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## Dispassionate Evaluation Of HSC Result

When one-fourth of the total students appearing in a public examination come out successful, the entire system of examination and preparation for it should come under close scrutiny. Aptly called a debacle of the HSC (Higher Secondary Certificate) results, the merit evaluation is however just a symptom, not the disease itself. Something has gone terribly wrong with our education and still the nation seems to be blissfully unconcerned. That a few colleges or schools have enviable results to their credit both at the SSC (Secondary School Certificate) and HSC levels is proof enough that education too has been monopolised and is not entirely devoid of quality.

If a few educational institutions can achieve phenomenal success year after year, it shows that those institutions are run efficiently and would not compromise on a number of questions. The rest of the educational institutions, in fact the overwhelming majority, have no choice. There is no reason why a student, after completion of the required academic process at a certain level, should fail. Education is a continuous process and the academic variety only demands more discipline and devotion than does natural type of education. And the hard truth is that most of the educational institutions, barring of course the elite ones, give a damn to such essential factors. In plain terms teaching, the most important thing for educational institutions, is done only perfunctorily or even casually. The country's education policy is partly to blame. Policy-makers were rushing through a time frame to establish schools and colleges without being armed with the best asset—teachers of requisite quality, that is. Initially the profession also was not paying enough. Only recently has its pay-package been made somewhat respectable. But neither poor quality in the profession nor the mode of education has been treated with care to the point either of them can meet the demand of the time. One plain and simple fact illustrates the point best. Most of the examinees who failed to pass the HSC exam this time, are known to have scored miserably in English. The reason is not far to seek. Absence of qualified teachers of English in colleges in rural areas in particular has contributed to such mass failure in the subject.

It must be admitted that there is no substitute for qualified teachers and quality teaching. Shortcomings in infrastructural facilities may perhaps be overcome but not that of good teachers with integrity of character. Yet another factor that should be taken into consideration is the frequent change in the curricula at the HSC level. Before the teachers have adequately familiarised themselves with the given curricula, revisions are thrust upon them, to their inconvenience. So the syllabus is often left incomplete or little justice is done to it. The end result is that students are sent to the examination centres in the knowledge that they might adopt unfair means to cross the hurdle. This is certainly a flawed system. There is no point in establishing a school or college that has failed to attract qualified teachers.