

**Analysis of the
Qualitative and
Quantitative Performances
of the different recognized Schools
in Meghalaya
in the SSLC Examination, 2007**

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1. Introduction

1.1 Background

The Secondary School Leaving Certificate (SSLC) Examination, popularly known as the Matriculation Certificate, is one of the most important examinations in one's academic career. It is this Examination which determines the direction of one's future course of study – whether Arts, Science, Commerce or some other branches of studies. So a candidate's performance in this Examination is very important, as on the Result of this Examination mostly decides the course of one's future career.

It is usually the practice to base the performance of a school on the 'percentage of passes' of its candidates – the percentage being calculated on the number of candidates who came out successful out of the total number sent up to appear in the Examination. Basing on this yardstick, a school is generally classed as 'very good', 'good' or 'poor' depending upon the percentage of passes of its candidates. In other words, the 'quality' of a school is based on its quantitative performance which may be misleading at times.

A school may have a very high percentage of pass, but it may happen that most of its candidates are passing either in the Second or Third Division. Another school may have the same percentage of pass and most of its candidates are passing in the First and Second Divisions. So the 'qualitative' performance of the school is different from its 'quantitative' one.

It is the aim of this Analysis to bring out these two pictures, namely, the qualitative and the quantitative performances of the schools in the SSLC Examination, with the intention that the schools concerned would examine the respective pictures of their performance, and thus to improve both, particularly the qualitative aspect.

The Results of the SSLC Examination, 2007 gives the pass percentages as follows:

Category	Appeared	Total passed	Percentage
Regular	12929	9337	72.22
Private with Test	13169	4144	31.47
Private without Test	11028	2113	19.16
Grand Total	37126	15594	42.00

Data Source: Results of the SSLC Examination 2007, MBOSE Tura

Thus, about 58 % of the total number candidates failed in this examination. Among the Regular Candidates, about 27.78 % failed in the SSLC Examination 2007. The Analysis also attempts to find out from among the failures, how many have failed in one subject only, i.e. to get a picture which subject(s) have alone contributed more to the failure.

1.2 Review of Related Studies conducted in Meghalaya

The then State Council of Educational Research & Training (SCERT), Meghalaya, Shillong had earlier conducted two Analysis of the Qualitative and Quantitative Performance of the different Schools in Meghalaya in the SSLC Examinations, one is for the periods 1974 - 80 and another for the periods 1980 - 83.

In the first publication, calculations for both qualitative and quantitative performances of each school were based on the number of candidates sent up to appear for the HSLC Examinations during the entire periods from 1974 - 80. In the second publication, two ways of calculations the performances were done, one was based on the number of candidates sent up to appear in the HSLC Examinations during the entire periods 1980 - 83, and another was based on the number of students in Class-X during the entire periods 1980 - 83.

In addition to the qualitative and quantitative analysis, both the publications had also given the division-wise percentage of pass of the different schools and the scores of the schools which featured in the Lists of the First-Ten of the HSLC Examinations in both the General Lists and the Schedule Tribe Lists.

1.3 Title of the present Analysis

The title of the present analysis is, 'Analysis of the Qualitative and Quantitative Performances of the different recognized Schools in Meghalaya in the SSLC Examination, 2007'.

1.4 Objectives

The objectives of the Analysis are:

- i) To analyse the performance of the recognized schools, qualitatively and quantitatively.
- ii) To find out from among those failures, how many fail in only one subject.

1.5 Delimitation of the Analysis

The present Analysis is confined only to the recognized Secondary Schools of all the seven districts of Meghalaya, where the students appeared in the SSLC Examination, 2007 as Regular Candidates.

2. Methodology and Procedures

2.1 Population and Sample size

The total population of the present Analysis comprised of all recognized Secondary Schools of all the seven districts in Meghalaya. The sample size for the Analysis is the same as the population, i.e. the sample size is the total number of all recognized Secondary Schools in Meghalaya from where the students appeared as Regular Candidates in the SSLC Examination 2007.

