

Examination system needs a thorough change

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The emergence of Bangladesh as a sovereign state on the political map of the world on December 16, 1971, has added a new but remarkable chapter to the history of the world in general and to that of the World Freedom Movement in particular. The valour, the endurance and the spirit of sacrifice which the Bangalees have shown in their struggle for independence will remain written in letters of gold on the pages of history for all time to come. But it will not be an easy task for us to make the entire nation remember this event as the most remarkable chapter in our national history, because even in these days of educational awareness most of the people of Bangladesh are deprived of the luminous light of literacy. Moreover, it has been accepted in principle that no real development is possible without an active role of education. In this short paper an attempt will be made to present before the conscious people of Bangladesh a picture of the crisis that education is to encounter in its way to reach the poverty-stricken people of the country.

Bangladesh, at present, is beset with multifarious problems. The economic instability, the social disorders, and the cultural disorganisation have paralysed the entire movement of the country towards development. Under the impact of this state of disappointment, education, the root of all excellence, has lost its normal strength as it is treated with utter negligence everywhere in the society. The present condition through which our education is striving to make a head-way is really discouraging and at the same time painful. The subsequent development of this miniature article will aim at presenting some of the basic problems of our present system of education.

The most severe crisis in our education is the determination of its structure and the objectives. It has been fully realized that the problems of unemployment and underemployment are becoming more and more acute as education has not yet been designed in accordance with the manpower we need at this crucial moment of national reconstruction. Even a large number of engineers are obliged to face the crisis as they have not been trained keeping an eye to the different avenues of job for the engineers and the necessity of the corners where their services can be utilised. The problem is going to be more severe if necessary steps are not taken to stop it at the very initial stage of its growth. We speak of education not only as a preparation of life but life itself. But it is really a matter of regret that in framing its design no attention is given to the real meaning of education. Hence, education, instead of being life-centred, has become book-centred.

The second crisis in our education is the belief in 'Downward Filtration', a theory once formulated and implemented by Thomas Macaulay during the British Rule in India. Even in these days of educational regeneration we are not free from the legacy of the British rule. The main theme of the above theory was educating a few at the top who had leisure to shoulder the onerous task of educating the common people of the country. The present system of education in Bangladesh bears the print of the above statement.

The crisis that has also left an alarming imprint upon our education is the lack of co-ordination between the teacher and the taught. The present atmosphere of the country has made the students so turbulent and ferocious that their teachers are obliged to remain at a far cry from their students. Moreover, when the students try to come in contact with their teachers they also find them as lifeless objects and this lack of co-ordination between the teachers and the taught forms a cavity in education. But for this lapse in education both the teachers and the students are equally responsible. It is usually believed that a teacher should be above all meanness. Now if any teacher does any immoral work, he is bound to lose the confidence of his students and to lose his control or voice upon the students and this, as a consequence, creates the most innocent relation between the teacher and the students bitter. The present state of educational institutes indicates the magnitude of deterioration in the above relation.

Another lapse in our education is the cultural gap. About thirty years back Bangladesh could speak with pride about its own culture, but today, even being independent, it cannot speak of any cultural heri-

tage, as it cannot go back to its old past. This is because of some reason which made its passage to the old culture of Bangladesh to insert the germs of disaster to make it (culture) disfigured. The very reason is our tendency to imitate. At present we have developed a tendency to imitate the foreigners in dress, in food-habits and also in our way of talking and behaving with others. This is felt in its severe form in the urban areas and the rural areas will not be able to remain apart from the said clutch for a long time, as the spread of education will annihilate the cultural gap between the rural and urban areas. Education is the greatest force to save and uphold the prestige of national culture. But in our case, it has become most unsuccessful, because, by degrees, it has been encouraging the alien culture to make the national culture shadowy.

to evaluate the achievement of learners is not at all proper, because the evaluation fails to present the real picture of the achievement of the learners. The talent of the learners can never be estimated totally by the system of examination prevalent in the country. Mere written examination in a few selected subjects fails to evaluate the learners' achievements totally, because there are a great number of attributes which the prevailing system of examination does not take care of because our curriculum is not comprehensive enough to unfold the innate talent of the learners.

SUGGESTED MEASURES

An honest and sincere investigation into the present system of education in Bangladesh will reveal many other crises but

the few which have been stated above are sufficient enough to warrant public feeling. We are still in the initial stage of our start towards development and if we can catch hold of the crises with a firm grip in their inception, the apparent darkness that seems to overcast our bright future will certainly be removed. If we can develop a belief to have our own culture in accordance with our own strength and limitation, we cannot imitate the culture of others, rather we will remain ever ready to make any kind of sacrifice and to undergo any amount of trouble for the preservation of our own culture. Education can rightly take up this herculean task provided it is structured stretching an eye to the supreme importance of the own culture of the nation. I hope, our government in co-operation with the general people of the country, will take care of this vital issue without further lapse of time.

A thorough change in the system of examination should be brought in. Written examination will form a part of the over all evaluation of the learner's achievement. It will never be taken as the ultimate measuring rod of the learner's performance, because he may possess the prospect to be a player of repute or musician of name and fame. But, unfortunately the prevalent system of examination in our school and colleges has not been developed to be comprehensive enough to form an evaluation of the innate talent of the learners. Therefore, to evaluate the learners a comprehensive system of examination should be developed which will help the future man in the learner to achieve the attainment for which he is destined.

Our education should be designed to provide the necessary scope for all to enjoy its fruits according to their ability, aptitude and interest. In other words, the learners will be able to choose the channel where their talent will have a smooth sailing and the place where they earned skill and knowledge will be properly utilized. As a result, the country will never face the crisis of the needed manpower and the problem of unemployment will gradually be erased from the pages of national history.

The opportunity in receiving education should be the same for all. No promising young man or woman will be denied to enter into the broad field of education to collect the pearls of knowledge in accordance with his or her capability on the plea of his or her economic instability and social status; because this will make the social distinction more and more distinct and as a consequence, the nation will be deprived of having the manpower to shoulder the task of national reconstruction.