

# Deteriorating Standard Of College Education

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At present the greatest problem in Bangladesh at the college level is educational wastage chiefly surfaced in the failures and third divisioners at the Intermediate and Degree (Pass) public examinations. It is an indicator of the deteriorating standard of education at all levels of our education from the primary to the university. Therefore, it has emerged as a great national educational problem. The deterioration, I think, is the greatest of all the problems facing the colleges. This is reflected in the number of failures and the number of third divisioners at the H.S.C and Degree (Pass) levels. Poor performances in the interviews, tests/examinations either for admission or jobs is also an index of this state of things. All taken together may be considered as colossal educational wastage consequent upon the worsening educational standard.

An analysis of this should first focus on the failures and the divisions for proper perspective and realization of the miserable performance of our students at the final H.S.C. and Degree (Pass) & Hons and Post-Graduate examinations. Failure or good performances at interviews/tests will ultimately refer to them.

At the H.S.C. Examinations the average percentage of failure in all the groups is 54.35% over the period from 1981-1989. Only 3.71% were successful in the first, 21.04% in the second and 21.33% in the third division. The degree (pass) level results present a dismal situation. The average failure is 65.86%, a colossal wastage. And a great majority secures a third division which is devastatingly greater at the B.A. examination. The B.A. results of Chittagong University of 1989 are an example where 87.51% of successful candidates got the third division. What can be more grievous than this?

However, the state of things at the honours and post-graduate levels reveals a different scene. On an average over a period of six years 20.17% of students of B.A. (Hons), B.Com. (Hons) and B.Sc. (Hons) fail in the final examination. And a majority of them get a second class. 13.34% of the post graduate students in the three groups about seven per cent less than that in the degree (Hons) do not come out successful. Here also a large number obtain a second class. For this situation students of the colleges have greater share than the universities, there is no doubt of it. Yet the average 20.17% and 13.34% failures at the honours and post-graduate levels are really regrettable and undesirable because the courses are generally taken by the selected and meritorious pupils.

It is natural now to investigate into backward students can be taken by was indispensable, no provision was the reasons for such wastage. I have arrangement of separate classes. It is made for it in Second and Third Five not sought them because many factors is not possible, then particular care Year Plans of the country. So it has are responsible and the share of their should be given to them in tutorials of become imperative that some de-respective contributions is very diffi- different disciplines. development programmes with priority cult to dissect and determine. But I Teachers are instruments for given to colleges offering honours and think my recommendations for re-teaching, tutorials and counselling. If post-graduate courses are inserted in remedy can help to understand them by is unfortunate that many of them do the Fourth Five Year Plan. implications.

However, such wastage is not only hours in the colleges. The teachers required for the gradual removal of a huge wastage of resources/energy have to remain in the college for at the existing gap between the govt. and and time. It is also an instigator of least 5 hours and pass some of their non-govt. colleges in respect of financial apathy, moral transgression, a creator of frustration, indiscipline and violence which are undoubtedly rampant among our young men. Painful is the landscape projected here. But formed to motivate and supervise education in our country. Salaries and more painful is our indifference and neglect. I have asked a good number of teachers and principals of colleges about the problems of their institutions. Most of them did not mention the wastage. Most of them are not even aware of its gravity and almost none seems to take proper measures against it. Most of them, however, have heard about the deteriorating standard of our education being talked of frequently and widely but are not conscious of the intimate relationship of it to educational wastage. If the percentage of failure from the HSC to the post-graduate examinations is to be brought down to zero, at least to the minimum and the failures at the degree (Hons) and post-graduate levels are regarded as unpardonable; the institution, if there is no third divisioners and if most of the intermediate students get the first division, the educational loss will be the minimum and this will be an indication of some improvement in the quality of education.

The objective can be carried out to some extent in the present circumstances of the colleges if we begin by some prompt administrative measures. The system of internal examination test exists in the colleges. Pupils should not only be motivated to take them, periodical tests and space are not at all satisfactory. The examinations should be more frequent. Performance reports in the colleges which offer honours and post-graduate courses, half yearly/annual examinations are to be sent to the guardians of the students. Public examinations at the college are to be so arranged that nobody can adopt unfair means in the examination. The examinations are to be sent to the Bangladesh National Education Commission, 1988 (page-218) reports that "every where there is want of measures to materialize some of them".

The results from the materialization of the schools and colleges. When the to pursue them with vigorous and sustained efforts to achieve the checked the unfair means and acted as a deterrent to lowering the standard that a spacious and well-equipped examination. Tutorial classes do library is an essential pre-requisite for the examination. Tutorial classes do exist, yet in many of the college due, and an index of quality education. The importance is not given. Pupils do not take them seriously. Nor is the attendance to tutorial classes ensured. It will be fine if remedial measures for the pointed out that library development there.

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