2.2 Tools used for Data Collection

In other to gather information from each recognized Secondary Schools, Questionnaires for the Heads of Institutions were used. The Questionnaires consist mainly of three sections, viz.,

- **Section I:** General Information of the School, consisting mainly of items for tick mark only.
- **Section II:** Information regarding SSLC Examination 2007, consisting only data as per the Results of the Examination.
- **Section III:** Miscellaneous Information, consisting mainly open - ended questions.

2.3 Data Collection

By using the above tools, data related to the Results of the SSLC Examination, 2007 were collected with the help of the Inspectors of Schools. The Questionnaires were distributed to all recognized Secondary Schools in all the seven Districts of Meghalaya through the respective Inspectors of Schools. The Principals/Headmasters were requested to return the filled-in questionnaires within a period of fifteen days. The quantum of data collected in the Analysis is given in Table 2.1 below:

Table 2.1 Quantum of Data collected in the Analysis

Sl. No.	Names of Districts	No. of Schools
1.	Jaintia Hills	31
2.	East Khasi Hills	125
3.	West Khasi Hills	45
4.	Ri Bhoi	17
5.	East Garo Hills	29
6.	West Garo Hills	76
7.	South Garo Hills	13
Meghalaya		336

The number of gender-wise and trained/untrained teachers in the recognized Secondary Schools is also given in Table 2.2 below:

Table 2.2 Number of teachers

Sl. No.	Districts	Number of Teachers						
		Male	Female	Total	Trained	%	Untrained	%
1	Jaintia Hills	127	144	271	137	50.55	134	49.45
2	East Khasi Hills	486	716	1202	614	51.08	588	48.92
3	West Khasi Hills	232	130	362	174	48.07	188	51.93
4	Ri Bhoi	73	57	130	62	47.69	68	52.31
5	East Garo Hills	217	49	266	128	48.12	138	51.88
6	West Garo Hills	520	175	695	256	36.83	439	63.17
7	South Garo Hills	77	30	107	49	45.79	58	54.21
Meghalaya		1732	1301	3033	1420	46.82	1613	53.18

2.4 Data Analysis

The information, data and views collected from the Heads of the recognized Secondary Schools were analysed to get both the quantitative and qualitative performances of each schools. For quantitative performance, the usual way of calculating the percentage of pass in a particular school is followed.

For qualitative performance of a school, stress was laid on quality by giving the highest weightage to First Division with Star(*) marks. The weightage is proportionately given as follows:

1st Division with * marks carries 4 points.

1st Division without * marks carries 3 points.

2nd Division carries 2 points.

3rd Division carries 1 point.

The maximum possible score for a school is based on a hypothetical case in which all the candidates from a school who appeared in the SSLC Examination came out successfully in the First Division with star(*) marks.

Suppose a school A sent up 10 candidates and all of them passed in the First Division securing star(*) marks. So the maximum possible score for that school would be $40(10 \times 4)$ and the percentage of score would be 100 %. Such a school would be an ideal one. But if out of the 10 candidates sent up, suppose 1 passed in the 1st Division with star (*) marks, 3 passed in the 1st Division without star (*) marks, 4 passed in the 2nd Division and 2 in the 3rd Division, then the actual score by the school is calculated as follows:

No. passed in the 1 st Division with * marks	= 1,	Score = $4 \times 1 = 4$ points.
No. passed in the 1 st Division without * marks	= 3,	Score = $3 \times 3 = 9$ points.
No. passed in the 2 nd Division	= 4,	Score = $2 \times 4 = 8$ points.
No. passed in the 3 rd Division	= 2,	Score = $1 \times 2 = 2$ points.

Thus the Actual Score = $(4+9+8+2) = 23$ points.

