

# H S Results And The Follow-up

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H S C examination results announced on Monday mark a refreshing departure from the past despite and because of the lower percentage of success and a much higher rate of failure. Of a total of 315889 students taking the examination under the four Education Boards only 78,452 students came out successful, giving an average rate of success at 24.84 per cent against last year's success rate of 43.05 per cent or the failure rate of 76.16 per cent. Strict vigilance and rigorous discipline enforced in and around examination halls account not only for an unprecedented number of expellees but for the overall success in the peaceful conduct of the examinations.

While the authorities deserve congratulation on an administrative success so pulled off the record number of failures including those expelled constitutes, from the larger national point of view, a loss big enough to shake complacency. Certainly since they are a part of the human resource of the nation they just cannot be left out in the cold. Our Job, therefore, is, once the first step toward the restoration of academic order has been under way, to follow it up with the task of putting right what has gone wrong with the standards of teaching, school and college management and discipline. This involves all the functionaries concerned from the Ministry of Education to the Boards and Teachers. Fortunately this group of education institutions can be seen, for quite some while yet, as a little apart from the universities with their yet unsolved problem of campuses trouble.

The administrative success reflected in the conduct of the examinations and in dealing with a perennial abuse, unfair means in examinations, should mark also the beginning of the equally urgent task of solving the exclusively academic problems bearing on the quality of teaching in the first place. Which means quite a few as urgent things: they range from attendance discipline to attention by the teacher to the daily performance of individual students inside the class. It is in this particular respect, as alleged almost on all hands, that things have hit a record low. Attendance is a question that involves both teachers and students. Coming close on its heels is the involvement of the individual teacher with the students in a class and the performance of his assigned teaching duty.

Judging by general complaints on this count many a teacher is found wanting in this sense of responsibility. If, as alleged, only those who have the advantage of private help received from a teacher engaged at home at the expense of the rest of students who cannot have this advantage class work can rightly be said to be most perfunctorily performed. Education authorities must look into problems of this nature (there may many more than the typical ones we have mentioned) and univesalise—if that is the word—school and college teaching to the benefit of the relatively poor students who have reportedly been receiving, as of now, a raw deal from the schools.

Indeed, to bring a change in these internal matters of administration and instruction a special body (if the existing inspectorate does not fully measure up to it) must be appointed to look into them and draw up a plan for improvement. This does not brook delay.

In fairness, students failing an examination or adopting unfairness to pass it, are not wholly to blame for what they seem driven to by circumstances. True, while the lax discipline of years has much to do with this abnormally rising tendency to wrong means of getting through an examination the helplessness of a student ill-cared for in the class has not less to do with these aberrations.

Pulling up the schools and colleges to their moral and professional responsibilities is the first critical step towards sorting out the present mess.