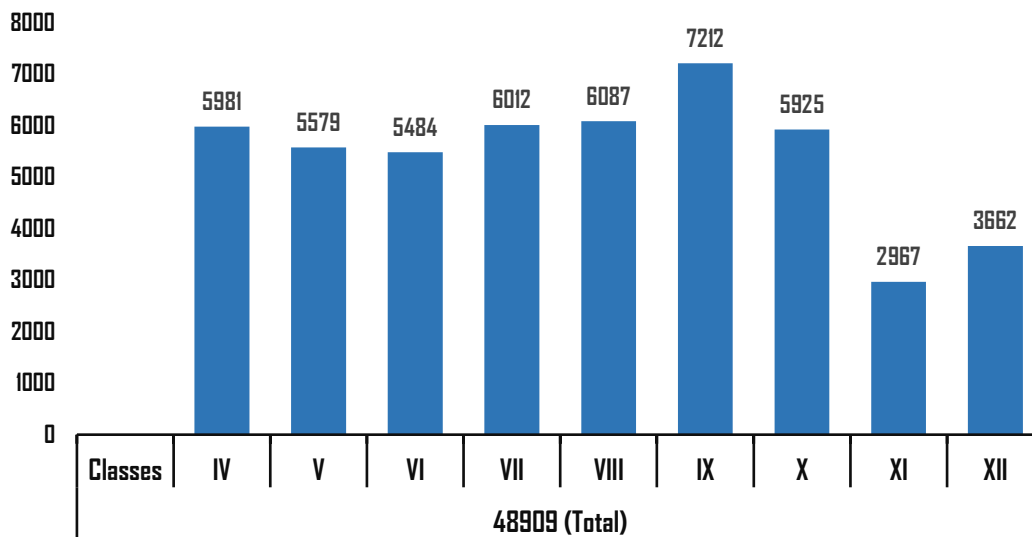




A Consolidated Report on Students Scoring Less than 40% in Mid-Term Examinations 2021 & Discipline Strategies of the Schools



Education Monitoring Division
Department of School Education
Ministry of Education

Purpose

In an effort to reform the Assessment System, the Ministry of Education issued the revised Assessment Structure in June 2021 which directs the schools to follow the minimum pass mark for each subject for key stage II-V (classes IV-XII). It requires a student to score a minimum of 40% in both Continuous Assessment (CA) and written examinations to be promoted to the next higher grade. This change is being introduced to streamline the assessment system to assess the actual learning of the students. However, there were concerns raised on the implications of the revised assessment structure.

To this effect, Education Monitoring Division of Department of School Education conducted a survey to find out the performance of students in mid-term examinations 2021. The analysis covered the following areas:

- 1) Number of students who scored less than 40% in overall result.
- 2) Students scoring less than 40% in Continuous Assessment (CA) and written examinations in each subject.
- 3) Dzongkhag wise percentage of students who scored less than 40%.
- 4) Strategies to improve students' performance and discipline.

Methodology

The data was collected from both public and private schools which conducted mid-term examinations for classes IV-XII in 2021. The schools of Phuentsholing Thromde, Chumithang MSS under Chhukha and Gomtu HSS of Samtse were excluded since they did not conduct mid-term examinations.

A common form using Google sheet was designed by EMD on 30th August 2021 to collect data from schools. The form was pre-tested in Changangkha Middle Secondary School, Thimphu on the same date. The form was refined after incorporating the feedback from teachers of Changangkha MSS and was shared with the schools across the country by the focal EMOs of each Dzongkhag/Thromde.

The following information were collected from the schools:

- Total number of students in each of the classes IV to XII;
- Number of students who scored less than 40% in CA and written examinations in each subject;
- Initiatives taken by the schools to improve the academic performance of students; and
- Initiatives taken by the principals to improve the discipline in the schools.