So out of a maximum possible score of 40 points, school A scored 23 points.

$$\text{Its percentage of score} = \frac{23}{40} \times 100 \% = 57.50 \%$$

In general, if out of N candidates appeared in the SSLC Examination from a school A, suppose 'a' candidates passed in the 1st Division with star (*) marks, 'b' passed in the 1st Division without star (*) marks, 'c' passed in the 2nd Division and 'd' in the 3rd Division, then

- Maximum possible score = $4N$ (x, say)
- The actual score = $4a + 3b + 2c + 1d$ (y, say)
- The percentage of score = $\frac{y}{x} \times 100 \%$

Attempts were made to analyse the responses of each item using percentage method. Alongwith this, analysis of the opinions of the Heads of Institutions regarding the reasons which contributed to the low percentage of pass, suggestions to improve the performance of candidates and suggestions to improve the present system of SSLC Examination was also done.

3. Major Findings and Suggestions

3.1 Major Findings

The major findings of the 'Analysis of the Qualitative and Quantitative Performances of the different recognized Schools in Meghalaya in the SSLC Examination, 2007' are summarised below:

3.1.1 Qualitative Performances of Schools

1. There are only 2 schools scoring more than 70% but less than 80%. 10 schools score 60% or more but less than 70%, 18 schools score 50% or more but less than 60%, 46 schools score 40% or more but less than 50%, 66 schools score 30% or more but less than 40%, 76 schools score 20% or more but less than 30%, 65 schools score 10% or more but less than 20% and 52 schools have scores less than 10%.
2. There are 193 or 57.44%, i.e. maximum of the schools have percentage of scores less than 30%. There are 305 or 90.77% schools which have scores below 50%.
3. The highest percentage of score being 83.00% was scored by St. Margret's Hr. Secondary School, Shillong and it is the only school where the percentage of score is more than 80%.
4. The lowest percentage of scores is 0.00% being scored by 2 (two) schools, viz., Okkapara Secondary School, West Garo Hills and Chokpot Hr. Secondary School, South Garo Hills.

3.1.2 Qualitative Performances of Schools in the districts

1. In Jaintia Hills, 70.97% of the schools have scores in the range between 10% - 40%.
2. In East Khasi Hills, 68.80% of the schools have scores in the range between 20% - 50%.
3. In West Khasi Hills, 86.67% of the schools have scores in the range below 40%.
4. In Ri Bhoi, 76.47% of the schools have scores in the range between 20% - 50%.
5. In East Garo Hills, 65.52% of the schools have scores in the range below 20%. However, all schools in East Garo Hills have scores less than 50%.
6. In West Garo Hills, 76.32% of the schools have scores in the range below 30%.
7. In South Garo Hills, 92.31% of the schools have scores in the range below 30%. However, all schools in South Garo Hills have scores less than 40%.
8. In Jaintia Hills, the highest score being 66.35% was scored by St. Dominic Hr. Secondary School, Mawkyndeng and the lowest being 0.96% scored by Nartiang Presbyterian Secondary School, Nartiang.

9. In East Khasi Hills, St. Margret's Hr. Secondary School, Shillong topped the list with a score of 83.00% and the lowest being 5.16% scored by Budha Vidya Niketan Secondary School, Shillong.
10. In West Khasi Hills, the highest score being 70.83% was scored by Anderson Hr. Secondary School, Nongstoin and the lowest being 1.72% scored by Mallangkona Govt Hr. Secondary School.
11. In Ri Bhoi, the highest score being 67.19% was scored by Me.S.E.B. Secondary School, Umiam and the lowest being 13.04% scored by Kyrdem Presbyterian Secondary School.
12. In East Garo Hills, the highest score being 48.91% was scored by St. Thomas Secondary School, Mendipathar and the lowest being 0.66% scored by Mendima Secondary School, Mendima.
13. In West Garo Hills, the highest score being 71.88% was scored by Aerovile Secondary School, Tura and the lowest being 0.00% scored by Okkapara Secondary School.
14. In South Garo Hills, the highest score being 33.33% was scored by St. Fransis de Sales Secondary School, Nongalbibra and the lowest being 0.00% scored by Chokpot Hr. Secondary School, Chokpot.

