

Original Paper

Assessing the Results of Higher Secondary Level and Its Equivalence Examinations: An Empirical Study

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Abstract

This study aims to look at an assessment of the results of higher secondary level and its equivalence examinations of 2018 to unveil a 21st-century education system of Bangladesh. It aims to focus on the comparative discussion of the pass rate of different education boards. It would like to find out noticeable reasons for unsatisfactory results of HSC level learners under the ten education boards. The creative system, ICT, English, Science and Mathematics, financial constraints, lack of private tutor and teacher, strict evaluation of scripts, question paper leak, nepotism, and copying in the examination hall are responsible for unsatisfactory results. On the other hand, this paper would like to foster some important aspects for satisfactory results, including to ban question paper leak, to ban copying in the examination hall, and to ban coaching center, to train teachers, to recruit subject-wise expert teachers, to take the frequent test, to create corruption-free education, to motivate learners for creative writing, to establish English language club, to modify syllabus design and lesson plan, to provide funding opportunities and computer training program. For data collection and questionnaire survey, the researcher goes to three colleges in the Gazipur district of Bangladesh. Thirty participants, including students, teachers, and guardians are requested to take part in the test so that the real picture of the results of higher secondary level and its equivalence examinations can be exposed. Thus, it would like to show a novel dimension of Bangladesh education system.

Keywords

HSC level learners, Bangladesh education system, reasons for unsatisfactory results, ICT, English and Mathematics, question paper leak

1. Introduction

The Government of Bangladesh places great importance on the education system. In this regard, the government is trying its utmost to transform its huge population into human resources. Education for All (EFA) is the constitutional responsibility of the government. The constitution affirms equal rights in education for all and sundry. Considering this, the government emphasizes providing education to the backward population and its female citizens. The government provides free education up to HSC (Class-XII) for the female along with a stipend. It is expected that this will contribute to enhancing the enrollment rate of female students by decreasing the rate of dropouts and enriching the country with an educated mass.

Bangladesh conforms fully to the UN's Education for All (EFA) objectives (Note 1) and the Millennium Development Goals (MDG) (Note 2) as well as other education-related international declarations. Article 17 of the Bangladesh Constitution provides that all children receive free and compulsory education (Note 3).

This study assesses the results of HSC level and its equivalence examinations of the year 2018 with a view to exposing the current Bangladesh education system. It focuses on the comparative discussion of the pass rate of several education boards. It identifies some reasons for unsatisfactory results of HSC level students under the ten education boards. The creative system, ICT, English, Science and Mathematics, financial constraints, lack of private tutor and teacher, strict evaluation of scripts, question paper leak, nepotism, and copying in the examination hall are deemed as unsatisfactory results. For this purpose, the researcher tries to foster some important issues for satisfactory results, including to ban question paper leak, to ban copying in the examination hall, and to ban coaching center, to train teachers, to recruit subject-wise teachers, to take the frequent quiz, to create a corruption-free educational environment, to motivate learners for creative writing, to establish English language club, to modify syllabus design and lesson plan, to provide funding opportunities and computer training program. For data collection and questionnaire survey, the researcher goes to three colleges in the Gazipur district of Bangladesh. Participants, including students, teachers, and guardians take part in the test to highlight the real picture of the results of the higher secondary level and its equivalence examinations. This research-work aims to unveil the reasons for unsatisfactory results of HSC level and its equivalence examinations.

2. Literature Review

In educational research, beliefs about teaching and learning are categorized into two dimensions. They are: Traditional and Modern. These two dimensions are termed as direct vs. indirect; conventional vs. contemporary; teacher-centered vs. student-centered approach of the teaching-learning process. Recent reforms in science education are based on modern/constructivist theories of learning. The teacher-centered classroom/the traditional dimension teaching is a central element of transmission based on the behaviorist approach to teaching and learning approaches. Psychologists working within

this paradigm are interested in the effect of reinforcement, practice, and external motivation on a network of associations and learned behaviors (Fosnot, 1996).

Ara (2005) points out that the standard of English teaching in a developing country, like Bangladesh, is anything, but satisfactory due to the dearth of adequately qualified teachers; and this inadequacy raises the question of the effectiveness of training. What she wants to express here is that a teacher should receive training courses to develop his teaching skill and how to teach and what to teach and from his teaching skill what his students would be able to learn. Without training courses, he can't be able to realize teaching and learning outcomes and strategies. So, any teacher needs to take the training course just after he is recruited at any educational institution. Without a training course, a teacher can't be able to teach his students properly in the classroom.

Khan (2005) comments that in Bangladesh, the teaching community is underpaid; and as a result, one opts for the teaching profession as a last resort, thus the increasing number of inefficient teachers in the teaching community. Khan wants to focus on the teaching profession in such a way that though teaching is a noble profession, it is not regarded as a social status due to the poor salary structure. But, the current government has taken some steps to increase salary for the teachers so that they can be able to meet every day's needs or to bear educational expenses for their children and other familial matters.

Tsai (2006) focuses on the evaluation of the relationship between the different beliefs: Adequate coherence exists between the subjects' scientific epistemological beliefs and their classroom teaching. What this critic means here is that there must have a better interaction between a teacher and his pupils in the classroom and beyond. Classroom teaching depends on a teacher's performance and strategy. If a student can completely learn his lesson in the class, he doesn't need to study at home. So, a teacher tries to emphasize his classroom teaching strategy.

According to Nelleke et al. (2010), two types of rationales are well-established: a) the way science is taught, and b) students often perceive science education to be limited because most topics of the science curriculum and syllabus design are chosen by the teachers. Science education is very difficult for the weaker students at educational institutions across the country. Physics, Chemistry, and Biology seem to be hard for most of the learners. They don't understand theoretical issues and question patterns in science education. Teachers must be knowledgeable and well-conversant on scientific dictum. They must gather practical research experience in Physics, Chemistry, and Biology to teach the learners in the classroom or beyond. Teachers try to inspire their students to study and to find out problematic issues of science education so that they may answer any questions based on creative knowledge, but not on bookish knowledge. In this regard, teachers should have a proper understanding of the creative and critical sense of science subjects.

Markic & Eilks (2010) emphasizes the broad and triangulated image regarding the science student teachers' beliefs on teaching-learning science from four different domain of science teaching.

Table 1. Traditional & Modern Teaching Policy

Teaching Aspects	Traditional Idea	Modern Idea
Teaching Policy	Teacher-centred, teacher lectures, communicating predetermined knowledge;	Student-centered, student set their aim, determine resources, and activities what will help them fulfill those goals, hands-on tasks, practical work, investigation, and research work.
Teacher's Performance	Dispense accurate knowledge; set learning aim, and investigate student's knowledge by finding out predetermined response. It is a teacher who will determine what to teach and how to teach as a dictator.	The facilitator, help students to develop their inquiry, listen carefully to students' interpretation of data, paying particular attention to any individual's conundrum, puzzlement, and confusion. Student's ideas (correct or incorrect) are always given priority.
Student's Performance	The passive role, teacher-directed, recipient of information, listening to explanation from teachers, taking notes, raising questions only on occasion, learning until mastery.	The active role, creator of knowledge as an autonomous explorer. Self-directed learning.
Curriculum Design	Popular view, planned and well-sequenced structured curriculum, a finite body of predetermined knowledge, fixed and rigid.	The more interactive and dynamic curriculum, like a matrix. Relaxed and flexible. Focusing on thinking and understanding by problem solving or inquiry.
Classroom Management	Whole class instruction, routine activities, more formal, calm and quite in nature.	Offer a variety of avenues for exploration various routes of approach. More casual, many things happening; small or peer group.

