end of the colonial era, education expanded into other branches and many of current education system came into place. By the 1950s, education system lost its elitists culture and expanded into the masses. This led to a decentralized education system based on competency. Standardized tests were developed to ensure that graduates pass a level of competency at each level. Tests became standardized and the objective in many cases was to integrate citizens of the newly independent states into a nationhood with a 'common' national culture. However, modern education is different. It is for creating ability to fit to the needs of a society which is global and is based on science and technology. Education is again under transition. The critical question is – what is the objective of the higher education? – Is it to develop a skill or a level competency or a level of capability to deal with human needs, or a level of critical thinkers to carry the society to a higher level of human achievements? Evaluation system must answer the questions that are embedded in the goals of the education system.