3.1.3 Quantitative Performances of Schools

1. Upto 59 (17.56%) schools have cent per cent pass percentage.
2. Two schools, viz., Okkapara Secondary School, West Garo Hills and Chokpot Hr. Secondary School, South Garo Hills have 0.00% pass percentage.
3. There are 67 or 19.94% schools having pass percentage in the range of 90% or more but less than 100%.
4. There are 126, i.e., 37.50% schools whose percentage of pass is 90% or more.
5. There are 73 (21.73%) schools whose percentage of pass is less than 50%. It was also found that there are only 44(13.10%) schools whose percentage of pass is less than 30%.

3.1.4 Qualitative & Quantitative Performances

1. Basing on the percentage of scores, East Khasi Hills with an average score of 38.68% was ranked first, followed by Ri Bhoi (35.94%), Jaintia Hills (28.41%), West Khasi Hills (25.35%), West Garo Hills (22.54%), East Garo Hills (19.29%) and lastly South Garo Hills (12.01%).
2. The percentage of pass is the highest in East Khasi Hills with 86.65%, followed by Ri Bhoi (85.89%), Jaintia Hills (71.73%), West Khasi Hills (68.71%), West Garo Hills (59.73%), East Garo Hills (59.55%) and the lowest in South Garo Hills with 38.97% of pass.

3.1.5 Division-wise percentage of pass

1. There are only 10 schools which produce 50% or more students passing in the 1st division, with St. Margret's Hr. Secondary School, Shillong topping the list with 94.00% of its students passed in the first division.
2. There are 8 schools where cent per cent of their students passed in 1st and 2nd divisions.
3. There are 29 schools where 80% or more of their students passed in 1st and 2nd divisions.
4. There are 251 schools where less than 10% or none of their students passed in the 1st division. Out of these, there are 169 schools which do not produce any students passing in the 1st division.
5. There are 61 schools where no students passed in the 2nd division, where out of these, 4 schools have some students passing in the 1st division and there are 2 schools where none of their students passed in any of the three divisions.
6. There are upto 55 schools where their students passed only in the 3rd division.
7. Although the overall percentage of pass is 72.55%, but maximum (38.38%) of the students passed in the 3rd division. The pass percentage of pass in the 1st division is only 9.26% and only 24.92% in the 2nd division.
8. East Khasi Hills has the highest (15.37%) percentage that passed in the 1st division, followed by Ri Bhoi (12.68%). South Garo Hills has the lowest percentage (only 0.60%) that passed in the 1st division.
9. East Khasi Hills has also the highest (33.50%) percentage that passed in the 2nd division, followed by Ri Bhoi with 28.95%. South Garo Hills has again the lowest percentage (only 7.85%) that passed in the 2nd division.
10. Ri Bhoi has the highest (44.26%) percentage that passed in the 3rd division, followed by East Garo Hills with 43.21%. South Garo Hills has again the lowest percentage (only 30.51%) that passed in the 3rd division.

3.1.6 Qualitative & Quantitative Performances of schools location-wise

1. The percentage of score is more in the urban areas (37.90%) than in the rural areas (22.86%). This implies that urban schools are qualitatively performing better than rural schools. The percentages of pass in the 1st and 2nd Divisions are more from the urban areas than from the rural areas, whereas in the 3rd Division the percentage of pass is more from rural areas than from the urban areas.
2. The overall percentage of pass is also more in the urban areas (83.40%) than in the rural areas, with only 63.90% pass percentage.

3.1.7 Qualitative & Quantitative Performances of schools management-wise

1. The percentage of score is very high in Private unaided schools (48.13%) compare to Deficit & Deficit Pattern schools (33.34%) and Adhoc schools

(23.78%). Government schools with 21.08% have the lowest percentage of score.