According to Rasheed (2012), there are enormous challenges to both learners and teachers in Bangladeshi mainstream classrooms because of the irregularities within English, the words borrowed from other languages; and the consequent different phonological representations. It is a very apparent issue that most students at educational institutions are weak in English. As a result, they have lost their attention to learning the English language. When the English examination approaches or knocks at the door, they get afraid of English whether they will pass or fail in the examination. This terrific sense always touches their mind. The case is that it is not feasible for any learner to develop the English

language depending on the cramming system. He must come out from this obsolete idea; if he succeeds, he will master this subject. In this sense, the role of a teacher is a must to inspire the students so that he can properly realize the importance and necessity of the English language for his real-life situation.

According to Hannah (2013), how a teacher organizes his class, or how he controls it, he yields positive or negative consequences for his students. If a teacher is unmotivated, or negative, there will be a negative impact on his students in the classroom. Similarly, if a teacher is motivated or positive, he will likely have a helpful impact on his students as well. A teacher needs to understand this cause and effect to understand how to organize his classroom to create a better learning environment.

Moreover, Hannah argues that the classroom is where learners will gain an understanding of their place in the world and the gifts that they have to offer. It is where all students develop what they want their future to look like, as well as knowledge of the skills are needed to reach that goal. The classroom environment is a must for an elementary learner. A student's psychology develops through classroom milieu how to behave or speak with others. It is the sole duty of the teachers to help their learners complete the whole lesson in the class; they will have to study or investigate the clue how a weaker student can be understood very easily so that he can learn his lesson in the class. The supplementary task is a heavy burden for the weaker students. There are many poor and meritorious students at educational institutions throughout the country, who have to face financial constraints, cannot expend money for private tutoring. Therefore, it is the duty and responsibility of the class teacher is to inspire his learners to complete the lesson during class time.

Alam (2014) points out that here in Bangladesh, the environment of learning English is to some extent unfavorable because it is often seen that a person is interested in learning English is normally laughed at and criticized severely and ignorantly by the people around the learners because of the mistakes, like the poor habit of speaking English. Such ruthless criticism prevents a learner of English from exercising in it; and, it ultimately fails. In Bangladesh, it is seen that there are lots of highly educated or normally educated persons who are very much interested to speak English, but they don't have any English speaking fluency. The reason is that they don't try to develop their spoken fluency at all. Again when anyone speaks English, they can understand properly what he speaks, or shares with the listener. But he can't speak. Such a scenario is very common in non-speaking countries, including Bangladesh. Whatever the case is, the real fact is that spoken English completely depends upon the regular habit of the speaker. There is a proverb: "We learn by mistakes". So habit is the master of himself. There is no alternative way of practice and effort.

According to Rahman (2015), the English language is taught as a compulsory subject starting from elementary level to tertiary level for the students in Bangladesh Education System. Whether the students study in different streams of education, they have to learn English from the very beginning of their academic lives. In the education policy of Bangladesh, much emphasis has been given to learn English the reason is that English is, undoubtedly, the actual global language. English Curriculum for secondary and higher secondary levels fail to prescribe and adopt an empirical approach to the teaching

and learning of English. When the results are published throughout the year, it is mostly noticed that most of the students of Humanities Group cut a sorry figure in English examinations. Due to this situation, they fail to come out successful in their effort and targets. Students are very much weak in writing and speaking skills; they have no proper understanding of the grammatical skill and writing skill. Moreover, when they would like to decide to participate at the admission test of the tertiary level, they fail to secure expected scores, like TOEFL and IELTS.

Hossain (2016) points out that the syllabus and curriculum are examination-oriented and prevent students from acquiring language competency. From this remark, Amir thinks syllabus design and curriculum should be prepared according to the demand of the higher secondary level learners so that they can keep aloof themselves from question paper leak and copying in the examination hall. The Government, the Chairman of the Education Board, educationists, Education Minister, and the concerned authorities of the country must take pragmatic steps to ensure the quality of education. Through concerted efforts, syllabus and curriculum would be made so that the students of all levels can be able to cope with the current global education system. We should bear in mind that the prosperity and failure of a country largely rely upon sustainable development of economy, society, and politics. The education system of a certain country is more developed; the socio-economic condition of that country is more developed. The syllabus and curriculum should be prepared in such a way that no student can get the opportunity of leaking the question papers and copying in the examination halls across the country.

According to Imon (2017), in Bangladesh, the conventional methodologies of teaching had been practiced to equip children with the necessary skills and prepare them for the challenges of the 21st-century globe. The government of Bangladesh took the initiative to integrate ICT (Information and Communications Technology) in education and started to implement it from 2009 on a small scale. In 2010, the Government of Bangladesh came out with a new education policy where they emphasized the integration of ICT as a medium of instruction and set a goal to achieve ICT skills for every student. As a result, the master plan of ICT integration in Education came out in 2013 to ensure technology usage at the secondary and higher secondary levels of Bangladesh education system. After the generation of education policy and master plan for the implementation process, the government has started to integrate ICT in all levels of education. Integration of ICT in education is still an ongoing process in Bangladesh, and it is not easy to shift traditionally pedagogical practices by emerging instructional approaches.

However, ICT can perform the important role of developing the intellectuality of the younger learners in Bangladesh and can make them communicate with the developed countries of the world. Without having ICT knowledge, many meritorious students of Bangladesh are deprived of the global education system. We know that ICT can bring about sustainable development of the Bangladesh Education System.

3. Results of Higher Secondary Level and Its Equivalence Examinations

According to Nizamul Haque, a staff reporter of *The Daily Ittefaq*, the effect of change of script assessment system has fallen on the results in the higher secondary level and its equivalence examinations (held in 2018) in Bangladesh. Due to this system, the pass rate and GPA-5 of HSC and its equivalence examinations have decreased like the previous year. An average pass rate of examinees is 66.64%; 29,262 examinees have got GPA-5 under 10 education boards. In 2017 the pass rate of examinees was 68.91%, and 37,969 examinees got GPA-5. The pass rate has lessened by 2.79%. In terms of GPA-5, the number of examinees has decreased-8,707. In 2016, the pass rate was 74.70%; and 58,276 examinees got GPA-5 (*The Daily Ittefaq*, col. 2, p. 1).

In the HSC and its equivalence examinations of the year 2018, the total number of examinees is 12,88,757. Among them, 8,58,801 examinees have passed the examination. 10,72,028 students have participated in the examination under 10 general education boards. 6,91,958 examinees have passed the examination. The pass rate is 64.55%. 25,562 students have secured GPA-5. In comparison with last year, the number of GPA-5 has decreased-7,680.

Now this study would like to focus on the results of 10 education boards in Bangladesh:

3.1 Dhaka Board

In the year 2018, in Dhaka Board, the pass rate is 66.13%. Under this board, a total number of 3,69,760 examinees participated in the examination. 2,44,512 examinees passed the examination. Among them, there are 1,18,399 male and 1,26,113 female. And, 12,938 students secured GPA-5.

3.2 Rajshahi Board

In Rajshahi Board, the pass rate is 66.51%. Under this board, a total number of 1,39,330 examinees participated in the examination. 92,674 examinees passed the examination. Among them, there are 46,608 males and 45,686 females. And, 4,138 students secured GPA-5.

3.3 Cumilla Board

In Cumilla Board, the pass rate is 65.42%. Under this board, a total number of 1,13,666 examinees participated in the examination. 67,820 examinees passed the examination. Among them, there are 30,368 males and 37,452 females. And, 944 students secured GPA-5.

3.4 Jessore Board

In Jessore Board, the pass rate is 60.40%. Under this board, a total number of 1,9,692 examinees participated in the examination. 66,258 examinees passed the examination. Among them, there are 31,652 males and 34,606 females. And, 2,089 students secured GPA-5.

3.5 Chittagong Board

In Chittagong Board, the pass rate is 62.73%. Under this board, the total number of 96,858 examinees participated in the examination. 60,755 examinees passed the examination. Among them, there are 28,326 males and 33,429 females. And, 1,613 students secured GPA-5.

3.6 Barisal Board

In Barisal Board, the pass rate is 70.55%. Under this board, the total number of 62,173 examinees participated in the examination. 43,861 examinees passed the examination. Among them, there are 20,791 males and 23,070 females. And, 670 students secured GPA-5.

