

Education System and Result of PSC, JSC, Ebtedayee, and JDC Examination: A Case Study of Bangladesh

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Abstract

This research-work aims to look at the education system and result of Primary School Certificate (PSC), Junior School Certificate (JSC), Ebtedayee, and Junior Dakhil Certificate (JDC) examination in the light of the 21st century Bangladesh. It focuses on the theory of education, name of courses, and number of teachers of each level, examination schedule and results of PSC, JSC, Ebtedayee, and JDC level. This study elaborately discusses the total number of students, including male and female, the grading system, the passing rate, the reasons of failure, and the results under the seven Education Boards of Bangladesh. For this study, the researcher has collected the results of some schools and a madrasah and, then, he has analyzed the learners' GPA, and the passing rate of male and female students of PSC, JSC, Ebtedayee, and JDC examination-2015. Moreover, it highlights the goals and objectives, research methodology, and recommendations with a view to creating consciousness and sensibility among teachers, students, and guardians. On the whole, it shows the real motif of education system of Bangladesh so that young learners can cope with the education of scientific approach and research based knowledge in the contemporary globe.

Keywords: PSC, JSC, Ebtedayee, and JDC Examination, Education System, and Results

1. Introduction

Education is the process by which our mind develops through formal learning at an institution like a school, college or university. It is both mental and intellectual training institution and center which provides opportunities for growth and helps meet challenges and overcome obstacles to progress. Again, the purpose of education is to enlighten the individual and

develop his or her intellectual capacity to the limit of the context. It is also the aim of education to train individuals to make the right choices to go ahead. It enables our mind and refines our sensibility. It also broadens our outlook and helps us become aware of our rights and responsibilities (Shahidullah et al, 2002, p.110).

According to Newman, ‘education gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, eloquence in expressing them and a force in using them. Therefore, it is often compared to ‘light’ which removes the darkness of ignorance and helps us make a difference between right and wrong. Ex-President Julius Nyerere of Tanzania way back in 1974 said at an international conference that “the primary purpose of education is the liberation of man from the restrictions of habits and attitudes which limit his humanity”. He further said “education should promote humanity and universal brotherhood and that it could be used as a catalyst for a change for the better”(Shahidullah et al, 2002, p.110).

The current education system in Bangladesh is the result of the British colonial system. The education system in Bangladesh can be characterized by its diversity and continuous evolvement in ensuring its consonance with universally recognized standards. While one shall find at least three distinct streams of education, all of these possess the uniform skeleton of being subdivided into three hierarchical tiers: Primary, Secondary, and Tertiary (*National Education Commission Report, 2003*).

However, the present education system of Bangladesh may be broadly divided into three major stages, including-primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education. The education system is categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MOPME)) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (Hossain, 2002).

On the whole, this research-work introduces to us concerning the current education system of Primary School Certificate (PSC), Junior School Certificate (JSC), Ebtedayee, and Junior Dakhil Certificate (JDC) examination in Bangladesh. Moreover, this study also focuses on the results of PSC, JSC, Ebtedayee, and JDC examination in the year of 2015.

2. Theory of Education

Piaget (1972) comments that in a broad sense, education is the process of effecting progressive change of individuals. Education of children and adolescents addresses itself to various intellectual skills, social, and moral values, and knowledge of facts in specific areas. In an educational setting, such as a classroom, teachers employ certain strategies and materials to alter their students. This is usually thought of adding to the students’ knowledge base or of ‘increasing the students’ potential skills.

The particular teacher strategy or method of instruction utilized in the classroom makes some assumptions about the ‘average’ student and is based on a theory of how children learn or

change. This basis is often implicit, and even unconscious, as far as the classroom teacher is concerned. One teacher might use praiseworthy speech and gold stars with her students, another might try strict discipline and punishment, while a third teacher might group children on the basis of examination performance and use different techniques for each group. The point is that educational practice makes assumptions about how much the average student knows and can learn, and is using the most effective method to teach a student. Although classroom teachers certainly differ from each other, they all rely on certain principles of educational psychology, such as theories of learning, measurement, origins of behavior, and behavioral change (Lisi, 1979, p.2).