2. Private unaided schools and schools with Deficit & Deficit Pattern are qualitatively performing better than Adhoc and Government schools.
3. The percentage of pass is also the highest (93.94%) by private schools and the lowest (58.18%) by Government schools.

3.1.8 Students securing letter/distinction marks in subjects

1. The highest number of students secured letter marks in Mathematics (549 students), followed by those who got letter marks in Health Education and Computer Science combining together(451 students).
2. There are 393 students who secured letter marks in Science & Technology, 260 students who secured letter marks in Modern Indian Languages & Alternative English combined together and 188 students who could score letter marks in Social Science.
3. English is the subject where the lowest number of students could secure letter marks, with only 18 students who could secure letter marks in the subject.

3.1.9 Students who failed because of failure in one subject

1. The highest number of students had failed the SSLC Examination because of the failure in Mathematics only (170 students), followed by those who failed because of failure in English only (117 students), failure in Science & Technology (99 students) and because of failure in Social Science only (43 students).
2. Very few students had failed because of failure in Health Education only (only 22 students), and the lowest number of students had failed because of failure in only Mother Indian Languages (MIL) and Alternative English combined together (only 10 students).
3. Thus, Mathematics, English and Science & Technology have contributed the maximum to the failure of students in the SSLC Examination, compared to the remaining subjects.

3.1.10 Reasons which contributed to the low percentage of pass

Based on the opinions of the Heads of the Institutions, the following are the reasons which contributed to the low percentage of pass of students in the SSLC Examinations:

A. Students related factors

1. Poor background of subject matter, i.e., very weak foundation right from lower classes, especially in the rural areas.
2. Not working hard and serious to study, even though they want to pass.

3. No proper guidance/ encouragement.
4. Negligence/Lack of regular studies.
5. Inherent weakness in subjects English, Mathematics and Science.
6. Irregular attendance.
7. No competitive spirit among students/ Lack of motivation.
8. Poor family background. Most of the students have to depend on their own for studies. The social environment is not so conducive to learning/ encouraging competitiveness.
9. Lack of interest in studies.
10. Poor command in English, especially students from rural schools.
11. Lack of awareness in answering the questions/ tackling of question papers.
12. Early marriage.
13. Many of the students do not spend enough time for studies.

B. Parents/Guardians related factors

1. Poor economic condition of people in rural areas, and students helping parents for livelihood.
2. No encouragement and support from parents and family.
3. Parents/guardians not taking interest and serious in their children's studies.
4. Ignorance of parents mostly in rural areas, because of illiteracy.

C. Teachers related factors

1. Lack of qualified/experienced/ trained teachers, especially in most Adhoc/Private Schools/rural areas.
2. Lack of trained teachers in many schools.
3. Instability and lack of qualified and efficient teachers in Mathematics and Science, especially in rural areas.
4. Lack of interest, hard work and commitment among teachers in teaching.
5. Shortage of subject teachers in many schools.
6. Less salary paid for teachers in most unrecognized/adhoc schools.
7. Irregularity of teachers especially in rural areas.
8. Irregular pay of teachers in G/A schools.
9. Delay in appointing teachers in place of retired and transferred teachers.

D. Schools related factors

1. Inadequate infrastructure and less school facilities, like science equipments, computers, bookbank, etc.
2. Weak in English, and communicating in English never take place in rural schools.
3. Lack of equipments, infrastructure in most rural schools.
4. Classes are not regular in many rural schools.
5. Lack of proper management/ Weak administration.
6. Students are not exposed to a series of tests.
7. Inability of rural schools to get quality and permanent Science teachers due to fund constraints.
8. Overcrowded classrooms.