3.7 Sylhet Board

In Sylhet Board, the pass rate is 62.11%. Under this board, the total number of 71,042 examinees participated in the examination. 44,127 examinees passed the examination. Among them, there are 19,186 males and 24,941 females. And, 837 students secured GPA-5.

3.8 Dinajpur Board

In Dinajpur Board, the pass rate is 60.21%. Under this board, a total number of 1, 19,507 examinees participated in the examination. 71,951 examinees passed the examination. Among them, there are 34,884 male and 37,067 female. And, 2,297 students secured GPA-5.

3.9 Madrasah Board

In Madrasah Board, the pass rate is 78.67%. Under this board, the total number of 97,793 examinees participated in the examination. 76,932 examinees passed the examination. Among them, there are 42,907 male and 34,025 female. And, 1, 244 students secured GPA-5.

3.10 Technical Education Board

In the Technical Education Board, the pass rate is 75.50%. Under this board, a total number of 1, 18,097 examinees participated in the examination. 89,089 examinees passed the examination. Among them, there are 60,923 males and 28,166 females. And, 1, 456 students secured GPA-5 (*The Daily Ittefaq*, Col. 2, p. 15).

4. Comparative Discussion of Pass Rate

According to Staff Correspondence of *The Daily Manab Zamin*, within seven years the results of HSC examinations of 2018 are the lowest. The number of GPA-5 has also lessened in comparison with the year 2017. The negative pass rate of the number of institutions has increased across the country. To pass 0% the number of institutions has decreased. Though the pass rate of female students is higher than males, the number of GPA-5 of male students is upward. The concerned authorities have condemned the unsatisfactory results of Humanities Group, English, Physics, and ICT for lessening the pass rate. Due to the decreasing 10% pass rate of both Sylhet and Jessore education boards as well as the 5% pass rate of Rajshahi and Dinajpur education boards, the overall results have cut a sorry figure in the examinations. Moreover, owing to less GPA-5 of the science group, the number of GPA-5 of all boards has also lessened. According to the statistics of education boards, after the year 2011, the results of 2018 are the least. In 2011 the pass rate was 75.08% (*The Daily Manab Zamin*, Col. 1, p. 1).

Due to the decreasing 2% pass rate of 2012, the pass rate was 73.05%. In 2013 the pass rate was 71.13%. Within seven years the pass rate of 2014 was the highest, which was 78.33%. In 2015 due to lessening 9%, the pass rate was 69.60%. In 2016 owing to increasing 5% of pass rate was 74.07%. In

2017 the pass rate went down; and due to decreasing 6%, the pass rate was 68.91%.

In a press briefing, Education Minister Nurul Islam Nahid says that their government has taken six strategies to protect the question paper leak in the examinations across the country. Nahid also comments that strict carefulness, rules, and instructions are followed; and some important steps have been taken to assess question papers, to revise, to print, to package, to process trunk, and to send the centers. The minister also says that to take the seat is compulsory for each examinee commencing the examination before 30 minutes; to bring all sets of question papers from the treasury to the centers commencing the examination before 30 minutes; to reach the question papers from the treasury to the centers along with the officers and the police; to send set-code via SMS to the dutiful officers starting the examination before 25 minutes; to collect question papers from special safety envelopes; and the police, RAB, CID, the officers from Ministry of Education, different councils, all boards, district and field administration vigilance team have been prepared during the exam period.

According to the information of published results, under 10 education boards, a total of 12, 88, 757 examinees have taken part in the higher secondary examinations and among them, 8, 58,801 students have passed. The average pass rate of 10 education boards is 66.64%. In the year 2017, its rate was 68.91%. 2.27% of the pass rate has decreased in comparison with the last year. 29,262 examinees have secured GPA-5 in 2018. Last year 37,969 examinees got GPA-5. 8,707 examinees have failed to secure GPA-5 in comparison with the previous year. 400 educational institutions have come out successful in holding 100% of pass rate. 132 institutions have failed to hold 100% of pass rate in comparison with the last year. No examinee from 55 educational institutions has passed the examination. 17 numbers of institutions have lessened in terms of 100% failure rate. A total number of 10, 72, 028 examinees has taken part in the examination under 8 education boards; and among them, 6, 91, 958 examinees have come out successful. The pass rate is 64.05%. Last year its rate was 66.84%. 2.29% of the pass rate is less than the previous year.

It is seen in the published results that under 8 education boards, the Barisal education board has occupied the best position of pass rate, which is 70.55%. The pass rate of the Dinajpur Board is the least. In this board, the pass rate is 60.40%. In Cumilla Board 15.90% of pass rate is more than the previous year. Its pass rate is 60.21%. The pass rate is 66.13% in Dhaka Board, 66.51% in Rajshahi Board, 60.40% in Jessore Board, 62.73% in Chittagong Board, and 62.11% in Sylhet Board.

Under the Madrasah Board, a total of 97,793 examinees have participated in the examination and among them, 76,932 examinees have passed. On this board, the pass rate is 78.67%. Though the pass rate has lessened in comparison with other 9 education boards, 1.66% of pass rate has increased in the Madrasah Board; and the number of GPA-5 has decreased. 1,244 examinees have secured GPA-5. Last year its number was 1,815. 571 examinees have failed to get GPA-5.

Under the Technical Education Board, a total of 1, 18,000 examinees have participated in the examination; among them, 89,089 examinees have passed. On this board, the pass rate is 75.50%. Last year its rate was 81.33%. 5.83% of the pass rate has decreased. 2,456 examinees have got GPA-5. Last

year its number was 2,669. 213 students have failed to get GPA-5 in comparison with the previous year.

Under Dhaka Board, a total of 285 examinees have participated in the overseas seven centers; and among them, 263 examinees have passed in the examination. The pass rate is 92.28%. 16 examinees have secured GPA-5.

Under Eight Education Boards, students from Science and Home Economics groups have occupied the highest position in terms of pass rate, which is 79.14%. 21,171 examinees have secured GPA-5. In Business Studies, the pass rate is 68.55%; and 2,437 examinees have got GPA-5. In the Humanities Group, the pass rate is 56.46%; and 1,954 students have secured GPA-5. The pass rate of female students is higher than males, but boys have got GPA-5 more than girls. This year 6, 80,848 examinees have participated in the examination; and among them, 4, 34,958 examinees have passed. The pass rate is 63.88%. 15,581 students have obtained GPA-5. On the other hand, 6, 07,909 females have participated in the examination; and among them, 4, 23,843 girls have come out successful. The Female's pass rate is 69.64%. 13,681 female have got GPA-5. 5.84% of the female have passed the examination more than the male. But, boys have got GPA-5 more than girls (*The Daily Manab Zamin*, Col.1⁺, p. 8).

5. Reasons for Unsatisfactory Results

According to Sariful Alam Sumon, a staff reporter of *The Kaler Kantho*: In 2018 examinees of HSC and its equivalence examinations have cut a sorry figure due to the poor results of English, ICT, and Humanities Group as well as the script evaluation of the creative system. Students have cut a sorry figure in the examinations due to the creative system of each subject. On the other hand, in 2018, there was no allegation of question paper leak. The current government has followed strict rules to take the examinations. Altogether, five reasons are mostly noticed behind the unsatisfactory results of the higher secondary examinations. The concerned authorities have condemned the difficult examinations of Science and ICT (*The Kaler Kantho*, Col. 6, p. 1).

Girls have cut a better figure than boys. According to the Chairmen and the Controllers of Examinations of different education boards, students have cut a sorry figure due to English subjects. Except for Dhaka Board, most of the students of Humanities Group in different education boards have participated in the examinations. Students of the Humanities Group are afraid of English examinations. Examinees of all boards have cut a sorry figure in English examinations. Pass rate and GPA-5 have been decreasing for several years. The pass rate has decreased by 2.27% in comparison with the previous year. The number of GPA-5 is the least. The number of GPA-5 has lessened by 8,707. Though the index of results goes downward, the concerned authorities think that Bangladesh Education System is getting developed. Education Minister Nurul Islam Nahid thinks that the pass rate has decreased owing to the scientific script assessment process. He says: "We are advancing toward a quality education system. Though the pass rate is less, I ensure the fact that all scripts have been evaluated

properly. We are very careful about developing quality education. We want to make a better educational environment for our students” (*The Kaler Kantho*, Col. 4, p. 8).