Piaget has studied the process of change in children's thinking for approximately 60 years. His theory is the most comprehensive statement on the intellectual development currently available to educational practitioners. Piaget has described the development of thinking from birth to late adolescence in the areas that include logic, number, time, physical causality, space, geometry, perception, mental imagery, hypothesis testing, and consciousness. Thus, Piaget has described what the 'average' child knows and, more importantly, how this knowing came about and how it will evolve further. These dual aspects of descriptions of what children know and how knowledge develops are the reasons why Piaget's theory may be important for educational practice (Piaget, 1971).

The original interest in applying Piaget to education was based on the wealth of assessments of the development of children's thinking. At the very least, he has offered new ways to assess children's thinking in several content areas, many of which are covered in school. However, a more important reason to apply Piaget comes from his theoretical principles of intellectual development. His developmental constructivism offers an alternative basis for classroom practice that may be more appropriate for educating children and adolescents than current practices (Kamii, 1978).

Piaget's principles are based on the results of 60 years of research with children and adolescents that focuses on the development of knowledge. Perhaps, the most effective teaching will come from 'knowing how knowing comes to be.' (De Vries, 1979). Although it does not mean that a teacher has to be an expert on Piaget, an awareness of basic facts and principles can alter a teacher's view of the child and classroom practice and facilitate the process of education (De Vries, 1979). Undoubtedly, some educators are looking to Piaget's theory because they are dissatisfied with the current state of affairs. Many feel that the methods of instruction currently employed are not working turn students off, or reach a portion of those in the classroom. Some search for a 'culture-free' intelligence test, as the use of standardized IQ measures has been questioned in the courts. Be forewarned. Piaget's theory of intelligence applies to all children human from all cultures considered as a species but any particular Piagetian measure is not culture-free. In the search for alternatives in educational practice, many have discovered and have been convinced that Piaget offers some viable and important options (Lisi, 1979, p.3).

Moreover, a critical theory of education draws on Marxian critique, stressing the importance of critique of ideology and situating analysis of a topic like education within the dominant

social relation and system of political economy. The Marxian project systematically criticized the assumptions of an established hegemonic discipline, as in Marx's critique of political economy, and constructed an alternative theory and practice to overcome the limitations and oppressive features of established institutions and systems of production. Marxian critique involves a radical examination of existing ideologies and practices of education and the need for pedagogical and social transformation to free individual from the fetters of consumer capitalism and to help make possible a free, more democratic and human culture and society. Marxian theorists like Gramsci (1971) criticized the ways that Italian education and culture reproduced ideologies of the bourgeoisie and then fascism and called for a counter hegemonic cultural project that encompass alternative institutions from schooling to theater to journalism to help construct a socialist and democratic society. Charles Reitz (2000) has demonstrated that Herbert Marcuse carried out sustained criticism of the existing system of education as a mode of reproducing the existing system of domination and oppression and called for counter-institutions and pedagogies to promote democratic social transformation and the full-development of individuals.

3. Education System of Primary School Certificate (PSC)

The Primary level of education consists of 5 years of formal schooling which includes the education from class/ grades I to class V. Generally, it is considered as equivalent to Standard-I to Standard-V, the mostly used grades for these classes in many countries, especially for the British Curriculum followed by the English Medium Schools. Education at this stage normally begins at 6 years or more of age up to 11 years. Primary education is generally imparted in primary schools run by the government and other private schools, which is a mandatory public examination for every student to enter into secondary level. Besides, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it (Gustavsson, 1990). These schools generally start at 9:00 am and break up at 4:00 pm. Again in some schools, there are two shifts: morning shift and day shift. Morning shift is for the female and day shift is for the male.

Books are distributed among the learners in the month of January of each year. Annual Cultural Program, Rally, and Guardians' Convention are held in the very beginning of the year. As a chief guest, the local representatives are present in the function. Again in some schools, the Headmaster along with other teachers arranges an Annual Picnic for removing the disgusting moods of the learners so that they can concentrate their mind on studies of new syllabus.

3.1 Syllabus of PSC Examination

In the syllabus design of PSC examination, the following courses are taught for the primary students in Bangladesh. These courses are as follows:

- (1) Bengali 1st Paper
- (2) Bengali 2nd Paper
- (3) English 1st Paper
- (4) English 2nd Paper

- (5) Mathematics
- (6) General Science
- (7) Religion
- (8) Social Science/Global Studies

To teach the above stated courses, 5-6 numbers of teachers are required in the PSC level that are recruited through the written test and interview.