E. Syllabus/Textboks related factors

1. Lengthy/ vastness of syllabus and inadequate time to cover the syllabus.
2. Frequent change of syllabus.
3. Frequent change of syllabus & textbooks.
4. Frequent change of textbooks.
5. Non-completion of syllabus in time.
6. Late arriving of syllabus in schools.
7. High cost of textbooks and admission fees.

F. Other factors

1. Long gap between Selection Test and the Final Exams.
2. Mathematics and Science being made compulsory and is difficult for many students.

3.1.11 Reasons which contributed to the low percentage of pass of private candidates

Based on the opinions of the Heads of the Institutions, the following are the reasons which contributed to the low percentage of pass of private candidates in the SSLC Examinations:

1. Private candidates are deprived of Internal Assessment. They had to appear for 100 marks.
2. Non-attendance to regular classes. Some of the repeaters depend only on private tuition.
3. Most of the private candidates are from weak financial background and are engaging in other works for earning, which leave them less time to study.

4. Too much leniency for passing the private selection test. No proper screening.
5. Most private candidates are not regular and serious in their studies.
6. Private candidates do not get proper teaching & guidance.
7. Most private candidates are coming generally from the unrecognized schools which are having insufficient unqualified and frequently change staff due to poor salary.
8. Some of private candidates have not attending schools upto Class X (some of them have passed either only Class VII/VIII/IX).
9. Many of the private candidates are dropouts, and may not have even studied upto Class X, and they appear SSLC Examination without keeping in touch with books and teachers.
10. Most private candidates are not in touch with their studies/lessons. They are not interested to study regularly, and come to write exams without preparation.
11. Most private candidates who failed SSLC Examination, appeared again without attending regular classes.
12. Lack of trained, qualified and sufficient teachers in most unrecognized schools.
13. Irresponsibility of private candidates themselves.
14. Private candidates do not get a firm foundation in important subjects like Mathematics, Science and English right from elementary levels.
15. Private candidates very often do not attend classes and many of them come from village background, where their school attendance is not regular and most often classes are not taken properly.
16. Private candidates do not cope well with the frequent change in syllabus.
17. Private candidates without test are not attached with school. As they are not in schools, they are not in touch with books. Most of them study only just before and during the examination.

3.2 Suggestions

Based on the responses as given by the Heads of Institutions, the following are the suggestions to improve the performances or the pass percentages of the candidates in the SSLC Examinations and for improving the present system of SSLC Examination:

3.2.1 Suggestions to improve the performances/pass percentages of the candidates in the SSLC Examination

A. Students

1. Students should be motivated/ encouraged to study hard.
2. The students should work hard, be competitive and give full concentration in their studies.
3. Regular study habit.

B. Parents

1. Parents/Guardians should take proper care of their children at home to see that they maintain regular studies.
2. Active participation/guidance of parents and guardians.

C. Teachers

1. Appointment of sufficient number of qualified and trained teachers.
2. Regular In-Service Teachers Training, Workshops, Seminars are a must.
3. Regular and handsome salary to be given to teachers.
4. All teachers should be trained/ Training of untrained teachers.
5. The teachers should work hard in their teaching to make the students understand what they taught. Regular in their activities.
6. Teacher should be dedicated/ committed.
7. Regular attendance of teachers especially in rural areas.
8. Teachers should endeavour to develop competitive attitude among students.
9. Banning of private tuitions by teachers.

D. Schools

1. Regular class tests and homeworks/assignments, esp. in Maths & Sc would help improve the performance.
2. Provision/Improvement of school facilities like TLMs, Sc laboratories & equipments.
3. Conducting regular monthly Tests/Exams in all schools.

4. Improvement of infrastructure and school facilities of schools, especially of rural areas.
5. Failed candidates should be readmitted in schools, and reappear in Selection Test.
6. Schools should have a regular system of appraisal to evaluate performance of students and effectiveness of teaching

E. Textbooks/Syllabus

1. Syllabus/Textbooks are not to be changed frequently.
2. By reducing the course content so that all the topics can be completed within the academic year.
3. There should be no change of textbooks or course content for at least 5 years.
4. Syllabus/curriculum should be properly developed.
5. Frequent changes of textbooks should be avoided as far as practicable.
6. Circulation of syllabus and textbooks to be available on time.
7. Syllabus/textbooks to be followed for at least 10-15 years.
8. Continuation of NCERT Textbooks for better performance.

