

Way to fair examination: Some suggestions

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THE battle of SSC examination is over and we are now fighting the second largest battle i.e. the HSC examination. All our examination centres are battlefields. No body can say how long this situation will continue! Some days ago, we saw the shameful scene at Rajendra College, Faridpur during the Masters Examination. What more can we expect!

It seems that all concerned have been accustomed to this state of affairs and, with dismay, we observe that we have been totally helpless and have failed to bring any positive change in favour of holding fair examinations. Of course, it is not true that the examination authorities take no efforts at all. Every year we see that just 30 or some more days before examination, the Chairman and the Controller of Examinations of Education Board visit different district headquarters, meet the DCs, the UNOs and other officials and share with them their sincere concern about holding fair examination. The officers also suggest some means and assure the bosses of the Board of holding fair examination. Then the DC invites the heads of the school/madrasah/college in a meeting and, of course, gives a sermon about the evil of unfairness in the examination. The teachers also express their commitment. But, so far the experience mostly has been nothing but a farce. We get shocked when we see that some teachers are also involved in the act of unfairness. Some where some members of the law and order maintenance authority take part in the act of aiding the examinees; many guardians do not find fault with this; some community leaders say, 'don't be so cruel to the young pupils.' Then what to do to save our children from this curse?

I am sure, I am not the first one who is thinking over the situation. As a teacher and a guardian, this is just a reminder to the conscience of our appropriate authorities as well as the leaders of society and the citizens. Such discussion may help develop an effective system to eliminate the evil culture from our educational institutions.

Of course, meanwhile, over the last few years, some steps have been taken by the authorities for holding fair examinations, such as, shifting of teachers from one college to another in the rural areas, with-

drawal of some examination centres, sending of vigilance team from Board and National University to the examination centres, new marking system (grading) etc. and some results have come up out of these measures and some more will come, we hope. Nevertheless, the question now is, that is this enough to achieve the goals: growth of merit, creditable success in the examination and human development for which we send our children to the educational institutions?

In connection with institution

i) The rules of Education Board and National University regarding admission of students and selection of candidates for public examination are not followed.

ii) Unfairness in appointing teachers: Sometimes party affiliation

cess and techniques, for want of relevant training, to make the class attractive to the students.

iii) Many of them feel that they are bosses, thus a gap widens between the teachers and the students, and that hampers the true learning spirit.

iv) Many of them encourage selective studies, instead of full syllabus.

vii) Very few teachers care for building awareness of the students in respect of learning, examination and human development.

In connection with students

i) Students are not aware of examination from the beginning of the session.

ii) Most of them do not care for class tests and periodic internal examinations.

iii) Habit of selective study, instead of whole syllabus.

iv) Few students' political activities in the campus, totally forgetting their main role as students.

v) Habit of absence from classes.

In connection with the teachers

i) Teachers are reluctant to follow the work schedule circulated by the education authorities.

ii) A large number of teachers do not try to update their knowledge and skills.

iii) Some teachers do other business at the cost of their duties in the institution holding the reason that they are less paid and not regularly paid.

iv) Some teachers' involvement in party politics in the campus and thus some especial attachment with some students which affect the examination.

v) Many of them lack in the pro-

tection, nepotism, influence of Govt high officials, MPs and Ministers and even silence or especial interest of the experts nominated by the National University or Education Board affect the appointment.

iii) Teachers' activities are not properly monitored. Somewhere some teachers influence or compel the authority by showing power or making chaos and somewhere the authority is callous to this.

iv) Reluctance in developing library: It is seen that students are paying fees for library development every year but no books are procured. This leads to less habit less knowledge.

v) Want of in-house training system for teachers and other staff. In some institutions, even two teachers of the same department do not share their style of performance and experience.

vi) Students' fees for their human development activities very often goes to salary-head.

vii) Very few attempts are made to motivate the guardians and organize the students towards creating a learning atmosphere in the campus.

In connection with the education authorities

i) Very weak inspection and monitoring system. Monitoring is unknown to the institutions. Very few institutions ever face effective inspection.

v) Want of facilities for training of teachers. Graduates, fresh from the university, do not know how to deal with the adolescent boys and girls and the seniors. Without fresher's course, the edifice just collapses.

In connection with the government

i) Frustration of the teachers of non-govt. institutions for disparity of emoluments between teachers of same status of Govt and non-govt. institutions.

ii) Non-motivation of the students of non-govt. schools and colleges for discrimination in physical facilities and tuition fees.

iii) Want of long term plan to standardize education.

Since unfairness in examination is nothing but a by-product of a non-learning environment in institutions, therefore, in our action plan for fair examinations, we have to take up measures for creating a culture of learning in the institutions first with a view to standardizing education. More we can create such situation at institutions, more the students will award us with fair examination.

As regards an effective action plan to overcome the spoiled situation, I would say that there is no short cut way to achieve the result. We may have to take a reasonable period to implement it. To this end my humble suggestion is that a five-year

plan may be taken up to bring about a positive change otherwise every year we will shout and fight and nothing really will happen and thus this situation will only linger on. If we hesitate to begin the process now, we will nourish the problem like the curse of illiteracy. Before leaving the Indian sub-continent the British suggested to take up a forty-year plan to remove illiteracy from this part of the world but our leaders expressed their commitment to do it within 10 years and illiteracy is still a serious problem in the countries of the sub-continent.

The plan should include all the details of the programme of creating a culture of learning keeping in mind the goals to beat the already identified root causes. I do not dare to give here all the details of a model plan. Here I am giving only some

software for favour of bringing discipline in every section of an institution especially in management information system, administration and accounts keeping. They have to make up a well coordinated need-based five-year plan giving facilities to all institutions on priority basis and the information has to be circulated in the first quarter of the beginning year. (b) They should remain strict to their own rules. (c) They should plan a yearly schedule of inspection and monitoring. In this, the process of sending vigilance team during public examination may be included. (d) They should take the responsibility of appointing teachers instead of keeping it with the institution. (e) They should introduce special reward for the institutions which have self-initiated development efforts in education sector.

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