

# Educational wastage at colleges

At present one of the greatest problems of education in Bangladesh at the college level is wastage. This is reflected in the number of failures and the number of third division holders at the H.S.C. and Degree (Pass) levels. Poor performances in interviews, tests/examinations either for admission or for jobs is also an index of this state of things. All taken together may be considered (a) a colossal educational wastage.

If we examine combined results of Higher Secondary Certificate (HSC) examinations from 1980 to '89, we find that pass on an average is 45.64% and failure is 54.35% on an average.

The number of HSC examinees in 1980 was 105203. In 1989, 315889 students —about three times that of 1980 appeared. The average pass in first division over the 8 year period (1981-89) was 3.71%, that in second division was 21.04% and in the third division 21.33%. If we want to raise the standard of education at the college level then the percentage of pass in the first division should be increased manifold.

Degree (Pass) results over a period of 6 years from 1981 to 1987 show that, the maximum average failure - 68.57% is in the B. A. (Pass), followed by 64.08% in B.Com. and a minimum average of 64.09% in B.Sc. In 1987 55941 students appeared in B. A. examination, 21205 in B. Com. and 17326 in B. Sc examination. The annual average appearance in B. A. during the period is, 31,439; in B. Com. it is 12639; and in B. Sc 12461. In 1987 the number of candidates, was more than double the number of those who appeared in 1981 at the level.

At the degree level, passes in the first division in all the groups are very few, the number of second division holders is pretty large, and a great majority passes in the third division.

The average failure in Degree (Pass) is 65.86%, a colossal educational wastage. At the degree level such a number of failures is not only lamentable but also alarming particularly because these students are more matured and responsible than the HSC level students.

The picture, however, is not so dismal at the Honours and

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Postgraduate levels in colleges. As no separate results of colleges are available, the combined results of the universities will help us to examine the situation of these

courses at the colleges. It can not, of course, be denied that the percentage of failure at colleges, will be higher than those of the universities.

Each year on an average 4754 appeared in BA (Hons), 1556 in B. Com (Hons) and 2184 in B.Sc. (Hons) examination. Arts students total three times the number of B. Com. students and more than double the number science students. Although, it is claimed that better students are enrolled in science courses, the average failure over the period of six years in B.Sc. (Hons) is the greatest, 25.62%. The average failure in B. A. (Hons) is 18.84% and in B. Com. (Hons) 16.74%.

M. A., M. Com. and M. Sc. results show that in M. A./M. SS. examinations, there is the highest number of failures - 15.02%. The average failure in M. Sc. is 12.42%; in M. Com. the average failure is 12.59%. And the average failure in all the three postgraduate examinations is 13.34%.

If the percentages of failure from the HSC to the post graduate examinations is to be brought down we have to begin with some prompt administrative measures. The system of internal examination or test exists in the colleges. Pupils should not only be motivated to appear in periodic tests and examinations should be more frequent. Performance reports in the periodic tests, half yearly and annual examinations should be sent to the guardians of the students. Public examinations at the college centres are to be so arranged that nobody can adopt unfair means. The conduct of 1989 H. S. C. Examination brought down the percentage of pass to 24.84% while the average pass in the preceding years was 45.64%.

Tutorials classes do exist, yet in many of the colleges, due importance is not given. Pupils do not take them seriously. Nor is attendance in tutorial classes ensured. It will be good if remedial measures for the backward students can be taken by arranging separate classes. If it is not possible, particular attention should be given to them in tutorials.

It is unfortunate to note that may teachers do not stay for more than two or three hours in their colleges. Teachers have to remain in colleges for at least 5 hours and pass some of their time in the library. At present neither the teachers nor are the student serious about library work.