F. School System

1. Improving quality of education, ie. building strong foundation of students right from grassroot levels.
2. Mathematics & Science should be made optional. Subjects in lieu of Mathematics & Science be introduced for Classes IX & X.
3. Choice to opt for different streams should be right from Class IX.
4. There should be provision for more optional subjects.
5. Strict measure in granting opening permission to schools, especially in terms of having qualified teachers.
6. Introduction of two levels in Mathematics & Science right from Class IX, advance Science & Mathematics and General Science & Mathematics.
7. Measures should be taken in the primary stage to improve the English communication skills, Mathematics and Science subjects.
8. In line with Health Education/ Computer, a new subject related to Vocational may be introduced.
9. Medium of instructions should be in English right from Elementary levels.
10. Encourage using of English language in all rural schools.

G. Examination System

1. Model questions/ Question bank should be provided to make the students aware and prepare for the SSLC Exam.
2. Internal asesment for all subjects.
3. Internal Assesments/practicals should be availed to private candidates from unrecognized schools also.
4. Liberal marking system.
5. Present system of internal assessment of 20 marks be continued.
6. The difficulty level of questions should be properly adjusted.
7. More objective type questions like CBSE/ICSE.
8. Reducing the long gap before Final Exam.
9. Improving the system of evaluation.
10. Standardised and stricter Selection Tests.
11. Sample papers to be provided.
12. Proper marking system.
13. Needs of qualified and experienced examiners.
14. Introduction of grace marks.
15. Failed students may be allowed to write only failed subjects.
16. Candidates to be declared pass, if they fail in any one subject.
17. Project Works to be evaluated externally.

H. Private Candidates

1. Introduction of Internal Assessment for private candidates from non-recognised schools.
2. Private Selection Tests should be evaluated strictly in accordance with the Final Board examination. Only those candidates who passed in all the papers should be permitted to appear for the Final Examination.
3. Failed private candidates should reappear in the Selection Tests, i.e. abolition of category of Private Candidates without Test.
4. Selection Tests for private candidates should be more strict and serious. Candidates who could not pass all subjects should not ba allowed to appear the Final SSLC Examination.
5. Special classes for private students (morning or evening schools).
6. Reducing the number of private candidates by allowing them to re-admit into regular classes.
7. Strengthening of Morning/Night school system for private candidates' access to school.

8. Some special change may be done in question papers for private candidates.
9. Separate questions for private candidates for all subjects.
10. Private selection test should be relooked.
11. No private candidate be allowed to appear the Selection Test without studying upto Class X.

I. Others

1. Free Coaching Class be provided especially in Science, Mathematics and English.
2. Regular Inspection/Supervision of schools by higher authority.
3. Special assistance like book grants, etc to poor students.
4. Inclusion of Division in the existing institution-wise percentage of pass in the Results.
5. Proper administration, guidance and control at all levels.
6. To have a district and state level categorization in position, rank, or grade system for the institutions having high or good performances.
7. Provisions of teachers' guidelines.
8. A thorough survey should be done to find out the defects of schools showing low pass percentage and suitable measures to be taken.