Other indexes are also downward like pass rate and GPA-5. Under 10 education boards, 12, 88,757 examinees have participated in the examinations and among them, 8, 58,801 examinees have passed. The average pass rate is 66.64%. In 2017 its rate was 68.91%. 29,262 students have got GPA-5; Last year 37,969 students got GPA-5.

Examinees have cut a sorry figure in English and ICT.

In English the pass rate is 75.48% under Dhaka Board, 72.67% under Rajshahi, 73.35% under Cumilla, 65% under Jessore, 73.74% under Chittagong, 71.06% under Barisal, 82.33% under Sylhet, 65.51% under Dinajpur, and 88.89% under Madrasah.

The result of almost all boards is 80% in ICT. The pass rate is 82.83% in ICT under Dhaka Board, 93.54% under Rajshahi, 92.15% under Cumilla, 85.60% under Jessore, 83.94% under Chittagong, 87.61% under Barisal, 92.46% under Sylhet, 88.33% under Dinajpur, and 93.99% under Madrasah.

In 2018, students have cut a sorry figure in Physics. Some examinees are deprived of GPA-5 owing to Physics. The pass rate is 86.15% in Physics under Dhaka Board, 86.10% under Rajshahi, 92.50% under Cumilla, 81.11% under Jessore, 75.26% under Chittagong, 78.86% under Barisal, 90.32% under Sylhet, 77.44% under Dinajpur, and 96.11% under Madrasah board.

Almost half of the examinees from Humanities Group have participated in the examinations under 10 education boards. 5, 64,231 examinees from this group have taken part in the examination; and among them, 3, 18,544 examinees have passed. Its pass rate is 56.46%. About 10% is less than the average pass rate. 1,954 examinees have got GPA-5 from Humanities Group. In Science Group, the pass rate is 79.14%; and 21,171 students have got GPA-5. The pass rate in Business Studies is 64.55%, and 2,437 students have got GPA-5.

According to the information of the Ministry of Education, examiners have been assessing scripts through a creative system since 2017. Scripts are getting evaluated properly. In the year 2018, a model answer is given to each examiner so that they can assess the scripts very carefully and easily. Nobody can get more marks though they write unsatisfactory answers in the scripts. On the contrary, nobody can get poor marks though they write satisfactory answers. This is why a model answer is provided to the examiners. The Head Examiners evaluate 12% of scripts besides training the teachers.

It is seen in the result analysis that 10% of examinees have failed to come out successful in the examinations under Jessore and Sylhet Boards in comparison with the last year. The pass rate under Dinajpur Board is the least, and its impact has fallen on the overall results. In each subject MCQ system of 30 marks has been getting held since last year. Due to this system, the average number of examinees has lessened. Boys have cut a sorry figure in the examinations than girls. The pass rate of girls is 69.72%, while the pass rate of boys is 63.88%.

The Controller of Examinations, Madhab Chandra Rudra of Jessore Education Board comments that most of the students are from Humanities Group under Jessore board. Most of them have cut a sorry figure in English. Due to English, the pass rate has decreased. But, the pass rate in Science Group and Business Studies is satisfactory.

According to Ex-Professor Siddiquir Rahman, Institute of Education and Research, University of Dhaka,

Except last 2-3 years, GPA rate and pass rate had been on the increase, but the quality education was not on the increase in the same way. Maybe, answer scripts weren't evaluated properly by the inexpert teachers, as a result, many students secured GPA-5 despite having poor knowledge of their subjects. Now, the teachers are trying to evaluate the scripts properly though the results aren't satisfactory. We want that all scripts should be assessed confidentially (*The Prothom Alo*, Col. 4. p. 2). [My Translation]

It is known that most of the teachers have a poor idea concerning creative knowledge. Still now half of the teachers cannot understand properly creative questions. How it is feasible for the teachers to teach their students in the classrooms through the creative approach. The concerned authorities have also raised the current issue. In 50 sets of questions of 26 subjects, a creative system has been followed. As a result, those who haven't understood the creative question, have cut a very sorry figure in the examinations.

However, in 2018, the pass rate under Madrasah Board is the highest. Its rate is 78.67%. 97,793 examinees have participated in the examination; and among them, 76,932 examinees have passed. 1,244 students have secured GPA-5. Technical Board has occupied the second position in terms of pass rate. The pass rate is 75.50%. 1, 18,000 examinees have taken part in the examinations; and among them, 89,089 students have come out successful. 2,456 examinees have got GPA-5 under Bangladesh Technical Board.

The pass rate under Barisal Board has occupied the topmost position among all general education boards. The pass rate is 70.55% under Barisal, 66.13% under Dhaka, 66.51% under Rajshahi, 65.42% under Cumilla, 60.40% under Jessore, 62.73% under Chittagong, 62.11% under Sylhet, and 60.21% under Dinajpur Board. Students of Cumilla Board have come out successful in comparison with the year 2017 when the pass rate was 49.52%. In 2018, the pass rate has increased by 16%.

12,938 examinees under Dhaka Board have secured GPA-5; 4,138 examinees under Rajshahi, 2,456 examinees under Technical Board, 2,297 examinees under Dinajpur, 2,089 examinees under Jessore, 1,613 examinees under Chittagong, 1,244 examinees under Madrasah, 944 examinees under Cumilla, 873 examinees under Sylhet, and 670 examinees under Barisal Board have secured GPA-5.

In comparison with the year 2017, 7,774 examinees have failed to secure GPA-5 under Dhaka Board. In this regard, The Chairman of Dhaka Board, Professor Md. Ziaul Haque has expressed his view that most of the students have failed to carry good marks in science subjects, and the questions have become very tough to answer for them. It is the major reason to decrease the number of GPA-5. He

also says that the concerned authorities have followed strict rules and regulations while evaluating the scripts, and they have tried utmost to ban question paper leak, and have assessed the answers scripts very carefully.

6. Important Steps for Satisfactory Results

The failure of a country is largely responsible for its poor education system. Education aims to make a man conscious of his own life so that he can be able to maintain his livelihood. An educated person has a lot of duties and responsibilities to the society where he resides. He can show the light of education to the ignorant communities. In this regard, we mention a well-reputed statement of Napoleon Bonaparte: “If you give me an educated mother, I will give you an educated nation”. Certainly, we realize that the nation’s progress depends on an educated mother. The government as well as the conscious countrymen should come forward to globalize the education system scientifically and technologically. The government should take immediate steps to how oriented-education can be implemented in a state where the nation can play an important role in establishing a prosperous country and nation. As we know the global education system is changing very rapidly. So we should try heart and soul to globalize our current education system. For this task, we must look at the western education system, how the teachers apply the theory of education policy and practice; and how this policy can be implemented for educational purposes. In the contexts of the higher secondary level education system, I would like to focus on some key points through which probable solutions can be drawn in the following ways:

6.1 To Ban Question Paper Leak

Nowadays in Bangladesh question paper leak has become a major concern in the public examinations at the HSC and equivalence levels. Question paper leak has brought about negative impacts on the mind of the younger learners. For this situation, the quality of education has decreased. There is a proverb regarding education: “Education is the backbone of a nation”. The education system must be upgraded according to the age of demand. We have to understand that the economic prosperity of a country depends on the education system. This situation won’t be worsened. The conscious nation should come forward so that nobody can leak the question paper in all public examinations across the country. The first and foremost duty of the government is to ban the question paper leak by hook or by crook. The criminals must be punished severely so that they can never dare to do such an illegal act in the future.

