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S.S.C. Results—A National Pointer

Results of S.S.C. examinations held under the four Education Boards of the country have been announced. With a total number of those who passed being 122336 out of 270573 candidates taking the examination the overall pass percentage is 45.61. And this leaves a total of 148237 students who have failed in the examination. The figures are tell-tale enough and despite the repetition, more or less, of the same standard of performance as of previous years at the S.S.C. examination there can be no sound reason for complacency to be felt at anybody's level—at the guardian's, teacher's or the administration's. Instead, this year's results and the cumulative pattern of success and failure presented by them should induce hard thinking on the part of the education authorities, social leadership and government.

In the sequel of the change in administration about a year ago and with the establishment of Martial Law in the country the expectation has been valid that the accumulated rot in any sector of national life, economic, social, cultural and educational, should be a thing of the past. Necessary purges and corrective and redeeming steps should no longer be delayed to achieve the long-needed improvements in the academic world involving, practically, all stages of education beginning with the secondary up to the highest tier of it. Something is obviously wrong somewhere. And we have to do the needful to redeem this wrong. For, though a platitude, unless we save education, we would not be able to save the rest of things. With such a staggering number of failed students at the successive public examinations from S.S.C.

onward every year and with not much of provision for productive utilization of such huge manpower it is difficult to avoid stagnation in the socio-economic field and the baneful effects of the same on the entire course of national life. That these have already made themselves felt has been realised by the administration with an awareness sharp enough to induce it to take positive steps to retrieve the situation.

As it is, the causes of failure have to be identified in a precise way: That the teaching standard in most schools as well as the standard of discipline in them has plummeted to an all-time low is common knowledge. Except a few well-financed and well-staffed schools in the urban centres, the rest of the schools, particularly those in the mofussil, represent but an apology of education and teaching. Inspection and supervision that had in the remote past been one of the effective administrative means of pulling these institutions up have also reportedly sagged over the years. Internally, pure academic pursuits have suffered from internal erosion as well as external influences. A tightening of discipline internally and a sustained vigilance, together with suitable punitive measures set apart for the defaulting institutions and individuals, are among the local steps that seem very much needed in order to mend things. Above all, the situation from the national point of view has become so delicate indeed that measures to stop the rot can no longer be delayed, which responsibility, we believe, the administration is already prepared to discharge keeping the interest of the nation above everything else.