3.2.2 Suggestions to improve the present system of SSLC Examination

1. Questions should be more of Objective and Short Answer Types.
2. Internal Assessment of 20% should also be implemented for all subjects.
3. Examinations should be strictly supervised so that not to allow fellow candidates to be disturbed and to check unfair means, malpractices, etc.
4. To follow the CBSE pattern of Examination and marking.
5. Exams to be conducted by the end of the year (i.e by December) instead of 2-3 months gap.
6. Provision of Internal marks be given to candidates from unrecognized schools also (ie, Private Candidates also).
7. Mathematics and Science should be optional, and other subjects may be included.
8. Training/ Orientation Programme for question setters, examiners and others who are involved in evaluation duty.
9. Question patterns/Model Questions/ Guidelines to be circulated to every secondary school to give ample idea to the teachers and students.
10. Subjects like Mathematics, Science and Social Science should be split up into 2 papers as earlier.

11. The CBSE pattern of syllabus and examination be followed so that students of the region be at par with rest of the country.
12. There must be no internal assessment marks.
13. Question patterns should be more scoring.
14. Re-introduction of Supplementary Exams, i.e. candidates should be allowed to appear in failed subjects.
15. To follow the CBSE patterns of syllabi.
16. Improving the quality of question papers.
17. Internal Assessment and also Science practicals should be conducted under the supervision of the external employed by MBOSE.
18. At least 3 sets of question papers should be prepared in each subject of the same difficulty level and distributed randomly to the students.
19. Grading system instead of marks and division.
20. Orientation Programmes for teachers in general and examiners in particular on evaluation and assessment.
21. Questions marking should be improved. Questions should not be less than 1 mark.
22. To have lesser marks allotted to objective type questions.
23. To have more marks allotted to essay type questions.
24. 50% questions should be very easy and 20% difficult.
25. Timing for starting exams at 9.00 am is too early. Starting at 9.30 am would be better.
26. SSLC Examinations should be conducted in January/February so that classes of Examiner-teachers may not suffer loss.
27. Examination should be conducted under the close supervision of the Deputy Commissioners of the respective districts.
28. To have only 5 subjects, other subjects could go as additional subjects.
29. To follow the same procedure in examining the Answer Scripts.
30. Marks are too less in comparing to the time to answer the questions.
31. Strictness in regard to Evaluation & Tabulation to avoid re-evaluation of the candidates.
32. Examination may be conducted at each and every school without making centre-wise.
33. To have two categories of SSLC examinations- separately for regular & private.
34. The time of exam need to be adjusted in a way that it helps the students to prepare their subjects.

35. Ablition of private candidates.
36. Too much gap between subjects in exam.
37. Internal marks should be abolished because of no proper and uniform marking among schools.
38. Internal Assessment marks are needed only for the Science subject.
39. Faild canedidates should reappear in the Selection Test.
40. Science should be split into Physics, Chemistry & Biology.
41. Social Science should be split into Geography, History, Economics & Civics.
42. Private selection tests should be stricter. May perhaps be conducted by MBOSE to be more fair and uniform.
43. Students should not necessary passed in all subjects. Grace marks may be given to pass if a candidate fails in one subject.
44. Invigilators should not invigilate their own students.
45. 10-15 minutes time should be given to students before writing each paper, to be acquainted with the question papers.
46. Exam Centres should have proper infrastructure.

3.2.3 Other Suggestions

3.2.3.1 Internal Assessment:

The scheme of Internal Assesment for 20% of the full marks in the subjects Science & Technology, Mathematics, Social Studies and Health Education was applicable to the regular students from the SSLC Examination, 2008 onwards. However, some schools had suggested that this scheme should be abolished because of no proper and uniform marking among schools.

It may be mentioned that the Meghalaya Board of School Education, Tura, which perhaps to bring uniformity in awarding the Internal Marks of 20 %, had given a detailed scheme for 'Weightage of Marks for Internal Assessment'.

The Weightage of Marks for Internal Assessment may perhaps be improved as follows:

e.g. in Mathematics

- a) Continuous Assessment:
 - i) Class IX Annual Examination - 5 marks.
 - ii) Marks in 1st Term Test/Half Yearly Exam in Class X - 5 marks.
- b) Assessment of 2 Activities - 5 marks.
- c) Assessment of Project Work - 5 marks.
