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# S.S.C. Examination: Some Suggestions

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PROLONGED discussions are being held on the newly introduced system of S.S.C. Examination. The amalgamation of essay type and objective type questions gives rise to such discussions by the educationists. Some of them support it and some, again, plead for its abilition. Of course, both the groups present arguments in favour of their respective stands. I do not belong to either of the groups and, so, I refrain from supporting or rejecting the arguments of either of them. Rather, I like to give some suggestions for the much, needed improvement of the examination itself.

Some examinees indulge in corruption by copying in the examination halls, while some dishonest elements leake out question papers. Let us discuss in brief how we can put an end to all this.

I do not discard the arrangement of two types of questions—descriptive and objective in the same subject: but, I differ in the manner how they are put before the examinees. In my opinion, eassy-type questions, may be made and given to the examinees to answer from books in the examination-halls. Of course the questions should be a bit twisted so that the students have to exercise their merit and knowledge in answering. If so, there wll be no copying and there will be little to gain from any leakage of questions.

In preparing the objective type questions, 'true and false' type should be avoided, because, in this type a student, may only guess and give tick marks depending on lack. The types of question to be adopted for a fair test of the examinees' knowledge should be as under :

i) Matching :
a) Dhaka — Capital of India
b) Delhi — Capital of Bangladesh

Here, the left-side words should be used properly to match the right-side statements.

ii) Multiple choice :
a) $2\times7=?$
    a) 16
    b) 20
    c) 14

One result from the right side is to be chosen to answer rightly the question on the left side.

iii) Question and answer :
a) Who was Muhammad (S) ? –
b) What is your religion ? –

iv) Filling the blanks :
a) Nazrul was a great----------
b) The Plassey battle was fought in the year-----AD.

Here, I have to remark that in both the portions i.e. essay type and objective type adopted in a particular paper or subject, the examinees must obtain pass marks; and the pass marks also should be determined as :

For essay type–33% and for objective type– 40%. These two sets of marks have to be agrregated and then halved.

For first and second divisions, the existing limits can be retained. in essay-type; whereas, 55% and 70% may be determined in objective type.

Another recipe requires to be adopted for lessening the dependence only on the prevailing public examination for awarding SSC certificates. And, this is the cumulative count of the results of the three examinations– including the public and final one. How, let me elucidate as under :

The students of class X are generally given one examination at the middle of the academic year i.e. in June and the other is given in the name of 'Test Examination' in November for sifting out the hopeful candidates. The results of every student in these two examinations can be recorded and preserved properly for sending them to the Education Boards for counting at the time of determining success or failure of students along with those of the final and public examinations, The marks obtained by a student in any particular subject in the final and public examinations may be converted into 50% and the two sets of marks obtained by him in that very subject in the 'Mid–Term' and the 'Test' examinations may be conserted into 25% each. Thus, his scores in the three examinations as said above, can be aggregated into 100% for considering his success or unsuccess at the SSC level.

In illustrating, we can take up the case of 'A' as below :

Say, 'A' secured 40 marks in English in the public examination, 36 marks in the 'Mid–Term' examination and 30 marks in the 'Test' examination. These three sets of marks can, well, be converted into 50%, 25%, & 25% respectively i.e. 20, 9 and $7\frac{1}{2}$ marks. Now, if aggregated, his determined score comes to $(20+9+7\frac{1}{2})= 36\frac{1}{2}$ marks. The same way, the marks of every student in the three examinations secured in every subject can, at ease, be counted and thus, his pass or failure can well, be determined.

If this method is followed, the students shall have to be equally careful in preparing for the said three examinations. The teachers also will become more responsible, they will be eager to share in the great task of building the careers of their beloved students.