6.2 To Train Teacher

A teacher is trained for training the students. If a teacher has no training knowledge, or background how he can train his students while discussing any relevant issues in the classroom. I think, after recruiting a teacher at any educational institution, he must be trained how to and what to teach his students. Without practical experiences, no teacher can teach properly; he may have a better result or higher degree, but if he does not know teaching skills, he will certainly fail to teach students properly.

The government must take practical steps to train the novice teachers immediately. A teacher has to help the students understand in such a way that they can learn their lesson in the class instead of at home. While a teacher will teach the students in the classroom, he will provide more examples along with illustrations, images, and, guidelines. To perform these tasks, a teacher must be trained conversantly so that the young learners may come out successful while acquiring knowledge academically. He must study and practice at home before taking his class.

6.3 To Appoint Subject-Wise Expert Teacher

While a teacher is appointed to teach any subjects at any educational institutions all over the country, he must be knowledgeable and expert in his subject on what he has already studied. Recruitment policy ought to be fair and free. The recruitment test and interview process must be taken confidentially based on their merit. Corruption free recruitment must be implemented throughout the state. A teacher as a candidate may be a poor person while he participates in the recruitment test, the governing committee, or the government body should emphasize his basic knowledge and wit. The reason I want to apply here is that a deserving and meritorious person should be appointed at any institution in the country. Recruitment policy should be honest and quite confidential to upgrade education policy and practice. The recruitment committee must understand the fact that the prosperity of a country largely relies upon the scientific education system. In this regard, corruption-free education policy and practice must be ensured for all students and teachers.

6.4 To Ban Coaching Center

All over the country, the coaching center has sprung like an umbrella. Fully educated, half-educated, or little educated men and women have engaged themselves in private tutoring. The aim of the teachers and the owners of the coaching center is to prepare their students in such a way that they can answer the questions in all examinations so that they can cut a good figure in the examinations. But, the situation in Bangladesh is the opposite. The main policy of the coaching center is to collect students from different sources and to earn a large sum of money from innocent parents and students. Some teachers of the coaching center are found to have a secret link with the powerful authority of the education board. From them, teachers collect the (fake) questions in exchange for money; and then, they sell the (fake) questions to the young learners. Such types of unsocial activities have occurred through the coaching center across the country. As a result, the students are cheated; and it hampers a great impact on their psychology negatively. Coaching centers should follow the norms and regulations of pedagogical approaches strictly with a view to implementing a postmodern education system for the greater welfare of the younger community.

6.5 To Take Extra Class

If any student fails to understand his lesson within a specific time in the classroom, a teacher will have to take extra classes, especially for the weaker students so that they need not study at home. If we look at the Japanese Education System, we will be able to learn that a teacher teaches his students in the class, or also at home until he learns his lesson properly. He teaches his students voluntarily. It means

that he continues to teach his students until he completely realizes his lesson. The fact is that many a time some students in the class don't understand the lecture delivered by the teachers due to poor time management. In that case, the authority of the institution should take important steps so that extra classes can be taken, especially for English, Math, and Science subjects.

6.6 To Remove Corruption from Education System

It is known to everybody that the essence of the education system of a country is lessened due to corruption and unfair means in the examination hall. Many teachers and high officials lose their integrity and dignity due to malpractice in society and the community. Nobody expects the corrupt education system for which the young learners may go astray. When any teacher is appointed at any institution, the recruiters should keep themselves aloof from corruption. Corruption can give nothing to the nation itself, but its impact is very dangerous and dire on the upcoming generation. To save this heinous and hideous situation, the government as well as the dutiful citizen should come forward. The motto of a nation should be: "We want a corruption-free education system; there is no corruption in the educational environment anywhere in the country".

6.7 To Take Frequent Test

I think the frequent test for evaluating the students' performance on their subject-based knowledge, especially English, Mathematics, and Science, will certainly bring the best result in any examinations. When the frequent test is taken based on class discussion besides delivering the teacher's lecture, the weaker students can do better because he is compelled to study at home or school; he thinks that he is determined to come out successful in the test; he will certainly try to take it as a challenge in this sense that he will have to obtain good remarks. Certainly, this frequent test will help them cut a good figure in the public examination. The Principal as well as the Managing Committee should take fruitful steps to make the class teachers alert of the frequent test. If this education system is continued at the higher secondary level, it seems to us that most of the young learners would come out successful in their future endeavors.

6.8 To Ban Copying in Exam Hall

Copying in the examination hall is a very common picture in the HSC and equivalence levels of the Bangladesh Education System. It is a traditional practice. The invigilators, local political leaders, and the institutional authority are mainly responsible for this crime. To ban this malpractice, the government should enforce the law strictly; those who are directly involved to supply copying in the examination, should be punished with an iron rod, or sent them to jail immediately, or should be fined without making any delay. Copying in the examination hall hampers our education system indeed; its severe impact falls on the mind of the young learners. The government should ban copying in the examination hall by hook or by crook; otherwise, the whole education system will get hampered.

6.9 To Keep Aloof from Helping Students in Exam Hall

Another problem in the examination hall is noticed besides copying in the examination. Most of the invigilators help the students answer their questions directly. Before commencing the examination, some teachers collect a huge sum of money from the candidates in the condition that they help the students answer the question or make room for them to copy/see others' answer scripts freely. For this malpractice, the local political leaders are greatly responsible.

To ban this illegal act, before commencing the examination, the dutiful Magistrate of each center will be conscious of the dishonest means in the examination hall. He will take immediate steps to catch the criminals; and at the same time, he will send them to jail with a fine. In this regard, the local authority and the Principal should take effective steps to keep the teachers aloof from helping the students answer the questions in the examination hall.

6.10 To Motivate Learners for Creative Writing

The first and foremost duty of a teacher is to motivate his students on how to write creatively in the classroom or beyond. He will prepare the questions in such a way that no student can directly learn the lesson by heart; rather he will be compelled to apply his basic knowledge to answer any questions. The teacher will give the questions for the examinations so that he can keep himself aloof from cramming notion. Many a time in the public examinations of the higher secondary level, it is seen that questions are very difficult to answer because what the students have learned at home or school don't get common questions. In that situation, if any student has a basic performance on creative writing, he will very fairly answer all questions. So, I think creative writing is a must for developing the students' merit or cutting a good figure in public examinations.

6.11 To Make Guardians Alert and Sensitive

It is the duty and responsibility of the teachers to make the students' guardians conscious of education: Will they attend the class on time? Will they learn their class lesson properly? What is their result of weekly test/monthly test/pretest? Will they abide by the rules and regulations of the institution or not? The teacher must inform such issues to their parents directly. Moreover, many brilliant students are found to fall victim to eve-teasing, drug addiction, and unsocial activity across the country. In school life, they are found to have addicted to such malpractices. In this situation, the role of the teachers is much more than the guardians; he will try to understand his students concerning the real-life situation of the age in place of academic punishment. He must inform the parents of the students' success and failure concerning his examinations from time to time.

6.12 To Establish English Language Club

English Language Club plays an important role to develop the four skills of the English language. If there is an opportunity to participate in the language club for each learner, I think they will come out successful in developing speaking skills. To develop speaking skills, group discussion is a must. If such a language club is established in art institutions throughout the country, the students will certainly be able to extend their speaking skills. At the secondary level, if they are capable of speaking and writing

skills of the English language, at the later stage of life, they will secure better scores in IELTS/TOFEL test if they intend to study abroad for higher education.

6.13 To Modify Syllabus & Lesson Plan

National Curriculum and Textbook Board Syllabus should be designed in such a way that students can be able to gather creative knowledge of English, Math, and Science. A syllabus should be age-oriented and creative so that any student can have no chance to copy in the examination hall. On the other hand, based on the syllabus, the teacher should prepare their class lesson. Without the lesson plan, it is very difficult for the teachers to teach his students in the class, which has to be a systematic way. The education system must be dealt with syllabus design and lesson plan. So, the authority of the Ministry of Education and Education Board is to take proper steps on how syllabus design can be creative and copied free in the examination halls. They should guide the teachers on how to lesson plan can be appropriate and implemented. Teachers should take teaching and learning training courses on how to prepare lesson plans and syllabus design in an ultra-modern method.