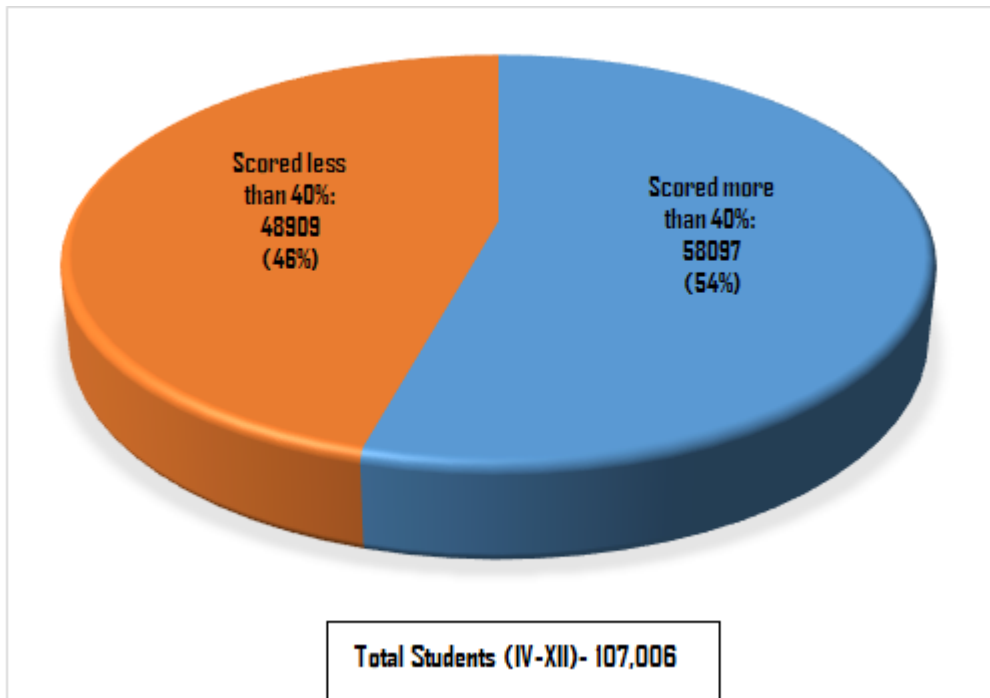
Schools submitted the information on Google sheet by 2nd September 2021. EMOs verified the data of over 50% of schools over phone calls before analyzing the data.

Summary of total students in classes IV-XII

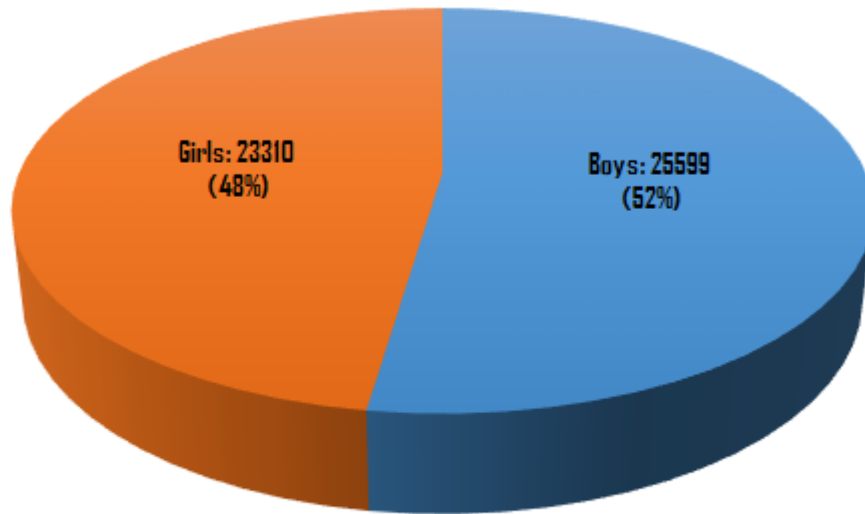
Class	Total Students
IV	11,646
V	11,707
VI	12,314
VII	11,276
VIII	11,402
IX	11,891
X	12,278
XI	11,699
XII	12,793
Total	107,006

Report

Overall students scoring more than 40% and less than 40% in mid-term examinations 2021