4. Education System of Junior School Certificate (JSC)

The secondary level of education consists of 7 years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary; the next 2 years (grades IX -X) is secondary while the last 2 years (grades XI - XII) is called higher secondary. Junior education is also imparted in secondary schools in Bangladesh. In this level, there are also two section of education system, including- Bengali version and English version. There is diversification of courses after three years of schooling in junior secondary level (*Bangladesh Bureau of Educational Information and Statistics, 2013*).

4.1 Syllabus of JSC Examination

In the syllabus design of JSC level, the following courses are taught for the junior students in Bangladesh. These courses are as follows:

- (1) Bengali 1st Paper
- (2) Bengali 2nd Paper
- (3) English 1st Paper
- (4) English 2nd Paper
- (5) Mathematics
- (6) Religious Studies
- (7) General Science
- (8) Global Studies
- (9) Rapid Readers (Bengali)
- (10) Physical Science
- (11) Agricultural Science
- (12) Home Economics
- (13) Fine Arts
- (14) Information and Communication Technology

To teach the above mentioned courses, 9-11 numbers of teachers who are required in the JSC level, are recruited through the written test and interview. But, before that, they have to appear at the Teachers' Registration Examination for acquiring a certificate. The present Government of Bangladesh has made the validity of this certificate throughout their life. If any teacher fails to acquire this certificate, she/he is not allowed to recruit in the JDC level.

5. Examination Schedule

In the PSC and JSC level, examination is held three time of each year. The 1st Term examination is held in April, the 2nd Term exam in August, and 3rd Term exam in December of each year. Final result is published at the end of December. There is a model test system held in November of each school. In some schools, weekly and monthly test is taken for the evaluation of the students. After model test, learners have to appear at the board exam in the month of November. Results are published in December. In such exams, some students cut a sorry figure in English, Mathematics, and Science due to financial constraints, inattention, or guardians' and teachers' zero care.

6. Education System of Ebtedayee and Junior Dakhil Certificate (JDC)

The old scheme of madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the age, and many madrasahs grew up in the Indian sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government educational institutions, like schools and colleges (*Bangladesh Education Sector Overview*, 2002).

Ebtedayee education is equivalent to primary level of general education in Bangladesh. The first level of madrasah education is comprised of 5 years of schooling (grades I -V). Normally, the children of 6 years old study in class I and complete their education in class V at the age of 11. Ebtedayee education is imparted in independent ebtedayee madrasahs and ebtedayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami-kharizi madrasahs. Moreover, Ebtedayee in the first level (Primary level) of madrasah education has no opportunity for technical-vocational education (Amin, 2013).

The secondary level of madrasah education is comprised of 7 (5+2) years of the formal schooling. It takes five years in dhakhil stage (SSC level) from grade VI - X while the last 2 years in alim (higher secondary) stage. Dhakhil level education is imparted in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs. There is no technical-vocational institution in primary level of education (Amin, 2013). However, the following chart focuses on the number and time distribution of subject structure of Ebtedayee level in Bangladesh.

Ebtedayee Level (Class: I-V)

Number and Time Distribution of Subject Structure

Class	Subject	Class I		Class II	Class III		Class IV		Class V		
		Period	Number	Period	Number	Period	Number	Period	Number	Period	Number
1	Quran Majid & Tajbid	4	100	4	100	4	100	4	100	4	100
2	Arabic 1 st Paper	4	100	4	100	5	100	5	100	5	100
3	Arabic 2 nd Paper	-	-	-	-	-	-	-	-	3	100
4	Akaid & Fikkha	3+3	100	3+3	100	5	100	5	100	5	100
5	Bengali	4	100	4	100	5	100	5	100	5	100
6	English	4	100	4	100	3	100	5	100	4	100
7	Mathematics	4	100	4	100	5	100	5	100	4	100
8	Bangladesh & Global Studies	-	-	-	-	5	100	5	100	4	100
9	Science	-	-	-	-	3	100	3	100	3	100
10	Physical Science	3	-	3	-	2	-	2	-	2	-
Total-		29	600	29	600	37	800	39	800	39	900