6.14 To Provide Funding Supports

There are many poor and meritorious students at the HSC and equivalence levels all over the country. Due to the financial crisis, many young learners fall apart from education; their dream remains a dream, which is never fulfilled. Their parents cannot afford to educate their children due to poverty even they are not able to purchase books or other necessary materials. The government and the school authority should help them provide funding opportunities so that they can prosecute their study. Books, learning materials, uniforms, and tiffin should be provided free for the downtrodden students of educational institutions. The authority especially in the rural areas should collect reasonable fees from the poor students. In this regard, the role of the government is a must. Without having funding supports, many bright students are getting deprived of education. As a result, they get themselves engaged in unsocial activities, like drug addiction, stealing, eve-teasing, rape, kidnapping, and smuggling in the name of politics.

6.15 To Enlarge Class Size

In Bangladesh, the class size is very small and not very spacious in comparison with the number of students. Each year students are on the increase, class size remains the same. On a single bench, more than 5-6 students are sitting together; as a result, it is very difficult for them to understand the class lecture. They can't write and sit freely in the class due to the small class size. Another problem is that while they sit for the examination, they try to copy others' answer scripts. They lose their attention from the study. They go to the exam hall depending on others' mercy. When any school is established, the class size will have to be spacious and large so that learners can learn their lesson in a jolly mood.

6.16 To Visit College

If the board authority, as well as the authority of education of ministry, frequently visits the educational institutions, how the teachers take classes, how they teach them, are the students capable of understanding their lesson properly? If any teacher fails to perform his duty and responsibility while he

will stay at school during the working period, I think, the authority has to take steps for those who break the rules and regulations of the institution. To my sense, the government ought to follow strict rules to punish those who violate educational norms. It is possible when the authority will visit the institutions frequently, they will be able to find out the negative and positive aspects of the institutions.

6.17 To Provide Computer Training Program

In a competitive age, we can't think of our existence without computers and English. To shine in life or to get a lucrative job, both computer and English training courses are greatly indispensable for all sorts of teachers and students. Nowadays, it is found that many students are very much eager to study abroad for higher education. It is quite impossible for them without a computer and English to study abroad. They must have conversant with computer & four skills of English language indeed. The fact is that computer training programs must be necessary for students and teachers if they would like to receive a real education.

Table 2. Reasons of Failure and Success in the ICT, English, Mathematics, and Science Exams

Total Question	a	b	c	d
1	2	3	0	5
2	4	1	2	3
3	2	4	0	4
4	3	3	1	3
5	2	3	2	3
6	2	3	2	3
7	2	2	3	3
8	2	4	1	3
9	3	2	1	4
10	4	2	0	4
Total	a=26	b=27	c=12	d=35

7. Data Collection

In this current study, a written survey questionnaire has been used. The survey has been carried out in different higher secondary colleges at Gazipur in Bangladesh through a questionnaire process. The researcher visits 3-colleges, Tongi Government College, Shafiuddin Sarker Academy & College, and Scholars' School and College; and collects data from the higher secondary level students, teachers, and guardians. He distributes the typed-questionnaires to the respondents and requests to provide information spontaneously. Data collection takes place during October-November 2018.

For the convenience of comprehension and acceptance of the respondents, the questions are delivered to the students in the English version. All the questionnaires are administered in face-to-face classes and beyond. Students and parents take around 30-minutes and teachers 20-minutes to tick the right options from the alternatives. Data collection takes place without any interference from teachers or parents. Thus, the researcher guarantees the reliability of the results. While the data is collected, scripts are processed for analysis and interpretation.

While collecting data, teachers are asked why they (t) are blamed for the poor results of their students, copying in the examination hall, and question paper leak, they try to refuse the right answer. Also, students are blamed for watching television, wasting time on Facebook, and for not adhering to study, they try to show lame excuse. Students help the researcher collect data; but, some teachers are not found to be cooperative and supportive.

Participants are informed that their participation in this study is strictly voluntary and any information obtained in connection with this study and that can be identified with them will remain quite confidential and will be disclosed only with their permission. There are no known physical, psychological, social, or legal risks in this study beyond those of ordinary life. Furthermore, it is highlighted that there is no cost to the participants for participation in this project.

8. Data Analysis

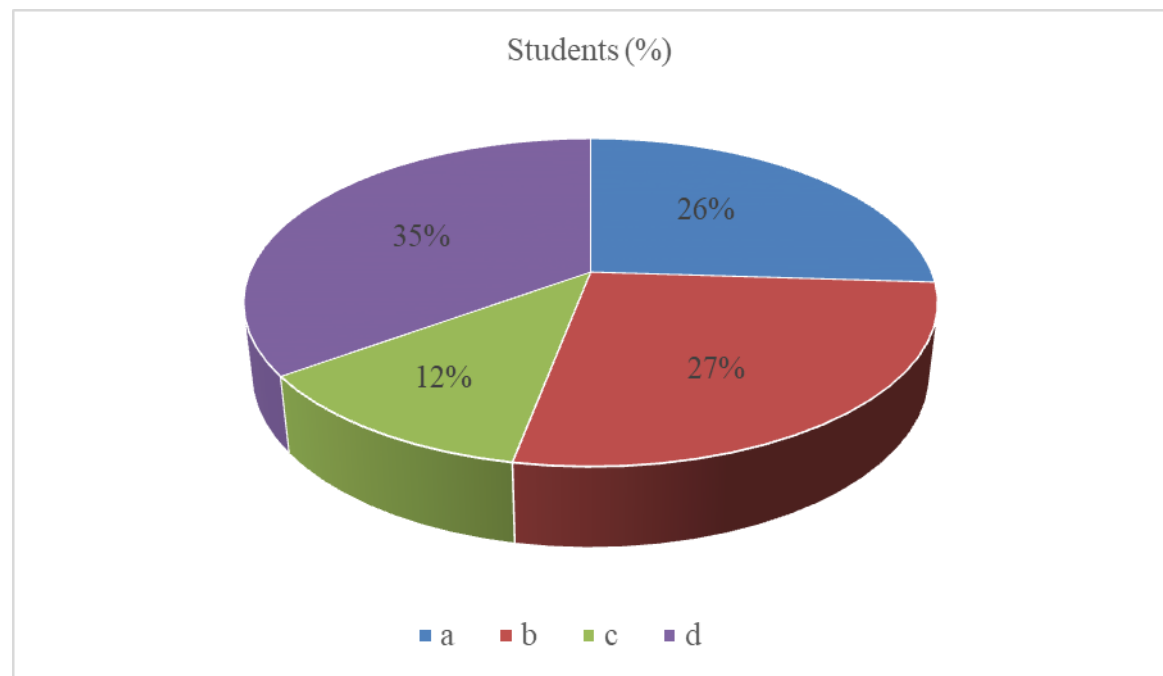


Figure 1. Shafiuddin Sarker Academy & College, Tongi, Gazipur

From the above chart, it is clear that 35% of students select the “d” option because they think that there is no alternative means without a coaching center and private tutoring. On the contrary, only 12% of students select the “c” option. The reason may be mentioned here that students don’t get satisfactory and reasonable options in multiple-choice. In the pie chart, it is seen that “a” and “b” options are almost the same were 26% and 27% of students select. There is only a 1% difference between their choices.

At Shafiuddin Sarker Academy & College situated at Tongi under the district of Gazipur, Bangladesh, students think that they cut a sorry figure in the HSC examination of 2018 due to getting poor marks/grades in ICT, English, Mathematics, and Science. In this regard, they express different views with the researcher that the role of the private tutor is much more than the class teacher. The reason is that teachers can’t complete the class lesson due to time constraints. FaceBook and watching television are responsible for the poor results at the HSC level. Rural students are weak in ICT, English, Mathematics, and Science. As a result, they cut a sorry figure in the exam. They don’t have the opportunity to come into contact with expert teachers like urban students. For the question paper leak, students support jail penalty and fine. The research also shows that girls are doing better results in the examination because they are very much attentive to study than boys.