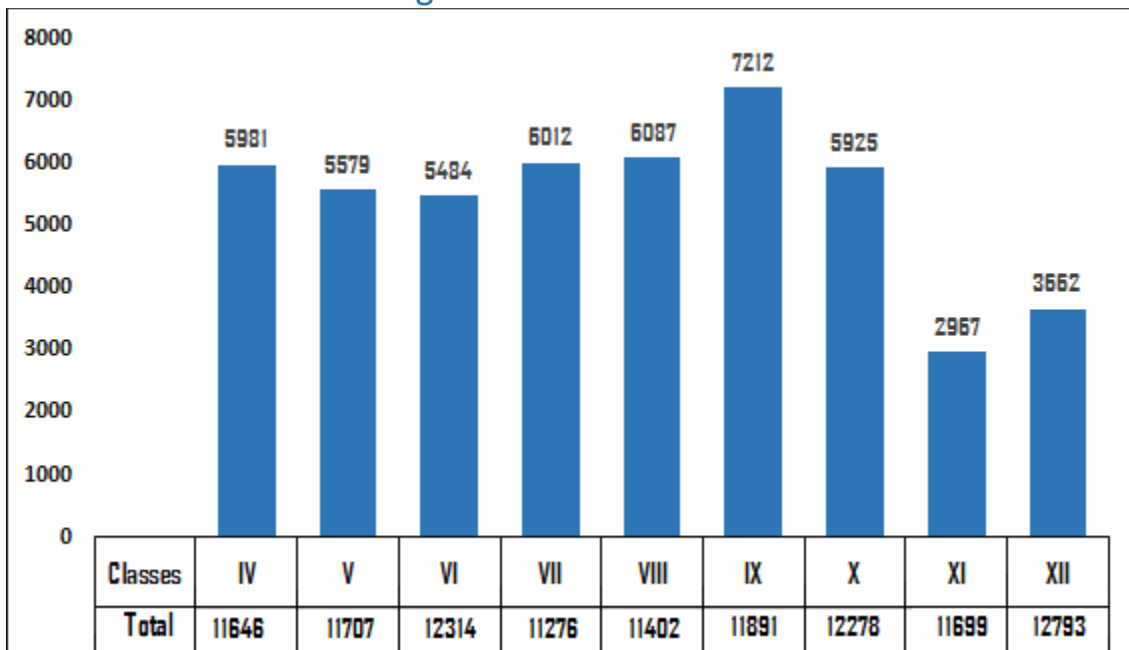


Gender wise students scoring less than 40% in mid-term examinations

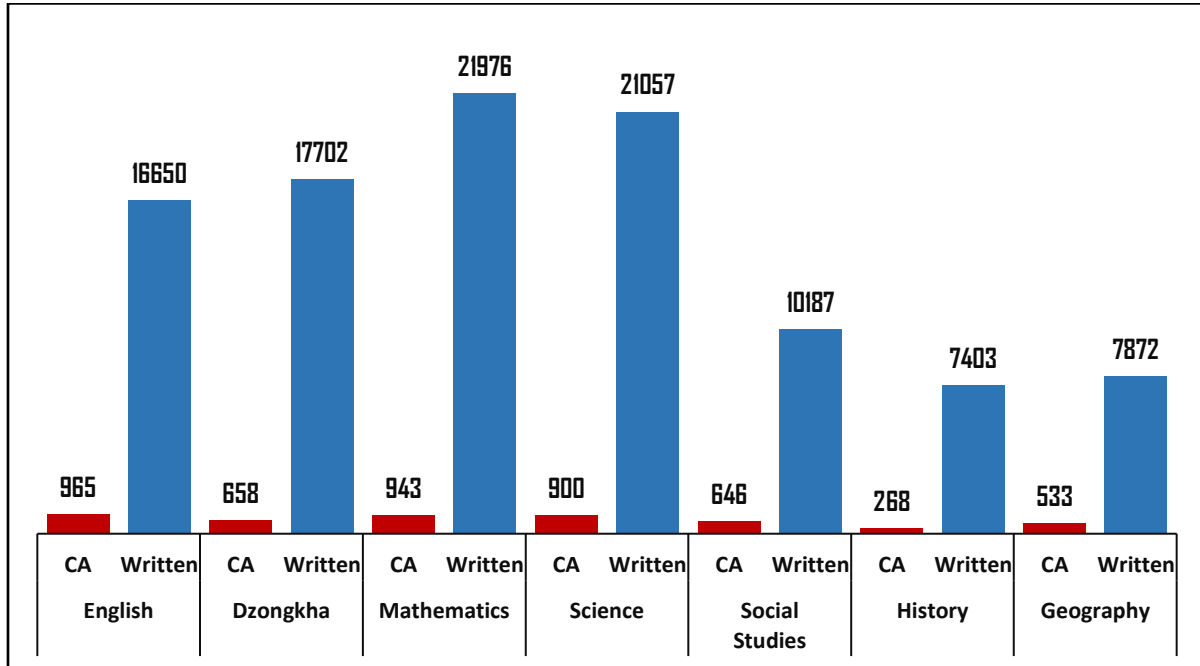