To teach the above stated subjects, the Ebtedayee madrasah requires 9-11 teachers, who teach their respective subjects in this stage. Teachers who are recruited through appearing at the Teachers' Registration Examination. Only those who enable to acquire the certificate of Teachers' Registration Examination are appointed in the Ebtedayee stage. Generally, they are recruited through the written test and interview process. Moreover, in the JDC level, the following courses are taught. These courses are as follows:

- (1) The Holy Quran and Tajbid
- (2) Akaid and Fikkha
- (3) Arabic 1st Paper
- (4) Arabic 2nd Paper
- (5) Bengali 1st Paper
- (6) Bengali 2nd Paper
- (7) English 1st Paper
- (8) English 2nd Paper
- (9) Mathematics
- (10) General Science
- (11) Bangladesh and Global Studies
- (12) Information and Communication Technology
- (13) Work and Practical Education/ Physical Education and Health
- (14) Optional Subject: Agricultural Science/Home Economics/Urdu/Farsi

To teach the above stated courses, the JDC madrasah requires 12-15 teachers, who teach their respective subjects in this stage. Teachers who are recruited appear at the Teachers' Registration Examination. Only those who enable to acquire this certificate are appointed in the JDC stage. Generally, they are appointed through the written test and interview process.

6.1 Examination Schedule

Like PSC and JSC level, in the Ebtedayee and JDC stage, examination is held three time of each year. The 1st Term examination is held in April, the 2nd Term exam in August, and 3rd Term exam in December of each year. Learners have to participate in the model test held in November of each madrasah. In each madrasah, teachers take weekly, class, and monthly test based on specific chapter of each subject. After model test, learners have to appear at the board exam in the month of November. Results are published in December. Statistics shows that some students get poor marks in English, Mathematics, and Science due to financial problem, inattention, or the lack of proper care of teachers and guardians.

7. Major Challenges

To realize the vision of a strong and vibrant system of primary education, Bangladesh must be prepared to meet the following challenges:

- The dropout rate is still very high (33%).
- Presently, 10% of children do not enter primary school at all. Among these are also children with disabilities and ethnic minorities. These children are from hard-to-reach poor families as well for whom the cost of attendance is too high.

- 40% of those who enter primary education do not complete the five year cycle.
- Student wastage (repetition and dropout) is high, with most students taking six years to reach fourth grade.
- Those who complete the five grades perform on an average at about a third grade achievement level and lack essential problem solving skills.

Solutions to these challenges require priority attention to improvements in quality. Better quality will reduce wastage in the system and increase completion rates.

8. The Result of PSC, JSC, Ebtedayee, and JDC Final Examination-2015

Board successfully conducted the examination for JSC, PSC, Ebtedayee, and JDC candidates for which 2325,933 and 3,254,514 students appeared at the PSC and Ebtedayee examination respectively.

Total 23,25,933 examinees from 28,632 educational institutions participated in the examination. As per the ministry of education, JSC examinees was 19, 67,447 of which 9, 14,900 were male while 10,52,547 were female. Coming to JDC examinations on the total students, 167,770 were male and 1,90,716 female. 585 students attended who belonged to eight overseas centres in the JSC examinations.

Nearly 96, 263 students scored GPA-5 out of 5 in the year of 2015. The rate of success went of JSC exams stood at 92.31%, up from 89.85% in 2014 while rates for the JDC exams came down to 92.46% from last year's 93.5%. (Visit: www.belvoireagle.com/.../jsc-jdc-exams-results-are-out-pas...)

Students have made a tremendous success in Primary School Certificate (PSC) and Junior School Certificate (JSC) examination in the year of 2015. The passing rate as well as GPA-5+ of both examinations has increased in comparison to the year of 2014. But, under the Madrasah Board, the result of Junior Dakhil Certificate (JDC) and Ebtedayee Final Examination was not successful in comparison to the last year.

The result was published on 31 December, 2015. The passing rate of Primary School Certificate was 98.52%; it was 97.92% in the last year. In the year of 2015, 02, 75,980 numbers of young learners have got GPA-5 as well as 9.87% of learners got GPA-5. In 2014, 02, 24,411 numbers of students got GPA-5.