Table 3. Complexities of Syllabus Design and Lesson Plan

Total Question	a	b	c	d
1	6	1	2	1
2	2	3	1	4
3	4	2	2	2
4	4	2	1	3
5	4	3	2	1
6	5	3	2	0
7	3	3	1	3
8	3	3	0	4
9	4	3	1	2
10	5	2	1	2
Total	a=40	b=25	c=13	d=22

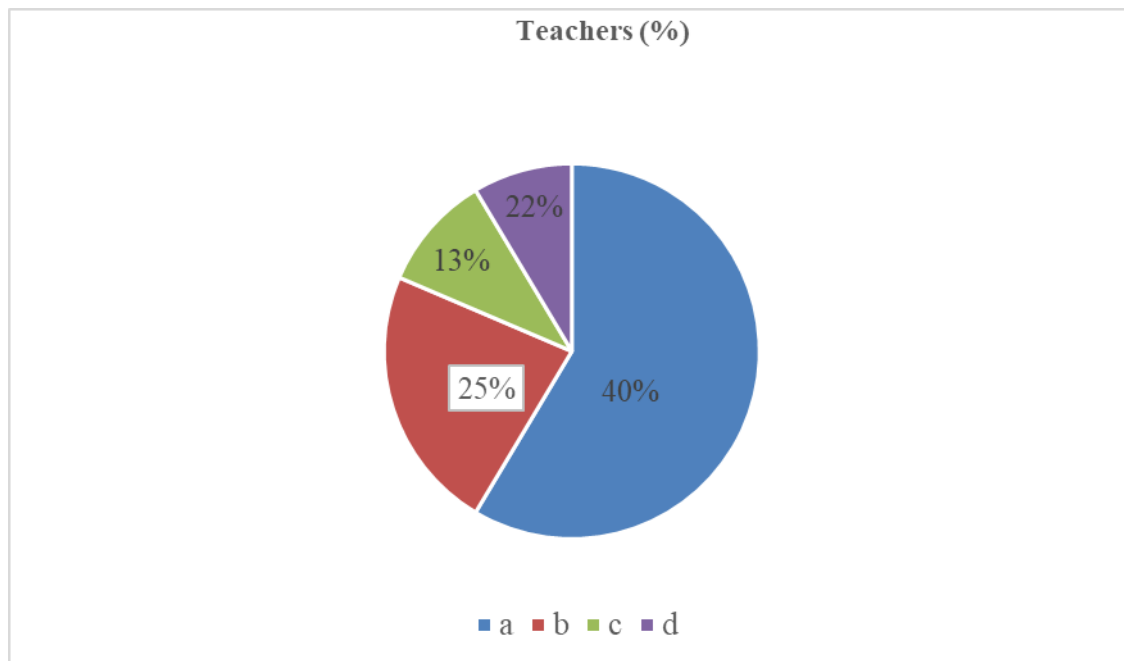


Figure 3. Shafiuddin Sarker Academy & College and Scholars School & College, Tongi, Gazipur

Table 4. Reasons of Failure and Success in the ICT, English, Mathematics, and Science Exams

Total Question	a	b	c	d
1	4	3	0	3
2	5	2	1	2
3	3	3	2	2
4	3	3	2	2
5	1	4	2	3
6	4	3	0	3
7	1	2	3	4
8	2	3	2	3
9	2	3	2	3
10	2	3	2	3
Total	a=27	b=29	c=16	d=28

From the above chart, it is seen that 40% of teachers tick “a” option in this sense that leak of question paper due to a coaching center, poor results of rural students owing to experienced teachers, lack of creative writing and creative system, a poor funding opportunity for weaker students are minutely presented in this study to evaluate the general concepts of the HSC level teachers. On the contrary, only 13% of teachers select the “c” option because there is an important option for them: “Syllabus design

and lesson plan should be revised, re-modified, and updated”. Most of them select this reasonable option. This research also shows that teachers emphasize the establishment of English language club at the college level; and, they also blame the coaching centers and the officials of education boards due to the leak of question papers. Crooked teachers are blamed for copying in the examination hall because they help students copy others’ scripts and take money from students.

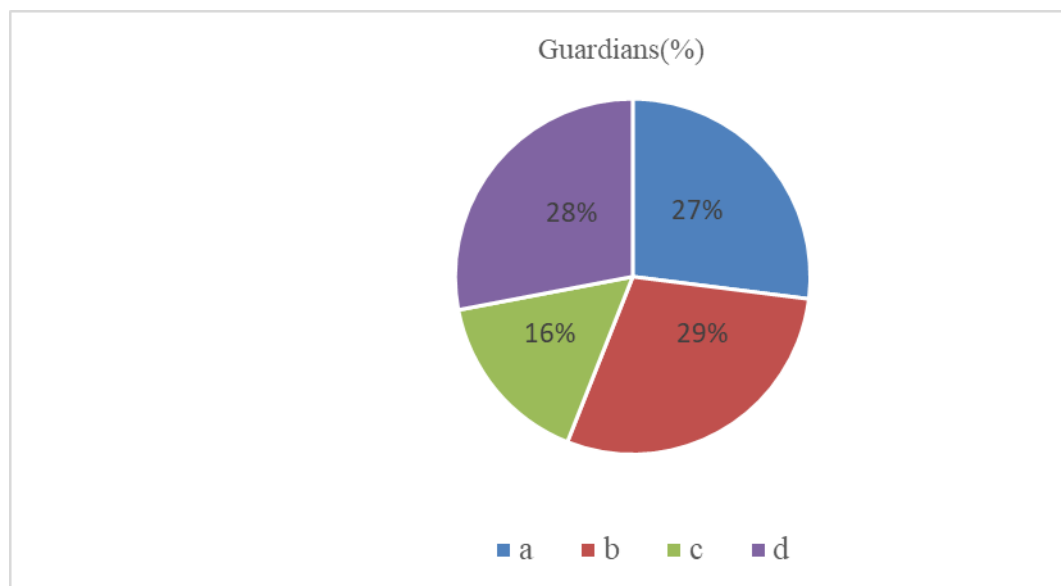


Figure 4. Tongi Government College, Gazipur

This quantitative study was conducted at Tongi Government College under Gazipur district, Bangladesh. From this study, it is seen that 29% of guardians selected the “b” option which includes students can cut a good figure in the examinations by giving good teachers; reasons for unsatisfactory results are noticed due to lack of attention, financial constraints, poor grade in English, ICT, Mathematics, and Science, private tutors, class teachers, and psychological conflicts. Participants then select “a” and “d” options, where the difference is only 1% between their choices. They express their views that syllabus design and lesson plan ought to be modified for better results; computer learning is necessary for students; those who leak the question papers should be sent to jail and fined; teachers’ recruitment policy and education system should be free, fair and corruption-free; and students should spend 15 hours for study. “c” is the least choice where only 16% of guardians tick, which includes lack of proper care, coaching center, watching television, lack of private tutor at home, and traditional education system. The above said reasons are opined by guardians concerning unsatisfactory results in the HSC and its equivalent examinations.

9. Conclusion and Recommendations

In this study, the researcher has tried to assess the results of higher secondary level and its equivalence examinations of 2018 to unveil a 21st-century education system of Bangladesh. He has focused on the comparative discussion of the pass rate of different education boards. He has discussed some noticeable reasons for unsatisfactory results of the HSC level students under the ten education boards. The main reasons for unsatisfactory results are dealt with the creative system, ICT, English, Science and Mathematics, financial constraints, lack of private tutor and teacher, strict evaluation of scripts, question paper leak, nepotism, and copying in the examination hall. Moreover, this study has fostered some important aspects for satisfactory results, including to ban question paper leak, to train teachers, to recruit subject-wise teachers, to ban copying in the examination hall, to take a frequent test, to create corruption-free education, to motivate learners for creative writing, to ban coaching center, to establish English language club, to modify syllabus design and lesson plan, to provide funding opportunities and computer training program. For data collection and questionnaire survey, three intermediate colleges of Gazipur district were selected where students, teachers, and guardians were requested to participate in the test. Thus, this study has highlighted the real picture of the results of the higher secondary level and its equivalence examinations of 2018. Its target is to uphold an innovative dimension of Bangladesh education system.