Total-48,909

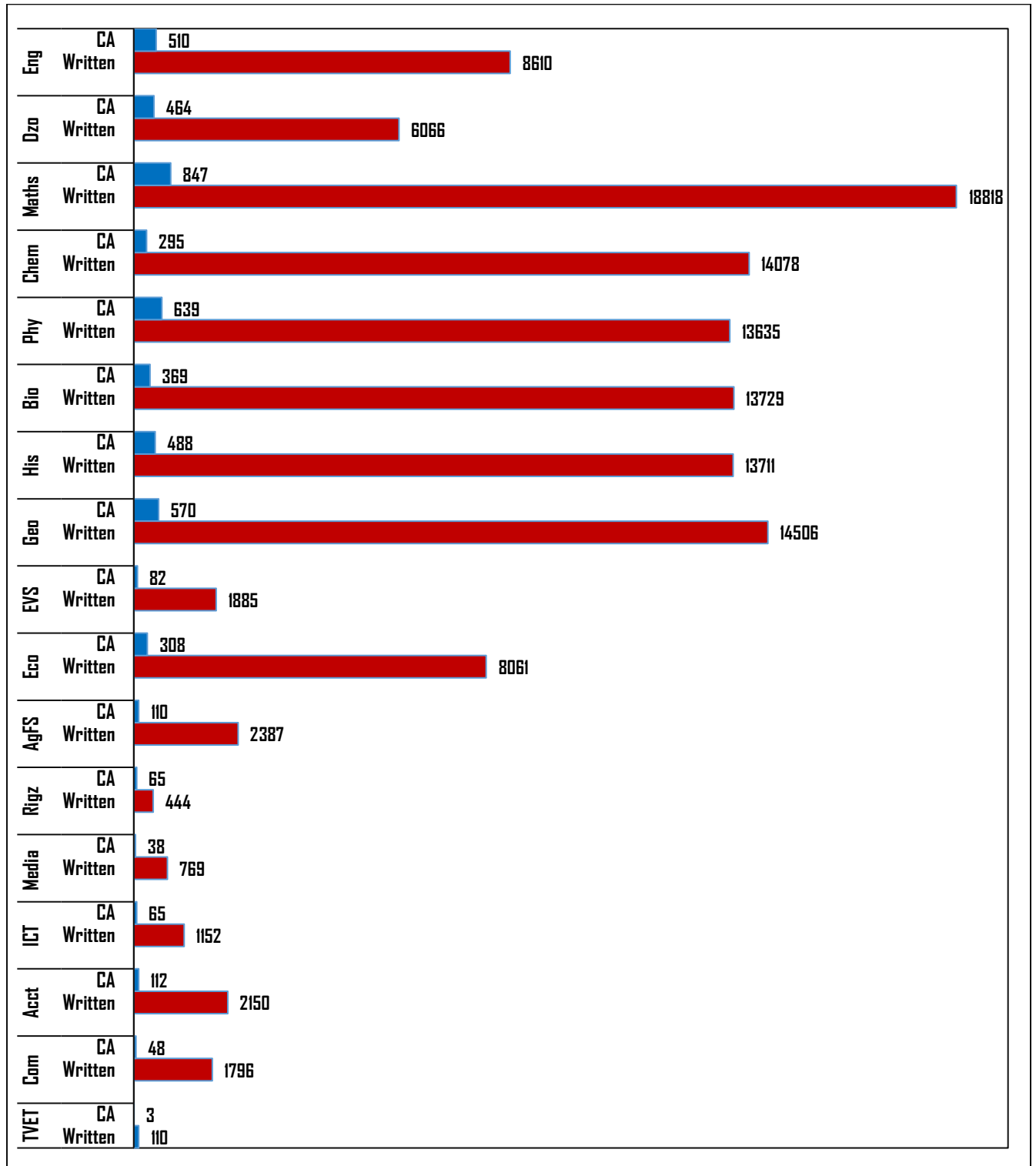
Classwise students scoring less than 40% in mid-term examinations 2021