Statistics shows that 28, 39,238 numbers of learners participated in the PSC examination. Among them, 27, 97, 274 numbers of learners got succeeded. Again among the succeeded students, there were 12, 77, 146 numbers of male students and 15, 20, 128 numbers of female students. Statistics also shows that female students have cut a good figure in the PSC examination in 2015.

In terms of passing rate, the Rajshahi Education Board has done well among the 7 Education Boards of Bangladesh. The passing rate of this Education Board was 99%. The least passing rate was in the Sylhet Education Board; it was 96.79%. The passing rate of other 5 Education Boards was more or less 98%.

The Government High Schools along with primary section have made a better result. The passing rate of these schools was 99.97%.

The students of The Government High Schools, who participated in the PSC examination, got admitted into class one through lottery system. Under the Primary Training Institute, the schools stood the second place. The passing rate of other schools was 98.99%.

In the JSC examination, both the passing rate and GPA-5 have increased in comparison to the year of 2014, which was 92.31%. The numbers of 1, 87, 502 students got GPA-5 more than the last year.

Under the 8 Education Boards, the numbers of 19, 29, 099 students participated in the JSC examination and 17, 80, 770 numbers of students passed in this examination. Most of the learners have done well in mathematics. In the JSC examination, female students have recorded in the passing rate and GPA-5. The passing rate of female students was 92.33%, and the passing rate of male students was 92.29%. 1, 06, 756 numbers of female students got GPA-5, and 80, 746 numbers of male students got GPA-5.

Like the PSC examination, the students of Rajshahi Board have done well in the JSC examination. The passing rate of this board was 97.47%. The passing rate of Chittagong Board was only 85-48%, which was the least in comparison of all education boards in the country. Under the Dhaka Education Board, 558 number of students of the overseas 8 centres participated in the JSC examination; and 548 numbers of students passed. The passing rate was 98.21%. But its rate in the last year was 99.20%. In 2015, 111 students got GPA-5, but in 2014, 138 numbers of students got GPA-5.

Under the Madrasah Education Board, the passing rate of JDC examination was 93.50%. But the passing rate decreased 1.4% in comparison to the last year. In this examination only 8, 761 numbers of students got GPA-5, but in the last year 19, 290 numbers of students got GPA-5. In the JDC examination, 3, 43, 190 numbers of students participated, and 3, 17, 312 succeeded.

In the Ebtedayee Final Examination-2015, the passing rate was 95.13%. 5, 473 numbers of learners got GPA-5. The passing rate of 2014 was 95.98% 6, and 541 numbers of students got GPA-5. In 2015, 2, 64, 134 numbers of students participated in the examination and 2, 51, 266 numbers of students succeeded in the examination. Among them, 1, 28, 425 numbers of students were male and 1, 22, 841 numbers of students were female.¹

9. Causes of Sorry Figure Result

Statistics shows that in the JSC and JDC examination, 1, 96, 263 numbers of students got A-grade. Though the passing rate has increased 1.92% in comparison of 2014, there were 43 numbers of schools in Bangladesh, where no student has enabled to carry pass marks out. In those institutions, the passing rate was 0%.²

We know, ours is a very poor and under developing country in the globe. Most of students come of a very poor family. Parents have no ability to educate them financially in accordance with the demand of the young learners. Due to financial constraints, these students cannot afford to buy books, notes, written scripts, and other necessary materials. Moreover, teachers

who teach in these schools and madrasahs are not well-trained up. They are money minded, and students are compelled to get admitted into coaching centres run by the teachers. Those who do not get admitted into the coaching centres can do well in the examination. Again, some teachers in the local schools supply the copying in the examination hall. As a result, students fall apart from their real motif, and they cut a sorry figure in the examination (my emphasis).

10. Data Collection and Analysis

Chart No. 1: The Result of PSC Examination-2015 in Bangladesh

Total Students	Succeeded Students	Male Students	Female Students	GPA5 Obtained in 2014	GPA5 Obtained in 2015	Passing Rate in 2014	Passing Rate in 2015
28,39,238	27,97,274	12,77,146	15,20,128	2,24,411	2,75,980	97.92%	98.52%

From the above chart, we see that 28,39,238 numbers of students participated in the PSC examination of which 27,97,274 numbers of students succeeded, including male-12,77,146 and female-15,20,128. It also shows that in 2014, 2,24,411 numbers of students got GPA-5 and its passing rate was-97.92% and in 2015, 2,75,980 numbers of students got GPA-5 along with its passing rate 98.52%.