From the discussion said above in the light of evaluating the results of higher secondary level and its equivalence examinations, it becomes clear that HSC and its equivalent levels students cut a sorry figure in English, Mathematics, ICT, and Science owing to the lack of proper guidelines of teachers and guardians. Moreover, traditional teaching policy is also a key factor for which students have been cutting a sorry figure in the examinations. However, considering the aforesaid issues and discussions, the following recommendations can be suggested as proper steps to expose the existing situations for better results of HSC level learners:

- Science and technology-based education can be a proper step for brilliant success.
- English, Mathematics, ICT, and Science must be taken extra-care of until students can realize.
- Creative writing, creative system, and quiz tests must be given priority.
- The syllabus design and lesson plan must be modified following the capability of students.
- English speaking, reading, writing, and listening skills must be emphasized so that students can participate in the IELTS or TOEFL test at any time.
- English language club and computer training course ought to be ensured.
- Group discussion in the field of teaching can be a suitable step by fostering their important roles and teaching students practical knowledge.
- Research-based teaching is necessary from the very beginning of the study period.
- Corrupt politics-free and fair education can be a good model to build up a prosperous nation.
- Skilled and expert teachers should be recruited at all colleges.
- Stipend and scholarship should be provided for rural living students.

- Reasonable tuition fees can be ensured for spreading knowledge and education.
- Nepotism, copying in the examination hall, coaching center, and question paper leak must be banned strictly.
- Script evaluation policy must be flexible.
- Ultra-modern education policy and strategy must be followed up.

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Notes

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Appendixes

Appendix for Students

- 1. To do well in the examination, which thing do you give most priority?**
 - a) Coaching Centre
 - b) Formal Learning
 - c) Informal Learning
 - d) Coaching Centre and Formal Learning

- 2. Why do many students at the higher secondary level cut a sorry figure in the examination?**
 - a) Lack of poor knowledge of English
 - b) Due to Mathematics
 - c) Due to Physics, Chemistry & Biology
 - d) Due to ICT, English, Mathematics, and Science

- 3. Do you think teachers' role is much more than your parents for better results?**
 - a) No. I don't think so.
 - b) Yes. I think so.
 - c) Parents' role is more important than teachers.
 - d) I don't support teachers' role because they give more priority on private tutoring than class teaching.

- 4. How much time do you spend for study round the clock?**
 - a) 20 hrs.
 - b) 16 hrs.
 - c) 12 hrs.
 - d) 8 hrs.

- 5. Do you think Facebook or Watching Television impacts negatively upon your study?**
 - a) Yes. I think so.
 - b) No. I don't think so.
 - c) Facebook or Watching Television helps a student do a better result in the examination.
 - d) Facebook or Watching Television helps a student increase general knowledge of English language.

- 6. The number of GPA-5 is getting lessened owing to**
 - a) ICT
 - b) English
 - c) History
 - d) ICT, English, Mathematics, and Science

- 7. "Students living the rural areas in Bangladesh don't get ample opportunity of education."-Why?**
 - a) Poverty
 - b) Experienced and expert teachers
 - c) Parents aren't careful
 - d) Teachers teaching at colleges aren't attentive to students.

- 8. Students passing from Madrasah Board don't get chance to study at Public University due to**
 - a) Arabic & Islamic Studies
 - b) English, ICT, Mathematics, and Science
 - c) English, Bengali and General Knowledge
 - d) Students passing from Madrasah Board aren't permitted

- 9. What punishment do you support for "Question Paper Leak?"**
 - a) Death penalty
 - b) Jail penalty and fined
 - c) Fine

d) None of above

10. “Currently, it is seen that girls are doing better results in the examination than boys.”

Why it is getting happened.

- a) Girls are staying at home always. As a result, they have enough time to study.
- b) Girls are more meritorious than boys.
- c) Girls are doing better results hoping for shinning in life.
- d) Girls are very much attentive to their study than boys.

Appendix for Teachers

1. Who are greatly responsible for leaking question paper?

- a) Teachers
- b) Guardians
- c) Private Tutors
- d) Owners of coaching centre and the officials of education boards

2. Why teachers are blamed for copying in the examination hall.

- a) Due to taking money from students.
- b) Due to helping students copy others' answer scripts.
- c) Owing to supplying notebooks from outside.
- d) Owing to the political pressure.

3. Many teachers don't try to understand creative system of the question pattern. The reason is that

- a) They don't try to study ins and outs of the book.
- b) They have no time to practise creative knowledge.
- c) They are always very busy to teach their students; so, they don't try to understand.
- d) They have no primary and secondary sources; so, they don't bother about creative system.

4. Why do the students living the in the rural areas of Bangladesh can't do well in the examination. The Reason is that

- a) They don't get expert and experienced teachers
- b) They have financial constraints to buy books.
- c) They are weak in English, Mathematics, ICT, and Science.
- d) They don't get opportunity of question paper leak.

- 5. Question papers are getting leaked due to**
 - a) coaching Centre
 - b) teachers' dishonest means
 - c) political leaders
 - d) the big boss of Education Boards of Bangladesh

- 6. Students living in the urban areas cut a good figure in the examinations on account of**
 - a) good teachers
 - b) colleges have ultra-modern facilities
 - c) a lot of coaching centres
 - d) question paper leak

- 7. Teachers should motivate their students for**
 - a) creative writing
 - b) critical writing
 - c) copying in the examination hall
 - d) going to coaching centre

- 8. As a teacher, do you think English Language Club ought to be established**
 - a) at college
 - b) at school
 - c) at Madrasah
 - d) at home

- 9. Syllabus Design and Lesson Plan should be**
 - a) re-modified
 - b) changed
 - c) revised, re-modified, and updated
 - d) unchanged

- 10. Funding opportunities should be provided for**
 - a) weaker students
 - b) poor but meritorious students
 - c) bright students for brilliant results
 - d) None of above

Appendix for Guardians

- 1. As a guardian, do you think that teacher's recruitment policy ought to be**
 - a) fare and honest
 - b) corrupted
 - c) donated
 - d) politically connected

- 2. For which reason can a student cut a sorry figure in the examination?**
 - a) financial constraints
 - b) lack of good teachers
 - c) lack of proper care
 - d) above all of them

- 3. For which reason can a student cut a good figure in the examination?**
 - a) by providing financial supports
 - b) by giving good teachers
 - c) owing to coaching centre
 - d) by giving good teachers and coaching centre

- 4. What are the reasons of unsatisfactory results?**
 - a) ICT, English, Mathematics, and Science
 - b) Students don't study attentively
 - c) Students don't get good teachers
 - d) Students are habituated to Facebook

- 5. Do you think how much time a student should spend for study?**
 - a) 20 hrs.
 - b) 15 hrs.
 - c) 12hrs.
 - d) 8hrs.

- 6. Those who leak question papers should be**
 - a) beaten
 - b) fined
 - c) sent to jail
 - d) hanged

7. The number of GPA-5 has decreased due to

- a) poor results in ICT, English, Mathematics, and Science
- b) lack of attention in study
- c) watching television
- d) Facebook

8. For satisfactory results

- a) Syllabus and Lesson Plan should be modified
- b) Good teachers should be appointed
- c) Private tutors should be appointed at home
- d) Students should be attentive to study

9. Computer Training Program helps a student

- a) learn computer
- b) get a good job
- c) go to abroad for higher education
- d) get a good mark in ICT

10. Education System ought to be

- a) fare and corruption free
- b) scientific and technological
- c) traditional
- d) both a & b