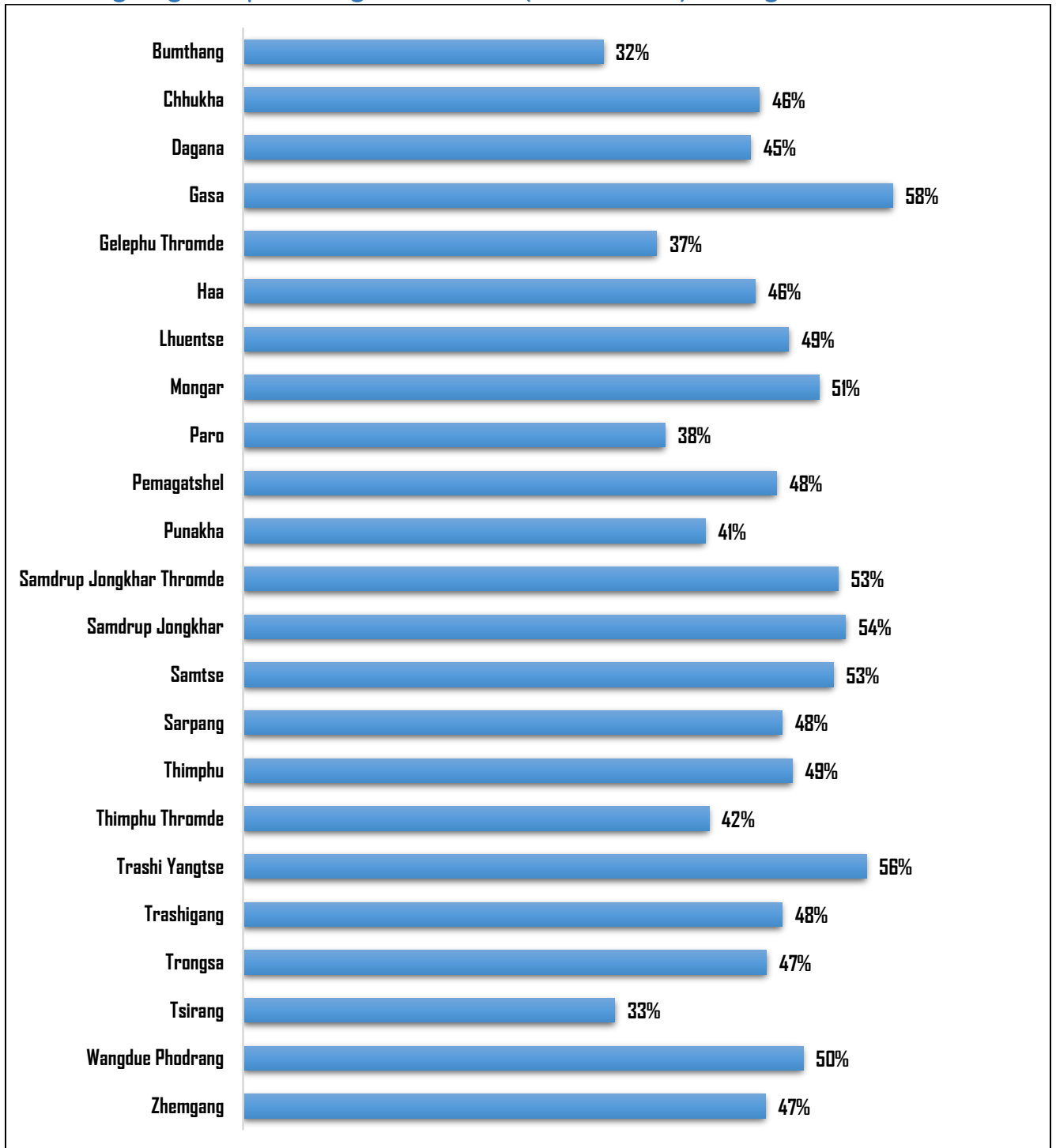
Subject wise students scoring less than 40% in CA & written examinations
(classes IV-VIII)



Subject wise students scoring less than 40% in CA & written examinations (Classes IX-XII)



Dzongkhag wise percentage of students (classes IV-XII) scoring less than 40%



Dzongkhag wise students (classes IV-XII) scoring less than 40%

Sl	Dzongkhag	Total Students	Students Scoring less than 40% in Mid-term Examinations		
			Boys	Girls	Total
1	Bumthang	2695	463	404	867
2	Chhukha	6360	1545	1387	2932
3	Dagana	4372	1035	945	1980
4	Gasa	583	171	167	338
5	Gelephu Thromde	2403	468	419	887
6	Haa	2668	634	586	1220
7	Lhuentse	2308	490	634	1124
8	Monggar	6369	1602	1672	3274
9	Paro	7453	1513	1294	2807
10	Pemagatshel	3702	853	910	1763
11	Punakha	5339	1108	1095	2203
12	S/Jongkhar Thromde	1120	313	282	595
13	Samdrup Jongkhar	4472	1224	1181	2405
14	Samtse	8411	2497	1935	4432
15	Sarpang	5750	1534	1232	2766
16	Thimphu	3101	775	745	1520
17	Thimthrom	16523	3800	3074	6874
18	Trashi Yangtse	3312	991	852	1843
19	Trashigang	6113	1446	1495	2941
20	Trongsa	1858	424	444	868
21	Tsirang	3995	750	575	1325
22	Wangdue Phodrang	5006	1224	1279	2503
23	Zhemgang	3093	739	703	1442
	Total	107,006	25,599	23,310	48,909