Chart No. 2: The Result of JSC Examination-2015

Total Succeeded Students	Succeeded Male	Succeeded Female	GPA5+ Obtained in Math (male)	GPA5+ Obtained in Math (female)	Passing Rate of math (male)	Passing Rate of math (female)
19,67,447	9,14,900	10,52,547	80,746	1,06,756	92.29%	92.33%

The stated chart shows that in the JSC examination-2015, total 19,67,447 numbers of learners succeeded, including male-9,14,900 and female-10,52,547. It also highlights that 80,746 numbers of male students got GPA-5 in math whose passing rate of 92.29%. Again, 1,06,756 numbers of female students got GPA-5 in math and their passing rate of 92.33%.

Chart No. 3: Ratings of PSC & JSC Examination of all boards in Bangladesh

PSC (%)	Education Board	JSC (%)
98.74%	Dhaka	90.39%
98.41%	Chittagong	85.48%
98.97%	Khulna	95.44
99.00%	Rajshahi	97.47%
96.79%	Sylhet	93.59%
98.30	Barisal	97.26%
98.56%	Rangpur	91.52%

From the chart no.3, we understand that PSC and JSC examination was held under the 7 Education Boards in Bangladesh. In Dhaka Education Board, the passing rate of PSC and JSC examination was 98.74% and 90.39% respectively; in Chittagong Education Board, the passing rate of PSC and JSC examination was 98.41% and 85.48% respectively; in Khulna Education Board, the passing rate of PSC and JSC examination was 98.97% and 95.44% respectively; in Rajshahi Education Board, the passing rate of PSC and JSC examination was 99.00% and 97.47% respectively; in Sylhet Education Board, the passing rate of PSC and JSC examination was 96.79% and 93.59% respectively; in Barisal Education Board, the passing rate of PSC and JSC examination was 98.30% and 97.26% respectively; and in Rangpur Education Board, the passing rate of PSC and JSC examination was 98.56% and 91.52% respectively.

Azampur Government Primary School

Chart No. 4: PSC Result of Boys, December, 2015

Years	DR Included Students		Participated Students		A+ Achieved Grades		A Achieved Grades		A- Achieved Grades		B Achieved Grades		C Achieved Grades		D Achieved Grades		Total Passed		Passing Rate
	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	Boys	Total	
2015	13	84	29	71	08	12	17	45	01	10	01	05	-	-	-	-	71	82	100%

Azampur Government Primary School

Chart No. 5: PSC Result of Girls, December, 2015

Years	DR Included Students		Participated Students		A+ Achieved Grades		A Achieved Grades		A- Achieved Grades		B Achieved Grades		C Achieved Grades		D Achieved Grades		Total Passed		Passing Rate
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	
2015	71	84	42	71	04	12	28	45	09	10	04	05	-	-	-	-	82	71	100%

From the chart no. 4 & 5, it is seen that in the year of 2015 total numbers of 71 students participated in the PSC examination, including male-29 and female-42. It also exposes boys' and girls' grades respectively: A+=8, A+=4, A=17, A=28, A-=1, A-=9, B=1, B=4. It also shows their passing rate of 100%.

Sristry Central School & College

Chart No. 6: JSC Result-2015 of Students

Gender	A+ Grade	A Grade	A- Grade	B Grade	C Grade	D Grade	Total Students	Passing Rate (%)
Male	7	12	2	6	2	1	30	100%
Female	3	10	1	1	-	-	14	100%

From chart no.6, we understand that 44 number of students participated in the JSC examination, including male-30 and female-14. It also shows the grade of male: A+=7, A=12, A-=2, B=6. C=2, D=1 and their passing rate of 100%. Again, it also shows the grade of female: A+=3, A=10, A-=1, B=1. C=0, D=0 and their passing rate of 100%.

Baridhara Najmul Ulum Dakhil Madrasah,

Chart No. 7: JDC Result-2015 of Students

A+ Grade	A Grade	A- Grade	B Grade	C Grade	D Grade	Total Students	Passing Rate (%)
1	26	11	3	1	-	42	100%

From the chart no.7, we can see that in the JDC examination total 42 numbers of students participated. It also show their grade that A+=1, A=26, A-=11, B=3, C=1, D=0, and the passing rate of 100%.

11. Goals and Objectives of Education

Besides studying, a learner should earn some features in life, which are indispensable to him. A certain level of achievement should be relating to education from school, college, and university, which can be characterized in the following ways:

- be lifelong learners;
- be passionate;
- be ready to take risks;
- be able to solve problems and think carefully;
- be able to look at things with a very keen eyes;
- be able to work with others freely;
- be creative;
- care and want to give back to their community;
- persevere;
- have integrity and self-respect;
- have moral courage;
- be able to realize the world around them well;
- speak well, write well, read well, and work well with numbers; and
- truly enjoy life and work.

12. Research Methodology

This study is based on empirical research conducted in the light of Education System and Result of PSC, JSC, Ebtedayee, and JDC Examination-2015 of Bangladesh perspectives. The relevant literature is the only source of information for the preparation of the study. The researcher also acknowledges from where sources have been taken. This research-work has been done through the data collection and data analysis, primary and secondary materials available in the library, market and the internet, and interview and questionnaire pattern in Bangladesh.

13. Suggestions

The discussion made above in terms of Education System and Result of PSC, JSC, Ebtedayee, and JDC Examination-2015 of Bangladesh perspectives. It is apparent that the reasons of failures, especially in English, Mathematics and Science of weaker young learners due to the

lack of proper knowledge and insincerity of the teachers and guardians towards them. Moreover, the traditional teaching strategy is also a key factor for which students have been cutting a sorry figure in the examination for ages. However, considering the aforesaid issues and discussions, the following recommendations can be suggested as proper steps to overcome the existing situations and to ensure fair results of all students of PSC, JSC, Ebtedayee, and JDC examination:

- Science and Technology based Education can be a proper step in the country for brilliant results.
- Illiteracy Free Campaign should be telecast and published through mass media.
- Group discussion in the field of teaching can be a suitable step by fostering their important roles and teaching them practical knowledge.
- Research based teaching is absolutely necessary from the very beginning of study period.
- “Education for All” must be ensured through creating sensibility among the poor communities.
- Free and Fair Education can be a good model to build up an educated nation.
- Skilled and expert teachers should be recruited.
- Stipend and Scholarship should be given, especially for the poor learners.
- The role of mother must be given priority on education.
- Reasonable fees can be ensured for spreading knowledge and education.
- Corruption must be banned in the field of education.
- European Teaching System must be followed.

14. Conclusion

Education is a fundamental human right. One of the most important steps in effectively addressing the education system of PSC, JSC, Ebtedayee, and JDC examination in the light of the 21st century Bangladesh is to assess government compliance with international standards. No nation can develop without education. Only education can remove the darkness of human mind. To promote education, Bangladesh Government must undertake effective steps in ensuring stipend, scholarship, education for all, free and fair education, the allocation of adequate resources and funding. Government as well as citizens must be more conscious and sensitive to campaign through mass media with a view to spreading education and its materials among the poorest communities throughout the country.

Moreover, the government as well as the citizen of Bangladesh must follow the educational strategies and policies of the industrially developed countries, especially USA, UK, Canada, Germany, and Australia with a view to promoting the hidden treasure of the young learners.

And, our education must be coped with the practical knowledge so as to enhance the potential skills of the learners.

As a democratic country like Bangladesh, the government ought to adopt the policy of education so that nobody can remain ignorant and illiterate. In fact, to make an educative nation, we must bear in mind the famous speech of Napoleon Bonaparte: “If you give me a good mother, I will give a good nation.” Therefore, the conscious community should unite to achieve a healthy, happy, and decent life for us all through spreading education so that we can stand upright with due respect in the global atlas.

End Notes

1. I have translated from Bengali to English of *The Daily Protham Alo*, pp.24+ published on Friday, 1 January, 2016.
2. I have translated from Bengali to English of *The Daily Amar Songbad*, Colum 2, pp. 1, 7, published on Friday, 1 January, 2016.

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