Findings

The following are findings of the survey:

- 1) Out of 107,006 students of classes IV-XII, 48,909 (46%) students scored less than 40%.
- 2) A total of 25,599 boys and 23,310 girls scored less than 40%.
- 3) The highest number of students who scored less than 40% is from class IX (7,212).
- 4) In classes IV-VIII, the maximum number of students who scored less than 40% in written examinations are in mathematics (21,976) and science (21,057) subjects.
- 5) A majority of classes IX-XII students who scored less than 40% in written examinations are in mathematics (18,818) and sciences (chemistry (14,078); biology(13,729); physics (13,635) subjects.
- 6) Schools have initiated various strategies to improve students' performance and discipline (attached).

Recommendations

The following suggestions are submitted to improve students' performance in annual examinations:

1. Dzongkhag/Thromde Education office to strictly comply the implementation of the revised assessment structure uniformly.
2. Dzongkhag/Thromde may use the report on students scoring less than 40% to facilitate professional development programmes and other support to schools.
3. Schools to analyze the students' performance and strategize interventions for improvement.

Initiatives taken by school to improve performance of weaker Students

1. Conducted weekly tests on completion of chapters and block plans.
2. Supervised Reading programme are conducted during the library periods by the English teachers.
3. Carried out mid-term result analysis and presented to teachers, parents and students. Subject teachers identified weaker students in all subjects and provided remediation for an hour every day after the school.
4. Library and ICT labs are kept open on Saturday afternoons for students to explore the resources for different subjects or to solve past year examination papers from the question banks.
5. Class teachers have their different social media groups with the parents to inform them about the student's performance.
6. Schools initiated peer coaching and provided study tips to the students.
7. Bridging classes are put in place in all classes before teaching new topics especially for Classes IV-VI as they were affected by a pandemic leading to closure of schools last year.
8. Parents are called for a consultative meeting to discuss their child's academic performance. Issue written feedback form to parents explaining strength, weakness and area for improvement of their child.
9. Briefed parents on the new assessment pattern during PTM, informed parents to build home study culture for their children and monitor them, provide remedial classes, students were made to prepare home study time tables and follow it strictly.
10. Ability grouping was carried out and academically challenged learners were identified for remedial classes to provide extra attention.
11. Encouraged nearby day scholar students to attend the morning and evening studies in the school.
12. More emphasis is given to average students during normal teaching hours.
13. Peer assisted learning: Attach weaker students with performing students - Teacher assisted learning after class on differentiated instruction and online teaching & learning.

Initiatives taken by Principals to improve discipline of the students

1. Mindfulness lessons including meditation are offered to all students for two days weekly and practiced as a whole school approach.
2. The Home Group initiative in which small groups of students receive specialized care from designated home group parents.
3. Schools have conducted SBIP on Positive Discipline Tools for teachers. A School-Parenting Education and Awareness programme was conducted for parents.
4. Conducted Principal-Child Conference with students having disciplinary issues. Referred the students with serious disciplinary issues to the school counsellor. Conducted Principal-Parent conference with the parents of students with disciplinary issues. Conducted Discipline Committee-Child conference. Conducted Discipline Committee-Parent conference
5. Every class teacher maintains a behavioural record book to curb the behaviour problems of children. T.O.D maintains the separate behavioural record book to keep the records.
6. Teaching and creating awareness about the benefits of having good discipline.
7. Revisited School Discipline Policy, emphasis on teaching *Za Cha Dro Sum* and *Driglam Namzha* in the School in different groups delegated to different teachers.
8. Conducted school level PD on Positive Disciplining Technique and School Provided Student Leaders' Orientation Program focusing on Leadership Building Strategies.
9. Mass talk (Talk Show) on SMART and 10 Qualities of a good student. Mid-Term result analysis presentation to whole students with the title "WAKE UP CALL" touching on 5 keys to unlock students potential and 6 Healthy Habits.
10. Every class teacher has to submit a Class Improvement Plan (CIP) with the indicators on Student Discipline Records (Attendance, Performance and Conduct). Assigned responsibility to class teachers and subject teachers to curb disciplinary issues of students. Grouped students under each teacher to curb disciplinary issues.
11. Lessons on Value Education, Life skills and study tips are carried out.